


2015

2015 President's Higher Education Community Service Honor Roll

UNO Office of Academic Affairs
University of Nebraska at Omaha

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THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

President's Higher Education Community Service Honor Roll Application

Program Purpose: The President's Higher Education **Community Service** Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. The Honor Roll is part of the Corporation for National and Community Service's strategic commitment to engage millions of college students in service and celebrate the critical role of higher education in strengthening communities.

The President's Interfaith and **Community Service** Campus Challenge is a parallel national initiative that was launched in 2011, based on recommendations from President Obama's inaugural Advisory Council on Faith-based and Neighborhood Partnerships. Administered by The White House Office of Faith-based and Neighborhood Partnerships and the Center for Faith-based and Neighborhood Partnerships within the Department of Education, the President's Challenge invites institutions of higher education to commit to a year of interfaith cooperation and community service programming. Over 400 colleges and universities and nearly 200,000 people to date have been involved in advancing interfaith service in their communities.

Starting this year, the President's Challenge will be integrated with the Honor Roll, creating a new recognition category. This track recognizes higher education institutions that reflect the values of exemplary interfaith community service. Interfaith Community Service involves people from different religious and secular backgrounds tackling community challenges together while building meaningful relationships across lines of difference.

Presidential Awards are made for **General Community Service, Education, Economic Opportunity, and Interfaith Community Service** category.

Uses of information: Information provided in the "exemplary project" descriptions may be published in connection with the Honor Roll on the Corporation for National and **Community Service** (CNCS) website and partner websites. Information provided by this collection will be held solely by CNCS staff and partner agencies/organizations.

Required fields are marked with a red asterisk (*)

Institutional Information

Institution of Higher Education:	<u>University of Nebraska at Omaha</u>
Name of chief executive officer	First name: <u>John E.</u>
	Last name: <u>Christensen</u>
	Title (President, Chancellor, other): <u>Chancellor</u>
Mailing Address	Street Line 1: <u>6001 Dodge Street</u>
	Street Line 2: _____
	City: <u>Omaha</u>
	State: <u>Nebraska</u>



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	ZIP:	68182
	Phone:	(402) 554-2800
	Fax:	(402) 554-4896
	Email Address	kshenouda@unomaha.edu
Interfaith Community Service Staff Lead (Required only for "Interfaith Community Service")	First name:	
	Last name:	
	Department / Office:	
	Email Address:	
Official Department Contact Information (If different from main contact)	Street Line 1:	6001 Dodge Street
	Street Line 2:	EAB 202
	City:	Omaha
	State:	Nebraska
	ZIP:	68182
	Phone:	(402) 554-2312
	Fax:	(402) 554-3555
	Email Address:	johnchristensen@unomaha.edu
Media Contact	First Name	Erin
	Last Name	Owen
	Telephone	402-554-2742
	Fax	402-554-2341
	E-mail Address	eowen@unomaha.edu
Campus Community Service Coordinator	First name:	Deborah
	Last name:	Smith-Howell
	Department / Office:	Graduate Studies
	E-mail address:	dsmith-howell@unomaha.edu
Institution code	IPEDS (6 digit)	181394
	and 8-digit OPEID number	00255400
Total student enrollment (graduate and undergraduate, full- and part-time)	15227	



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Institutional type (check one)

- Two-year public
- Four-year public
- Graduate students only, public
- Other (please describe)
- Two-year private
- Four-year private
- Graduate students only, private

Please describe: _____

Minority-serving institution (check as appropriate)

- Alaska Native Serving Institution
- Asian American and Pacific Islander Serving Institution
- Hispanic Serving Institution
- Historically Black College/ University
- Native Hawaiian Serving Institution
- Native-American Serving (Non-Tribal) Institution
- Predominately Black Institution
- Predominately Minority Population Community College
- Tribally Controlled College/University

Have you ever been a member of the Honor Roll?

- Yes
- No
- Don't know/ data not available

If yes, have you ever emphasized in your marketing materials (website, brochures, etc.) membership on the Honor Roll?

- Yes
- No
- Don't know/ data not available

How did your institution learn about the Honor Roll



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program? (Indicate all that apply):

- ACE Annual Meeting
- CNCS's letter to higher education chief executives
- Media advertisement
- Media news story
- National Conference on Volunteering and Service
- Other
- Outreach (website, newsletter, etc.) by CNCS or its programs
- Outreach by another higher education organization
- Outreach by Campus Compact

Definitions

Community service means: activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Federal Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Interfaith community service means: the above service activities with intentional interfaith engagement components incorporated including (but not limited to) post-service reflection on interfaith collaboration, service-issue themed interfaith dialogue, religiously diverse and secular service organizers and participants, service partnerships with faith-based and secular community organizations, student enrollment in interfaith curriculum coupled with service hour requirements.

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps VISTA, AmeriCorps State and National, AmeriCorps NCCC, Senior Corps, and Social Innovation Fund.

Academic term means: quarter, semester or trimester.

****All estimates requested in this application are for the 12-month period ending June 30, 2014 ****

Institutional Commitment to Community Service Statement

Describe your institution's commitment to community service; provide the background and context of this commitment and brief, varied examples of how it is demonstrated on campus and in the institutional culture. This is your opportunity to explain the culture of community service that exists at the institution and the impact that this culture has on the community.

This statement **MUST** include:

- Detailed discussion of the institutional commitment to community service, including:
 - Explanation of the commitment of institutional resources to support service (for example staffing, budgeting, etc.)
 - Brief examples of this institutional culture of community service as it is integrated into campus activities (for example campus service officer, service-learning courses, or days of service)



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- Explanation of how that institutional commitment is implemented in the campus culture, academic programming and extracurricular activities
- Discussion of the impact and effect of this commitment to service in the community
- Description of the conditions in the community that drove your institution to engage in service

If you are applying for the Interfaith Community Service Category, describe your institution's commitment to Interfaith Community Service through intentional interfaith engagement and how this ties into the commitment to service. Please provide all of the above background, context, and examples to explain the culture of interfaith cooperation that exists at the institution and how this enhances the service work of your institutions and its impact on the community.

Please discuss in detail the institutional commitment to interfaith engagement, including:

- Explanation of the commitment of institutional resources to support interfaith engagement
- Brief examples of this institutional culture of interfaith engagement as it is integrated into campus activities

As Nebraska's metropolitan university, the University of Nebraska at Omaha (UNO) has a long-standing tradition of community engagement. UNO's mission includes establishing "significant relationships with our community that transform and improve life." One of UNO's three strategic goals is: "UNO will be recognized for its outstanding engagement with the urban, regional, national, and global communities in instruction, scholarship, and service as well as its infrastructure and resources dedicated to community engagement".

Focus and direction for UNO's community engagement activities is provided by a campus/community advisory committee, and the campus Engagement cabinet.

In his annual "State of the University" address, Chancellor Christensen emphasizes UNO's commitment to community engagement and service. Reflecting on 2013-14, he said: "[c]ommunity engagement is also thriving on the UNO campus and in the city. The privately funded Barbara Weitz Community Engagement Center [CEC] expanded the scope of our efforts dramatically with 11 community organizations, 12 UNO operations, and the University of Nebraska's Buffett Early Childhood Institute currently housed in this new campus facility, with more coming soon".

Service Learning – one of the nation's leading programs located in the center of the CEC - now has the capacity to expand its impact on students and the community with the advancement of experiential learning and scholarly engagement. A new Office of Civic and Social Responsibility has also been established in the facility to manage and grow "Service Days" for UNO and our K-12 partners.

In 2013-14, UNO continued to expand its resource commitment to community engagement. With the completion of a capital campaign, successes included the CEC; programming support for service learning, student volunteerism/service, and faculty engaged scholarship; five new endowed chairs with the designation "community chairs"; and a requirement that incumbents are committed to community engagement.

A campus culture of engagement is also reflected in our students. Indeed, 78% of incoming students indicated in an orientation survey, they wanted and anticipated being involved in service during their time at UNO. This campus culture is also demonstrated by all six academic colleges offering service learning courses at the undergraduate and graduate level, expanding enrollment in community-based internships with over 14%, and increasing participation in field experiences and student learning to over 900



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education students.

Outside the classroom, UNO's newly established Office of Civic and Social Responsibility continued to grow our Signature Service Days and Volunteer Resource Center while also supporting new student-led projects. UNO's (co-)curricular service and volunteerism provides millions of dollars of direct service each year, as well as organizational capacity building to a broad range of community agencies, organizations, and nonprofits.

While Omaha is a thriving and relatively wealthy metropolitan area, there are significant disparities, with pockets of deep poverty, unemployment, as well as food and housing insecurity. UNO's community engagement activities are designed in collaboration with, and as a response to, needs identified by community partners. UNO has standing partnerships with over 250 organizations focused on a wide-range of community issues.

UNO has aligned our community engagement initiatives with our academic priorities: STEM (Science, Technology, Engineering, and Mathematics), Early Childhood, Sustainability, and Global Engagement. By aligning community service with our metropolitan mission, academic priorities, and community-identified needs, UNO ensures that students have both depth and breadth of community experiences in their (co-)curricular activities, immediate community needs are met, and the creation of better futures for individuals, families, non-profits, and the metropolitan area.

Apply for Competition

Indicate which categories your institution is applying for

- General Community Service
- Education
- Economic Opportunity
- Interfaith Community Service

Would you like more information about the Presidents Interfaith and Community Service Campus Challenge?

- Yes
- No



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Definitions:

Scope assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university, and community resources, and innovative use of creative solutions to address local problems.

Evidence of Project Effectiveness includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

Impact on Community describes either short - or long - term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)

General Community Service Category



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Project 1

Project title STEM Education

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The University of Nebraska at Omaha (UNO) has a long-standing commitment to STEM (science, technology, engineering, and mathematics) education and outreach. In fact, UNO has explicitly identified STEM education as one of its top five campus priorities.

In Fall 2013, UNO developed a STEM Strategic Plan. Goal 3 of this Strategic Plan is "to foster innovation in STEM service and community engagement in STEM learning through active, synergistic, and sustainable partnerships with the broader STEM community, including STEM educators, business professionals, and informational education partners." UNO's widespread integration of STEM education in its community outreach is evident through the myriad projects aimed at promoting STEM education across five of the six academic colleges.

UNO understands the importance of sparking interest in STEM education at a young age - and has partnered with numerous schools and nonprofits in an effort to engage young students with STEM education.



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In recent years, local and federal initiatives aimed at bolstering the participation of women and underrepresented groups in STEM fields have increased. UNO has championed these initiatives.

For example, the Women in IT Initiative is part of a community-driven task force out of the College of Information Science & Technology. This task force was designed for the purpose of recruiting women into IT fields. It was this task force that created CodeCrush - a program aimed at inspiring 8th and 9th grade girls to take a deeper look at IT. The girls are introduced to female IT leaders while receiving hands-on experiences with emerging IT fields such as bioinformatics, IT innovation, music technology, and cyber security. In the 2013-14 academic year, 72 middle and high schools girls from various schools in Nebraska and Eastern Iowa participated in CodeCrush.

Another initiative aimed at promoting girls participation in STEM fields is EUREKA! Summer Camp. EUREKA! Summer Camp is a four-week summer camp hosted by the College of Education in partnership with Girls Inc., a nonprofit. In the 2013-14 academic year, EUREKA! Summer Camp engaged 53 middle school girls in a hands-on approach to learning STEM concepts. The Girls Inc. leadership team - composed of Girls Inc. personnel and UNO faculty, including STEM disciplinary faculty - as well as UNO STEM faculty and students, worked with the girls on a daily basis.

In addition, the College of Arts and Sciences has created a STEM after-school program titled NE STEM 4U. Although NE STEM 4U does not specifically target girls, it is designed to reach out to economically disadvantaged K-12 students.

In the 2013-14 academic year, NE STEM 4U involved 50 UNO student mentors providing over 13,000 hours of service to 1,800 Omaha Public School students. NE STEM 4U students have written over 300 STEM experiments, all with activities addressing a wide-range of topics.

In an effort to facilitate STEM learning, College of Business Administration students – in collaboration with UNO's Peter Kiewit Institute – created a start-up named STEM-Direct. STEM-Direct is a free online tutoring website for science, technology, engineering and math. The website targets students from middle-school age through the first year of college, and is specifically designed to reach out to students from low-income environments whose parents cannot afford to pay for STEM tutors.

UNO is a strong promotor of STEM education in the community, and continues to live up to its STEM Strategic Goals. Whether it is the College of Public Administration & Community Service inviting 8th graders to learn about aviation, or through STEM-related summer camps, after-school programs, tutoring services, workshops or contests – UNO is committed to STEM in general, and has actively targeted its STEM outreach to girls and underrepresented groups.

Total Number of	Students	0
Participating Students	Participating in Curricular Projects:	_____
	Students	57
	Participating in Extra-Curricular Projects:	_____



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Number of Student Hours Served 13240

Served

Number of Participating Faculty/Staff 16

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 0

Participating in Extra-Curricular Projects: 750

Estimated Number of Individuals Served 1925

Evidence of Project Effectiveness

Economic Opportunity

Houses built

Meals served

Hours of job training and support provided

Other

Education

Students tutored/mentored

1925

Students assisted in undertaking service-learning

Books read

Other

Environment

Community gardens built

Streams monitored/remediated

Bags of garbage collected

Cans and bottles recycled

Other

Health

Number of people provided with health screenings



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- Nutrition/healthy living lessons taught _____
- Other _____
- Veterans and Deployed Personnel _____
- Veterans assisted with reintegration into the community _____
- Military families assisted _____
- Other _____
- Other _____
- Interfaith Engagement _____

- Number of students who learned something new about a denomination, religion, or secular perspective different than their own _____
- Number of students who committed to participating in future interfaith events _____
- Number of the above students who were first-time participants of an interfaith event _____
- Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective _____
- Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own _____
- Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)



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Project 2

Project title

Signature Service Days

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The University of Nebraska at Omaha's (UNO) Office of Civic and Social Responsibility coordinated twenty university-wide days of service during the 2013-14 academic year. Signature Service Days give student and community volunteers a chance to engage in meaningful service projects around the community. Throughout the year, community service projects address a variety of social issues affecting our community. During a Signature Service Day, UNO students, faculty, staff, and community volunteers are provided transportation to nonprofit organizations in the Omaha metropolitan area. They participate in a myriad of projects during each day of service. Each nonprofit partner provides an educational presentation about their mission, objectives, and why volunteers are so important to their organization and the community. Volunteers participated in the project of their choosing, and the university provided a t-shirt, lunch, and transportation.

In the 2013-2014 academic year, over 5,400 UNO students, P-12, and community volunteers participated in Signature Service Days for almost 38,000 collective service hours.



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After participating in Signature Service Days, the survey data found:

- * 73% of volunteers reported plans for future service
- * 90% of volunteers reported that Omaha had a strong sense of community
- * 97% felt that the service they completed was meaningful and made a difference in the community
- * 93% of volunteers reported a positive volunteering experience

One of the substantial projects that Signature Service Days volunteers supported was ReadingDrive for Africa. ReadingDrive for Africa is committed to transforming empty classrooms into libraries in Cameroon and Nigeria. They partnered with Office of Civic and Social Responsibility and the College of Education to execute their project; their projected proposal was accepted at the Clinton Global Initiative University where the group was invited to share their Commitment to Action. After the conference, the ReadingDrive for Africa team traveled to Cameroon and renovated the classroom spaces. Over 10,000 books were donated and are now in operational libraries. The impacts of the project include: improvement in reading proficiency, an addition of reading clubs, and overall awareness of the importance of reading. At St. Joseph, the library is open on the weekends to provide access to students from neighboring schools. Signature Service Day volunteers were instrumental in the drive collection, sorting, and packaging of the books.

Other projects completed include:

- AIM – move furniture, enter data, sort files
- AIT - Book Drive – sort and box books
- Chabad Center – indoor painting & insulating windows
- Charles Drew Health Center – data entry, clean and organize storage unit
- Girl Scouts of Nebraska – phone-a-thon
- Fontenelle Forest/Neal Woods – clear brush, move branches, pick up trash
- House of Hope – cleaning and organizing storage unit
- Intercultural Senior Center – cleaning and organizing storage unit
- Learning Community Center – fleece blankets and coloring MLK sheets
- Open Door Mission – organizing holiday donations
- Youth Emergency Services – painting bathrooms

Signature Service Day projects address a broad range of critical community needs, such as homelessness, poverty, conservation, and global issues exemplifying the university's commitment to actively seek partnerships with all sectors of the metropolitan area and align our community engagement with our academic priorities.

Total Number of	Students	0
Participating Students	Participating in Curricular Projects:	_____
	Students	1313
	Participating in Extra-Curricular Projects:	_____



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Number of Student Hours Served 37919

Served

Number of Participating Faculty/Staff 260

Faculty/Staff

Number of Faculty/Staff Hours Served Participating in Curricular Projects:

Participating in 1560

Extra-Curricular

Projects:

Estimated Number of Individuals Served 254000

Individuals Served

Evidence of Project Effectiveness

Economic Opportunity

Houses built

8

Meals served

16791

Hours of job training and support provided

9417

Other

Education

Students tutored/mentored

612

Students assisted in undertaking service-learning

Books read

Books collected

1200

Environment

Community gardens built

9

Streams monitored/remediated

Bags of garbage collected

175

Cans and bottles recycled

135

Other

Health

Number of people provided with health screenings



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- Nutrition/healthy living lessons taught _____
- Other _____
- Veterans and Deployed Personnel _____
- Veterans assisted with reintegration into the community _____
- Military families assisted 79
- Other _____
- Interfaith Engagement _____
- Number of students who learned something new about a denomination, religion, or secular perspective different than their own _____
- Number of students who committed to participating in future interfaith events _____
- Number of the above students who were first-time participants of an interfaith event _____
- Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective _____
- Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own _____
- Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)



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Project 3

Project title P-16 Initiative

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The P-16 Initiative partners P-12 educators, higher education faculty, and local nonprofits - with the aim of meeting community needs and enhancing course relevance for their students. This is a unique method of collaboration in which P-12 and higher education students work together on service learning projects in the community - thus creating unique mentoring relationships between students, while providing relevancy to the curriculum and meeting community-identified needs. In the P-12 arena, the schools targeted for involvement have high levels of reduced/free lunch, and low standardized test scores. All projects include UNO faculty/students, K-12 faculty/students, one or more community partners with support provided by the UNO Service Learning Academy.

The P-16 projects align with UNO's academic priorities of STEM, Early Childhood, Sustainability, and Global Engagement. Through collaboration by UNO and P-12 students working with their community partners, specific UNO and P-12 course curricula are established. Examples of the 75 specific projects include cross-generational and multicultural literacy projects; projects about music, literacy, and healthy eating; community needs mapping and civic participation; technology and youth; diversity and engaged



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citizenship; bullying prevention through forum theatre; poverty and homelessness awareness and prevention; Chinese culture; human rights; and aquaponics.

While the collaborations provide many direct educational benefits to both UNO and P-12 students - it is very important to recognize the overall service contributions to the Omaha metropolitan community generally, and at least 50 community partners specifically.

During the 2013-14 academic year, 1,492 UNO students and 2,479 (pre-)K-12 service learners engaged in P-16 service learning representing approximately 34% of service learning at UNO. The combined collaborative P-16 student teams provided over 60,193 hours of service to the community. The K-12 students averaged 17 hours per service learner, while the UNO students averaged 18 hours of service.

The P-16 Initiative strives to support students in being college and career ready. During the 2013-14 academic year, the P-16 projects averaged four visits between the P-12 and college student partners. In working with their project community partners, the UNO students get the opportunity to understand the skills that professionals use in various career settings. The students' academic engagement and achievement, civic engagement, and personal growth are the targeted outcomes of the P-16 Initiative.

The P-16 Initiative employs ten graduate assistants that support service learning implementation and the monitoring of projects quality. They rate the eight service learning quality standards for the project implementation using the GSN Self-Assessment Guide for Service-Learning projects developed by the National Youth Leadership Council - which was amended to meet P-16 collaborative service learning assessment needs. This assessment of project quality is used to focus the discussion with project partners on improving the implementation of the next projects.

Total Number of Participating Students	Students Participating in Curricular Projects:	1492
	Students Participating in Extra-Curricular Projects:	0
Number of Student Hours Served		90193
Number of Participating Faculty/Staff		295
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	6785
	Participating in Extra-Curricular Projects:	0



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Estimated Number of
Individuals Served

6222

Evidence of Project
Effectiveness

Economic Opportunity

Houses built

Meals served

1010

Hours of job training and support provided

Other

Education

Students tutored/mentored

300

Students assisted in undertaking service-learning

2472

Books read

125

Students learning about other cultures and refugees

950

Environment

Community gardens built

Streams monitored/remediated

Bags of garbage collected

Cans and bottles recycled

Other

Health

Number of people provided with health screenings

Nutrition/healthy living lessons taught

50

Other

Veterans and Deployed Personnel

Veterans assisted with reintegration into the
community

Military families assisted

Other



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Other

Visits with elderly

1125 _____

Interfaith Engagement

Number of students who learned something new about a denomination, religion, or secular perspective different than their own _____

Number of students who committed to participating in future interfaith events _____

Number of the above students who were first-time participants of an interfaith event _____

Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective _____

Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own _____

Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)



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Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

General Community Service: Student Service Estimates

Estimate:

- a. The number of students who engaged in academic service-learning. 2864
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 3955
- c. The total number of students who engaged in community service of any kind (sum of a and b). 6819
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 1475
- e. The number of students whose service was supported by one or more CNCS programs. 1515
- f. The total number of all community service hours engaged in by the institutions students. 414240



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Definitions:

assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation, and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university and community resources, and innovative use of creative solutions to address local problems.

includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

describes either short - or long - term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)



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Education Section: Project 1

Project Title P-16 Initiative

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The P-16 Initiative partners P-12 educators, higher education faculty, and local nonprofits to meet community needs and enhance course relevance for their students. This is a unique method of collaboration in which P-12 and higher education students work together on service learning projects in the community - thus creating unique mentoring relationships between students, while providing relevancy to the curriculum and meeting community-identified needs. In the P-12 arena, the schools targeted for involvement have high levels of reduced/free lunch, and low standardized test scores. The P-16 Initiative projects align closely with UNO's academic priorities of Early Childhood, STEM, Sustainability, and Global Engagement.

To support current educators, the P-16 Initiative in the Service Learning Academy offers week-long Service Learning Seminars for P-12 teachers and university faculty members. In 2013, 41 educators were trained on quality service learning standards - massing a total of 194 Omaha educators trained in service learning pedagogy since 2010 across the P-16 spectrum. These sessions provide



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training in research-based standards of quality service learning, a nonprofit partner fair, service experiences in the community, as well as the formation of “teacher teams” to begin the process of developing collaborative projects across the P-16 continuum. Pre- and post-seminar surveys show an increased “awareness of community needs and organizations” from 45% to 99%, and an increased “preparedness to implement service learning projects” from 48% to 98%.

In addition to the Seminar, the P-16 Initiative hosted the first Service Learning Seminar Alumni event with 60 educators to deepen understanding of service learning, share best practices, and develop additional partnerships.

Throughout the 2013-14 year, the P-16 Initiative supported educators in engaging their students in quality service learning in the Omaha community. The partnering organizations – including social service organizations, cultural programs and museums, environmental sites, wellness and health programs, and civic entities - provide a real life laboratory for all the students to apply what they are learning in class, and to understand the skills professionals use in various career settings.

The P-16 Initiative also strives to support P-12 students in being college and career ready. The P-12 students spend time with college students and visit the UNO campus. While many of them have never been on a college campus before, the end of the semester often finds them feeling comfortable in the higher education environment. They can now envision college as a possibility in their future.

During the 2013-14 academic year, 1,492 UNO students and 2,479 (pre-)K-12 service learners engaged in P-16 service learning representing approximately 34% of service learning at UNO. The combined collaborative P-16 student teams provided over 60,193 hours of service to the community. The K-12 students averaged 17 hours per service learner, while the UNO students averaged 18 hours of service. The students’ academic engagement and achievement, civic engagement, and personal growth are the targeted outcomes of the P-16 Initiative.

Ten graduate assistants support service learning implementation and the monitoring of project quality. They rate the eight service learning quality standards for the project implementation using the GSN Self-Assessment Guide for Service-Learning projects developed by the National Youth Leadership Council, and amended to meet P-16 collaborative service learning assessment needs. This assessment of project quality is used to focus the discussion with project partners on improving the implementation of the next projects.

A pre- and post-project Service Learning Survey is administered to participating students. The survey data, along with standard course evaluation data, are also used to improve project implementation and to document project impacts.

Total Number of	Students	1492
Participating Students	Participating in Curricular Projects:	_____
	Students	0
	Participating in Extra-Curricular Projects:	_____



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Number of Student Hours Served 60193

Served

Number of Participating Faculty/Staff 295

Faculty/Staff

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 6785

Participating in Extra-Curricular Projects: 0

Estimated Number of Individuals Served 6222

Project Effectiveness

Education

Economic Opportunity



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Education Section: Project 2

Project Title NE STEM 4U

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

NE STEM 4U provides a high quality after-school program that engages students in exciting immersion experiences in STEM (science, technology, engineering, and mathematics). NE STEM 4U targets K-12 students who are at an economic disadvantage in attaining in STEM learning.

New in 2012, NE STEM 4U is a student-run, volunteer-driven project under the leadership of a biology professor who, in Spring 2014, was awarded an endowed Community Chair. The five newly established Community Chairs are significant indicators of UNO's institutional commitment to community engagement. The program has also received external grants to support the materials necessary to develop the programming.

NE STEM 4U is consistent with UNO's academic priority of STEM education generally and community engagement, as well as a



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commitment to work with schools and community organizations to prepare K-12 students for STEM careers. UNO has a long-standing commitment to STEM education outreach - evident through its NSF funded College of Education designed school curricula using educational robotics, its annual AIM for the Stars summer camps, and the College of Information Science and Technology camps and workshops.

The K-12 students served by NE STEM 4U come from economically disadvantaged homes, and may not receive the same level of educational opportunities as their more economically stable peers. By providing a high-quality, engaging, timely after-school program, NE STEM 4U seeks to provide support, encouragement, and the skills and knowledge for K-12 students to pursue interests in STEM education and careers.

Moreover, the mentorship by UNO students to these K-12 students build youth voice, confidence, and relationships - thereby strengthening community ties and student outcome. This program also keeps UNO students more invested in their home institution and committed to their STEM majors.

Strategies to improve STEM education is critical given that only 16% of American youth pursue STEM careers and the percentage is even lower for women and underrepresented groups. Additionally, the amount of time allocated to STEM topics in a typical elementary or middle school classroom, does not allow students to master STEM topics utilizing hands-on learning activities.

UNO NE STEM 4U students have written over 300 STEM experiments, all with hands-on activities addressing a wide range of topics. Examples include "The DNA Sequencing Mystery," "Screaming Ballons," "Mystery Powder," "Dilution and Death," and "The Great Toilet Paper Experiment." All lessons are age-appropriate and designed to inspire and ignite elementary and middle school students' interest.

NE STEM 4U uses pre- and post-test assessments, surveys, external evaluations, and self-reflection rubrics to determine effectiveness of the lessons and the impact on youth and UNO students.

In its first year (2012-2013), NE STEM 4U involved 35 UNO student mentors providing over 5000 hours of service to 1000 Omaha Public School students. In 2013-2014, the program continued to grow with over 50 UNO mentors and 1,800 OPS students in NE STEM 4U. The program growth has continued for 2014-2015.

Total Number of Participating Students	Students Participating in Curricular Projects:	0
	Students Participating in Extra-Curricular Projects:	50
Number of Student Hours Served		13000



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Number of Participating Faculty/Staff	3	
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	0
	Participating in Extra-Curricular Projects:	750
Estimated Number of Individuals Served	1800	
Project Effectiveness	<input checked="" type="checkbox"/> Education	
	<input type="checkbox"/> Economic Opportunity	



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Education Section: Project 3

Project Title Conservation Fusion Dream School

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

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 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Education is a key component to successful conservation initiatives on a local and global scale. A unique partnership between the University of Nebraska at Omaha and Conservation Fusion, an international NGO, creates opportunities for students at all levels. Furthermore, community members engage in educational experiences that connect them with children and communities living amongst the world's most endangered species, in a biodiversity hotspot on the island of Madagascar. The project connects to UNO's academic priorities of sustainability, global engagement, as well as early childhood (it engages over 1,500 primary school children).

It's all connected. The future of our planet is dependent upon clean air, water, and natural resources, including medicines found within just 1% of the earth's surface in biodiverse rich areas. Today, extreme poverty and political instability have led to the destruction of more than 90% of Madagascar's original forest cover. What happens there is felt here in the United States. The



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choices we make in our everyday purchases and daily activities are underlying drivers to the destruction of these ecological hotspots we depend upon for more than 80% of medicines known to the human species.

Conservation Fusion and UNO partnered to create educational materials and experiences that address conservation challenges on both a local and global scale. The impact is enormous. Through innovative hands-on, service-oriented projects and programs - the collaboration has resulted in the following outcomes:

- Creating awareness of conservation challenges and solutions by engaging more than 1,000 UNO student volunteers, as well as over 2,300 K-12 and community volunteers in Omaha during Signature Service Days.
- Creation of educational materials produced and distributed to more than ten schools in rural Madagascar, read by 10,000+ youth and their teachers.
- Construction of the "Dream School" in Lavavolo, Madagascar, a remote village where previously education was only an aspiration.
- More than 50 school uniforms were hand-painted by UNO volunteers showcasing the Radiated Tortoise, a critically endangered species on the brink of extinction.
- Awareness created by educational materials and programs resulted in the rescue of 300+ radiated tortoises when children alerted police about poachers.
- Internships for UNO students to participate in real world experiences.
- Hygiene project: local Omaha businesses donated toothbrushes, paste, washcloths, and soap. Omaha High School sewing clubs created bags for the hygiene kits and at-risk after school youth packaged more than 450 kits, complete with hand-written notes about healthy living (written in Malagasy).
- Hygiene kits hand-delivered by a UNO intern to two remote villages in Madagascar.
- Creation of interactive map to engage more than 10 villages to include local leaders, government officials and parents about the benefits of forest restoration.
- Creation and distribution of Malagasy coloring books distributed to 9 schools in Kianjavato.
- Conservation Fusion was recognized by the Nonprofit Omaha Leadership Alliance as the Nonprofit of the Year for dedication to service and education.

Total Number of Participating Students	Students Participating in Curricular Projects:	0
	Students Participating in Extra-Curricular Projects:	1022
Number of Student Hours Served		2044
Number of Participating Faculty/Staff		24



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Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	0	<hr/>
	Participating in Extra-Curricular Projects:	72	<hr/>
Estimated Number of Individuals Served		52200	<hr/>
Project Effectiveness		<input checked="" type="checkbox"/> Education	
		<input type="checkbox"/> Economic Opportunity	



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Economic Opportunity Section: Project 1

Project Title Mosaic

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

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A strong project description SHOULD also include:

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- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Mosaic is a nonprofit aimed at serving people with disabilities. In 2007, Mosaic started a program in Moshi, Tanzania to combat poverty through microloans. The microloans allow parents of disabled children to start a small business. Aside from helping parents to earn a fair market wage for their work, Mosaic also provided financial support to the 11 Moshi area care centers for children with disabilities, as well as medical equipment and schooling for hundreds of children with disabilities.

The Mosaic effort is simple: parents of disabled children are employed making various bag and bead products. The crafts are sold primarily in Nebraska to Mosaic supporters. The proceeds from the sale of these products not only provide a middle class income for the parents - they also pay for equipment and schooling for their children with disabilities.

UNO's College of Business Administration started a partnership with Mosaic. Five Executive MBA students selected Mosaic's



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Tanzania project as the focus of their capstone course. The purpose of the UNO-Mosaic partnership is to assist the small businesses with market strategy recommendations that may result in a broader customer base and to ensure sustained profitability.

The UNO team conducted preliminary research and studied best practices from other social cause organizations. Based on that research, the team developed successful promotion and marketing strategies. For example, the team has developed a value proposition to accompany product purchases and donations: "Your purchase will provide hope, happiness, and health to a special child in a faraway place called Moshi."

Prior to a research and consultation trip to Tanzania, the team worked to increase awareness and generate some donation by developing a website and social media presence. The five students and a faculty adviser traveled to Moshi, Tanzania to aid Mosaic in its mission to provide community-based services for children with disabilities. All expenses were paid by College of Business Administration.

Based on the team's country research, financial analysis of the Moshi project, and research of successful coops, the UNO team developed a sustainable business plan for Mosaic. The monetary value of this professional consultant report is at least \$250,000.

The Moshi program is designed so parents can earn a fair market wage, and the cooperatives allow parents the opportunity to contribute profits back to the Mosaic International programs that benefit their children.

Before the project, Mosaic provided funds to cover any shortfall in the program. Since UNO's involvement, the goal has been to make the Mosaic's effort in Tanzania fully sustainable. This would allow the UNO-Mosaic partnership to reach out to more children.

Within the first year of implementing UNO's recommendations, significant steps towards sustainability were achieved. The income of parents working in cooperatives rose with 25%, and Mosaic documented a 25% increase in the voluntary contributions parents to the program for children with disabilities. Parents donate 20% of their total profit, and this donation increased at the rate of their incomes.

As a result of this successful project, the UNO Executive MBA program plans to incorporate more social responsibility projects for the international capstone consulting project.

One of the UNO team members, the father of a six year old boy with cerebral palsy, said the effort is about more than just earning a master's degree. "I know I speak for the entire UNO team when I say we are personally committed to making a real difference in the lives of these kids." Even after the project's completion, the team members continue to be engaged with Mosaic and in Moshi. One team member, a security expert, is developing fire safety information and raising funds for solar-powered lanterns, another is speaking at Mosaic fundraisers, and all remained connected to their new Tanzanians friends.

Total Number of	Students	5
Participating Students	Participating in	
	Curricular Projects:	_____
	Students	0



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Participating in
Extra-Curricular
Projects:

Number of Student Hours Served 1500

Number of Participating Faculty/Staff 3

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 240

Participating in Extra-Curricular Projects: 0

Estimated Number of Individuals Served 500

Project Effectiveness

Education

Economic Opportunity



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Economic Opportunity Section: Project 2

Project Title Maverick Food Pantry

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

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- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

UNO faculty and staff observed food insecurity as a growing issue among the UNO community. As a result of those concerns, in August 2013, the UNO Wellness Center launched the Maverick Food Pantry with initial donations from New Student Orientation attendees. All UNO students, faculty and staff are eligible to use the pantry. The mission of UNO's Maverick Food Pantry is to contribute to UNO's culture of caring by providing food to those in immediate need and connecting them with resources in the greater Omaha area for long-term support. The Maverick Food Pantry is dedicated to eliminating hunger in the UNO community and increasing awareness of food insecurity and nutrition for all UNO students, faculty, and staff.

In the 2013-14 academic year, seven campaigns to raise awareness and monetary funds for the pantry resulted in \$4,887 in donations. In addition, the numerous food donation sites across campus and in the Omaha area resulted in approximately 12,000 pounds of non-perishable food donation.



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The pantry uses a pre-packaged food bag system rather than a shopping model in respect for clients' privacy. The UNO counseling department conducted research regarding food pantry best practices, nutritional guidelines, and expiration dates. Each bag is packed with a balance of protein, grains, and vegetables based upon FDA nutritional guidelines.

The launch of the pantry included the creation of forms and documents, especially through MavSYNC - UNO's new online community for organizations, departments, and programs. All UNO students and employees have access to MavSYNC. The following documents are available to the entire UNO community: Donation Site list; Food Request Form; Volunteer Sign Up Form (including a Confidentiality Agreement); Food Drive Partnership Form; Food Pantries Near UNO; Mav Food Pantry Volunteer Guide; Mav Food Pantry FAQs. Access to pantry client information is limited to the program administrator.

During the 2013-14 academic year, 62 UNO students volunteered in the Maverick Food Pantry for a total of 158 hours of service. Ten of the 62 students volunteered on a weekly basis.

The Maverick Food Pantry has offered a strong option on campus for co-curricular learning. For example, a Social Work graduate student developed two initiatives. First, she submitted a mini-grant proposal through the Civic Participation Project for new donation collection bins across campus with the reasoning that the current cardboard boxes neither contributes positively to the image of the pantry nor, therefore, to the dignity of those wanting to obtain the donated food. The pantry was awarded the maximum grant amount of \$1,000. Second, she created a satisfaction survey for pantry clients. The link to this survey was sent to approximately 90 pantry clients on May 1, 2014.

Preliminary results from the Satisfaction Survey indicate 87.5% of survey respondents answered affirmatively to the item, "The Maverick Food Pantry helped me be successful at UNO" (e.g., maintain attendance with classes/work; maintain grades, etc.). Likewise, 87.5% of respondents answered affirmatively to the item, "The Maverick Food Pantry has contributed to my overall well-being." No respondents marked "Disagree" to these items.

Throughout the Fall 2013 and Spring 2014 semesters, the pantry filled 329 food bag orders. The pantry clients include primarily students with some staff. Before Winter Break 2013, the pantry hosted its first 'Boxes for Break,' a three-day event during which anyone with an active MavCard could come and fill up a medium box of food to carry them through the break when the campus was closed. There were 75 participants who collectively retrieved approximately 2,100 pounds of food. 'Boxes for Break – Spring Break Edition' was held in March, 2014, and 90 participants collectively retrieved circa 2,500 pounds of food. In total, the pantry distributed approximately 7,200 pounds of food to the UNO community, or about 800 pounds per month.

Total Number of	Students	1
Participating Students	Participating in Curricular Projects:	_____
	Students	62
	Participating in Extra-Curricular Projects:	_____



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Number of Student Hours Served 158

Served

Number of Participating Faculty/Staff 3

Faculty/Staff

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 0

Participating in Extra-Curricular Projects: 60

Estimated Number of Individuals Served 425

Project Effectiveness

Education

Economic Opportunity



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Economic Opportunity Section: Project 3

Project Title Information Makes the World Go Round

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

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Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The senior capstone sequence in "information systems" does a world of good by supporting organizations through the planning, design and development of software applications. Skills and topics covered in the MIS curriculum are integrated into one large process and project via real-world software application. Small businesses and nonprofits become more sustainable and successful through these student-provided custom applications that they otherwise would not be able to afford.

These projects provide financial and social benefits. They provide small businesses with a competitive edge and supporting growth. They also provide nonprofits and small businesses with opportunities to reduce costs, and thereby serve more clients while providing better services.

The Information Systems Analysis and System Design Implementation service learning capstone courses teach students how to



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develop an information system through a holistic process that involves planning, budgeting, coordinating, communications, process analysis, database design, application design, user interface design, security design, coding/construction, testing, and documentation. Real-world project development through service learning is an integral outcome of this synthesis course.

Each project is systematically evaluated by the students, faculty, and community organizations. Students also complete pre- and post-course assessments, reflection activities, and have regular meetings throughout the semester with faculty overseeing the projects to ensure that their clients' needs are being met.

The number of projects depends on enrollment with usually eight to 12 projects during the regular terms, and two to four in the summer term. Project groups consist of three to five students. During the 2013-14 academic year, a total of 11 projects were completed.

The estimated value of each project is calculated by the students who do a cost-benefit analysis in the course. Most projects are valued at about \$4,000 in work hours, project costs, and project benefits. The monetary contribution to the community through the 11 projects for 2013-14 academic year are conservatively valued at \$44,000. Each project creates a more sustainable and successful nonprofit or small business.

For example, UNO students created an application for the Ronald McDonald House Charities of Omaha (RMHC). RMHC is an organization that provides housing options and financial support for families that bring their children to the Omaha community for medical care. UNO students developed a web-based solution to manage their guest rooms, guest check-in and check-outs, volunteer operations, and donations. This product focuses on efficiently providing essential information to the RMHC staff, while reducing paperwork and operating costs, and increasing security. Guests are checked in more efficiently, and volunteers can easily sign up for fundraising events through a secure RMHC portal. A custom-designed dashboard gives the staff a real-time snapshot of key operational information. The donations are efficiently tracked, and reporting and search functionalities enhance the decision-making process.

Students are able to confidently speak to their development experiences via their résumé, and by showing these projects as part of their portfolio in interviews. In addition, custom applications are created for small businesses and nonprofits which they would otherwise not be able to afford. Over time these projects have economic benefits for the clients as these applications allow the receiving organizations to do things they might not otherwise be able to do, such as permitting the organizations to grow more efficiently, reduce costs, and provide better services – resulting in small businesses becoming more competitive, and nonprofits more effective at what they do.

Total Number of	Students	44
Participating Students	Participating in Curricular Projects:	_____
	Students	0
	Participating in Extra-Curricular Projects:	_____



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Number of Student Hours Served 7040

Served

Number of Participating Faculty/Staff 2

Faculty/Staff

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 640

Participating in Extra-Curricular Projects: 0

Estimated Number of Individuals Served 2000

Project Effectiveness

Education

Economic Opportunity



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Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank). Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research. CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps. Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

Student Service Estimates

Estimate:

- a. The number of students who engaged in academic service-learning. 2864
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 3955
- c. The total number of students who engaged in community service of any kind (sum of a and b). 6819
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 1475
- e. The number of students whose service was supported by one or more CNCS programs. 1515
- f. The total number of all community service hours engaged in by the institutions students. 414240



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Required fields are marked with a red asterisk (*)

Institutional Supports for Service

1. Is community service or service-learning explicitly cited in your institutions mission statement or strategic plan?
 Yes No Don't know/ data not available

2. Is interfaith community service explicitly cited in your institutions mission statement, or strategic plan, or other key institutional materials?
 Yes No Don't know/ data not available Not applying for interfaith

3. Does the institution make internal budgetary allocations to support service?
 Yes No Don't know/ data not available

4. Does the institution make internal budgetary allocations to support interfaith community service?
 Yes No Don't know/ data not available Not applying for interfaith

5. Does the applicant institution have at least one full-time staff member responsible for coordinating student community service or service-learning activities?
 Yes No Don't know/ data not available
How many? 9

6. Does the applicant institution have at least one full-time staff member responsible for coordinating student interfaith community service?
 Yes No Don't know/ data not available Not applying for interfaith

7. Does the applicant institution provide scholarships or other financial rewards to students for community service?
 Yes No Don't know/ data not available

8. Does the applicant institution provide a match award for the Segal AmeriCorps Education Award?
 Yes No Don't know/ data not available



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9. Does the applicant institution offer academic courses that integrate community service with academic content, i.e., academic service-learning courses, as defined above?

- Yes No Don't know/ data not available

Approximately how many? 160

10. Does the applicant institution offer academic courses that integrate interfaith community service with academic content?

- Yes No Don't know/ data not available Not applying for interfaith

11. Does the applicant institution require academic service-learning courses as part of the core curriculum of at least one major or disciplinary area?

- Yes No Don't know/ data not available

12. Does the applicant institution require academic interfaith engagement courses as part of the core curriculum of at least one major or disciplinary area?

- Yes No Don't know/ data not available Not applying for interfaith

13. Does the applicant institution reward the use of academic service-learning through faculty promotion and tenure decisions, or by providing awards or professional development opportunities?

- Yes No Don't know/ data not available

14. Is the applicant institution recognized under one of the Carnegie Foundations Community Engagement classifications?

- Curricular Engagement
 Outreach and Partnerships
 Curricular Engagement and Outreach and Partnerships

Government Supports for Service

1. Does the applicant institution utilize AmeriCorps, including VISTA, members in recruiting student volunteers or coordinating student service projects?

- Yes No Don't know/ data not available

2. Does the applicant institution have an ongoing grantee, sub-grantee or other supportive relationship with any of the following CNCS programs?



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- Learn and Serve America
- Americorps*State and National
- AmeriCorps*VISTA
- AmeriCorps*NCCC
- Senior Corps

3. Please identify any ongoing relationship the applicant institution has with other Federal, State, or local government agencies in support of student community service activities:

Sponsor: Final Amount Awarded

Avenue Scholars Foundation: \$58,160.00
Building Bright Futures: \$1,172,630.00
Building Bright Futures: \$7,572.00
City of LaVista: \$34,030.00
EPSCoR/NASA: \$750,000.00
Greater Omaha Attendance and Learning Services (GOALS): \$10,450.00
Heartland Family Service: \$90,582.00
Kansas Department of Health and Environment: \$26,000.00
Metropolitan Utilities District: \$1,550.00
NASA: \$125,000.00
NE Children's Home Society: \$1,500.00
NE Commission on Law Enforcement & Criminal Justice: \$29,033
NE Commission on Law Enforcement: \$50,000.00
NE Court Appointed Special Advocates Association: \$11,000.00
NE Dept of Health & Human Services: \$58,292.00
NE Environmental Trust: \$765,000.00
NSRI: \$16,767.00
Omaha Community Foundation: \$7,500.00
Omaha Veterans Administration Medical Center: \$177,528.00
Peter Kiewit Foundation: \$1,041,460.00
Sherwood Foundation: \$78,268.00
United Way of the Midlands: \$13,581.00
UNL: \$12,258.00
UNMC: \$37,000.00
Youth Care and Beyond: \$3,000.00

The Paperwork Reduction Act Statement



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**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS APPLICATION.
WE APPRECIATE ALL THE WORK THAT YOU DO!**

The Paperwork Reduction Act Statement

Public Burden Statement: The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who are to respond to this collection of information that such persons are not required to respond unless it displays a currently valid OMD control number (See 5 CFR 1320.5(b)(2)(i)).

This information collection instrument expires 12/4/2016.

Time Burden: The time required to complete collection of information is estimated to average 1 hour per applicant.

Use of Information: The information collected constitutes an application to the Corporation for recognition. The Corporation evaluates the application and makes decisions through the review and selection process.

Effects of Non-Disclosure: Providing this information is voluntary; however, failure to provide the information is would not allow the Corporation to assess the applicant's request for recognition. In this case, it will not be possible to consider the applicant for inclusion on the President's Higher Education Community Service Honor Roll.