

CAR: CREATING ACADEMIC RESPONSIBILITY

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Creating Academic Responsibility

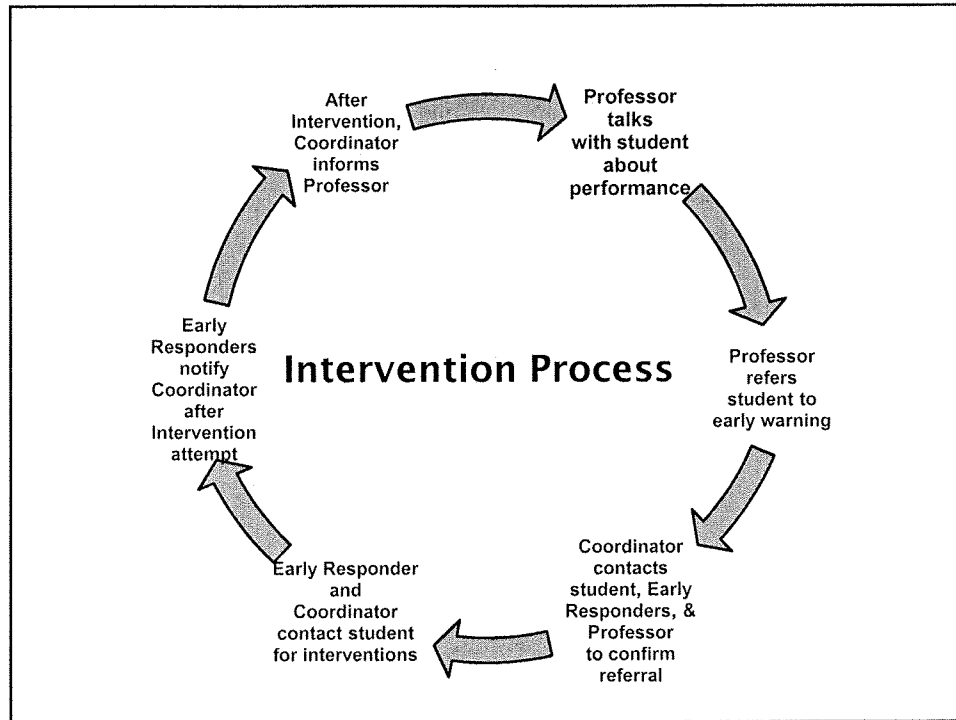
- **Purpose:**
 - Individual and intentional communication with struggling students
 - Identify essential campus resources for student success
 - Foster student ownership for irresponsibility

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- **How ?**
 - Identify undergraduate students showing signs of disengagement
 - Class absence
 - Consistent tardiness
 - Lack of preparation
 - Alcohol or drug use suspicion
 - Emotionally erratic behavior

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- **Who?**
 - Instructors teaching 100-400 level courses
 - Students
 - Parents
 - Advisors
 - Additional instructors not directly teaching student



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- CAR Sessions intake form
 - Time management
 - Class factors
 - Family factors
 - Social factors
 - Financial factors
- Referrals made to appropriate resource (Counseling and Human Development Center, Sexual Health and Violence Prevention, Student Health Center, etc.)
- CAR sessions are facilitated by masters level Counselor Education students who have passed Counseling Communication Skills class.

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- Benefits:
 - Builds partnerships with academic services
 - Connects suicide prevention/mental health work with student retention
 - Students struggling with academics are assessed for emotional health
 - Counseling staff meets with “coaches”; trained as gatekeepers to identify signs/symptoms of mental health problems
 - Reaching students who may not come to counseling right away

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- Data
 - Students fill out questionnaire; questions assess emotional health as well as academic issues
 - Information collected by CAR coaches and then tabulated by Coordinator of Early Intervention Initiatives
 - To date, fall 2008, 153 referrals were made to CAR
 - Another avenue in which to reach students and get them to services/resources; identify students struggling/dealing with anxiety, depression, eating disorders, etc.