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Service-Learning Community Partner Impact Assessment Report, 2021

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Abstract

In 2021, the Service-Learning Office at VCU conducted an assessment of the impact of service-learning on community partner organizations during the COVID-19 pandemic. The assessment aimed to collect actionable feedback to inform and improve upon current service-learning course practices. Partners (N = 18) were prompted with questions to assess the following topics: operational capacity, economic functioning, social environment, and partnership quality, both prior to and in concurrent with the COVID-19 pandemic. Quantitative findings suggested an overall improvement in scores from the 2017 assessment. Qualitative findings indicated the importance of relationships, concluding that adaptation, communication, and involvement were key factors in a successful partnership. Recommendations for improvement and next steps are discussed.

Keywords

Service-learning, community engagement, community partner, impact assessment, community partner assessment model, assessment model, community based learning, higher education, civic engagement

Disciplines

Civic and Community Engagement | Community-Based Learning | Higher Education | Service Learning

SERVICE-LEARNING COMMUNITY PARTNER IMPACT ASSESSMENT REPORT, 2021

Prepared by Rebecca Hoppe, Katie Elliott, and Lynn E. Pelco, October 2021

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EXECUTIVE SUMMARY

In 2021, the Service-Learning Office at Virginia Commonwealth University (VCU) conducted an assessment to understand the impact of service-learning on community partner organizations. The assessment was adapted to include questions to assess that partnership prior to and concurrent with the COVID-19 pandemic. The goal was to collect actionable feedback and experiences from partners to inform and improve upon current and future service-learning course practices. The Office of Service-Learning and an external researcher compiled a representative sample of 27 service-learning courses for the 2020-21 academic year and 18 partners successfully completed phone interviews. Partners were prompted with questions to assess the following topics: operational capacity, economic functioning, social environment, and partnership quality. Findings suggested an overall improvement in scores from the 2017 assessment, and that although operational capacity scores decreased during the pandemic. Findings also indicated the importance of relationships, concluding that adaptation, communication, and involvement were key factors in a successful partnership. Key findings, recommendations for improvement, and next steps are listed below.

KEY FINDINGS

- **COVID-19 was Challenging.** The impact of the COVID-19 pandemic was challenging community partners (**89%**). Many organizations were overwhelmed and had to navigate pandemic safety policies, which prompted unanticipated responsibilities and restructuring.
- **Partnerships were Pivotal.** Partners rated the service-learning partnership important to the organization's operational capacity (**89%**), economic functioning (**78%**), and social environment (**100%**), even considering the unexpected pandemic-related pivots.
- **Faculty were Flexible.** To adjust to constantly changing circumstances, faculty needed to revise curriculum and learning environments for the safety of their students, partners, and community members.
- **Students Stepped Up.** Services at risk for termination were continued with student support, and, in cases in which staff were overwhelmed, students filled in gaps, took on projects, and aided in community awareness and engagement.
- **Partnerships Persevered.** Fundamental to the partnerships, prior and particularly concurrent with the pandemic, were the relationships built among the community partners, faculty, and students. Adaptation, communication, and involvement were highly valued.

KEY RECOMMENDATIONS

- ***Faculty Service.*** Community partners recommended faculty be more involved with the organization, such as learning and serving with the organization prior and concurrent with course implementation. This would aid in the identification of community needs that fit within students' capacity, intimate knowledge of the organization, and investment in student learning through mentoring.
- ***Student Service.*** Community partners recommend more preparation for students prior to service such as knowledge and interest in the organization, a skill set for the community project, and professionalism when interacting with community partners, stakeholders, and members.
- ***Streamline Processes.*** Community partners are limited in time, so it would be helpful to find ways to streamline supervisory processes, such as utilizing collaborative online documents (e.g., Google workspace) for student evaluations, student hour tracking, etc. This may be done with the utilization of collaborative online documents, regular and productive check-in meetings aimed at troubleshooting any problems with student projects. It is recommended that faculty review the responsibilities they place on the partners and streamline it to ease supervisory burden.
- ***Make Materials Accessible.*** Community partners wanted accessible materials such as guides on how to develop a program, establish a relationship with a faculty member/VCU, and navigate the partnership. A repository of previous student projects or suggestions would also be helpful to generate ideas for projects that may align with community needs. This would help organizations to feel more comfortable partnering with VCU and to identify areas of mutual benefit and reciprocity.

NEXT STEPS

- **Identify** challenges experienced by the partnerships
- **Support** faculty and community partners with tailored strategies to develop relationships, enhance student learning, and meet needs
- **Refine** student preparation materials to be implemented in the classroom
- **Re-evaluate** current processes to assess partnership successes and concerns

Service-learning is an intentional teaching strategy that engages students in organized service and guided reflection activities. At Virginia Commonwealth University (VCU), official service-learning designation is awarded to academic classes that involve every enrolled student in a minimum of 20 hours of service per semester as well as in planned reflection activities. The VCU Service-Learning Office oversees the university's service-learning class designation process; provides service-learning professional development to faculty, students, and community partners; and conducts evaluation of service-learning class offerings from multiple stakeholder perspectives.

The service activities in service-learning classes meet community-identified needs and, in combination with reflection and other classroom learning activities, enhance the academic curriculum of participating students. A large and growing body of research literature supports service-learning as a high-impact educational practice that deepens students' academic learning and personal development while increasing students' graduation rates (Celio et al., 2011; Lockeman & Pelco, 2013).

Reciprocity

Reciprocity is a fundamental principle in service-learning. It serves as the exchange of both providing and receiving services between the student and community partner that often results in mutual benefit. Projects developed in service-learning courses are intended to realize identified community needs and students' educational goals. A study found that community partners categorized service-learning impact outcomes of service into three categories: operational capacity to fulfil its mission, economic functioning, and social environment (James & Logan, 2016). It was also found that the categorical outcomes ranged on a continuum from very deleterious to very beneficial. Therefore, it is important to conduct regular assessments that leverage the community partners' voice in order to make actionable improvements to the partnership.

Study Goal

The VCU Service-Learning Office is committed to building and strengthening relationships between the university and its community partners. The office reinforces values by requesting and carefully considering community partners feedback to continuously improve upon the service-learning course delivery. In commitment to the community partners, a continuous tri-yearly assessment was developed to understand the impact of VCU service-learning partnerships and identify ways in which the partnership can achieve better outcomes for reciprocity and mutual benefit.

Continuous Improvement Assessment

The community partner impact (CPI) assessment was designed to build off of previous reports every three years (i.e., cycle). Findings have been used to assess community partner impact, highlight the strengths of the service-learning partnership, and identify areas of improvement. Each cycle of the report contributes to the strategic planning and implementation of an improvement program that aims to strengthen and deepen the relationship among community partners, faculty, students, and VCU.

The current study followed up on the previous 2016-17 assessment. It is important to note that due to the unprecedented global health crisis (i.e., coronavirus*), the current assessment was delayed by one year, however, the structure of the three-year assessment cycle remained the same. During the first year (2020-21) of the cycle, the assessment was conducted to evaluate the piloted improvement plan from the previous report (2016-17). The findings were used to highlight any observable improvements and ongoing challenges as a result of the previous improvement plan (see Key Findings and Recommendations). Planned for the next two calendar years (2021-22 and 2022-23), the cycle will continue with a revised improvement plan to be piloted, assessed, and fully implemented. In the fourth year (2023-24), the three-year cycle will begin again with a new CPI study to evaluate the previous cycle's progress.

COVID-19 PANDEMIC*

The coronavirus (COVID-19) pandemic was recognized by the World Health Organization as a public health crisis in the United States in March 2020 and continues to serve as a threat to the nation as of September 2021 (Centers for Disease Control and Prevention, 2021; CDC). As a result, many courses at universities were disrupted and needed to quickly adapt to the mandated pandemic precaution policies, such as transitions from the traditional in-person classroom to hybrid or remote learning environments and/or early course conclusion (particularly in the spring 2020 semester) in an effort to immediately protect students, faculty, and staff from infection.

Specifically for VCU, upon the outbreak declaration in March 2020, the university leveraged their university-wide committee, the Incident Coordination Team (ICT), to brainstorm and implement pandemic policies and protocols that aimed to ensure safety for students, faculty, and staff. The decisions made by the ICT and communicated to the larger VCU community were general guidelines to be interpreted as needed. Following the university's spring 2020 break, VCU made the unprecedented decision to discourage students from returning to campus and extended the break an additional week to allow faculty instructors and community partners to either modify current practices to continue or suspend the partnership as a result of the pandemic outbreak. Those partnerships that elected to continue, experienced rapid and drastic changes to their curriculum and course structure (e.g., making multiple contingency plans and/or remote learning and serving). Few partnerships remained in-person, some transitioned to an in-person-remote-hybrid learning environment, and nearly all converted to an entirely remote learning environment by the end of the spring 2020 semester. The majority of fall 2020 and spring 2021 semesters courses remained online, however, students were invited to return to campus so long as they adhered to pandemic protocols and guidelines. Although it was not possible to quantify the impact that the pandemic had on the service-learning partnerships, there was much to be learned from the experience of a universal obstacle and how the faculty-student-partner relationship worked to overcome it.

SAMPLING

Sampling efforts began in February 2021. The associate director of the VCU Service-Learning Office compiled a comprehensive list of all 160 distinct service-learning courses offered during the 2019-20 and 2020-21 academic years. Next, the associate director contacted the faculty instructors of the courses to confirm the community organization partnerships, organizational point of contact, and whether that community partnership continued through the semesters affected by the COVID-19 pandemic. Finally, a hired and skilled community-engaged researcher further narrowed the sample using a categorical sampling process to ensure representation of the variety of service-learning courses offered at VCU across academic discipline, class enrollment size, and graduate/undergraduate level courses.

Inclusion criteria for the sample included (1) a confirmation of continued partnership between service-learning courses and community organizations throughout the 2020-21 academic year and (2) courses upheld service-learning values (e.g., provided service). Exclusion criteria consisted of (1) courses that were not taught as service-learning courses and (2) service was suspended as a result of the COVID-19 pandemic per faculty instructor or community partner report. In the event that multiple community organizations served as partners for the same course, only one community partner per course was included in the sample and all remaining partners were excluded. Similarly, in the event that the same community organizations partnered with multiple service-learning courses, only one course per community partner was retained for the sample and all remaining courses were excluded. This is to say that one community partner was randomly selected to represent a course that had multiple partners, and vice versa, to prevent multiple interviews from the same organization.

Overall, 27 courses were included on the representative course sample. The following academic disciplines were included as categories:
- Arts (n = 3)
- Core/General Education (n = 2)
- Health Sciences (n = 4)
- Humanities (n = 7)
- Sciences (n = 5)
- Social Sciences (n = 6)

Five graduate and 22 undergraduate courses were included in the sample. The courses ranged from the 100- to 700-level and enrolled between 2 and 122 students with an average class size of 23 students per course. Descriptive statistics were summarized in Table 1.

Table 1. Descriptive Statistics of Representative Service-Learning Courses Sample (N = 27)

Faculty Characteristics			Course Characteristics		
Gender	*n*	%	Semester taught	*n*	%
Female	21	77.8	Fall or Spring	19	70.4
Male	6	22.2	Fall and Spring	5	18.5
Course Characteristics			Course Discipline	*n*	%
Student Level	*n*	%	Arts	3	11.1
Undergraduate	22	81.5	Core/general education	2	7.4
Graduate	5	18.5	Health Sciences	4	14.8
Service Type	*n*	%	Humanities	7	25.9
Remote	19	70.4	Sciences	5	18.5
Hybrid	6	22.2	Social Sciences	6	22.2
In-person	2	7.4	Multiple partners per course	*n*	%
Students per course	*M*	Range	Yes	16	59.3
Class size	19.5	2-122	No	11	40.7

Between May and June 2021, the community-engaged researcher contacted the community partners (N = 27) to schedule and conduct the CPI assessment via phone interviews (see Instrument) with the faculty identified community partner point of contact. The point of contact was a staff member at the community partner organization who managed and supervised the service-learning course, student-led projects, and students. Of the 27 community organizations invited to participate in the assessment, 20 completed phone interviews for a response rate of 74.1%. During the phone interviews, two responses identified as having suspended services and were removed from the total sample (N = 18).

INSTRUMENT

The Service-Learning Office developed the Service-Learning Community Partner Impact Assessment (CPI; Jettner et al., 2017) to measure the community organizations' operational capacity, economic functioning, and social environment as a result of the service-learning partnership with VCU. The CPI instrument is a brief, semi-structured interview that is grounded in scholarly and professional literature related to university-community partnerships for service-learning. Community partners were asked to respond to the interview questions about their relationship with the specific service-learning course to which they partner.

Given the historical context of the COVID-19 pandemic, the CPI was adapted to include questions related to the variation in experiences before and concurrent with the COVID-19 disruptions. The adapted instrument consisted of 16-items that assessed the following topics: (1) history of service-learning partnership, (2) perceived impact of service-learning course for partner organization prior to COVID-19, (3) perceived impact of service-learning course for partner organization concurrent with COVID-19, (4) quality of partnership, and (4) recommendations for strengthening the relationship between partners and VCU. The CPI includes both closed and open-ended questions related to each topic. The full instrument is included in Appendix A and the topics are described in detail below.

History. As described in the prior report, sustained partnership between the faculty instructor and community partner may be indicative of a satisfactory relationship and serve a supportive role in overcoming obstacles, such as those presented by the COVID-19 pandemic. Therefore, it is important to determine whether answers differed between community partners in their first year of their partnership (i.e., partnerships established during the pandemic) versus longer-term partnerships (i.e., partnerships established before the pandemic). Thus, partners were asked whether their organization had partnered with the service-learning course prior to the spring of 2020 and for how many years this partnership has been sustained with the faculty instructor. Respondents who reported three or more years of partnership would have had at least one semester of partnership that was unaffected by the pandemic (i.e., longer-term partnerships). Those who reported two years or less would have had all of their semesters affected by the pandemic (i.e., first-year partnerships).

Impact Prior to COVID-19. Guided by James and Logan's (2016) work and the previous CPI assessment structure (Jettner et al., 2017), this section of the assessment explored the period of time before the pandemic to understand the impact that the service-learning course had on community partners across three domains: (1) operational capacity, (2) economic functioning, and (3) social environment. Partners were provided with examples of each domain, asked to rate the impact on a 5-point Likert scale (*1 = not important to 5 = very important*), and prompted to expand on their rating with examples of the benefits and costs of the partnership. The goal was to determine whether the relationship produced a mutual benefit among partners, faculty, and students; to which, may take time to develop. This section was limited to partners who reported three or more years of partnership to assess partnership functionality prior to the pandemic.

Impact Concurrent with COVID-19. This section explored the period of time during the pandemic to understand the impact the service-learning course had on the partner organization across the same domains and using the same methods as described above. Again, the goal was to determine whether the relationship produced a mutual benefit to assess for differences between prior and concurrent pandemic functionality. This section was inclusive of all years of partnership.

U*nderstanding the Partnership.* The COVID-19 pandemic was a historical period in which traditional service-learning practices and class structures were altered to prioritize the safety of faculty, students, and community partners. As such, community partners were asked questions about the triumphs and challenges associated with the pandemic, to rate the perception of challenge on a 5-point Likert scale (*1 = not challenging to 5 = very challenging*), and to expand upon their rating with examples. These questions related to the community partner, faculty, and student interactions that contributed to a successful partnership. The goal was to understand what made this partnership successful during this tumultuous period. This section was inclusive of all years of partnership.

Recommendations. Community partners were asked to provide actionable feedback that the Service-Learning Office and/or VCU could use to strengthen the program and its relationships with community partners.

RECRUITMENT & DATA COLLECTION

To ensure data integrity in community partner responses, the Service-Learning Office contracted a community-engaged external researcher to conduct the assessments. Recruitment and data collection began in May 2021 and ended mid-June 2021. Via email (see Appendix B), partners were invited to participate in a 30-minute phone interview, assured confidentiality through methods of de-identification and aggregation of responses, and linked to the interview questions for review. Partners who did not respond received up to three follow-up emails. Of the partners (*N* = 27) invited to participate in the assessment, 20 completed phone interviews for a response rate of 74.1%. During the phone interviews, two respondents identified as having suspended services and were removed from the total sample (*N* = 18).

Partners selected a date and time via a Calendly link embedded in the email that coincided with the researcher's schedule. The researcher used a phone script for each interview (see Appendix C). Interviews (*M* = 20-minutes) ranged from 9- to 38-minutes. All phone interviews were recorded via Rev call recorder app after permission was granted from the community partner. Quantitative data were analyzed using SPSS 27 and qualitative data were transcribed and de-identified by a student worker, under the supervision of the researcher. The researcher analyzed the data for themes using qualitative coding software, NVivo.

SERVICE-LEARNING COURSES: SAMPLE CHARACTERISTICS

Descriptive sample statistics for faculty and course characteristics are described in table 2 and summarized below to provide important context for interpretation of results and generalizability to other service-learning partnerships.

Faculty characteristics. The majority of faculty identified as female (**77.8%**) and nearly half (**44.4%**) of respondents reported a relationship lasting between zero and two years, followed by three to five years (**38.9%**), and six or more years of partnership (**16.7%**). The 44.4% established their partnership during the pandemic-affected semesters (spring 2020-21) and the 55.6% had existing partnerships prior to the spring 2020 semester. Upon examination, there were no significant differences between the years of sustained partnership and impact. This is to say that the length of partnership did not influence operational capacity, economic functioning, or social environment prior to or concurrent with the COVID-19 pandemic.

Course characteristics. The participating service-learning courses were recruited from six schools of discipline. The majority of courses were undergraduate level (**83.3%**) and utilized a predominantly remote learning environment (**72.2%**). The average class size consisted of approximately 17.1 students, were typically taught in either the fall or spring semesters (**77.8%**), and had one partner organization per course (**61.1%**).

Table 2. Descriptive Sample Statistics (*N* = 18)

Faculty Characteristics			Course Characteristics		
Gender	*n*	%	Students per course	*M*	Range
Female	14	77.8	Class Size	17.1	2-58
Male	4	22.2	Student Level	*n*	%
Years of Partnership	*n*	%	Undergraduate	15	83.3
1-2 years	8	44.4	Graduate	3	16.7
3-5 years	3	16.7	Semester taught	*n*	%
6+ years	6	38.9	Fall or Spring	14	77.8
Course Characteristics			Fall and Spring	4	22.2
Course discipline	*n*	%	Multiple partners per course	*n*	%
Arts	3	16.7	Yes	7	38.9
Core/General Education	1	5.6	No	11	61.1
Health Sciences	2	11.1	Service Type	*n*	%
Humanities	6	33.3	Remote	13	72.2
Sciences	3	16.7	Hybrid	3	16.7
Social Sciences	3	16.7	In-person	2	11.1

IMPACT PRIOR TO COVID-19

This section of the assessment was restricted to longer-term partners (*i.e., 3 or more years; 55.6%*) and provided partners with the opportunity to rate and reflect on the impact of the service-learning partnership prior to the pandemic in regards to (1) operational capacity (*M* = 3.71, *SD* = 1.29), (2) economic functioning (*M* = 3.21, *SD* = 1.37), and (3) social environment (*M* = 4.21, *SD* = 0.99). Assessment response statistics are reported in table 3.

Table 3. Assessment response statistics.

2021 Impact Assessment			
Prior to COVID-19	*n*	*M*	*SD*
Operational Capacity	12	3.71	1.28
Economic Functioning	12	3.21	1.37
Social Environment	12	4.21	0.99
Concurrent with COVID-19	*n*	*M*	*SD*
Operational Capacity	18	3.58	1.24
Economic Functioning	18	3.42	1.52
Social Environment	18	4.28	0.99
Challenge to Organization	18	3.92	1.00
2017 Impact Assessment	*n*	*M*	*SD*
Operational Capacity	22	3.64	1.18
Economic Functioning	22	2.27	2.05
Social Environment	22	3.41	1.65

Operational Capacity. Operational capacity refers to the impact related to the type or variety of services the partner organization could offer, the number of clients they were able to serve, or a change in their organization's understanding of its assets and needs. On average, partners reported a score of 3.71 (SD = 1.28) on a 5-point scale. This mean score increased slightly from the 2017 assessment (M = 3.64, SD = 1.18) and indicated an increase in the organization's capacity to operate.

Partners suggested a mutual benefit from the partnership as they were able to provide the students with professional experience, new skill sets, and an expanded network of professionals in exchange for voluntary student service, such as project management, providing additional services, and added perspective to current practices.

"Working with the students, [they] bring up a lot of questions, issues,and perspectives that we are not always able to have as professionals. It's been really helpful, eye opening,and holistic."

Partners also acknowledged the disadvantages of the partnership, such as supervisory tasks and time commitment (e.g., training students, overseeing projects, ensuring student accountability, tracking student hours of service, etc.) obligations that took away from their operational capacity in their position within their organization.

"It's a portion of coaching that takes away from what the staff needs to do or in addition to what they're doing."

Likewise, partners reported that the partnership was helpful, but not crucial to operation. Student projects either were helpful with fulfilling a community-identified need on a micro level or were considered nonprofessional and unable to directly address operational needs.

"It's more about filling in around the cracks rather than actually helping with the operation of our business."

Economic Functioning. Economic functioning refers to the impact related to the identification of new funding opportunities, completion of projects that would typically be at a financial cost to the organization, and identification or hiring of new staff members. On average, partners reported a score of 3.21 (SD = 1.37) on a 5-point scale. This mean score increased from the 2017 assessment (M = 2.27, SD = 2.05) and indicated an increase in the organization's economic functioning.

Partners reflected on the economic value of the service-learning partnership. Students aided in money generating opportunities for partnering organizations, such as grant funding and increased fundraising efforts. Students were utilized for roles, responsibilities, and services that, typically, would have come at a cost to the organization. Additionally, in some cases, students were hired by the partnering organization after the service-learning commitment had been completed, to which mutually benefited both the community partner and student.

"We've hired VCU students after they've done these cohorts with us and that relationship was huge because a former VCU cohort leader was facilitating these groups on our end, so it was helpful in getting the client connected and [for the former VCU student] to know what it was like to do the group. That was a huge contributor to the success."

Indeed, most partners indicated that the partnership served to save costs to the organization, however, it is important to acknowledge the minority who did not endorse an increase to economic functioning. Partners reported that the partnership came at cost to the organization (e.g., hiring staff members to supervise students), but shared that the partnership contributed to the organization's overall mission, and was therefore continued.

Social Environment. Social environment refers to the impact related to raising the partnering organization's profile among students and faculty, increasing the volunteer pool, and providing a unique or positive impact on the populations the organization serves. On average, partners reported a score of 4.21 (*SD* = 0.99) on a 5-point scale. This mean score increased from the 2017 assessment (*M* = 3.41, *SD* = 1.65) and indicated an increase in the organization's social environment.

Partners indicated increased exposure as a result of the partnership, particularly the student projects. Students expanded social media platforms, which provided multiple outlets to communicate the organization's mission and services to prospective clients, community members, and, in some cases, other students. This raised the organizations' profile and expanded their footprint within the community and beyond. In one case, students attracted "*national attention and accreditation*" for their projects that leveraged social media campaigns, thus informing people at a national level.

IMPACT CONCURRENT WITH COVID-19

This section of the assessment provided partners with the opportunity to rate and reflect on the impact of the partnership during the semesters affected by the pandemic (spring 2020-21). Of the total sample, 55.6% reported a relationship existing prior to the affected semesters and a continued partnership concurrent with the pandemic and 44.4% of participants reported a relationship established during the semesters affected by the pandemic. The sample was prompted to rate the impact of the service-learning partnership during the pandemic in regards to their (1) operational capacity (M = 3.58, SD = 1.24), (2) economic functioning (M = 3.42, SD = 1.52), and (3) social environment (M = 4.28, SD = 0.96). Results indicated a decrease in operational capacity and an increase in both economic functioning and social environment as a result of the pandemic. Assessment response statistics are reported in table 3.

Operational Capacity. On average, partners reported a mean score of 3.58 (SD = 1.24) on a 5-point scale, which decreased marginally from the pre-pandemic scores (M = 3.71, SD = 1.29). This suggested that exposure to the pandemic had a slightly negative, yet insignificant effect on the organizations' operational capacity, $X2(12, N = 12) = 16.3, p = .178$.

As a result of the pandemic, organizations were limited to fewer staff members, volunteers, service-learning students, etc. As organizations pivoted to navigate the multitude of challenges presented by the pandemic, students contributed to building operational capacity by increasing the bandwidth within the organizations to provide services that may have otherwise been terminated.

"We wouldn't have been able to provide a lot of these opportunities. Everyone's been hit by the hardships of COVID. It costs time and money to hire and have a staff to plan and coordinate [the services]. [The students were] able to do so virtually and they're very engaged. It was phenomenal and we couldn't have done something like this without the involvement of VCU."

Economic Functioning. On average, partners reported a mean score of 3.42 (SD = 1.52) on a 5-point scale, which increased from the pre-pandemic scores (M = 3.21, SD = 1.37). This suggests that even with exposure to the pandemic the partnership had a significant and positive effect on the organizations' economic functioning, $X2(16, N = 12) = 28.1, p = .03$.

The pandemic had limited previously anticipated financial resources to many organizations. Budgets, funding, and staff bandwidth were shrunk or unavailable for an extended period of time. As most organizations transitioned to a remote working environment, their plates were full with adjusting and adapting to their new working environment and responsibilities. Students aided in economic functioning by relieving projects from overwhelmed staff and addressing service-gaps within the organization.

"The type of work the students can take on [took] a little bit of weight off of staff we would've had to pay for."

"We didn't have any money in our budget for any sort of equity evaluation for our process, so having this class do it was very, very beneficial."

Moreover, there were other partners who reported that the students did not have *"a huge impact on our bottom line."* In these cases, students were additive to the organization as volunteers, but were not utilized in capacities that would have replaced hired staff.

Social Environment. On average, partners reported a score of 4.28 (*SD* = 0.96) on a 5-point scale, which increased from the pre-pandemic scores (*M* = 4.21, *SD* = 0.99). This suggests that even with exposure to the pandemic, the partnership had a positive, albeit insignificant effect on the organizations' social environment, $X^2(6, N = 12) = 10.71, p = .10$.

As many organizations and courses transitioned to a remote working and learning environment, students were assigned projects that they could do from home. In some cases, students stayed on projects after the semester concluded, thus increasing the partnering organization's volunteer pool. Similarly, partners assigned projects to the service-learning students that aided in raising the organization's profile through social media. These efforts increased client engagement and expanded awareness for the populations served.

"*Increase in the Instagram account analytics that went up to 1000 followers. There was a parallel between the social media, digital engagement, and percentage increase in the number of [clients served] and people taking advantage of events having to do with project efforts.*"

"*What they helped us do is really learn how to better communicate with large masses of people and gather that kind of feedback. That was very helpful and [the organization will] be more efficient with the resources that we do have.*"

Other projects involved teaching and mentoring clients over Zoom. In this virtual context, students established strong connections and relationships with clients during a time of social distancing and disconnection. This was empowering to the organization and students were privileged with more responsibility and teaching opportunities.

"[The students] were all very conscientious of space and prioritizing our student's safety. It was really remarkable to see that. We tried to offer meaningful opportunities for them, 'Do you want to lead this lesson, do you want to take charge of this moment?' trying to empower the [students] to take advantage of the fact that they're not teaching in COVID, they're just teaching. They're making connections with people, so we created that environment for them to be nurtured, successful, and take risks. 'We got safety covered, now it's time for you to expand as an educator and learner.'"

This was especially true for organizations that served high school-age or younger populations.

"It is important as ever for youth to be valued, validated, and challenged by people who aren't quite their peers, but who are close to being their peers."

However, not all partnerships thrived to the same extent in their remote social environments. Some partners mentioned that since the students worked in a virtual space, there was relatively no interaction with staff members, clients served, or other students. Often, students conversed with one staff member and completed projects independently. In some cases, partners mentioned a perceived disconnect with students, particulation when students kept their cameras off during virtual interactions with staff and clients.

"The students who participated during COVID didn't really have a chance to engage with our other [clients] as much because it was an online experience and they weren't physically here with our other volunteers. [Since] service learning was supposed to be 100% online, [the students] really missed out on the community piece to it that we were doing."

UNDERSTANDING THE PARTNERSHIP

This section of the assessment provided partners with the opportunity to rate and reflect on the impact of the pandemic on their organization (M = 3.92, SD = 1). Findings suggested the sample strongly agreed that the pandemic presented challenges to the organization and similar to the 2017 assessment, relationships were key. Therefore, a special interest was taken to investigate the individual aspects of the partnership that made this partnership successful during a pandemic. Assessment response statistics are reported in table 3.

Navigating COVID-19 Policy. The pandemic prompted a number of policy changes that directly affected relationships among the community partner, faculty, and students. The most universal policy change was the transition from an in-person to a remote working and learning environment. During this time, all parties (i.e., organizational staff, faculty, and students) needed to immediately transition to remote work as per the CDC and VCU public health safety policies. In addition to a remote environment, protocols were enacted to promote safety for all parties, including wearing masks, social distancing, submitting daily health checks (e.g., body temperature and symptom screenings), reducing the amount of in-person staff, in-person clients served, and recommending staff and clients to receive the COVID-19 vaccinations prior to returning to an in-person environment.

"We decided to [hold classes] outdoors, distanced, masked, and health checked... Figuring out those brand new protocols, reducing class sizes, reducing teaching team sizes.... And a lot of funding was funneled towards COVID-19, so a lot of our funding that we anticipated pre-pandemic, we never got."

Remote Transition and Restructure. Pandemic-related changes resulted in additional and unforeseen responsibilities for all parties involved, such as the transition from in-person environments to a nearly entirely virtual one; to which required much operational restructuring from all parties alike. For example, all community partners, faculty, and students were subjected to learn different technologies (e.g., Google workspace, Zoom) aimed at limiting in-person contact and advancing remote work functioning, communication, and programming efforts. It is important to note that many of these technologies had either never been utilized before or were used minimally prior to the immediate transition to a remote environment.

Therefore, some partnerships experienced significant learning curves. However, partners indicated that the remote transition led to positive outcomes, such as a broader reach to clients, attracting speakers from various geographical locations for events and programming, utilization of innovative technology, and an opportunity to think more creatively.

"We actually had to do [the service-learning course] in a different methodology than we're typically used to, in which everyone had to gear up to the virtual element. It made us think outside the box a little bit differently, and it made us utilize different resources we weren't typically used to doing, like Zooms, scheduling apps, virtual activities, and all kinds of cool things like that."

Moreover, many organizations were challenged with how to provide service to their populations in a remote environment and required the organization to prioritize their own needs in order to creatively restructure current mechanisms of service. In some cases, this meant that the community partner had less time to spend with the service-learning students, experienced more difficulty teaching organizational values, and expressed leniency for project expectations. In other cases, it inspired some organizations and faculty to attend meetings and earn certifications in COVID-19 compliance to increase their knowledge and versatility in the restructuring of service during this time, such as offering programs and services in new mediums.

"We had to build entirely new physical structures for teaching in-person… When you suddenly have to be distanced and masked, you start to build community in a totally different way. We basically learned how to teach in-person, but in a different structure."

Adaptation. Adaptation refers to the ability to adjust to new information, environments, and experiences. During the pandemic, community partners, faculty, and students needed to adapt and adjust to the new environment and expectations. As an organization, community partners *"doubled down on reaffirming [their] mission"* by making the necessary changes to support their target population. This was made possible by depending on their strong, supportive relationships, both internally (e.g., staff members, stakeholders) and externally (e.g., faculty, students). Partners benefitted from the flexibility of organizational staff, faculty, and students. The staff quickly navigated policy changes, identified innovative methods of communication, and had decisive and compassionate team members and leadership. Faculty instructors supported their community partners through multiple course adaptations and revisions, prioritization of partner feedback for suggested changes, and working around the community partner's schedule for meetings.

"[Faculty] had to completely restructure the course on the fly. She started meeting some students in the classroom and streaming her class online, but that just lasted a couple weeks. Then, when she saw how much the information was changing and what the learning curve was going to be for the students. She literally had to rewrite the course again three weeks in."

Moreover, students also supported the partner adaptation to the remote environment and were praised for their ability to prioritize safety, learn outside of their comfort zone, engage in new methodologies, and a strong work ethic. Some examples partners provided were that students troubleshooted technological issues for partners and clients, worked independently, required minimal supervision, were productive in virtual meetings, and produced quality work despite the void of in-person interaction.

Communication. Communication in the form of exchanging ideas, information, and feedback was another key component in sustaining supportive partnering relationships. Partners were able to communicate openly about their expectations, needs, and issues both internally and externally. Open communication facilitated fresh ideas and opportunities to try new methodologies in the novel remote environment. Often, problems were discussed amongst partners, faculty, and students, and all were receptive to feedback and eager to generate solutions.

Specifically with faculty members, partners felt comfortable troubleshooting unforeseen issues, asking for assistance in encouraging students to engage more in the virtual environment, and requesting modifications in course structure as needed. Additionally, the congeniality of the relationship fostered perspective as partners could communicate needs to the students and students felt comfortable providing their insights and suggestions to projects.

"The information that I received from [the students] has been very helpful in terms of our thinking on enhancements to our marketing and even growing our audience beyond the sort of numbers that I described."

Involvement. Involvement pertains to engagement and personal investment in the partnering organization. Relationships benefitted from on-going interactions with the faculty and students, such as clarifying expectations and roles, recurring check-ins, and voluntary participation. It was helpful to partners when faculty members were involved in service with the students as it showcased investment in both the organization and student growth. Faculty involvement was remarked to have set an example for the students and provided extra support to the supervising partner.

"You see [student] growth throughout the year and I don't think it's just because they come to [organization] every week, it's because they have a mentor in [the faculty instructor]."

Additionally, partners requested that faculty spend more time teaching students about service, such as knowledge about organization, what it looks like to work and identify needs within a community, and professional conduct. As such, this may encourage more meaningful contributions as well as attract the appropriate student (e.g., capacity, interest, skillset) to community organizations.

It was important to partners that faculty and students spend time to learn about the organization prior to service-learning efforts. That way faculty can help the organization to identify gaps within, to which the students could fill with specialized projects. In turn, students could produce quality work that accurately and effectively contributes to the organization's needs, rather than satisfying a program requirement.

"[Faculty instructor] has assisted [organization] in several different capacities. The first is in relation to her initial volunteerism, interest in observing our accelerated program, and spending one evening a week to understand what we're doing. The second is she was also able to provide substantive discussion to our board meetings. The third is when she was teaching this class, she was connecting some of those dots and saying, 'hey, I think that you could benefit from a student project' and so, we thought, 'okay that sounds like a good idea.'"

RECOMMENDATIONS

This section highlights the recommendations provided by the partners to strengthen the service-learning relationship between the community partner and VCU.

Faculty Service. Partners recommended further faculty involvement and knowledge about the partner organization. In cases when this was the norm, faculty added to the organization by identifying needs and generating intentional and meaningful solutions through student-led projects that were manageable for the student in terms of capacity, interest, and skillset.

"Maybe engaging with our organization beforehand, so they have the opportunity to see how our organization is run. Maybe coming to an information session on the organization or a pre-scheduled event. We're definitely focused on building relationships and having community, so, it's really helpful to us when we have people who we see are invested in our community and understand what we need when they are trying to give us resources."

Student Service. Community partners recommended that faculty members familiarize students with the populations and projects prior to student service involvement to field for fit, interest, and skillset. This may include informational presentations conducted by the community partner and/or faculty to address (1) service expectations and identification of community needs, (2) populations served and acts of service provided within the organization, and (3) a review of professional conduct (e.g., time commitment, communication, camera on in virtual meetings, treating projects as professional work, etc.).

Streamline Processes. Community partners are limited in time, so it would be helpful to find ways to streamline supervisory processes, such as utilizing collaborative online documents (e.g., Google workspace) for student evaluations, student hour tracking, etc. This may be done with the utilization of collaborative online documents, regular and productive check-in meetings aimed at troubleshooting any problems with student projects. It is recommended that faculty review the responsibilities they place on the partners and streamline it to ease supervisory burden.

Make Materials Accessible. Community partners wanted accessible materials such as guides on how to develop a program, establish a relationship with a faculty member/VCU, and navigate the partnership. A repository of previous student projects or suggestions would also be helpful to generate ideas for projects that may align with community needs. This would help organizations to feel more comfortable partnering with VCU and to identify areas of mutual benefit and reciprocity.

"From the outside, it can be difficult to [know] how to best engage the various schools and departments. VCU is a large and complex organization. So, it can be difficult to understand how to navigate that complexity - if there was a cheat sheet or a map that helped us understand if we wanted to develop an internship program."

SUMMARY & NEXT STEPS

SUMMARY

Qualitative thematic findings were similar to the prior 2017 report, indicating that strong relationships were fundamental to a satisfactory and successful service-learning partnership. The notable improvement in scores for operational capacity, economic functioning, and social environment indicated that the past cycle's (2016-17) strategic plan and improvement program was successful in strengthening the partnership and deepening its relationships. Overall, the findings served as a testament to the commitment of the Service-Learning Office to the program and highlighted areas for continued growth. Thus, the CPI's solicitation of feedback will be continued so that ideas for improving relationships are brainstormed and realized. A summary of each topic is provided below.

Operational Capacity. The service-learning partnership aided in operational capacity. Students took on roles, responsibilities, and projects that supported the organizational mission, provided additional services, and added a unique and useful perspective to current practices. Most projects included organizational development, marketing, mentorship, and teaching. Student service was particularly helpful during the pandemic since organizational staff were limited in number, time, and capacity. Operational capacity might be bolstered with more support for supervising student work and ideas for meaningful projects that directly address operational needs.

Economic Functioning. The community partners valued the resultant financial relief of student service, such as opportunities for grant funding and completion of projects that the organization would typically pay for. Student service was particularly helpful during the pandemic as many organizations had to reallocate budgetary funds to support remote working environments, to which were not initially included in the budget nor intended for use prior to the pandemic.

Social Environment. Students were charged with tasks to build awareness and relationships with the population served. Social efforts (e.g., interacting with clients, organizational staff, volunteers, other students, etc.) were typically done in-person prior to the pandemic, and as a result of the pandemic community partners transitioned to a remote infrastructure.

Many community partners were able to work with students to overcome remote obstacles by assigning remote projects (e.g., social media campaigns) and/or asking for faculty support to encourage student engagement in this setting. Ultimately, students were able to expand awareness and increase client engagement during this time.

Understanding the partnership. Relationship building proved to be crucial in both prior and concurrent with the pandemic. During the pandemic, community partners, faculty and students navigated constantly changing policies and environments. This involved the prioritization of safety for those serving and being served, creative restructure of learning and working environments, and adaptation of current practices, forms of communication, and method of involvement.

Recommendations. Faculty, students, and community partners need to work together to ensure mutual benefit within the partnership. It is important for faculty and partners to identify needs and generate ideas for useful student projects solutions. Moreover, it is also recommended to consider engagement with the organization prior to service, streamline administrative processes to alleviate mundane tasks for partners, and for VCU to provide accessible promotional materials for developing a partnership.

NEXT STEPS

- **Identify** challenges experienced by the partnerships throughout the three-year assessment cycle. This may include gathering qualitative feedback each semester from faculty and community partners regarding the areas of improvement for their partnership (e.g., open-ended online form or event that facilitates these conversations).
- **Support** faculty and community partners with tailored strategies aimed at developing effective and mutually beneficial relationships that enhance student learning and meet community-identified needs.
- **Refine** student preparation materials to be implemented in the classroom. Materials should articulate the organization's expectations for student-led projects and professional conduct as well as highlight the importance of student capacity, interest, and skill for working with the organization.
- **Re-evaluate** current processes to assess partnership development successes and concerns. This will inform future strategizing planning and improvement programs.

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CPI: Service-Learning Community Partner Impact Assessment Instrument*

Purpose

The community partners we are speaking with for these interviews have all succeeded in maintaining their partnerships with VCU service-learning students despite the changes brought about by the COVID-19 pandemic. The goals for this brief phone interview are:

- to learn about the assets and strengths that contributed to a successful VCU service-learning partnership during the past year.
- to identify ways in which VCU can improve its support for service-learning partnerships.

Confidentiality

Our conversation today is confidential. No one will know your specific responses. The information you share will be combined with responses from other community partners. All identifying information from your responses will be removed before the overall report is shared with Service-Learning Office staff.

Service-Learning Course

The questions in this interview are about your organization's experiences working with the students of *[Course Title & Number]* taught by *[Faculty Name]* that occurred during the *[Semester]*.

Interview Questions

1. Was your organization partnering with *[Course Title/Number]* **prior** to the spring 2020 semester (prior to COVID-19)?

☐ Yes   ☐ No

2. Approximately **how many years ago** was this particular partnership between your organization and the [Course Name/Number] service-learning class established?

Hoppe, R., Pelco L. E., Elliott, K. L. (2021). Service-Learning Community Partner Impact Assessment Report. Virginia Commonwealth University, Richmond, VA.
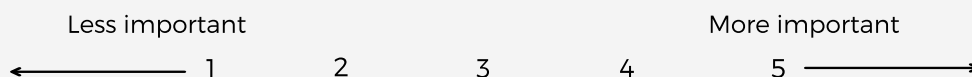
3. How important to the **operational capacity** of your organization has this service-learning class been over the years of the partnership, _prior to COVID-19_? (e.g., operational capacity includes such things as the type or variety of services your organization could offer, the number of clients your organization was able to serve, or a change in your organization's understanding of its assets and needs).

Less important   More important
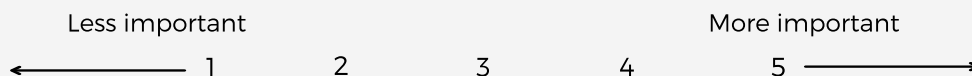← ——————— 1   2   3   4   5 ——————→
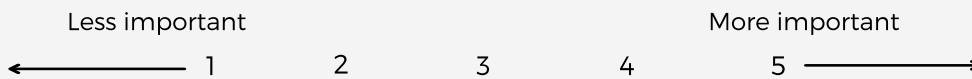
4. How important to the **economic functioning** of your organization has this service-learning class been over the years of the partnership, _prior to COVID-19_? (e.g., economic functioning includes such things as identifying new funding opportunities, completing projects your organization would typically have to pay for, and identifying or hiring new staff members).

Less important   More important
← ——————— 1   2   3   4   5 ——————→
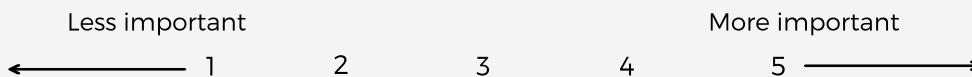
5. How important to the **social environment** of your organization has this service-learning class been over the years of the partnership, _prior to COVID-19_? (e.g., a social environment includes such things as raising your organizational profile among students and faculty, increasing your organization's volunteer pool, and providing a unique or positive impact on the populations your organization serves).

Less important   More important
← ——————— 1   2   3   4   5 ——————→

6. How important to the **operational capacity** of your organization has this service-learning class been _during this past year_? (e.g., operational capacity includes such things as the type or variety of services your organization could offer, the number of clients your organization was able to serve, or a change in your organization's understanding of its assets and needs).

Less important   More important
← ——————— 1   2   3   4   5 ——————→

Hoppe, R., Pelco L. E., Elliott, K. L. (2021). Service-Learning Community Partner Impact Assessment Report. Virginia Commonwealth University, Richmond, VA.

7. How important to the **economic functioning** of your organization has this service-learning class been _during this past year_? (e.g., economic functioning includes such things as identifying new funding opportunities, completing projects your organization would typically have to pay for, and identifying or hiring new staff members).
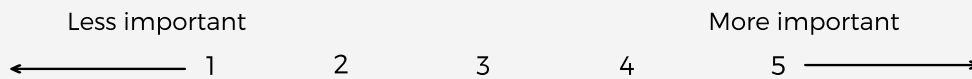
Less important   More important

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8. How important to the **social environment** of your organization has this service-learning class been _during this past year_? (e.g., a social environment includes such things as raising your organizational profile among students and faculty, increasing your organization's volunteer pool, and providing a unique or positive impact on the populations your organization serves).
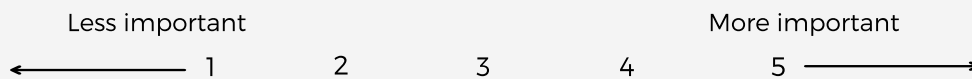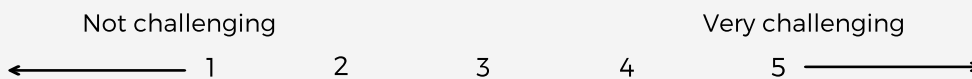
Less important   More important

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9. In your opinion, how challenging was it **for your organization** to navigate the COVID-19 pandemic in 2020?

Not challenging   Very challenging

←——————— 1   2   3   4   5 ——————→

10. Please describe the **strengths and assets** you believe **your organization possessed** that helped it to navigate the challenges presented by the COVID-19 pandemic.

11. What changes were made to the partnership that enabled it to continue during 2020? Anything else?

Hoppe, R., Pelco L. E., Elliott, K. L. (2021). Service-Learning Community Partner Impact Assessment Report. Virginia Commonwealth University, Richmond, VA.

12. Please describe the strengths and assets you believe the **service-learning partnership possessed** that helped the partnership navigate the challenges presented by the COVID-19 pandemic (e.g., how the faculty instructor, students, colleagues or clients of your organization were helpful).

13. In hindsight, please describe what the **service-learning partnership could have improved** upon to navigate the challenges presented by the COVID-19 pandemic (e.g., how the faculty instructor, students, colleagues or clients of your organization could have been more helpful).

14. What advice would you give the Service-Learning Office, or VCU as a whole, that would help it to build and deepen assets and strengths within its community partnerships?

15. Finally, is there anything else you would like to tell me today?

Thank you for your time and honesty.
Over the summer, we will be compiling the results of these interviews into a report and will share this report with you by email sometime in the Fall of 2021.

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APPENDIX B: EMAIL INVITATION

Subject heading: VCU Service-Learning: Community Partner Impact Assessment

Dear Name,

I hope this email finds you well. My name is Becka Hoppe and the VCU's Service-Learning Office has contracted me to evaluate the impact of the service-learning program for its community partners.

I am contacting you because your organization, *[Partner Organization],* was involved as a community partner for the service-learning class, *[Course Title]*, during the past 2020-2021 academic year. Faculty member, *[Faculty Name]*, identified you as the best contact for this class.

Would you be willing to participate in a **brief phone interview** (15 to 30 minutes)?

Details
Everything is confidential. No one (other than me), will know your specific responses. This includes faculty you worked with. The purpose of this evaluation is to **improve** the program for community partners. We value your honesty.

At the beginning of the phone call, I will ask you if I can record the interview. You can say no, and I will take notes.

Details about the evaluation and interview questions are attached for your review.

Next Steps
If you are interested, please schedule a time via Calendly that is convenient for you and a good phone number to call you. I'll follow-up to confirm a date and time.

I will be available to begin interviews starting Monday, May 3, 2021.

Please let me know if you have any questions. You can also contact Katie Elliott, Associate Director, VCU Service-Learning elliottkl@vcu.edu.

All the best,
Becka Hoppe

Introduction

"Thank you for your willingness to speak with me today. The community partners we selected for these interviews have all succeeded in maintaining their partnerships with VCU service-learning students despite the changes brought about by the COVID-19 pandemic. The goals for this brief phone interview are: (a) to learn about the assets and strengths that contributed to a successful VCU service-learning partnership during the past year and (b) to identify ways in which VCU can improve its support for service-learning partnerships."
"Our conversation today is confidential. No one will know your specific responses. The information you share will be combined with responses from other community partners. All identifying information from your responses will be removed before the overall report is shared with Service-Learning Office staff."

"To ensure that I am accurately capturing your responses, I would like to audio record our conversation. If you are not comfortable with my recording our talk, just let me know and I can take written notes instead. With that said, do I have your permission to record this conversation? Thank you for giving me your permission to audio record our interview today."

"The questions in this interview are about your organization's experiences working with the students of *[Course Title]* taught by *[Faculty Name]* that occurred during the *[Semester]*."

History

1."Was your organization partnering with *[Course Title]* prior to the spring 2020 semester (prior to COVID-19)?"

2. "Approximately how many years ago was this particular partnership between your organization and the [Course Name/Number] service-learning class established?"

Category 1: Pre-COVID-19 Organizational Assessment

"The next 3 questions will ask you to estimate the impact that this service-learning class has had on your organization across those years before COVID-19. For each of the questions, we will use the scale of 1, being not important, to 5, being very important."

3. "The first category of potential impact refers to your organization's operational capacity, which includes the type or variety of services your organization could offer, the number of clients your organization was able to serve, or a change in your organization's understanding of its assets and needs. How important to the operational capacity of your organization has this service-learning class been over the years of the partnership, prior to COVID-19? Please describe a specific example, if you can."

4. "The second category of impact refers to your organization's economic functioning, which includes identifying new funding opportunities, completing projects your organization would typically have to pay for, and identifying or hiring new staff members. How important to the economic functioning of your organization has this service-learning class been over the years of the partnership, prior to COVID-19? Please describe a specific example, if you can."

5. "The third category of impact refers to your organization's social environment, which includes raising your organizational profile among students and faculty, increasing your organization's volunteer pool, and providing a unique or positive impact on the populations your organization serves. How important to the social environment of your organization has this service-learning class been over the years of the partnership, prior to COVID-19? Please describe a specific example, if you can."

Category 2: Concurrent with COVID-19 Organizational Assessment

"As you know, the COVID-19 pandemic has significantly impacted all of us, and nonprofit organizations have navigated both large and small challenges. So now, let's focus on the impact that this service-learning class has had on your organization during just this past year. Again, we will use the scale of 1, being not important, to , 5, being very important."

6. "How important to the operational capacity of your organization has this service-learning class been during this past year? Please describe a specific example, if you can."

7. "How important to the economic functioning of your organization has this service-learning class been during this past year? Please describe a specific example, if you can."

8. "How important to the social environment of your organization has this service-learning class been during this past year? Please describe a specific example, if you can."

Category 3: Understanding the Partnership

9. "In your opinion, how challenging was it for your organization to navigate the COVID-19 pandemic in 2020, using the scale 1, being not challenging, to 5, being very challenging."

"10. Please describe the strengths and assets you believe your organization possessed that helped it to navigate the challenges presented by the COVID-19 pandemic."

11. "What changes were made to the partnership that enabled it to continue during 2020? Anything else?"

"Now, let's shift focus to talk about the characteristics of the service-learning partnership over the past year."

12. "The partnership with this service-learning class was successful through the 2020 pandemic year. What changes were made that allowed it to continue during that time?"

13. "Please describe the strengths and assets that you believe the service-learning partnership possessed that helped the partnership navigate the challenges presented by the COVID-19 pandemic. Was there anything that the faculty instructor, students, employees or clients of your organization did to help?"

14. "With the hindsight you have now, please describe what the service-learning partnership could have improved upon to navigate the challenges presented by the COVID-19 pandemic. Was there anything that the faculty instructor, students, employees or clients of your organization could have done to help?"

Final Questions

15. *"What advice would you give the Service-Learning Office, or VCU as a whole, that would help it to build and deepen assets and strengths within its community partnerships?"*

16. *"Finally, is there anything else you would like to tell me today?"*

Thank You and Next Steps

"Thank you for your time and honesty. Over the summer, I will be compiling the results of these interviews into a report and will share this report with you by email sometime in the Fall of 2021. Do you have any other questions? *[Answers if any]*. Great, have a wonderful day!"

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