

Black Hills State University Diversity Activities Report FY15-FY19

Informal/Formal Reporting Structure

Black Hills State University (BHSU) has offices that are considered multicultural, such as Veterans' Services, Disability Services, American Indian Studies, International Affairs & Global Relations, Student Activities, and TRiO Student Support Services. TRiO, Student Activities, Disability Services, and Veteran's Services offices report through Student Affairs. All others report through Academic Affairs.

American Indian Studies

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Budget	\$39,577	\$60,377	\$64,142	\$65,442	\$67,355
FTE	1.0	1.0	1.0	1.0	1.0

American Indian Studies is instrumental in helping our Native American population in all aspects of their education. The American Studies program at BHSU offers students the opportunity to expand their knowledge of the Native American culture, and grow as individuals, but also offers our non-Native students the ability to learn about the rich Native American history and offers the opportunity to explore many challenging contemporary issues through our diverse faculty. BHSU offers extracurricular activities, such as the annual Pow Wow or Wacipi. The American Indian Studies office has a one full-time staff member that serves as Director, along with student employees.

Jump Start Grant

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Budget	\$188,090	\$187,064	\$177,272	\$157,256	\$141,870
FTE	1.0	1.0	1.0	1.0	1.0

Working under the guidance of the director of American Indian Studies a second full-time staff member is funded through a federal grant as the Jump Start coordinator.

Gear Up Grant

The SD GEAR UP program at BHSU is funded by the U.S. Department of Education to the South Dakota Department of Education. The goal of the SD GEAR UP program is to increase the number of students prepared to graduate from college. SD GEAR UP seeks to accomplish this goal by collaborating with middle and high schools throughout the state, all of which are located on American Indian Reservations in South Dakota. A specific focus is to increase the number of American Indian students that achieve success at the post-secondary level. During the academic school year, Regional and/or school based coordinators provide assistance to students,

and parents, in tutoring, dual credit opportunities, career exploration, ACT preparation, college applications, scholarship opportunities, and FAFSA assistance. Summer programming is available for both middle and high school students. Middle school summer camps are held for 6th & 7th graders, while 8th-11th graders may apply to participate in a 3-week summer honors program held on the campus of Black Hills State University. The summer honors program places a strong emphasis on academic rigor and growth mindset where students take academically rigorous courses in literacy, math, technology, science, American Indian Studies, and college preparation. Afternoon and evening enrichment activities include visits to local historic sites and speakers sharing about career opportunities.

Disability Services

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Budget	\$70,389	\$100,927	\$109,040	\$109,970	\$109,952
FTE	1.0	1.0	1.0	1.0	1.0

Disability Services offers comprehensive support to students with disabilities. After meeting with students with a documented disability, appropriate accommodations are made based on their needs in and out of the classroom. Disability Services maintains a close working relationship with not only faculty, but staff across campus to comprise the comprehensive services necessary for each student with a disability to obtain equal access across campus to have a positive learning and living experience at BHSU. Disability Services has one full-time staff member in addition to student employees.

Veterans' Services

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Budget	\$108,313	\$117,796	\$117,796	\$73,932	\$74,539
FTE	1.0	1.0	1.0	1.0	1.0

Veterans' Services extends services to current members and veterans of the United States Armed Forces, as well as their dependents. Staff will aid in researching and receiving education benefits through the Department of Veterans Affairs (VA), the State of South Dakota, and other state/federal non-profit organizations. Staff work with students to ensure they have a positive learning experience by having academic support, access to counseling, health services, and disability services, and assisting with access to other services on campus and in the community. BHSU also has a Veterans Center for veterans and dependent students to study and socialize with other veterans and military families. BHRC has an active veterans center and club. Veterans' Services has one full-time staff member in addition to student employees.

Student Support Services

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Budget	\$258,179	\$270,553	\$266,057	\$268,509	\$247,685
FTE	3.5	3.5	4.4	4.4	4.4

Student Support Services (SSS) is one of seven federal TRiO programs, funded by the U.S. Department of Education, for disadvantaged students who are serious about graduating from college. Students qualify for SSS if they meet one of three eligibility criteria: low income, first generation, and/or disability. Students who meet one or more of these criteria and who are U.S. citizens are eligible to apply. SSS retention advisors work with students admitted into the program through to graduation by providing academic planning, tutoring, peer advising, study skill instruction, and career exploration. The SSS grant has two full-time staff members employing a director and an assistant director. Additionally, there are three part-time positions, which include two retention advisors and a tutor.

International Relations & Global Engagement

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Budget	\$311,122	\$347,455	\$477,224	\$512,764	\$612,225
FTE	4.1	5.4	5.4	5.4	4.1

International Relations & Global Engagement administers campus programs and services in support of the campus' international initiatives. These include international student recruitment and admissions, international student and scholar advising and support service,; the Academic English Program (AEP), and study abroad, including student and faculty exchanges, short-term faculty-led programs, and the International Service Learning Program (ISLP).

Other Campus Programming/Events

Below are examples of other diversity-related events during the 2018-2019 academic year (many of these are annual events):

- SWARM Week (Homecoming) Theme – *Sting Goes Worldwide*
 - Step Afrika
 - Sting's World Market - snacks from around the world each day of the week
 - World's Fair
- A Wish to Remember - Italy
- A Wish to Remember - Ireland
- Hunger Banquet
- Syrian Refugee Documentary
- Lakota Omnicitye Wacipi - Pow Wow
- Lakota Omnicity Indian Taco Sales
- Concert Choir - Europe Tour
- Hult Prize Foundation Competition

- World Trivia Night
- See How They Run - Theater Production
- International Pinning Ceremony
- Kindness Rocks
- Travel Trivia
- Holiday Hole in One
- The Knots that Tie us Together
- Day of the Dead
- House of Henna
- Chinese New Year
- Diversity Jeopardy
- Your Stereotypical Fashion Show
- Diversity Plants
- Identi-tea
- Let's Taco Bout Culture
- ISLP – Botswana
- ISLP – Philippines
- Iceland – Photography Class
- Monthly Radio and Web series – *Multicultural Mosaics*

HLC Accreditation Report (Diversity Related Sections)

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Role in a Multicultural Society: According to the South Dakota Board of Regents (SDBOR or The Board), “The System and its institutions must assist students in their search for knowledge, in understanding themselves and their cultural and physical environments, and in developing the wisdom and skills necessary to function as responsible citizens in a democracy. The Board affirms a commitment to the fundamental values of higher education in which programs and experiences promote curiosity; stimulate thought; encourage self-reflection; foster a genuine desire for lifelong learning; engender a global view of society which embodies a free interchange of ideas; and reflect a concern for creating a responsible, ethical society.”

Consistent with The Board mission, BHSU strives to engage students as citizens at the local, regional, national and international levels. The University's values specifically note the importance of engaged citizenship, celebrating diversity, and honoring our heritage. These threads are woven throughout 1) the goals and initiatives in the strategic plan, 2) the curriculum, 3) the general education requirements, and 4) the organizational make-up of the University and related activities.

Strategic Plan: The University's Strategic Plan reflects its commitment to strengthening multiculturalism and diversity. Theme 3 of the Strategic Plan focuses on engagement with partnerships, service, and enriched student experiences. The action steps accompanying Theme 3 include the commitment to international engagement, community service, and service learning; as well as partnerships with diverse entities.

Processes and Activities Emphasize Diversity: Through the general education curriculum, the University seeks to prepare students for the diverse culture in which they live. For example, general education Goal 3 of the BHSU Strategic Plan states that "students will understand the organization, potential, and diversity of the human community through study of the social sciences." Goal 4 is that "students will understand the diversity and complexity of the human experience through study of the arts and humanities."

Centers, Offices, and Committees: Several centers, offices, and committees, as well as the student organizations they support, foster multiculturalism in the university community.

Examples include the following:

- The *Center for American Indian Studies* recruits and provides support for Native American students, who make up the largest minority group on campus. The center's mission includes promoting "awareness of American Indian cultures, value systems, and social problems among both Indian people themselves and members of the larger society." The center also serves as a liaison to tribal governments and schools; supports related academic programs; and seeks funding for service and research projects.
- The *Office of International Relations and Global Engagement* fosters international service learning, exchange, and other opportunities for study abroad. The office also provides resources on "issues of international students, faculty and staff; on study abroad programs for students and research/teaching exchanges for faculty, and on all partnerships with colleges and universities abroad." The *International Students Organization (ISO)* has evolved to address the need for increased interaction among international and other students and the Spearfish community. It organizes campus activities; such as, international student orientation, collaboration with domestic orientation on diversity, and a week designated to embracing curiosity rather than fear. One recent ISO sponsored-activity featured international students in a campus-wide International Food Festival, which allows for participants to try food of different cultures. In addition, approximately 9% of the faculty are international.
- The *University Multicultural Committee* serves to heighten awareness and respect for global cultures. Its mission is to "embrace the multi-dimensions of human differences identified as those related to ethnicity, race, socioeconomic status, gender, disabilities/exceptionalities, language, religion, age, sexual orientation, and geographical area by providing opportunities that foster inclusiveness and multicultural experiences for all." It organizes campus events that support its mission. One example, the *Oxfam Hunger*

Banquet, sponsored in collaboration with other campus organizations, is held yearly to illustrate the disparity in diet among those from rich and poor nations.

The University's curriculum, strategic plan and organizational makeup foster diversity and respect for the resulting diverse opinions of the academic community. BHSU acknowledges and supports diversity beyond that of cultural difference by serving veterans, adult learners, first-generation college students, students from families with low incomes, and members of the University community who are *LGBTQIA*.

The veteran student population has remained steady averaging over 194 students per year over the past three years, including those on active duty. The Student Union houses the *Veterans' Center* to provide study space and kitchen facilities. The Yellow Jackets Vets Club is a student organization student veterans take part to provide guidance, support and camaraderie. BHSU is a VA-approved school and a member of the Service Members Opportunity College Consortium. It has been named a *Military Friendly School* for three consecutive years.

Adult learners comprise 34.4% of the student population. This figure is 6.4% higher than the SDBOR system average. Facilities designed to meet their needs include the Little Jackets Learning Center and campus apartments. The Rapid City location attracts a high percentage of adult learners. Course scheduling at the location is designed to address the needs of this population and includes large numbers of evening classes and, in the Fall of 2017, began extending into an 8 week format for selected courses.

3.B - Core Component 3.B

The university demonstrates at the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

General Education Program: The University's General Education Program is closely aligned with the mission, vision, and values. The six system general education goals working in conjunction with the eleven cross-curricular skills represent a balanced combination of skills and knowledge required by 21st century citizens. Broadly stated, these goals are designed to address the demands of global citizens including: effective communication and computational skills; the appropriate and responsible application of information; the ability to engage in rational, disciplined critical thinking in order to solve real world problems; and the ability to function successfully within a diverse cultural and civic environment.

As of Fall of 2016, all students in the Regental System are required to complete 30 credit hours in the general education program. Of these 30 hours 18 are required by the SDBOR to be distributed equally among Written Communication (3), Math (3), Speech (3), Natural Science (3), Social Science (3), and Arts/Humanities (3). The additional required general education credit hours are distributed based on institutional priorities. At BHSU those 12 credits are distributed between Written Communication (3), Natural Science (3), Social Science (3), and Arts/Humanities (3) courses. The system general education program also identifies *eleven cross-curricular skills* (Inquiry and Analysis, Critical and Creative Thinking, Information Literacy, Teamwork, Problem Solving, Civic Knowledge and Engagement, Intercultural Knowledge, Ethical Reasoning, Foundational Lifelong Learning Skills, Integrative Learning, and Diversity, Inclusion, and Equity.)

Human and Cultural Diversity: General education goals three and four address the diversity of the human and cultural world. Each degree recipient is required to complete courses that fulfill these goals. Goal three and four student learning outcomes include development of the ability to "identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities" (ARTH 100 Art Appreciation) and "increase their "insight into problems in society" (SOC 150 Social Problems).

The campus' Multicultural Committee is providing outstanding leadership to the University's multicultural and diversity efforts. The mission of the committee is to embrace the multi-dimensions of human differences identified as those related to ethnicity, race, socioeconomic status, gender, disabilities/exceptionalities, language, religion, age, sexual orientation, and geographical area by providing opportunities that foster inclusiveness and multicultural experiences for all. Recent events sponsored by the committee include the Red Shirt Cultural Holiday Exchange, an annual Hunger Banquet fundraiser, and a variety of campus-wide awareness events (i.e. EXAMPLE).

Several measures on NSSE indicate BHSU successfully addresses the diversity of the human and cultural world. Three questions address this issue: how many times a student included diverse perspectives in class; had serious conversations with students of a different race or with different beliefs; or tried to understand problems from a different perspective. The affirmative responses from first-year students were not statistically different from the means for students attending the rest of the SD institutions of higher education. Among seniors, BHSU students' mean affirmative answers were statistically higher on questions dealing with having conversations with people of a race/ethnicity other than their own, having conversations with people from a different religious background, and on a question asking about understanding people of other backgrounds.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
1. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission; such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Co-curricular Programming: BHSU's co-curricular programs are carefully aligned with its mission. Throughout all of its co-curricular programs, the university strives to maintain a clear link to and emphasis on reinforcing student learning. BHSU has a number of specific programs and activities designed to promote research, creative activity, and scholarly activity; and prioritizes service from a local to a global stage.

Excellence in Learning: Thirty-three academic student organizations are specifically dedicated to the promotion of excellence in learning at BHSU. These student organizations offer support to particular majors. For example, the English Club (*Three Peaks Review*) specifies that its purpose is to serve as "an educational and social organization that promotes the study of literature, writing of prose and poetry..." Other academic organizations supplement classroom learning by offering participants experience working in their major field. Examples include the SDEA, the Reading Council, History Association, and KBHUFM 89.1 and 90.7 the Buzz, as well as, KBHU-TV. Other organizations extend learning beyond the classroom to service projects in the community. BHSU's accounting students annually engage in a number of activities that develop leadership skills, including reviewing student-athlete policies/procedures as well as planning community services projects and fundraising events. Projects this year include "Trunk or Treat," "Special Olympics Rodeo," and the "Polar Plunge."

Support of diversity: BHSU is committed to inclusiveness and embraces authenticity, defined as "leading with integrity and sustainable best practices; honoring our heritage, celebrating our diversity, serving our community and thriving in the "Spirit of the Black Hills," as described in our mission and values statements. A number of student organizations reflect this commitment to inclusiveness. These organizations include Pride (LGBTQIA awareness), the International Student Organization, and Lakota Omniciye. One excellent example is the Red Shirt Cultural Holiday Exchange (a toy drive for elementary-age children living on the Pine Ridge Indian Reservation of SD), one of the most economically-disadvantaged areas in the country. The toy drive is organized by students in the American Indian Studies program, the Center for American Indian Studies, Lakota Omniciye, and American Indian Studies. Students travel to the reservation to host a holiday party and present the children with gifts. Over the years, this project has had a powerful impact on BHSU students' cultural awareness.

Consideration of the Native American culture and the sacred Black Hills was at the forefront in planning the student union expansion. The circle patterns and color scheme throughout the

building represent the Native American medicine wheel. The carpet pattern in the dining area was inspired by a Native American rug. The LEED Gold certification of the building honors our sustainable commitment to the environment and the hills.

Service: A number of the student organizations and their co-curricular programs focus on providing students with opportunities for service to the campus, the community, and the nation. In 2016, BHSU Talking Hands earned the Board of Regents Community Service award. BHSU Talking Hands volunteered more than 300 hours with the Lead-Deadwood Boys and Girls Club and were invited to present at the South Dakota Early Education conference regarding the importance and integration of sign language in the classroom. The Honors Club organized the “Furball,” which raised money for the West River Spay and Neuter Coalition; and, also sponsors a food pantry on campus for students in need.

Black Hills State University-Diversity Activities Report 2018-2019 Academic Year

Informal/Formal Reporting Structure

BHSU does not have a multicultural office or diversity office. Multiculturalism is integrated into the university foundation and generally not perceived to be “separate.” There are offices that would be considered “multicultural” such as veteran’s affairs, disability services, American Indian Studies, international affairs, student activities, and the TRIO Student Support Services office. TRIO, Student Activities, and the Disability Services office report through Student Affairs. All others report through Academic Affairs.

University Offices

American Indian Studies Office: The FY19 budget for the BHSU American Indian Studies office is \$209,225 in general, federal, and other funds. The American Indian Studies office is instrumental in helping the Native American population in all aspects of their education. The American Studies Program at BHSU offers students the opportunity to expand their knowledge of the Native American culture, and grow as individuals, but also offers the non-Native students the ability to learn about the rich Native American history and offers the opportunity to explore many challenging contemporary issues through the diverse faculty. BHSU offers extracurricular activities, such as the annual Pow Wow.

The American Indian Studies Office has a one full-time staff member that serves as Director along with student employees. Working under the guidance of the office a second full-time staff member is funded through a federal grant as the Jump Start Advisor.

Disability Services Office: The FY19 budget for the Disability Services office is \$109,952 in general and other funds. The Disability Services office at BHSU offers comprehensive support to students with disabilities. After meeting with each student with a documented disability, appropriate accommodations are made based on their needs in and out of the classroom. The Disability Services office maintains a close working relationship with not only faculty, but staff all across campus to comprise the comprehensive services necessary for each student with a disability to obtain equal access across campus to have a positive learning and living experience at BHSU.

The Disability Services office has one full-time staff member in addition to student employees.

BHSU Veterans’ Services office: The FY19 budget for the BHSU Veterans’ Services office is \$74,539 in general, federal, and other funds. The Veterans’ Services office extends Veterans’ Services to current members and veterans of the United States Armed Forces, as well as their dependents. Staff will aid in researching and receiving education benefits through the Department of Veterans Affairs (VA), the State of South Dakota, as well as state/federal organizations. Staff work with students to ensure they have a positive learning experience by having academic support; access to counseling, health services, and disability services; and

assisting with access to other services on campus and in the community. BHSU also has a Veterans Center for veterans and dependent students to study and socialize with others. The BHSU Veterans' Services office has one full-time staff member in addition to student employees.

BHSU Student Support Services Grant: The FY19 grant budget is \$247,685 in federal funds. Student Support Services (SSS) is one of seven federal TRiO programs, funded by the U.S. Department of Education, for students who are serious about graduating from college. Students qualify for SSS if they meet one of three eligibility criteria: Low Income, First Generation, and/or Disability. Students who meet one or more of these criteria and who are U.S. citizens are eligible to apply. SSS retention advisors work with students admitted into the program through to graduation by providing academic planning, tutoring, peer advising, study skill instruction, and career exploration.

The SSS grant has two full-time staff members employing a Director of SSS and an Accounting Assistant. Additionally three part time positions, which include two Retention Advisors and a Tutor, are also funded by this SSS grant.

International Relations: The Office of International Relations and Global Engagement administers campus programs and services in support of the campus' international initiatives. These include international student recruitment and admissions; international student and scholar advising and support services; the Academic English Program (AEP); and study abroad, including student and faculty exchanges, short-term faculty-led programs, and International Service Learning.

In general, recruiting and retaining international students' is a normal university function that results in an estimated net gain after salaries and expenses of \$222,300 annually at BHSU. The Academic English Program results in an estimated net gain of \$25,700 annually. The faculty-led programs result in an estimated net gain of \$8,300 annually. ISLP results in an estimated net gain after salaries and expenses of \$12,400 annually.

Other Campus Programming/Events

Below are examples of other diversity-related events during the 2018-2019 academic year:

- Step Afrika
- Swarm Week Snack Shack - snacks from around the world each day of the week
- World's Fair
- A Wish to Remember - Italy
- A Wish to Remember - Ireland
- Hunger Banquet
- Syrian Refugee Documentary
- Lakota Omnicitye Wacipi - Pow Wow
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- Your Stereotypical Fashion Show
- Diversity Plants
- Identi-tea
- Let's Taco Bout Culture

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1.C - Core Component 1.C

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1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Role in a Multicultural Society: According to the SDBOR, "The System and its institutions must assist students in their search for knowledge, in understanding themselves and their cultural and physical environments, and in developing the wisdom and skills necessary to function as responsible citizens in a democracy. The Board affirms a commitment to the fundamental values of higher education in which programs and experiences promote curiosity; stimulate thought; encourage self-reflection; foster a genuine desire for lifelong learning; engender a global view of society which embodies a free interchange of ideas; and reflect a concern for creating a responsible, ethical society."

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Centers, Offices, and Committees. Several centers, offices, and committees, as well as the student organizations they support, foster multiculturalism in the university community.

Examples include the following:

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The *University Multicultural Committee* serves to heighten awareness and respect for global cultures. Its mission is to "embrace the multi-dimensions of human differences identified as those related to ethnicity, race, socioeconomic status, gender, disabilities/ exceptionalities, language, religion, age, sexual orientation, and geographical area by providing opportunities that foster inclusiveness and multicultural experiences for all." It organizes campus events that support its mission. One example is the *Oxfam Hunger Banquet*, sponsored in collaboration with other campus organizations to illustrate the disparity in diet among those from rich and poor nations.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

General Education Program. The university's General Education Program is closely aligned with the mission, vision and values of BHSU. The six system general education goals working in conjunction with the eleven cross-curricular skills represent a balanced combination of skills and

knowledge required by 21st century citizens. Broadly stated, these goals are designed to address the demands of global citizens including: effective communication and computational skills, the appropriate and responsible application of information, the ability to engage in rational, disciplined critical thinking in order to solve real world problems, and the ability to function successfully within a diverse cultural and civic environment.

As of fall of 2016, all students in the regental system are required to complete 30 credit hours in the general education program. Of these 30 hours 18 are required by the SDBOR to be distributed equally among Written Communication (3), Math (3), Speech (3), Natural Science (3), Social Science (3), and Arts/Humanities (3). The additional required general education credit hours are distributed based on institutional priorities. At BHSU those 12 credits are distributed between Written Communication (3), Natural Science (3), Social Science (3), and Arts/Humanities (3) courses. The system general education program also identifies *eleven cross-curricular skills* (Inquiry and Analysis, Critical and Creative Thinking, Information Literacy, Teamwork, Problem Solving, Civic Knowledge and Engagement, Intercultural Knowledge, Ethical Reasoning, Foundational Lifelong Learning Skills, Integrative Learning, and Diversity, Inclusion, and Equity.)

Human and Cultural Diversity: General education goals three and four address the diversity of the human and cultural world. Each degree recipient is required to complete courses that fulfill these goals. Goal three and four student learning outcomes include development of the ability to "identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities" (ARTH 100 Art Appreciation) and "increase their "insight into problems in society" (SOC 150 Social Problems).

The campus' Multicultural Committee is providing outstanding leadership to the university's multicultural and diversity efforts. The mission of the committee is to embrace the multi-dimensions of human differences identified as those related to ethnicity, race, socioeconomic status, gender, disabilities/ exceptionalities, language, religion, age, sexual orientation, and geographical area by providing opportunities that foster inclusiveness and multicultural experiences for all. Recent events sponsored by the committee include the Red Shirt Cultural Holiday Exchange, an annual Hunger Banquet fundraiser, and a variety of campus-wide awareness events.

Several measures on NSSE indicate that BHSU successfully addresses the diversity of the human and cultural world. Four questions address this issue: how many times a student included diverse perspectives in class; had serious conversations with students of a different race or with different beliefs; or tried to understand problems from a different perspective. The affirmative responses from first-year students were not statistically different from the means for students attending the rest of the SD institutions of higher education. Among seniors, BHSU students' mean affirmative answers were statistically higher on questions dealing with having conversations with people of a race/ethnicity other than their own, having conversations with people from a different religious background, and on a question asking about understanding people of other backgrounds.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
1. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Co-curricular Programming: BHSU's co-curricular programs are carefully aligned with its mission. Throughout all of its co-curricular programs, the University strives to maintain a clear link to and emphasis on reinforcing student learning. BHSU has a number of specific programs and activities designed to promote research, creative activity, and scholarly activity, and prioritizes service from the local to the global stage.

Excellence in Learning: Thirty-three academic student organizations are specifically dedicated to the promotion of excellence in learning at BHSU. These student organizations offer support to particular majors. For example, the English Club specifies that its purpose is to serve as "an educational and social organization that promotes the study of literature, writing of prose and poetry..." Other academic organizations supplement classroom learning by offering participants experience working in their field. Examples include the SDEA, the Reading Council, History Association, and KBHUFM 89.1 and 90.7 the Buzz as well as KBHU-TV. Other organizations extend learning beyond the classroom to service projects in the community. BHSU's accounting students annually engage in the a number of activities that develop leadership skills among BHSU athletes including reviewing student-athlete policies/procedures as well as planning community services projects and fundraising events. Projects this year include "Trunk or Treat," "Special Olympics Rodeo," and the "Polar Plunge."

Support of diversity: BHSU is committed to inclusiveness and embraces authenticity, defined as "leading with integrity and sustainable best practices; honoring our heritage, celebrating our diversity, serving our community and thriving in the Spirit of the Black Hills," as described in its mission and values statements. A number of student organizations reflect this commitment to inclusiveness. These organizations include the BHSU Gay Straight Alliance, the International Student Organization, and Lakota Omniciye. One excellent example is the Red Shirt Cultural Holiday Exchange (a toy drive for elementary-age children living on the Pine Ridge Indian Reservation of SD), one of the most economically-disadvantaged areas in the country. The toy drive is organized by students in the American Indian Studies program, the Center for American Indian Studies, Lakota Omniciye, and AISES. Students travel to the reservation to host a holiday party and present the children with gifts. Over the years, this project has had a powerful impact on BHSU students' cultural awareness.

Consideration of the Native American culture and the sacred Black Hills was at the forefront in planning the student union expansion. The circle patterns and color scheme throughout the building represent the Native American medicine wheel. The carpet pattern in the dining area

was inspired by a Native American rug. The LEED Gold certification of the building honors our sustainable commitment to the environment and the hills.

Service: A number of the student organizations and their co-curricular programs focus on providing students with opportunities for service to the campus, the community, and the nation. In 2016, BHSU Talking Hands earned the Board of Regents Community Service award. BHSU Talking Hands volunteered more than 300 hours with the Lead-Deadwood Boys and Girls Club and were invited to present at the South Dakota Early Education conference regarding the importance and integration of sign language in the classroom. The BHSU Honors Club organized the “Furball” which raised money for the West River Spay and Neuter Coalition and also sponsors a food pantry on campus for students in need.

Glossary of Acronyms

AEP – Academic English Program

The primary purpose of the AEP is to allow international students to gain English language proficiency while conditionally admitted to a BHSU degree program. The goal is to help these international students be successful in their academic program. The funding structure of the program is self-supporting such that revenues equal or exceed expenses.

AISES – American Indian Science and Engineering Society

BHSU – Black Hills State University

HLC – Higher Learning Commission

ISLP – International Service Learning Program

This program offers BHSU students an opportunity to travel abroad and engage in an experiential learning activity through service in the country visited. Fees paid by the students participating support the program.

ISO – International Students Organization

LEED – Leadership in Energy and Environmental Design

LGBTQIA - Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual

NSSE – National Survey of Student Engagement

Oxfam – Oxford Committee for Famine Relief

Oxfam is a nonprofit group that includes the confederation of 20 charitable organizations focused on the alleviation of global poverty.

SDBOR – South Dakota Board of Regents

SDEA – South Dakota Education Association

SSS – Student Support Services

SSS is a federal grant program that provides academic support assistance (tutoring, advising, study skills, etc) for low income, first generation and/or students with a disability to help them graduate from college.

TRIO – Includes the Upward Bound, Talent Search and Student Support Services federal programs

The federal TRIO programs are federal outreach and student services programs designed to provide academic services to students from disadvantaged backgrounds such as low income, first generation college students and individuals with disabilities.

VA – Veterans Affairs