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Measuring & Monitoring Impact of Community Engagement at Virginia Commonwealth University: A Brief Review of Existing and Planned Systematic Data Collection Mechanisms

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Measuring & Monitoring Impact of Community Engagement at Virginia Commonwealth University: A Brief Review of Existing and Planned Systematic Data Collection Mechanisms

Abstract

As a major research university in an urban environment, Virginia Commonwealth University (VCU) is an anchor institution for Greater Richmond, contributing to the economic vitality and health of the entire region. As VCU takes its place among the nation's top 50 public research universities, determined by The Center for Measuring University Performance, our guiding principles have been an abiding focus on student success at all levels, unparalleled innovation through research, a university-wide commitment to human health, and engagement and empowerment in the communities we serve. VCU strengthened its position as a top-ranked urban, public research university and earned "Research University, Very High Research Activity" status and the elective community engagement classification from the Carnegie Foundation (one of only 28 national public research universities with academic medical centers that hold both distinctions). In building on its commitment, the current strategic plan emphasizes community engagement as a priority and includes community engagement as a means to providing high quality learning experiences and advancing excellence in research (<http://www.quest.vcu.edu>). Partially due to its commitment in community engagement, the university is one of 60 institutions with a NIH-sponsored Clinical and Translational Sciences Award (CTSA).

As the size, mission and complexity of the modern university has grown, so has the need for information to support its decision-making and to describe its efforts and impact. This dynamic store of information is commonly referred to as "enterprise data".

This report provides a summary of existing and developing enterprise data mechanisms that track and assess VCU's engagement with our communities. The data collection mechanisms for the following metric areas are summarized: Service-Learning; Service Hours; Community-Engaged Research; University-Community Partnerships.

Keywords

community-engaged research, enterprise data, assessment, measuring, impact, community engagement

Disciplines

Higher Education

Virginia Commonwealth University

Measuring & Monitoring Impact of Community Engagement at Virginia Commonwealth University

A Brief Review of Existing and Planned Systematic Data Collection Mechanisms

July 21, 2014

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VCU

VIRGINIA COMMONWEALTH UNIVERSITY

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www.community.vcu.edu

Introduction

As a major research university in an urban environment, Virginia Commonwealth University (VCU) is an anchor institution for Greater Richmond, contributing to the economic vitality and health of the entire region. As VCU takes its place among the nation's top 50 public research universities, determined by The Center for Measuring University Performance, our guiding principles have been an abiding focus on student success at all levels, unparalleled innovation through research, a university-wide commitment to human health, and engagement and empowerment in the communities we serve. VCU strengthened its position as a top-ranked urban, public research university and earned "Research University, Very High Research Activity" status and the elective community engagement classification from the Carnegie Foundation (one of only 28 national public research universities with academic medical centers that hold both distinctions). In building on its commitment, the current strategic plan emphasizes community engagement as a priority and includes community engagement as a means to providing high quality learning experiences and advancing excellence in research (<http://www.quest.vcu.edu>). Partially due to its commitment in community engagement, the university is one of 60 institutions with a NIH-sponsored Clinical and Translational Sciences Award (CTSA).

As the size, mission and complexity of the modern university has grown, so has the need for information to support its decision-making and to describe its efforts and impact. This dynamic store of information is commonly referred to as "enterprise data". Enterprise data related to VCU's engagement with our communities can serve a variety of aims (Church, Zimmerman, Bargerstock, & Kenney, 2003; Scott & Jackson, 2005; Volkwein, Liu, & Woodell, 2012):

- Assessing the enactment of the VCU's mission
- Studying and analyzing the institution and its policies as they relate to partnerships (e.g. risk management, resource allocation)
- Presenting a positive image of the university
- Creating and managing information repositories to encourage networking and collaboration
- Quality management of engagement efforts
- Applying for national awards and recognitions (e.g. Carnegie Foundation's Community Engagement Elective Classification, CTSA reporting and renewal application)

This report provides a summary of existing and developing enterprise data mechanisms that track and assess VCU's engagement with our communities. The data collection mechanisms for the following metric areas are summarized:

- Service-Learning
- Service Hours
- Community-Engaged Research
- University-Community Partnerships

All data are collected annually, based on the academic year unless otherwise noted. The data summarized in this report are limited to those collected through activities explicitly involving Division of Community Engagement personnel and resources. The terms used in this report are based on those identified and defined by the Council for Community Engagement (CCE) and have been incorporated into the university data glossary (<http://www.opds.vcu.edu/decisions/119.html>). For a list of the terms and definitions, see Appendix A.

Service-Learning

Metric area 1: Service-Learning

Data collected by the Registrar's Office and the Office of Service Learning for this metric

- 1.1. Total number of service-learning courses offered
- 1.2. Total number of service-learning courses offered by academic unit
- 1.3. Total number of students enrolled in service-learning courses
- 1.4. Total number of faculty who teach service-learning courses
- 1.5. Total number of student service hours completed in service-learning courses
- 1.6. Focus area of student service
- 1.7. Total number of community partners involved in service-learning courses
- 1.8. Length of community partnerships involved in service-learning courses
- 1.9. Impact of service-learning on student learning and behavior
- 1.10. Impact of service-learning on faculty satisfaction, scholarship & on partners

Criteria inclusion

- Service-learning at VCU is defined as an intentional teaching strategy that engages students in organized service activities and guided reflection. Service-learning courses must include the following components: 20 hours of student service, service meets a community-identified need, and student reflection that connects service and learning.
- The Service-Learning Office formally reviews and approves the designation of service-learning courses (Appendix B). Once approved, the Service-Learning Office contacts the university's Course Scheduling Office to have courses "tagged" in Banner. Only the Service-Learning Office can request this tag; however, academic departments may remove a service-learning designation. Service-learning course designations are reevaluated every three years.

Recommended collection process

Data on service-learning courses are collected via (a) web reports generated automatically through the Banner information system, (b) Service-Learning Office course designation records, (c) end-of-semester service-learning course evaluation data collected through an online questionnaire distributed by email to every student enrolled in a designated service-learning class, and (d) faculty web-based surveys sent annually and every 2 years, depending on questionnaire.

1. For metrics 1.1 - 1.4, contact the Service-Learning Office to run web reports that link service-learning courses to information in Banner. These reports are password protected and include the following information: student demographics, instructor demographics, number of distinct courses and class

sections by academic unit. Web reports can be generated at any time on any semester or academic year from 2007 to the present.

2. For metrics 1.5 – 1.8, contact the Service-Learning Office for service-learning course designation records database. Specifically, calculate the following:
 - a. For 1.5: Multiply total number of students by minimum of 20 service hours.
 - b. For 1.6: Run frequencies for each focus area of student service (i.e., youth-related, health-related, green/environmental, arts/culture, economic development, local global, and other) for each service-learning course.
 - c. For 1.7: Count and sum the number of community partners engaged in service-learning courses. Eliminate redundant partners so as to not “double-count”. Also see metric 1.10.
 - d. For 1.8: Run frequencies for length of partnerships by the following categories: 1st semester being engaged, 2nd semester being engaged, and more than 2 semesters being engaged. Also see metric 1.10.
3. For metric 1.9, contact Service-Learning Office for the Service-Learning Impact Measure (SLIM, see Appendix B) evaluation report. This questionnaire is separate and distinct from the academic units’ course evaluations and measures the impact of service-learning experiences on a variety of important learning and behavioral outcomes. Annually about 1,000 graduate and undergraduate students complete the SLIM (approximately 30% response rate). Data from the SLIM are used to monitor individual course quality as well as to answer critical program evaluation and research questions (e.g., the differential impact of service-learning experiences on under-represented minority students).
4. For metric 1.10, contact Service-Learning Office for faculty surveys. There are 2 types of faculty surveys. One gathers data on faculty scholarship generated and partner information (e.g. partnership type, organization type, length of time in partnership, etc.). This survey is collected on an annual basis. Partner information should be collated with metrics 1.7 & 1.8. The second faculty survey is a satisfaction survey that is emailed to faculty every 2 years.

Formative Evaluation Process

Data collected through the three mechanisms described above are also used formatively each semester to improve the supports and resources offered through the Service-Learning Office. For example, end-of-semester course evaluations over multiple semesters indicated that service-learning students were often confused about what exactly a service-learning class entailed and how to prepare for community service activities. In response, the Service-Learning Office created a suite of three short videos for instructors to orient their students to service-learning and community service (<http://bit.ly/178Ryjo>). Additionally, web reports showed that a large percentage of service-learning class instructors were adjunct faculty. In response, the Service-Learning Office created an Adjunct Faculty Support Program (<http://bit.ly/1aFLKE1>).

Service Hours

Metric area 4: Service Hours

Student Service Hours

Data collected by DCE from academic and academic support units for this metric

- 4.1. Total number of students who engaged in academic service-learning
- 4.2. Total number of students who engaged in community service, not including academic service-learning
- 4.3. Total number of students who engaged in any form of community service who completed 20 hours or more per academic term
- 4.4. Total number of students whose service was supported by one or more Corporation for National Community Service (CNCS) programs
- 4.5. Total number of student community service hours

Faculty & Staff Service Hours

Data collected by DCE from Human Resources for this metric

- 4.6. Total number of faculty and staff who use community service leave
- 4.7. Total number of faculty and staff eligible for community service leave
- 4.8. Total number of community service leave hours used by faculty and staff
- 4.9. Total number of community service leave hours available to faculty and staff

Student Service Hours (4.1 - 4.5)

Student community service hours are primarily collected for the President's Higher Education Community Service Honor Roll (PHECSHR) application.

Criteria inclusion

Definitions from the PHECSHR:

- **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, Senior Corps, and Social Innovation Fund.

Recommended collection process

Currently, there is no one centralized system that collects all student community service hours. Instead, how student service data is collected varies based on type of community service: academic service-learning, co-curricular activities, internships/practicums/clinical education, AmeriCorps, community work-study, and general community service.

Request following data by community service type: (a) number of students engaged in community service, (b) number of students who did 20 hours or more per semester, and (c) total number of service hours. See DCE's PHECSHR manual for specific contacts and detailed procedures.

The following types of community service are included as general community service for the PHECSHR as long as they meet the above definition. Academic service learning (service learning) is captured separately.

- Co-curricular Activities: Includes service that is not part of an academic course, but utilizes service-learning elements. For example, ASPIRE students are required to complete 100 co-curricular hours in an academic year.
- Internships, practicums, & clinical education: Internships including paid and unpaid internships, practicums, field placements, student teaching, and clinical education, all count as community service. University Career Center maintains a list of internship coordinators university-wide.
- Community Federal Work-study: According to FWS office, community service FWS are those that are located off-campus and FWS positions in the library and recreation.
- AmeriCorps: Total number of students supported by CNCS programs includes both AmeriCorps members and America Reads students (non-AmeriCorps members).
- Miscellaneous Community Service: Contact previous projects listed in USPHR spreadsheet and review departmental websites for new community service projects involving students from which to collect data.

Faculty & Staff Service Hours (4.6 - 4.9)

Human Resources collects the number of community service leave (CSL) hours used by VCU employees through its leave request system.

Criteria inclusion

The following are eligible to use 16 CSL annually:

- Full-time classified staff,

- Full-time teaching and research faculty, and
- Full-time administrative and professional faculty.

Part-time 12-month faculty and part-time staff have pro-rated CSL hours.

Recommended collection process

1. Contact Human Resources for the faculty and staff service hours data outlined below:
 - a. Total number of full-time staff, faculty, and administrators who used CSL hours
 - b. Total number of full-time staff, faculty, and administrators eligible to use CSL hours
 - c. Total number of part-time staff and faculty who used CSL hours
 - d. Total number of part-time staff and faculty eligible to use CSL hours
 - e. Total number of CSL hours used by full-time staff, faculty, and administrators
 - f. Total number of CSL hours available to full-time staff, faculty, and administrators
 - g. Total number of CSL hours used by part-time staff and faculty
 - h. Total number of CSL hours available to part-time staff and faculty

2. Calculate and report the following:
 - Total number of staff, faculty and administrators who used CSL hours = $a + c$
 - % of total staff, faculty, and administrators who used CSL hours = $(a + c) / (b + d)$
 - Total number of CSL hours used (proxy for hours served) = $e + g$
 - % of available CSL hours used = $(e + g) / (f + h)$

Community-Engaged Research

Metric area 2: Community-Engaged Research (CEnR)

Data collected through the IRB application for this metric

- 2.1. Total number of CEnR
- 2.2. Total number of CEnR by various demographics (i.e., academic unit, project type, etc.)
- 2.3. Total number of community partners involved in CEnR
- 2.4. Total number of CEnR by level of stakeholder engagement
- 2.5. Total funding for CEnR – in development
- 2.6. Percent funding for CEnR by internal and external VCU sources – in development

Criteria inclusion

- VCU defines CEnR as, “a collaborative process between the research and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. CEnR identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.”
- Launched in August 2013, the following information is now captured in the IRB proposal to systematically track future CEnR (Appendix C).
 - Whether community partners have been involved in the study’s design and/or will be involved in its implementation.
 - Name and zip code / country for each community partner
 - The role of the community partner(s) in the research
 - Source and amount of funding received – pending

Recommended collection process (2.1 - 2.6)

1. Contact the IRB Office for CEnR data to calculate metrics (i.e., overall totals and category totals). *In development – DCE and CCTR will receive regular reports.*
 - a. For 2.4: Calculate percentage of CEnR by the following three levels of engagement: data access only, partners provide guidance, or partners make decisions regarding the study’s overall design.
 - b. For 2.6: Review funding sources to differentiate between internal and external sources, then sum for each category.

In development

The next steps in implementing the new data collection system through IRB proposal submissions include:

- Evaluating the effectiveness of this system to identify CEnR studies (Fall 2014).

- Determining the guidelines for accessing and reporting CEnR data collected by the IRB (i.e., how the information is accessed, how often reports will be generated, who can access the data).
- Identifying measures of progress on the overall goal of advancing high quality, high impact CEnR.

University-Community Partnerships

Metric area 3: University-Community Partnerships

Data collected by DCE from academic units for this metric

- 3.1. Total number of university-community partnerships
- 3.2. Total number of academic units involved in partnerships
- 3.3. Total number of faculty involved in partnerships
- 3.4. Total number of students involved in partnerships
- 3.5. Total number of community partners involved in partnerships
- 3.6. Impact of university-community partnerships on community, faculty and students

Criteria inclusion

- VCU defines partnerships as a, “sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development”.

Current data collection processes

Data for metrics 3.1 – 3.6 are collected by combining relevant partnership data gathered through the Service-Learning Office, IRB submissions (CEnR), and the Council’s Community Engagement (CCE) grants and Currents of Change Awards (see <http://www.community.vcu.edu/council-for-community-engagement/>), and through a review of the VCU website.

Recommended collection processes

In 2012-13, the DCE and Office of Planning and Decision Support – with support of representatives from across the university - sought to identify current university-community partnerships. The team developed a Pilot Inventory of Community Partnerships (PICP) to test a university-wide data collection process. (www.community.vcu.edu)

Based on the lessons learned during this pilot effort, the following recommendations were offered to improve partnership monitoring and tracking.

- Establish a workgroup to: (a) explore how data can be collected systematically and regularly using current resources, and (b) determine impact measures for inclusion in data collection processes.
- Explore whether partnership data can be systematically coordinated with other university efforts such as annual reporting, period program reviews, alumni relations data collection mechanisms or in conjunction

with specialized programs that have specialized partnership foci or data needs (i.e., the Global Education Office, Office of Government Relations).

In development

Specific efforts currently underway include the Task Force on VCU Partnerships; the creation of an interactive partnership map; inclusion of community partners in CTSA's VIVO system; promotion of partnerships through the DCE and Center for Clinical and Translational Research (CCTR); exploration of a process to systematize MOUs; and linking personnel from partnerships with a common focus on specific neighborhoods.

- Task Force on VCU Partnerships (Summer 2014): Specifically, the task force will:
 - a. Review and propose definitions of partnerships to provide greater clarity with respect to the scope and authority of these relationships, including those that involve broader university investment or may warrant Board of Visitors (BOV) awareness, review or approval.
 - b. Propose and recommend policy and processes for establishing, monitoring and reviewing partnerships and MOUs that support alignment with VCU's mission, reduce risks and opportunity costs, and identify strategic opportunities for greater investment.
 - c. Establish a dashboard and reporting mechanism that can be used with the BOV Committee to review and monitor VCU Partnerships.
- Interactive Map: The DCE, CCTR and University Relations are developing an interactive Google-based map that will showcase partnerships taking place in designated locations in and around the Richmond region. The map will be connected to VIVO.
- VIVO: To encourage strategic research partnerships that meet community identified priorities, the CCTR has created profiles of community partners and partner organizations to feature on VIVO, a research networking website. Over the summer of 2013, VIVO was populated with the significant partner organizations identified through the PICP. The process included the entry of the information provided in the pilot as well as other information obtained through telephone interviews.
- Experiential Learning Data Project (ELDP): The ELDP is a collaborative effort between the University Student Commons & Activities, the University Career Center, and DCE. This project will streamline university-wide systematic data collection efforts for all experiential learning activities. The end product will provide information at the student and community partner levels with reports generated per academic unit as well as for the university as a whole. Student community service, including internships, will be linked to Banner so that demographics, grades, and retention rates can be assessed. Community partner information will also be captured to assess the breadth and depth of community-university partnerships. In addition, ID swipes will capture community outreach activities (e.g. athletics, lectures, etc.). IT infrastructure is currently being developed and expected rollout for ELDP is January 2015.

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Virginia Commonwealth University

Appendices

Appendix A: VCU Community Engagement Terms & Definitions

Term	Definitions
Community	A group of people external to the campus who are affiliated by geographic proximity, special interest, similar situation or shared values. Communities may share characteristics such as age, ethnicity, gender, or sexual orientation.
Partnership	Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.
Community Outreach	The application and provision of institutional resources, knowledge or services that directly benefits the community. Examples include music concerts, athletic events, student volunteers, public lectures, or health fairs.
Community Engagement	The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.
Community-Engaged Scholarship	The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in collaboration with the community. Community-engaged scholarship (CES) addresses community needs through research, teaching and service in a mutually beneficial partnership. The quality and impact of CES are determined by academic peers and community partners.
Community-Engaged Service	The application of one's professional expertise that addresses a community-identified need and supports the goals and mission of the university and the community. Community-engaged service may entail the delivery of expertise, resources and services to the community.
Community-Engaged Teaching/Learning	A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepened students' academic and civic learning. Examples are service-learning courses or service-learning clinical practice.

Appendix B: Service-Learning Impact Measure (SLIM)

This semester you are completing a VCU service-learning class, which involves doing service in the community as part of the class assignments. Because this is different from your other classes, we have a special survey to evaluate this program. Your ratings and comments will be used to improve service-learning classes campus-wide. We want to hear about your experiences. Please complete the short survey below. Thank you!

ABOUT THE COURSE

1. Please select the service-learning course that you are evaluating: [drop-down menu]
2. If the service-learning course that you are not evaluating was not listed in the drop-down list above, please enter here. _____
3. Where did you do your service? (i.e., Where, or for what organization, did you serve?) _____
4. Approximately how many total hours of service did you perform during the semester? _____
5. Which category below best describes the type of place or organization where you served?
 - Education/Youth
 - Environmental
 - Health
 - Religious Organization
 - The Arts
 - Other (please specify) _____
6. Do you plan to continue serving at this location?
 - Yes
 - No
 - Maybe
7. (If no) Why not?
8. What reflection activities/assignments did you engaged in as part of this class? Check all that apply.
 - written journal
 - reflection paper
 - in-class presentations
 - class discussions
 - community presentation
 - blog
 - interview with service receiver
 - interview with professor or TA
 - I do not recall doing a reflection activity/assignment in this class

other (please specify) _____

For each item below, select the number that best describes the degree to which this service-learning class has been beneficial in the areas listed. Use a scale of 1 to 7, where 1 = NOT BENEFICIAL and 7= HIGHLY BENEFICIAL

How beneficial to your learning...	1	2	3	4	5	6	7
9. were the reflection activities/assignments of this class?	0	0	0	0	0	0	0
10. was the community service component of this class?	0	0	0	0	0	0	0
11. were your interactions with the instructor of the class?	0	0	0	0	0	0	0
12. were your interactions with the other students in the class?	0	0	0	0	0	0	0

ABOUT YOUR EXPERIENCE

For each item below, select the number that describes the degree to which this service-learning class has encouraged you to think about the following items. Use a scale of 1 to 7 where 1=NOT AT ALL and 7 = VERY MUCH.

	1	2	3	4	5	6	7
13. Connect my learning to societal problems or issues.	0	0	0	0	0	0	0
14. Examine the strengths and weaknesses of my own views on a topic or issue.	0	0	0	0	0	0	0
15. Be more aware of local, state, national, or global issues that need to be addressed.	0	0	0	0	0	0	0
16. Be more aware of some of my own biases and prejudices.	0	0	0	0	0	0	0
17. Work effectively in a group where people from different backgrounds feel welcomed and included.	0	0	0	0	0	0	0
18. Clarify my career or professional goals.	0	0	0	0	0	0	0
19. Be an active and informed citizen.	0	0	0	0	0	0	0
20. Consider different cultural perspectives when evaluating social problems.	0	0	0	0	0	0	0
21. Be more committed to using the knowledge and skills I have gained in college to help address issues in society.	0	0	0	0	0	0	0
22. Be a role model for people in the community.	0	0	0	0	0	0	0
23. Feel comfortable interacting with people from a cultural group that is different from my own.	0	0	0	0	0	0	0
24. Develop a personal code of ethics.	0	0	0	0	0	0	0
25. Better understand someone else's view by imagining how an issue looks from their perspective.	0	0	0	0	0	0	0

26. Rate the degree to which this service-learning course challenged you to do your best work.

ABOUT YOU

27. What is your student level?
- Undergraduate
 - Graduate
 - Non-degree student
28. What is your gender?
- Male
 - Female
 - Transgender
 - Prefer not to answer
29. Which option below best describes your racial background?
- White
 - African American
 - Asian
 - Hispanic
 - Hawaiian/Pacific Islander
 - Native American
 - Two or More Races (biracial or multiracial)
 - International (i.e., visa holder)
 - Prefer not to answer
30. Does at least one of your parents or primary caregivers have a 4-year bachelor's degree?
- Yes
 - No
 - Not Sure
31. Have you received a Pell grant (for high financial needs) to attend VCU?
- Yes
 - No
 - Not Sure
32. Tell us in your own words what you got out of your service-learning experience.
33. How could this service-learning class be improved?

Appendix C: CEnR IRB Protocol

The following questions have been added to the online IRB application to identify and characterize community partner engagement in research involving human subjects that is conducted by VCU investigators. The project team selected questions regarding the role of the partner(s) that were adapted from:

Khodyakov, D., Stockdale, S., Jones, A., Mango, J., Jones, F., & Lizaoloa, E. (2012). On measuring community participation in research. *Health Education & Behavior*, 40(3), 346-354.

Is there at least one community partner* involved in the proposed study?

Yes

No

*A community partner is an individual or organization that is not affiliated with VCU or VCU Health Systems (e.g. VA Health Systems, a non profit or NGO, a business) but who is engaged with VCU or VCU Health Systems in this proposed study.

If yes ...

Please provide the following details about each community partner. If there are more than 5 community partners, please provide the following information on the 5 most significant community partners. If a community partner is a collaboration of multiple partners, please indicate the name of the larger collaboration and the zip code or country of the location where the majority of the research is taking place.

- Name of the organization
- Zip code or Country of the organization

Which of the three statements below best describes the role of the community partner in the study?

- Community partners only provide access to study subjects or project sites. They are not involved with study design, subject recruitment, data collection, or data analysis.
- Community partners do not make decisions about the study design or conduct, but provide guidance to the researcher about the study design, subject recruitment, data collection, or data analysis.

Community partners make decisions with the researcher(s) about the study's research activities and/or help conduct those activities (i.e. study design, subject recruitment, data collection, and/or data analysis).