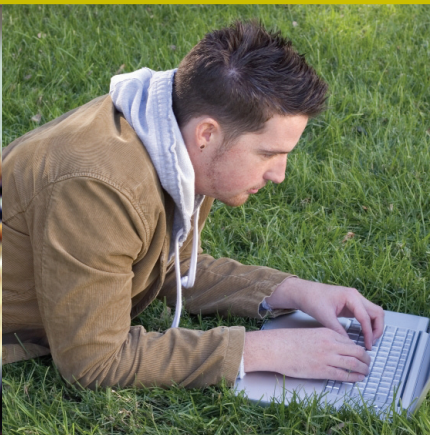


Orientation to College Life

WELCOME

There are only two lasting bequests we can hope to give our children. One of these is roots; the other is wings.

-Hodding Carter



PARENT TO PARENT

To those left behind,

As your student gets ready to pack up their X-Box, stereo, and the hundred pairs of shoes that they will not wear, you may start to reflect on this new chapter in their life. Now believe me, your student may not think you taught them anything worthwhile in the first few weeks of school, but after mid-terms and holiday break they will start to realize mom and dad knew what they were talking about when they suggested being on time for class, not waiting until the last minute to start their paper, or not forgetting to budget their money. While these lessons are important to your student, don't forget what's important to you as a family member either.

We all want our children to be successful in life and to be the best person that they can be, and college is the time for your student to learn what it means to be a responsible individual and make their own choices. This starts with your student evaluating the reasons they are coming to school. Is it the search for ongoing knowledge, or because they want to get a high paying job? Is it to just get out of the house, or is it because they just don't know what to do after high school? Is it because they were told they were going to college, or is it because their best friend or significant other is going? Is it for a specific major or career goal? There are several reasons your student wants to go to college and it is important for you, as a parent, to understand their reasons and support them. Have a little extra patience and understanding if their reasons for going to college change in a week, semester or even 3 1/2 years. Take some time to discuss with your student the reasons they are choosing to go to college, and try to help them understand that college is a true financial investment in their future.



RENT

Making the transition into college is an exciting time for your student. They will experience a new sense of freedom, meet many new people, and have the opportunity to join a variety of clubs and organizations. However, it can also be a little scary to leave the comforts of your home. The constant reminders to clean their room or not to forget their homework will not be there on a daily basis anymore, so make sure your student knows that the university has a support system in place to handle the daily challenges that they face. Your student should know the names of the professors that teach their classes, the name and contact information of their advisor, and what hometown their resident assistant is from and how to reach them. These are just a few of the simple things that will let your student know the University is there for them and wants them to be successful, because at one point or another all of these individuals have been through the exact same process. So, encourage your student to talk to others outside of their core group of friends and to use the staff and resources that are in place for them to be the best person they can be.

Not all students have the same experiences, so prepare your student to interact with others who may be different from them or the people from their hometown. Your student will meet many students from diverse backgrounds, so tell them to be open and approachable. These are only a few things to keep in mind as you prepare to assist your student in making the transition to college and prepare for that transition yourself. There are several things that we cannot prepare for, but as family members it's important for us to ensure that our child gets the most out of the college experience to become successful individuals.

And finally don't forget the practical skills, like how to do their own laundry, this is a lost art.

Best of wishes,

Those Who Have Been There

*“We all want
our children
to be
successful
in life”*

Transition Stages

TRANSITION ST

When students graduate from high school and begin to prepare for the college transition it is important for family members to begin asking a few important questions. Spend time with the student to discuss their anxiety, fears, and excitement about attending college. Each student reacts differently to change in their lives. Some may welcome a new change, a new sense of identity, and others might be apprehensive about making a change or rediscovering who they are. Regardless, all students will have transition into a new way of life in some form.

As a family member, these changes should be welcomed and supported by you. The university recognizes that students will have to adjust to their new environment, and it is essential that family members assist with this adjustment. There are many ways your student will transition to a university. Below are a few points to assist you in better understanding your student's transition stage. Be aware, not all students go through the same transition to college. Each student has a different path. Therefore, it is important to understand which path your student will take.

- 1.) If your child is leaving home, moving is one of the first major steps in becoming a college student. Students will find a sense of excitement mixed with some anxiety during this time. Communicate with your student about what the plan will be for move-in day, since this day is hectic with several activities going on including your student possibly meeting their roommate for the first time.
- 2.) Develop and/or continue an attitude of success inside and outside of the classroom. Students who possess high self-esteem are most likely to take on college demands with both a positive attitude and a great deal of enthusiasm. While it is important that students understand the university's academic expectations, it is also important that the family members understand these as well. When both the family and student understand the university's expectations and goals, it assists the student in not only making a smooth transition, but also helps them be fully aware of what it means to have an attitude of success.

STAGES

3.) Setting goals is essential to your student's transition. This means setting short term, mid-term, and long term goals. Students need to be aware of what their goals are and share these goals with someone such as a family member, roommate, or even a professor who can hold them accountable. Establishing goals assists the students in developing and achieving long-term career goals.

4.) Becoming a part of the university by getting involved on campus in a club, organization, or intramural sports plays a meaningful role in students' experience and satisfaction. Getting involved helps students to find positive ways to connect and engage with the campus and their peers. In turn, this allows students to become comfortable in their environment, which further assists them in their transition.



5.) Family members should assess their student's ability to identify and overcome problems that they might encounter prior to the beginning of the academic term. Make sure your student can handle the ongoing task of being a college student, which may include accepting a new roommate, adjusting to new study habits, and adapting to the social challenges of living in a residential hall. Discuss with your student skills to balance academic demands and social pressure wisely and sensitively. Family members need to monitor whether or not their student is handling problems in the proper manner, and if the student is not, the family can provide assistance before the issue becomes a serious threat to their success at the university.

Communicate with your student and provide an open line of communication which will assist in recognizing when he/she is having difficulty adjusting. As previously stated, not all students are alike and each student will go through their transition stages at different times during their college experience.

The Ups and Downs of Going to College

THE CRITICAL FIRST

The first semester of college can be an exciting, frustrating, comical, comfortable time! How can it be all of that? Despite their preparation and planning, new college students don't know what college will really be like until they get started. Certainly, some aspects of college will be just as they expected; however, other aspects may come as a big surprise. Not unlike tourists who travel to a new country or professionals who relocate to a new job or geographic location, students who are entering college for the first time often experience similar stages of transition. The key is to help students understand the stages as a normal part of their adjustment. Here are some tips on how we can help students through the ups and downs of their first semester.

“...students don't know what college will really be like until they get started”

The following four stages of cultural adaptation, introduced by Gregory Trifonovitch, are often used to help us understand a student's transition to college. The first stage, the *honeymoon stage*, is characterized by complete excitement over beginning the new experience. In this stage, new college students can't wait to get on campus and for classes to begin! They dream of how great college will be – the freedom, the friends they will meet, the places they will go, the interesting courses they will take. Students in this stage are often eager to learn what the college has to offer and they participate in the many different types of events that colleges host to welcome them. They eagerly attend their classes and may even keep up with their homework! Unfortunately, this stage doesn't generally last until college graduation.

ST SEMESTER

Somewhere during the first semester, many students begin to see that college isn't all they dreamed it to be. The newness has worn off. The welcoming events are over. The homework is piling up. Students have now taken tests, submitted papers and received grades. This is when the *hostility stage* often occurs. Students see that college is different, perhaps harder, than they thought it would be and question whether or not they are "college material". They may tell their friends and family at home that their instructors expect too much or that the college doesn't care about them. They begin to lose interest and motivation and may begin missing classes. They spend as little time as possible at the college. They may feel sure that it won't ever get any better and that they would be happier somewhere, anywhere, else.



A major concern for students at this stage is that they will withdraw from classes, or the college, without giving themselves a chance to succeed. Another concern is that their hostility toward college expectations may result in their acting out in class or participating in risky behaviors outside of class. Students in this stage of transition can benefit from a patient, listening ear – from someone who remains optimistic and provides support and encouragement that this stage will pass and that they will make it to the next stage.

(Continued)

The Ups and Downs of Going to College

During the third stage of transition, the *humor stage*, students can begin to see the funniness in some of their frustrations. They can laugh at their initial thoughts that they might not be “college material” and begin to again believe that they are. They see that there are people at the college who do care about them and that the assignments given by instructors actually help them learn. They determine that college can be fun even though it requires work. At this stage, that patient, listening ear can help them re-interpret some of their previous negative experiences into positive ones and help them celebrate their successful transition to college.

The *home stage* of transition is just what it says. In this stage, students begin to feel comfortable in their new college environment – they feel at home and want to spend as much time as they can there. They miss it when they leave. When the semester ends, they can’t wait to start the next one!



Students pass through the transition to college in different ways and at different speeds. Some may seem to quickly reach the home phase while others may not get there until after their first semester. Some transition back through the stages each semester as they encounter new classes, new instructors and new expectations.

We can all support our students by helping them understand that these stages are a normal part of the college transition process. When we help our students achieve success during their first semester of college, we improve their chances for success all along the way.

*“When we help our students
achieve success...we improve
their chances for success all
along the way”*

University Goal

& EXPECTATION



We know that you and your student have many expectations of the college experience. You may expect that your student will be part of a student organization or team, participate in service learning, meet new people, travel, and create amazing memories. Above all, you likely expect that your student will receive a quality education that will assist them in finding employment, or possibly continuing on to graduate studies in the future.

As a university we share every one of your expectations. Our main goal is to offer a first-rate experience to your student that will assist them in growing as a whole person. We want your student to be successful academically, but we also want to create responsible citizens who will be leaders in the future. We realize that the classroom experience alone will not accomplish this goal, and we offer ample opportunities outside of the classroom. Of course, we also know that some students will create their own experiences outside of the classroom and make their own choices.

While you and your student likely have many expectations of the college experience, we also have expectations of your student...

- We expect your student to take advantage of the many opportunities offered to them, but we expect your student will do this in a responsible and informed manner.
- We expect your student to know what is expected of them, and to ask questions when needed.
- We expect your student will weigh the opportunities and the costs of the decisions they make.
- We expect your student will respect others around them and their community.
- We expect your student might make some choices that are not the best, but that they will learn from those errors.
- Finally, we expect that you will partner with us in our goal of creating outstanding citizens.

We look forward to sharing this journey with you and your student. We know that this will be as memorable for you as it is your student, and we want to share in creating positive memories and eventual success.

Alcohol, College Life, and Parent

Alcohol and other drug abuse are frequently noted as the primary student life issues capturing the attention of higher education senior level administrators. With incidents of alcohol poisoning, DUI's, and hazing in the current media, parents and family members of new students should be aware of the substance abuse infused culture that their children are entering.

While in high school, college bound students are generally less likely to use alcohol and other substances than their non-college bound peers. However, once the college environment is entered, college bound students generally drink more heavily and frequently than their non-college bound peers, until after graduation, when drinking quantities and frequencies for both groups merge together. It is common for parents to misperceive their student's alcohol and other drug use prior to entering college. Shutt, Oswald, and Cooper (2006) found that parental perceptions of their incoming students' current drinking, tobacco, marijuana and other illegal drug use was significantly different than the actual use and intent to use by incoming students. Even, if as a parent, you believe your son or daughter to be an abstainer or a low-risk drinker, it is important to consider that your perceptions may be incorrect, or that your son or daughter's behaviors may change as a result of their college experience.

During the spring semester of 2010, over 16,000 Illinois college students completed a statewide alcohol and other drug survey which assesses alcohol and other drug use; negative consequences associated with use; the relationship of alcohol and other drug use to campus climate issues; students' perception of others' use; beliefs regarding use; experiences of secondhand effects of others' use; experiences of physical and sexual violence; and perceptions of risk related to use.

Some of the key findings from this survey of Illinois college and university students are reported below.

- 31.9% of the students reported they were non-users or infrequent (once to 6 times/year) users of alcohol.
- 46.4% of the students reported they were moderate (once/month to once/week) users of alcohol.
- 21.5% of the students reported they were frequent (3 times/week to every day) users of alcohol.
- The average number of drinks per week for Illinois college students in the sample was 5.2.
- 52.0% of the students reported no episodes of “high risk” drinking (five or more drinks in one sitting) during the last two weeks in high risk drinking practices.

Numerous studies have shown that college students greatly overestimate alcohol use among their peers, as well as misperceive how valued or approved substance abuse related behaviors actually are. Students may feel that in order to be accepted by their peer group, they must match what they perceive to be others’ use and approval of alcohol and other drugs. Parents can help counteract these misperceptions by challenging the “Animal House” mentality that excessive alcohol use is a part of everyday college life. Furthermore, it is important to convey your standards and expectations regarding alcohol use, as students often over perceive how permissive their parent’s views are regarding substance use. It is important to know and communicate to your student that a significant number of students do not use alcohol, and that those who do, usually do not use on a daily basis. Despite the physical and emotional distances that may occur as your student enters college, parents still are one of the greatest influences over student behavior and collegiate success. Conveying your expectations regarding academic engagement, social engagement, college life priorities, and behavior are very important. While many students express that they want freedom, many also still pine for guidance, counsel and direction from parents and other trusted adults.

& ACADEMICS

It is broadly agreed that students who consume more alcohol (for instance those who consume an average of 6 or 8 drinks a week versus those who consume 1 or 2 drinks a week) will also experience greater negative consequences associated with alcohol use, such as a hangover or illness, involvement in an argument or fight, a missed class or poor test performance, and even trouble with police (IHEC, 2010; IHEC, 2006; IHEC, 2004).

Not surprisingly, higher levels of alcohol consumption are also directly related to academic achievement as measured by GPA. In a 2010 study of 16,267 students from 29 Illinois colleges and universities, “A” students reported a mean average weekly consumption of 4.2 drinks, as compared to 5.7 drinks for “B” students, 6.7 drinks for “C” students, 7.3 for “D” students, and 9.7 drinks weekly for “F” students (IHEC, 2010). This reinforces nearly identical findings from samples of 11,399 student respondents in 2006 and 11,205 in 2004 (IHEC, 2004; IHEC, 2004). While some students may be able to study hard and play hard, research over a period of years indicates that most students are not able to do so.

While it is not possible to say that students who cut back from 6 drinks a week to 4 drinks a week will raise their GPA one to two full grade levels, there is evidence that drinking less means engaging more in educationally purposeful activities, such as reading, writing, interacting with student peers and faculty members, and getting the most out of the academic collegiate experience. Furthermore, findings from the same 2010 study noted above indicate that the lower the grade average the student reports, the more likely they are to report experiencing alcohol and other drug related negative consequences including missing a class, getting a lower grade, being injured, getting in a fight. Regardless of what day of the week these occur, such consequences most likely spill over into other areas of life, which relate or impact the student’s ability to be academically successful.

Family members are encouraged to consider taking the following actions to help your student be academically successful, and minimize the negative impact of alcohol and other drug use.

1. Discuss and set realistic academic goals for your student regarding grades, grade point average, completing assignments on time, etc. with your students. Continue to discuss achievement and progress as the semester progresses
2. Discuss your realistic expectations about class attendance. Once a student skips a class, the likelihood of repeating that behavior increases.
3. Discuss your realistic expectations about the amount of time your student devotes to homework, studying, reading, going over notes, preparing for speeches and projects. Many faculty members will suggest that the student spends 2-3 hours doing these activities outside of class for each hour in class.
4. Encourage your student to meet with each of their faculty or faculty's teaching assistants outside of class. Set expectations when an initial meeting should occur.
5. Set expectations concerning types and amounts of social activities your student should participate in, and how such activity intertwines with academic commitments and requirements. Promote and encourage offerings related to academic lectures, research opportunities, service learning, arts and culture.
6. Discuss your concerns regarding substance abuse and its relationship with academic performance and success.



MARIJUANA USE

Marijuana use is on the rise among college students. In several recent studies, about one third of students report having used marijuana in the past year, and about 15% to 18% having used in the last 30 days (IHEC, 2010). While the majority of college students will abstain from marijuana use, some students will enter college with a history of marijuana use, and others will try it for the first time in the collegiate environment.

Marijuana use for medical purposes and growing mainstream advocacy for more relaxed enforcement of existing prohibitions have increased cultural acceptance of the drug. Fewer than half of students—just 38%—surveyed in 2010 reported that smoking marijuana regularly was accompanied by “great risk” (IHEC, 2010). But data provides strong evidence that using marijuana continues to pose significant risks to students’ health, reputation, and future success.

“In addition to possible arrest and fines, a student...can lose access to federal financial aid”

Marijuana use has the potential to impair both physical and mental health. Its active ingredient, THC, negatively impacts the lungs, brain, heart, immune system, and reproductive systems of both men and women. In addition, those who use it once a week or more are considerably more likely than non-users to experience depression, anxiety, fatigue and low motivation (Patton et al., 2002). Although physical harms and complications may not become present until well after a student departs the campus, the mental health effects associated with marijuana use are among the most likely to be associated with students who drop out of college.

Because of its illegality, marijuana users run an additional risk of consequences imposed by the campus or community. In addition to possible arrest and fines, a student convicted of possession of marijuana can lose access to federal financial aid, including access to student loans (Higher Education Amendments, 1998, p. 1). For many families, a loss of financial aid is the same as losing access to higher education altogether. For those who do persist, a conviction record may restrict access to law school, medical school or other professional aspirations and dreams.



Despite students' perceptions of marijuana as relatively safe, the risks associated with even occasional marijuana use are considerable. With a third of students reporting use of the drug in the last year, every family should make a point of discussing choices and expectations around marijuana and marijuana use.

FROM THE ENFOR

Alcohol & Other Drug Issues from the Eyes of the Enforcers

As law enforcement officers from college communities, one of our jobs is to help your student survive their time in college. While this may seem like a dramatic statement, for the first time your child is experiencing life without the watchful eye of you, the parent. Additionally, their peer network will be changing with potentially different attitudes and mindsets than your child was previously exposed to. Some college students will be risk takers and will want to experience college to the fullest extent. Your student will be making choices which may have a significant impact on their rest of their lives. As most realize, some of these experiences may not be legal and or safe.

Many of us from the campus and municipal law enforcement community understand the challenges faced by students in this new environment. We were there once as well and were very likely to have experienced similar challenges. As law enforcement officers, we have frequently seen the outcomes of the poor choices. Those choices have lead to arrests, probation, fines, suspensions, expulsions, injury and, in a few cases, death. It is, in part, our responsibility to assist in maintaining the health and safety of your child as well as the rest of the community.



R CER

We cannot do this alone. Students must take an active role in their own safety and security. Students who test their limitation with alcohol or other drugs clearly put themselves in harm's way. As alcohol and or other drugs reduce their inhibitions and impair their judgment, their awareness of their surroundings and ability to recognize threats are decreased. The likelihood of over-intoxication grows, and their ability to properly respond to dangers is diminished.

As parents, it is important for you to understand the environment, both social and criminal, as well as the policies, laws, and ordinances of the community your student is entering into. These rules vary widely from community to community and campus to campus. They can range from being a "dry" campus to a community that allows minors 18 and over to enter into licensed alcohol establishments. Take the time to understand these policies and help to make sure that your student knows them as well. Reach out to the law enforcement community and ask questions so you can fully understand what your child may be facing.

Many colleges provide information on alcohol and other drug issues on their campus. The information is readily available to students and parents. Look for the opportunity to obtain this information and take time to review it. To assist you in this process, some campus' provide a link to information on these issues from either a campus perspective or community perspective or both. Often, these may be found through your institution's Alcohol & Other Drug office, Dean's Office, Security/Law Office, Health Service, or Counseling Center.

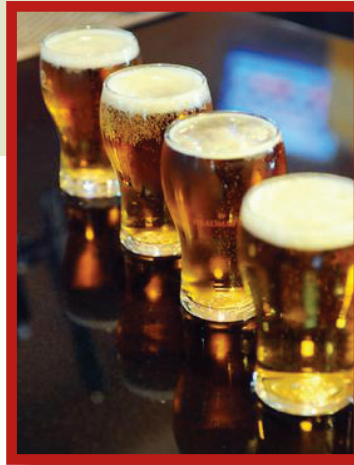
(Continued)

Legal Issues Continued

Alcohol Use

Illinois law and local ordinances regarding possession and use of alcohol by minors is fairly consistent in Illinois college communities. Bottom line, minors under the age of 21 years cannot legally possess or consume alcohol with the following exceptions:

- For religious purposes as part of a ceremony or service (this does not include the wedding reception or post ceremony party)
- Under the direct supervision of a parent or legal guardian while in a home. (This applies only to the parent / guardian of a specific child and does not extend to the friends of the child)



Several college communities have ordinances allowing minors to be present in a licensed liquor establishment. The ages will vary by community. This should not be considered as tacit approval for the consumption of alcohol on the premises. These communities have allowed the minors to be present to provide a social outlet for students. Under these circumstances, minors should not be consuming nor holding alcohol for another person. Minors need to be aware that they do not need to be in physical control of an alcohol beverage to be charged with minors in possession. Constructive possession of alcohol may apply under the premise that a reasonable person would believe that the minor exercised some level of control over the alcohol beverage.

ALCOHOL USE

In some communities the body is considered to be a container. While the minor may not be in physical possession of alcohol, the fact that they have been consuming prior to the contact with enforcement could result in the minor being cited. Since many of these college communities use ordinances as a primary charge, the burden of proof is significantly less. Ordinance (civil violations) typically requires a preponderance of evidence to prove the case. In other words, it must be shown that is more likely than not that the subject committed the violation.

Penalties for these violations can range from campus sanctions, to fines or even jail time. In addition to these sanctions, minors who are found guilty will also face a driver's license suspension as directed by state law. This may include guilty findings by municipal courts for ordinance based violations. Several college communities offer pay by mail options for ordinance violations which result in a settlement of the case with the municipality. Since the courts are not involved in these cases, it is not a conviction, and no driver's license suspension will occur.

Many of the local municipalities cooperate with the college or university. Police reports are often provided to the campus police and forwarded to the dean of students office. Campuses have their own disciplinary system in place, and students may face sanctions through that process. Student Codes of Conduct provide expectations for student behavior both on and off campus. Students are provided the code of conduct and expected to follow its direction.

“Bottom line, minors under the age of 21 years cannot legally possess or consume alcohol”

(Continued)

ALCOHOL USE

For years, popular culture has advertised that the college life should be rife with alcohol, drug use, and sexual exploration. The media shows students that to enjoy the college life, one must defile themselves. Studies have shown this is not the case. The majority of college students do not spend their time engaging in dishonesty. Nevertheless, we believe that students and parents should communicate about alcohol use and abuse to avoid the problems that come with alcohol use.

Parents should communicate openly with their children about alcohol use and the many problems that can come with the use and most importantly the misuse of alcohol. Students need to understand the concerns of college and emergency medical professionals regarding alcohol poisoning. They should be able to recognize the symptoms of alcohol poisoning, and when they see these signs to call EMS services. Often times, students are afraid to call because they are concerned about getting the victim in trouble should they be under 21 years of age. Students need to understand that every year college students die from alcohol poisoning and that outweighs getting into trouble for drinking.

Students may want to take the time to read and understand the symptoms of alcohol poisoning. Just as having possession of a first aid kit and hope to never need to use it, individuals should educate themselves of the symptoms of alcohol poisoning in hopes that it's not needed.

Symptoms of Alcohol Poisoning

- Victims can be conscious or semi-conscious
- Slow breathing- 8 breaths or less a minute or breathing that stops for more than 8 seconds at a time;
- Cold, clammy, pale or bluish skin;
- Does not respond to being talked to or even shouted at;
- Does not respond to being pinched, prodded or poked;
- Cannot stand up;
- Rapid pulse rate

Passing out is NOT sleeping it off!

Students who live off campus are expected to conduct themselves like any other member of the community, and they are held to the same standards. Many residents do not expect that their neighbors are going to be up late with loud noise and music coming from the residence keeping them awake. To the surprise of many students, other student residents want to be able to sleep at a reasonable hour. This becomes a quality of life issue for local residents and they expect the student population to conduct themselves in the same responsible manner that they would expect from anyone else. A good rule of thumb is to consider the same community expectations of the neighborhood where the student's parents reside, because someone else's mother and grandmother do live nearby.

Law enforcement have reported four ways that the police are called to a party. These four ways are prioritized from the most common to the least common. While it's understood that students will socialize with each other, they are expected to do so responsibly. College should be about practicing responsibility; not irresponsibility. Avoiding the following issues will allow your son or daughter to visit with friends without bothering neighboring residents and possibly getting caught up with legal issues.

Four most common reasons police are called to college parties, from most to least common:

1. Having loud music, or large loud crowds
2. Public Urination
3. Party trash
4. Minor consumption of alcohol

As you can see the top three reasons are easily avoided by demonstrating responsible behavior. Police rarely even find out about the fourth reason, if they haven't been called there for the above three reasons. Of course, this is not meant to condone or find a way around underage drinking laws. Today's university and local police departments enforce underage drinking laws, and do not see their cities as some type of island apart from the rest of the state's laws. The goal is to inform the students about how to socialize with their friends and classmates without disturbing the neighborhood.

(Continued)

Legal Issues Continued

Today's students have a lot more information about alcohol consumption than their parents or grandparents had. Not only do we know the problems that alcohol consumption can cause to the hippocampus area of the brain, which is still not fully developed until the early or mid 20's, we also know about how alcohol consumption can hinder the brain's ability to learn at that age. Accidents, fights, and risky sexual behavior are all realistic scenarios that accompany irresponsible alcohol consumption. It's easy to understand why university and local law enforcement do not take a permissive attitude when it comes to underage alcohol consumption. The student, who comes to college with the aspirations of attending class between parties, will be less likely to achieve the academic goals that come with attending a university.

The goal of universities and local governments is to maintain an environment conducive to learning as well as the health and safety of the residents. Thus, most college communities have ordinances that control alcohol. Knowledge of these ordinances can keep the students from being cited while they are attending the university, as well as possibly being arrested on a state charge. Below are just some of the possible ordinances that today's student may need to know.

“Following the crowd may be easier, but certainly not the most productive. The path of least resistance offers little opportunity for personal growth.”

- Lieutenant Brad Oyer, Charleston Police Department

Laws of the state and local government

- Public possession of alcohol *
- Minor consumption of alcohol *
- Selling alcohol without a license *
- Public urination
- Keg permits required for possessing a keg
- Possession of another person's identification *
- Providing alcohol to a minor *
- Being in a bar while under 21 years of age
- Disturbing the peace/Disorderly conduct *
- Party trash

* state offense also



Many offenses dealing with underage consumption or possession of alcohol as well as possession of false identification have a mandatory driver's license suspension. Students need to understand that they can and often are cited just for being in possession of another's ID. The student doesn't need to be caught using the card illegally; simply being in possession of the card will suspend the driving privileges of the student.

Today's students have a lot of choices to make while they are going to school. Substance issues, such as alcohol, are one more thing that parents can deter by taking the time to speak with their children about responsible behavior. Students are being taught that responsible behavior will enable them to succeed. Just as future employers want the best, most responsible employees to represent their companies, universities require that same air of responsibility. Students are tasked with both independent and responsible actions, which are the same traits that future employers look for in employees.

(Continued)

Legal Issues Continued

Illegal ID's

An ever growing area of concern on college campuses is the use of Illegal IDs by students. Illegal IDs are broken down into three types: borrowed, altered and fraudulent. The most common of these is the borrowed ID. With current technology, altered ID are the least likely used as. Students will obtain an ID of a person of legal age to enter into an establishment or consume alcohol and use it as their own. These IDs may resemble the user or have a few similar characteristics. If an individual is found in possession of a borrowed ID, law enforcement advise to send it to the Illinois Secretary of State for consideration of a driver's license suspension. No charges are required to have this administrative action take place.



With current technology, the obtaining of fraudulent IDs has been on the increase and clearly is more popular than making alterations to their own documents. In the state of Illinois a person who is in possession of or presents a fraudulent ID commits a felony. These documents may look good to the student, but, to the trained eye, fraudulent documents are easily detected. Students who involve themselves in the purchase of these

documents commit a felony as well. Very rarely do students fully understand the consequences of their actions when purchasing or obtaining an illegal ID.

In addition to the obvious consequences of illegal ID use, several other problems have been noted. Students who loan their ID to another student face the same potential criminal charges and potential suspension of their driver's license as the person using the ID. Students who have obtained fraudulent IDs or who have allowed others to use their own IDs have also become the victims of identity theft. Cases have been documented where an injured student has been admitted to the hospital or arrested for criminal activity using the illegal ID name. This further expands the possible consequences. There have also been times where incorrect notifications of serious injury or death have been made as a result of illegal ID use.

Parent Participation

When it comes to the issues of alcohol use and possession of illegal IDs, parents need to be the role model. A parent's weekend is not the time for the parent to re-live their college experience. It is also not the time to be your child's best friend. Take pride in your student and allow them to show you their accomplishments. Allowing or assisting your child in violating the law in your presence gives permission to your child to violate the law when you are not around. The mixed messages this gives increases the chances of poor decisions when you are not present and in control.



College communities have begun to use text messaging for crime alerts and other serious issues. Many parents also receive those same messages. Your understanding of the community in which your child lives and how text messaging is used is important in evaluating the messages you are receiving and how you should respond to them.

Alcohol plays a significant role in the crime occurring within college communities. People under the influence make easy targets to those with criminal intent. It also provides an unfortunate opportunity for good kids to make poor choices. When law enforcement is out doing alcohol enforcement we are often asked if we don't have better things to do. The data is clear that by addressing the alcohol issues on campus we are making campus safer for all and reducing the likelihood of more serious crimes.

Talking About It

HEA

Your student will be making many decisions about her/his life during their time at college. While choosing courses and future goals are important, she/he will also make tough choices with important consequences about sex and substance use. Talking with your student about these issues is essential. Be sure to emphasize that she/he has the ability and the responsibility to make these key decisions.



- Use cues to bring up the topic. Start a conversation by commenting on advertisements, music, and/or shows on television. Ask them what they think or feel about them, and be prepared to listen to what they have to say.
- Bring your feelings into the open. If you are nervous or embarrassed, let them know because it can help break the tension. It can also help your student understand that you're willing to talk to them on an equal level and that you regard them as an adult.
- Step into their shoes. What kinds of things did you do and think when you were their age? The better you understand their point of view, the more effectively you'll be able to communicate. Also, acknowledge the differences between the world they live in and the one you grew up in.
- Have a mutual conversation. A conversation is an exchange of ideas and information, not a lecture. Encourage them to talk and ask questions.
- Listen. Be the listener that you want them to be. Give your full attention, and make eye contact.
- Be upbeat. Try to create an open, non-judgmental atmosphere and demonstrate a positive attitude as you lead the discussion.

ALTH & WELLNESS

The Facts

- *Alcohol use:* For years, popular culture has advertised that the college life should be rife with alcohol, drug use, and sexual exploration. The media shows students that to enjoy the college life, one must defile themselves. Studies have shown this is not the case. The majority of college students do not spend their time engaging in dishonesty. Nevertheless, we believe that students and parents should communicate about alcohol use and abuse to avoid the problems that come with alcohol use.
- *Alcohol and sexual activity:* Sexual health involves more than just intercourse. Studies have shown that college students who drink heavily are more likely to engage in unplanned sexual activity than students who do not drink heavily. Unplanned sexual activity could result in life-altering consequences such as a sexually transmitted infection, sexual assault, or an unwanted pregnancy. Also, drinking prior to intercourse has been consistently related to casual sex as well as a failure to discuss risk-related topics like previous sexual history before having sex.
- *Alcohol and sexual assault:* Alcohol plays an important and complex role in sexual assault. Alcohol-related sexual assault is a common occurrence on college campuses and at least 50 percent of those assaults are associated with alcohol use. Sexual assaults most frequently occur among individuals who know each other, in the context of a date or party at the woman's or man's home.
- *Alcohol and academics:* It is broadly agreed that students who consume more alcohol (for instance those who consume an average of 6 or 8 drinks a week versus those who consume 1 or 2 drinks a week) will also experience greater negative consequences associated with alcohol use, such as a hangover or illness, involvement in an argument or fight, a missed class or poor test performance, and even trouble with police (IHEC, 2010; IHEC, 2006; IHEC, 2004).

(Continued)

Health & Wellness Continued

- *Prescription drug misuse and abuse:* The misuse and abuse of prescription drugs is a growing problem on college campuses. Someone misuses a prescription medication if they take a medication differently than how it is prescribed for them. On the other hand, intentionally using a prescription drug, whether it is prescribed for you or obtained from someone else with the purpose of “feeling good” or “getting high,” is abuse. Misusing or abusing prescription medication is dangerous and can be especially so when mixed with alcohol or other drugs. As an adult who cares for a college-bound student you can help them handle this issue. Ask your student to keep their medication situation private. Also, notify the campus health service about any prescriptions your student may have and the medical needs it’s addressing.
- *Marijuana use:* Marijuana use is on the rise among college students. In several recent studies, about one third of students report having used marijuana in the past year, and about 15% to 18% having used in the last 30 days (IHEC, 2010). While the majority of college students will abstain from marijuana use, some students will enter college with a history of marijuana use, and others will try it for the first time in the collegiate environment.





What Can You Do?

- *Discuss expectations:* What do you expect of your student? What consequences will you impose if expectations are not met? What do they expect from their college experience?
- *Correct misperceptions:* Many students come to college anticipating rampant substance use and sexual activity based on things they've seen in media and/or heard from friends and family. They also often think that substances can and do enhance their social life. Emphasize that, overall, college students are responsible when it comes to engaging in healthy decision-making despite what your student may believe. Not everyone is doing it!
- *Encourage your student to have a party plan:* Before they go to a party, make sure they have the number for a campus or community service that offers free rides home. This can prevent drinking and driving and, also, walking home alone in unsafe situations. Also, make arrangements before going to the party about who you will be leaving with after the party.
- *Research the campus culture:* What are the campus policies and crime statistics? What options are there for late night, substance-free social activities? What types of support services are there for students?
- *Review the facts:* Understand the basic facts so that you'll deliver the right information. Also, be honest about what you don't know; you can find the answer together.

References

- Abbey, A.; Zawacki, T.; Buck, P. O.; Clinton, A. M.; McAusian, P. (2001). Alcohol and sexual assault. *Alcohol Research and Health*, 25(1), 43-51.
- Cooper, M. Alcohol Use and Risky Sexual Behavior among College Students and Youth: Evaluating the Evidence. *J Stud Alcohol*. 14. 101-117.
- Illinois Higher Education Center (IHEC) for Alcohol, Other Drug and Violence Prevention. (2004). *Alcohol Consumption Among College Students in Illinois: 2004 Core Survey Results and Analysis*. Charleston, IL: Eastern Illinois University.
- Illinois Higher Education Center (IHEC) for Alcohol, Other Drug and Violence Prevention. (2006). *Alcohol Consumption Among College Students in Illinois: 2006 Core Survey Results and Analysis*. Charleston, IL: Eastern Illinois University.
- Illinois Higher Education Center (IHEC) for Alcohol, Other Drug and Violence Prevention. (2010). *Alcohol Consumption Among College Students in Illinois: 2010 Core Survey Results and Analysis*. Charleston, IL: Eastern Illinois University.
- Making the Transition: Preparing your teen for college's alcohol and other drug challenges. 2005. Phoenix House.
- Mullenore, R. H., & Hatch, C. (2000). *Helping your first-year college student succeed: A guide for parents*. (p. 10). Columbia, South Carolina: University of South Carolina.
- The National Council on Patient Information and Education. *A Resource Kit for America's College Campuses*.
- Patton, G., Coffey, C., Carlin, J., Degenhardt, L., Lynskey, M., & Hall, W. (2002). Cannabis use and mental health in young people: cohort study. *Centre for Adolescent Health*, 355: 1195-1198.
- Trifonovitch, G.J. *Culture Learning/Culture Teaching*. Retrieved on November 27, 2011, from <http://cambridge.cic.tsinghua.edu.cn/courseReading/culturelearning/cultureteaching.pdf>.
- www.collegedrinkingprevention.org
www.collegeparents.org
<http://www.niaaa.nih.gov/Pages/default.aspx>
www.higheredcenter.org
<http://www.nlm.nih.gov/medlineplus/prescriptiondrugabuse.html>
www.samhsa.gov