



2020 Community Engagement Performance Indicators

Introduction

This document reviews select aspects of collaboration between the College of Education and Human Sciences (CEHS) and off-campus communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. These collaborations can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices. Unless otherwise noted, all data represent activities and relationships maintained by members of the CEHS during the 2020 calendar year (i.e., January to December 2020). Please note that the College of Human Sciences and the College of Education, Health and Aviation merged into one college, the College of Education and Human Sciences on July 1, 2020.

Departmental acronyms and number of faculty by department are listed below.

HCCP – Community Health Sciences, Counseling and Counseling Psychology - 21

DHM – Department of Design, Housing, and Merchandising - 16

SEFLA – School of Educational Foundations, Leadership and Aviation - 32

HDFS – Department of Human Development and Family Science - 31

KAHR – Kinesiology, Applied Health and Recreation - 11

NSCI – Department of Nutritional Sciences - 23

STLES – School of Teaching, Learning and Educational Sciences – 39

Total Faculty = 173

Indicators presented in this report are listed below.

- Engaged Instruction
- Engaged Research/Creative Work
- Cooperative Extension
- Community Partnerships
- Fund Development for Engagement

Engaged Instruction

Engaged instruction is a pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples include service-learning courses and service-learning clinical practicums.

Faculty:

While CEHS study abroad courses were planned for the Spring of 2020, they were abruptly halted prior to fruition in March 2020 due to Covid-19 concerns; consequently, no faculty from the College of Education and Human Sciences led study away programs. A number of faculty taught service learning courses and directed internships in both the Spring and Fall semesters of 2020.

Table 1. Faculty Teaching Service Learning Courses by Academic Unit

	HCCP	DHM	SEFLA	HDFS	KAHR	NSCI	STLES
Internships	4	2	6	6	8	1	4
Service Learning	1	2	0	2	0	1	0

Students:

While CEHS did not sponsor any study abroad programs in 2020, a total of 12 students from the college were abroad with other university study abroad programs in March 2020 when travel restrictions were put in place. Additionally, one (1) student was engaged in an international teaching internship in Costa Rica. Service learning courses still took place. The total number of students engaging in reciprocal exchange programs, affiliated approved programs, and faculty-led experiences/conferences was 1,008.

Table 2. Students Involved in Study Abroad, Internships, and Service Learning by Academic Unit

	HCCP	DHM	SEFLA	HDFS	KAHR	NSCI	STLES
Study and Internships Abroad	0	5	1	1	0	1	5*
Internships	46	54	24	227	150	88	181
Service Learning	30	24	0	155	0	16	0

*Includes the student participating in a teaching internship in Costa Rica.

Engaged Research/Creative Work

Engaged Research is a collaborative process between one or more researchers and community partners that creates and disseminates knowledge and/or creative expression with the goal of contributing to an academic discipline and strengthening the well-being of a community. Community-engaged research and creativity identify the assets of all stakeholders and incorporate them in the design and conduct of different phases of the research process.

CEHS faculty led 25 externally funded engaged research projects. These numbers are listed below by academic unit.

HCCP – 1

DHM – 0

SEFLA – 3

HDFS – 4

KAHR – 4

NSCI – 5

STLES - 8

One (1) CEHS faculty with an Extension appointment led an externally funded community engaged project. Note that only three academic units have faculty with Extension appointments.

The number of externally funded research projects by faculty with Extension appointments is listed below.

DHM – 0

HDFS – 0

NSCI – 1

Cooperative Extension

Oklahoma Cooperative Extension Service county educators and area, district, and state specialists apply their professional expertise to community-identified needs. By doing so, they support the goals and mission of the university and the community. Their community-engaged outreach may include the delivery of expertise, resources, and programs to the community.

Faculty Involvement:

Extension work is divided into four “issue teams.” Fourteen (14) faculty from three academic units have Extension appointments in one or more issue team and are referred to as “State Specialists.”

Table 3. Extension Faculty by Academic Unit and Issue Team

	Unit	Health & Hunger	Safety & Environment	Finances, Jobs & Employment	Family & Child Resilience
Gina Peek	DHM		X		
Matt Brosi	HDFS				X
Cindy Clampet	HDFS			X	
Ron Cox	HDFS				X
Laura Hubbs-Tait	HDFS				X
Amanda Morris	HDFS				X
Mike Stout	HDFS			X	X
Kris Struckmeyer	HDFS				X
Barbara Brown	NSCI	X	X		
Candy Gabel	NSCI	X			
Janice Hermann	NSCI	X			
Deana Hildebrand	NSCI	X			
Jenni Klufa	NSCI	X			
Diana Romano	NSCI	X	X		

Oklahomans Reached and Behaviors Changed:

A total of 40,150 Oklahomans (19,830 adults, 20,320 youth) were reached in face-to-face programming through Extension education. Many Oklahomans reported that their behavior changed due to Extension programming.

Table 4. Oklahomans Reached through Extension Issue Teams

	Health & Hunger	Safety & Environment	Finances, Jobs & Employment	Family & Child Resilience
Adults	13,181	2,182	1,317	3,150
Youth	16,589	81	3,052	598

Table 5. Average Change in Adoption of Best Practices or Behaviors by Issue Team

	Health & Hunger	Safety & Environment	Finances, Jobs & Employment	Family & Child Resilience
Adults	86.6%	90.5%	80.7%	82.6%
Youth	77.3%	N/A	82.4%	N/A

Student Involvement:

A total of 38 students were involved in Extension programs: 4 participated in internships; 4 assisted in research projects or data collection; 6 assisted in fact sheet development, and 24 participated in events such as 4-H Round Up, webinars, and presentations. 4-H Round Up took place virtually in 2020.

Table 6. Number of Students Involved in Extension Programming by Academic Unit

	Events & Presentations*	Fact Sheet Development	Research Projects	Internships
DHM	0	0	0	0
HDFS	4	4	2	0
NSCI	20	2	2	4
Totals	24	6	4	4

*Includes 4-H Round Up.

Community Partnerships

The partnerships described in this section represent sustained collaborations between one or more members of the CEHS and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples include research, capacity building, and economic development. A community is a group (e.g., of people, organizations, or businesses) external to the university who share one or more characteristics such as location, interest, goal, or values.

College members maintained a total of 112 community partnerships. These numbers are listed below by academic unit.

HCCP – 16

DHM – 9

SEFLA – 18

HDFS – 27

KAHR – 3

NSCI – 27

STLES - 12

Fund Development for Engagement

A total of \$2,583,497 in external funds were awarded to support Extension and Engagement projects with Oklahomans. This total includes sponsored programs for student development.

Additionally, \$14,442 was secured through the OSU Foundation (Ambassador's endowment) to support Extension and Engagement in 2020.

External funds awarded to support Extension and engagement are listed below by academic unit.

HCCP - \$11,972.00

DHM - \$0

SEFLA - \$324,578.69

HDFS - \$776,625.00

KAHR - \$150,092.00

NSCI - \$884,100.00

STLES - \$436,129.00