Welcome to Clemson Orientation

We are Family: Straight Talk for Clemson Parents

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Clemson Parents

- The Clemson Family
- Your student’s satisfaction and success
- Key transfer and first year challenges
- How you can help
- Four Issues
  - Adjustment and Transition
  - Academic Rigor
  - Major Choice and Career Direction
  - Personal Health and Safety
ISSUE #1
IT’S A BIG ADJUSTMENT

• Making new friends
• Lack of familiarity with Clemson policies and procedures
• Learning about Clemson culture and how things work here
• “Starting over again” feeling
CLEMSON RESOURCES

• New Student & Family Programs Office
• Undergraduate Studies Office
• Residential Life Staff
• Student Life Entities: Gantt Multicultural Center, Campus Activities and Events (Student Organizations, Leadership and Community Engagement, Tiger Media) Campus Recreation (Fitness, Wellness, Intramurals, Club Sports), Fraternities and Sororities
• Office of Advocacy and Success
• Counseling & Psychological Services (CAPS)
• Academic Advisors
• Online resources
YOU CAN HELP THEM ADJUST BY...

- Maintaining perspective
- Listening more, Intervening less
- Encouraging use of campus resources
- Consulting campus resources yourself
- Resisting the urge to fix it for them
 ISSUE #2
A NEW LEVEL OF ACADEMIC RIGOR

- Increased academic rigor
- Bigger classes
- Math courses
- FERPA
- Connecting with faculty
- “Sophomore Slump”
- “Transfer Shock”
CLEMSON RESOURCES

- **Online Resources**
  - Undergraduate Announcements - [https://www.registrar.clemson.edu/html/catalog.htm](https://www.registrar.clemson.edu/html/catalog.htm)
  - Academic Calendar - [http://www.registrar.clemson.edu/html/Acad_Cal.htm](http://www.registrar.clemson.edu/html/Acad_Cal.htm)

- **Academic Success Center**
  - Success Skills Workshops, including Jump Start Workshops
  - Tutoring
  - Supplemental Instruction (SI)
  - Personalized Academic Assistance (Counseling & Coaching)

- **Student Accessibility Services Office**
- **Academic Advisors/Individual Professors**
- **Mid-semester academic progress checkpoint**
YOU CAN HELP THEM BE SUCCESSFUL BY...

- Remembering that Clemson studies may be more challenging and different than previous institution
- Promoting basic success behaviors
- Asking specific questions
- Coaching them through failures; Encouraging realism and accountability
- Familiarizing yourself with academic policies and regulations
- Pointing your student toward resources
ISSUE #3
MAJOR CHOICE AND CAREER DIRECTION

2016 National Freshman Attitudes Report:

- I have an attractive career in mind 78.5%
- I have made a firm career decision 62.7%
- I am confused about what occupation to pursue 22.1%
- I’d like help finding a job well-suited to my interests 52.7%
COMPETENCY DEVELOPMENT

Communication
Collaboration
Leadership

Adaptability
Analytical Skills
Technology

Self-Awareness
Integrity & Ethics
Brand

LEARN, ACT, FLEX SUCCEED
ENGAGED LEARNING

What is engaged learning?

• 71% of all recent graduates had engaged learning
• 20% more likely to have jobs at graduation
• 75% of intern/co-ops received full-time offers
• 900+ on-campus internships (UPIC)
CLEMSON RESOURCES

• Center for Career & Professional Development
  – Career Inventories & Counseling
  – Co-ops, Internships
  – Part-time & Full-time Jobs
  – Parent Website: http://career.clemson.edu/parents

• Creative Inquiry
  – www.clemson.edu/ci

• Study Abroad Office
  – www.clemson.edu/studyabroad

• College Support Services/Enrichment Centers

• Academic Advisors/Individual Professors
YOU CAN HELP THEM REFINE CAREER GOALS BY...

- Recognizing that career exploration is a process
- Promoting engaged learning experiences
- Listening more, Directing less
- Encouraging use of campus resources
- Being open to innovative career opportunities
- Allowing your student to make this decision
ISSUE #4
PERSONAL HEALTH AND SAFETY

• Self-care: Eating, Sleeping, Exercise, Health Maintenance – physical and mental health

• SAFE & Responsible Decision-Making
  • Where I go
  • Who I go with
  • What I do

• Alcohol and Other Drugs (including prescription drugs)

• Interpersonal Violence
THE FACTS ON ALCOHOL/DRUG USE AT CLEMSON

Spring 2016 – All Clemson Students

- Drank alcohol w/in last 30 days: 69%
- Drank ≥ 5 drinks at one sitting w/in 2 weeks: 35%
- Drank ≥ 5 drinks 6 or more times w/in 2 weeks: 3%
- Used Marijuana w/in last 30 days: 13%
- Misused stimulants (Ritalin, Adderall) w/in 12 month: 9%

Source:
National College Health Assessment,
Spring 2016 -- CU Responses
RESULTS OF DRINKING REPORTED

Spring 2016 – All Clemson Students

- Forgot where you were or what you did 32%
- Did something I later regretted 36%
- Got in trouble with authorities 2%
- Drove a car after having **any alcohol** 23%
- Someone had sex with me without consent 2%

*Source: National College Health Assessment, Spring 2016 -- CU Responses*
HEALTH ISSUES AND ACADEMIC PERFORMANCE

Spring 2016 – All Clemson Students

Health issues that students report resulting in negative impact on academic performance include:

- Stress 35%
- Anxiety 22%
- Sleep Difficulty 19%
- Depression 11%
- Internet Use 11%

Source: National College Health Assessment, Spring 2016 -- CU Responses
Title IX of the Education Amendments of 1972 states:

• “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance…”
• Sexual harassment and sexual violence is a form of “discrimination” under Title IX
• Sexual violence includes rape, sexual assault, sexual battery, and any form of sexual misconduct
• Purpose is to protect students from sexual harassment or sexual violence by any school employee, another student, or non-employee third party
The Campus Sexual Violence Elimination Act, or Campus SaVE Act (SaVE)
• The Campus SaVE Act is a measure that was signed into law as part of the Violence Against Women Reauthorization Act of 2013 on March 7, 2013.
• Campus SaVE requires colleges and universities to increase transparency about the scope of sexual violence on campus
• Guarantee victims enhanced rights
• Provide standards in institutional conduct proceedings
• Provide campus community wide prevention educational programming.
INTERPERSONAL VIOLENCE - WHAT WE KNOW

Why is there such an increased focus on sexual victimization?

• Women and girls are the vast majority of victims: Nearly 1 in 5 women – or nearly 22 million – have been raped in their lifetimes.

• Men and boys, however, are also at risk: 1 in 71 men – or almost 1.6 million – have been raped during their lives.

• Most victims know their assailants.

• Repeat victimization is common: Over a third of women who were raped as minors were also raped as adults.

• Young people are especially at risk: Nearly half of female survivors were raped before they were 18, and over one-quarter of male survivors were raped before they were 10.

• College students are particularly vulnerable

National rates of sexual victimization are three times higher for females in college compared to females of similar ages in the general population.

WHY?

- **Increased alcohol use**
  “The vast majority of incapacitated sexual assault victims (89%) reported drinking alcohol and being drunk (82%), prior to their victimization.” [Krebs, et al. The Campus Sexual Assault (CSA) Study. Prepared for the U.S. Dept. of Justice. 2007.]

- **Decreased “institutional structure”**
- **Peer influences**
- **Dating patterns**
INTERPERSONAL VIOLENCE - WHAT WE ARE DOING

- Compliance+ with all federal requirements
- We know incidents of sexual assault are underreported
- Focusing on education and prevention
  - CONSENT is key
  - Importance of Bystander Intervention
- Support for both complainants and respondents
  - Advocates for both
CLEMSON RESOURCES

- Redfern Health Center
  - Medical Services
  - Counseling & Psychological Services (CAPS)
  - Healthy Campus
- Required educational programs (Community Standards Program; Aspire to be Well)
- Residential Life Staff
- Office of Advocacy and Success
- CUPD; Fire & EMS
- Office of Community and Ethical Standards
- Office of Access and Equity
  - Title IX Coordinator – Jerry Knighton
  - Deputy Title IX Coordinator – Alesia Smith
YOU CAN HELP THEM STAY HEALTHY AND SAFE BY...

- Talk to them about their experience with the CU1000 Community Standards program that will cover:
  - Sexual harassment
  - Sexual violence
  - Student Code of Conduct
- Stay in touch, especially during critical first six weeks of the semester, and promote balanced living
- Empower them to make healthy choices
- Encourage safety awareness
- Arrange, in advance, for continued preventive treatments
- Discuss privacy laws and family communications with them
- Provide health insurance coverage
- Supporting CU community standards
SUMMARY TIPS FOR PARENTS

• Maintain perspective
• Communication is KEY!
  • LISTEN
  • Revisit expectations
  • BE THE PARENT THEY CAN CALL
• Use resources (refer your student to resource and/or consult yourself)
• Resist the urge to rescue
PARENT AND FAMILY RESOURCES

- [http://www.clemson.edu](http://www.clemson.edu)
- [http://www.clemson.edu/parents/index.html](http://www.clemson.edu/parents/index.html)
- **Suggested Readings**
  - *Letting Go: A Parent’s Guide to Understanding the College Years* by Karen Levin Coburn & Madge Lawrence Treeger
  - *You’re On Your Own (But I’m Here If You Need Me)* by Marjorie Savage
  - *Preparing for College: Practical Advice for Students and Their Families* by John J. Rooney, John F. Reardon & Katherine Haley Will
  - *Helicopters, Drill Sergeants & Consultants: Parenting Styles and the Messages They Send* by Jim Fay