COMPREHENSIVE LIST
of Action Items for Faculty, Community Partners (CP), & Students
to Increase Student Accountability

Faculty

* Set clear expectations
    - address the issue of students feeling agency should be so grateful for the help that being inconsistent doesn't matter: Create expectation that "because the agency is also doing you a favor, treat this opportunity like a job"
    - equate lack of student dependability at agency with student not showing up to class
* Implement clear grading standards/establishes consequences for low performance
    - show students evaluation form at the beginning as well as mid-semester check point
    - have a grading guideline for taking points off or otherwise accounting for no-shows or multiple tardies at the agency.
    - Time limit- if students don't sign up for a project after X weeks, automatically default to backup project
* Check-in regularly with students and agency
    - Ask agency how they want to communicate (some people hate email and prefer phone calls).
    - If SL students start not showing up to class email Community Partner and let them know so agency knows what is happening and can plan accordingly.
    - Regularly touch base with agency during the term and blind copy students so they know you and agency are communicating.
    - E-mail CP's mid-semester to identify and address problems with specific students
    - Have students turn in time logs once a month and write about what they are doing at their site.
*Faculty or TA do site visits to make CP connections
* Give Community Partners access to student reflection (or opportunities to involve them in reflection)
* Keep in mind and prepare for: very large classes tend to have more problem students just because of numbers. 1 or 2 in a class of 50 become 7-8 in a class of 200.
* Create a standard statement to put in syllabus regarding SL expectations
* Require students to watch PPT/Presentation on student accountability before signing up for project

Community Partner (CP)
* Having too many students can be a supervision problem, think about how many students can be supervised each week. More is not always better. Problems arise when students are set free and don't have adequate contact with agency staff. Supervision takes TIME from your duties, do you have enough time to supervise all your volunteers?
* Utilize student/agency agreement more explicitly
    - discuss with student that the student/agency agreement is like a contract
    - add to or create agreement that is customized to the agency needs
* Develop orientations and orientation materials that:
    - discuss what is tolerated/acceptable
    - stress impact of no-shows
        + reflection - how did you feel when someone failed to show up when you were counting on them?
        + make it personal with stories and examples
    - describe how students will be evaluated
    - treat students like they are employees, and stress this idea w/ students

- if accountability is an issue, stress this as part of evaluation
- if consistency is vital to agency, intentionally emphasize it in orientation
- Clearly lay out for students what they are doing and how it contributes to your purpose. Students like to know their service is helping the agency.

* New agencies: start small, fewer than 10 SL students. Number can be increased based on reviews of student evaluations
* When agencies create project descriptions carefully consider "supervision & evaluation" & "max # of students"
* Incentivize/immediate rewards for dependability
    - recognition of milestones
    - student needs to feel appreciated/recognized on a regular basis
    - give students clear protocol for notifying CP of absences or schedule issues; CP report to faculty if this protocol is not followed
    - clearly lay out for students what they are doing and how it contributes to your purpose. Students like to know their service is helping the agency.
* Each time students serve, ask them to write on their time log how what they did/experienced ties to their class. Students can use the information for completing class assignments but also helps them to be more intentional.
* Communicate with faculty
    - regular reports on attendance- If a student isn't showing up at the start or quits showing, tell faculty immediately, don't wait hoping the situation will get better.
    - respond to faculty emails or let faculty know that "no news is good news"
    - tell faculty how you want to communicate.
    - if a student isn't showing up at the start or quits showing, tell faculty immediately- don't wait hoping the situation will get better
* Give students clear protocol for notifying CP of absences or schedule issues; report to faculty if this protocol is not followed
* Answer emails or let faculty know no news is good news.

Student Action Items:
* Maintain consistent, professional contact w/ CP based on expectations set at start of service
* Keep accurate, signed time log of hours served as part of grade
* Communicate concerns with agency, faculty, or SLP staff in a timely manner
* Willingness to learn and overcome minor obstacles.
* Students should be turning in reflection assignments (or having reflection session in class) . throughout the semester that would let their professor know about how engaged they are.
* If participants are unable to fulfill this requirement for a given block, they are responsible for notifying appropriate contacts
    - Follow up to ensure each individual received the notification by requesting confirmation.
* If the SL participation is connected to their grade, the students will respect the guidelines. However, this can't be arbitrary, and can't be in the hands of the community partner—faculty should have final say.