

**The Ohio State University: Data Submitted for
President's Higher Education Community Service Honor Roll 2006**

General Community Service: Student Service Estimates

1. Estimate the number of students who engaged in academic service-learning 1,805
2. Estimate the number of students who engaged in forms of community service of any kind other than academic service-learning. 7,943
3. Estimate the total number of students who engaged in community service of any kind. (total of (a) and (b)) 9,748
4. Estimate the number of students who engaged in at least 20 hours of community service of any kind per semester 3,286
5. Estimate the number of students whose service was supported by one or more CNCS programs 1,261
6. Estimate the total number of service hours engaged in by the institution's students 153,158

Service in Special Focus Area: Youth from Disadvantaged Circumstances

1. Estimate the number of students who engaged in academic service-learning in the Special Focus Area 1,167
2. Estimate the number of students who engaged in forms of community service other than academic service-learning in the Special Focus Area 6,807
3. Estimate the total number of students who engaged in community service of any kind related to the Special Focus Area (total of (a) and (b)) 7,974
4. Estimate the number of students who engaged in at least 20 hours of community service of any kind per semester in the Special Focus Area 1,819
5. Estimate the number of students whose service in the Special Focus Area was supported by one or more CNCS program 940
6. Estimate the total number of service hours in the Special Focus Area engaged in by the institution's students 78,305

General Community Service: Exemplary Project Descriptions

1. The OHIO Project (Oral Health Improvement through Outreach)

Participating Students: 104 Service Hours: 33,280
Participating Faculty/Staff: 16 Service Hours: 16,384

OSU's fourth-year dental class (104 students) provided over 27,000 procedures for more than 12,000 Ohioans who are on some form of public assistance or qualified for a sliding fee scale based on income. The class of 2007 served for 40 days in 23 family health centers and dental clinics throughout Ohio in an apprenticeship experience supervised by licensed dentists. This student service enabled these sites to reach more underserved patients, improving access to dental care. This represents an estimated \$1,200,000 in oral health care services. The Osteopathic Heritage Foundation granted the College of Dentistry \$658,434 to build the Dental H.O.M.E. (Health Outreach Mobile Experience) Coach, a mobile dental clinic that brings services to families facing obstacles such as cost of dental care, time off work, and transportation difficulties. In this facility, dental students in the 2007 graduating class provided over 6,400 supervised pediatric procedures with an estimated value of \$220,000 for Franklin County families. The OHIO Project enables students to develop awareness of the oral health needs of Ohioans, build stronger relationships with practice colleagues, and practice community dentistry. In addition, the project focuses on recruitment and retention of underrepresented minorities in dentistry.

2. SERV Team (Students Engaged in Responsible Volunteering)

Participating Students: 4,777 Service Hours: 28,815
Participating Faculty/Staff: 62 Service Hours: 1,070

The SERV Team is a group of 20 students who commit 1 year to leading large-scale service projects on campus. A total of 4,777 students served 28,815 hours in 12 events: Community Commitment; Servapalooza; Make a Difference Day; World Aids Day; Alternative Winter, Spring, and Summer Breaks; MLK Day of Service; Shadow a Student Day; Access to Public Health Care; Nonprofit Career Fair; and Rock the Block. A representative event is Community Commitment. In its 11th year, Community Commitment, one of the largest single-day student-led community service projects on a college campus in the nation, attracted 1,573 students who spent 5,112 hours performing 50 service projects. Service was offered at churches, elementary schools, food pantries, the American Red Cross, and other sites; 100 student volunteers served as site leaders. Projects included filling suitcases with toys and other donated items for foster children (Project Love Luggage), picking up litter on campus and in the neighboring community, surveying sidewalks and structures in the residential areas surrounding campus to provide data for the University Area Enrichment Association (UAEA), and recording sites marred by graffiti that will be cleaned up in future service projects. Community Commitment day also included a community service-specific involvement fair to inform students of ongoing service opportunities.

3. Operation Diabetes

Participating Students: 131	Service Hours: 2,300
Participating Faculty/Staff: 2	Service Hours: 160

Ohio State's chapter of the American Pharmacists Association Academy of Student Pharmacists organizes and conducts blood glucose and hypertension screenings and a middle-school educational program through Operation Diabetes. In 2006-07, 3 student chairs and 45 student volunteers screened 384 adults at five sites, providing education about diabetes and referring to physicians those who had high glucose or blood pressure readings. The student chairs planned screenings, scheduled sites, assembled supplies, and recruited student volunteers. The screenings, which began in 2004, are conducted in partnership with Dublin Recreation Center, Ohio State Recreation Department, and the Central Ohio Diabetes Association (CODA), which provides supplies and training. Recognizing the growing trend of diabetes in adolescents, student pharmacists collaborated with CODA to create an interactive diabetes presentation on juvenile diabetes, a skit describing the pathway of sugar in the body, and a discussion on the complications and prevention of the disease. In 2006-07, Operation Diabetes Education was presented by 3 student chairs and 80 student volunteers to 557 sixth graders. Students spent 2-6 hours at each school presenting the program every 9 weeks to a new set of sixth graders. The education program is conducted in partnership with Hilliard City Schools, Columbus City Schools, and Ohio State's P-12 Project, which facilitates school-university partnerships. Students earn service-learning credit through the program.

4. Title: ReVITALizing Neighborhoods through V.I.T.A.: Volunteer Income Tax Assistance

Participating Students: 60	Service Hours: 300
Participating Faculty/Staff: 4	Service Hours: 200

To help low-moderate income families claim the Earned Income Tax Credit, students from OSU's Fisher College of Business and Moritz College of Law joined forces with faculty, staff, the IRS, and Columbus City Council to offer free tax preparation services at university-operated outreach centers (Godman Guild-OSU Extension Learning Center and African-American/African Studies Extension Center) during winter quarter. Students applied business, financial, and tax law concepts acquired in class to real-life situations and clients. In 2006-07, V.I.T.A. volunteers served 337 individuals, yielding \$600,000 in tax returns. V.I.T.A. is a national program, to which Ohio State has added innovative asset-building strategies and educational programs that helped clients save money and accumulate assets through homeownership, micro-enterprises and/or higher education, individual development accounts, and savers clubs. Because of this unique community, civic, and collegiate partnership funded by an OSU CARES/OSU Extension Seed Grant, OSU's sites serve as models for other VITA sites and are being replicated throughout Franklin County and the state of Ohio. Community partners include East Columbus CDC, East Columbus Development Company, First Link, Ohio Association of Second Harvest Foodbanks, Economic and Community Development Institute, and National City Bank. As a result of these efforts, the Chase Foundation has awarded over \$400,000 to the United Way to help OSU's and other VITA sites continue transforming the lives of families and communities.

5. Improving Access to Healthy Food

Participating Students: 14 Service Hours: 840

Participating Faculty/Staff: 2 Service Hours: 240

To improve access to healthy food in areas of Columbus with high numbers of uninsured and impoverished residents, 4 undergraduates in allied medicine and 10 graduate students in public health service learning courses completed environmental scans, noting assets and barriers to a healthy lifestyle, such as access to public transportation, recreation, and social services. Undergraduates conducted food availability and cost surveys in groceries located in a Health Professional Shortage Area. Graduate students interviewed key neighborhood informants and conducted focus groups regarding perceptions of access to healthy food, eating and buying habits, and the feasibility of healthy food access strategies. Students compiled a report for the community partner, Columbus Public Health, that informed an action plan to address food access issues, inform residents about problems in the local food system, suggest strategies to bring healthier food into the community, and help the community prioritize its efforts. The information gathered by the students would have been difficult for the agency to obtain using existing personnel. Results have been widely shared with other agencies serving the area. The immediate benefit is increased interest in the issue of the availability and accessibility of healthy food and the identification of potential collaborators. The community-based research prepared students to become active citizens and practitioners. OSU's Service-Learning Initiative funded the project with an Interdisciplinary University/Community Service-Learning Team Grant, with support from Learn and Serve America.

Special Focus Area: Youth from Disadvantaged Circumstances Exemplary Project Descriptions

1. Johnson Park Middle School-OSU Partnership

Participating Students: 94 Service Hours: 716

Participating Faculty/Staff: 40 Service Hours: 237

Year 3 of an intensive university-wide partnership with Columbus Public Schools' Johnson Park Middle School (80.2% economically disadvantaged) had several multidisciplinary components. Fifteen JPMS sixth, seventh, and eighth graders participated in a unique after-school program, meeting weekly during winter quarter with four Middle Childhood Education undergraduates to create multimedia projects using the technologies of OSU's Digital Union. The undergraduates received training in using technology in the classroom. The digital media projects, including i-movies and audio essays, were displayed at WOSU@COSI, the university's public television station studio. For 2 quarters, 40 seventh-graders in language arts classes were assisted by 40 undergraduate English students in writing and designing a magazine, using e-portfolios through the Open Source Portfolio Project. Eighty JPMS students enjoyed a daylong visit to OSU designed to build college aspirations and introduce them to a variety of career opportunities. Activities included (1) a presentation on diabetes awareness and pharmacy careers by 20 pharmacy students; (2) the Passport Project, a discovery activity involving Spanish culture and language facilitated by 2 Spanish/Portuguese students and 8 faculty/staff; (3) a hands-on experience designed and presented by an archaeology student in which students reconstructed pottery from broken shards; and (4) a tour of the dance department led by an undergraduate, with dance students showing how they rehearse and produce a dance concert.

2. Montaña de Luz

Participating Students: 29 Service Hours: 1,680

Participating Faculty/Staff: 7 Service Hours: 336

Engineers for Community Service (ECOS), a student organization in the College of Engineering, continued an ongoing service-learning project at Montaña de Luz, a home for 21 children with HIV/AIDS in Honduras. In summer 2006 the students installed solar power, tested water quality, and built a satellite pad for telephone and Internet service. During spring break 2007, 15 engineering students and 4 faculty members collected data about water quality, the water distribution network, site topography, system operation, and cost; prepared a report for the water board; and made

improvements to the groundwater well; and 14 students in a College of Education and Human Ecology (EHE) course designed projects to assess children's growth patterns using Body Mass Index, conduct a nutrition survey of the orphanage's cooks, and interview children about eating habits. Innovative aspects included developing and assessing technologically appropriate arsenic treatment approaches in the developing world, designing a water system to meet the needs of an orphanage, and working as a multidisciplinary team. Because of ECOS's initiative, what began as a student organization project has become a permanent engineering service-learning course.

3. Mission Possible

Participating Students: 77 Service Hours: 2,089
Participating Faculty/Staff: 5 Service Hours: 550

To help children learn to enjoy math by improving their skills is the "Mission Possible" undertaken by OSU Mansfield students. Ten Master of Education graduate students in autumn quarter and 5 graduate students winter quarter tutored K-7 students weekly at the Culliver Reading Center, which provides standards-based after-school programs for disadvantaged youth. They observed, recorded, and analyzed the most frequent math errors and misconceptions. In spring quarter, graduate students shared findings with 62 undergraduates enrolled in three math content courses related to elementary-level mathematics teaching. Undergraduates developed lesson plans targeting the errors, aligned the plans with state standards, and incorporated instructional strategies based on best practice research. Pretest-posttest results showed significant improvement in the average score for the second-grade students. Five faculty in mathematics and education collaborated with Culliver, developing a reciprocal working relationship that bridged gaps between the academic culture and the population using the center. Both Culliver and OSU were able to use multiple resources, build valuable relationships, affect larger geographic sectors, complement their strengths, and share ideas for innovative programming. Ohio State's Service-Learning Initiative funded the project with an Interdisciplinary University/Community Service-Learning Team Grant, with support from Learn and Serve America.

4. Wonders of Our World

Participating Students: 300 Service Hours: 7,200
Participating Faculty/Staff: 6 Service Hours: 144

WOW is an interactive science education program serving 15 elementary schools in 3 districts in the Columbus, Ohio area. WOW staff and faculty have developed more than 125 hands-on experiments designed to increase both students' knowledge and interest in science at a young age. Ohio State student volunteers, as well as scientists and parent volunteers, go into the classrooms to present the experiments. Approximately 300 Ohio State student volunteers go out monthly to Columbus's public schools in disadvantaged areas, working with approximately 3,000 students per year. These students represent more than 50 majors campuswide, not just in the sciences. Student volunteers, who have been trained in workshops similar to those provided to the teachers, help the teachers facilitate experiments that teach basic concepts of the physical and biological sciences, and they provide more individual assistance to the students. The program's experiments are correlated with state test standards for K-5 science. Schools involved with W.O.W. have seen dramatic improvement in the percentage of students passing the science section of the state proficiency test.

5. The Miracle-Gro Capital Scholars @ COSI Program

Participating Students: 31 Service Hours: 400
Participating Faculty/Staff: 3 Service Hours: 25

The Center for Science and Industry has an intensive partnership with Ohio State that provides opportunities for student volunteers. In the award-winning Miracle-Gro Capital (MGC) Scholars program, 50 high school students from disadvantaged circumstances participated in after-school and summer activities, academic coaching, and social support. MGC Scholars were required to attend the program regularly, maintain at least a 2.5 GPA and demonstrate excellent behavior in school, at home and during program activities. Five OSU students tutored Scholars weekly during the academic year, engaging them in activities that prepared them for high school graduation and postsecondary education. OSU's chapter of the National Society of Black Engineers (NSBE) hosted the Scholars Jr.

NSBE Chapter in a day of student-shadowing. Scholars were paired with an OSU engineering student to expose them to college education and encourage their interest in science, technology, engineering, and math careers. An undergraduate intern in OSU's Center for Family Research, which is evaluating the project, conducted interviews with MGC Scholars and staff and used results to implement Growing Up FAST workshops for the teens and their parents in which they developed a family definition of successful adulthood and listed behaviors to achieve it. She also created a journal used by the families to promote positive communication and parental support of teens' autonomy. The intern also conducted follow-up phone calls to gather success stories for the MGC newsletter.