We hope you are planning to visit your students on campus this weekend for Homecoming & Family Weekend (Oct. 5-7). First exams, papers and assignments have been completed and now mid-terms are around the corner. Students need to know their families are supportive and believe in their success. It feels like Thanksgiving Break is an eternity away for many students. I heard a cute story about “I Care” packages…a twist on the idea of a standard care package: involve your whole family, neighbors, friends, relatives, etc. to send messages to let your student know you “care” about them…and of course, include food!

Once again, this email newsletter is packed with great information. We are very intentional about the articles included in each newsletter to ensure we meet the CSU Parent & Family Learning Outcomes. By participating in our programs, you learn more about parenting a college student as well as become more engaged with the Colorado State University community. Your partnership in students’ success is crucial!

Scroll down or cut & paste the above link into your browser to read the following articles:

- Parental Involvement can Reduce Underage Drinking among College Students
- Transitions: Support for the Whole Family
- Blending Interests with Interdisciplinary Studies Programs
- A Student’s Reflection on the CSU Diversity Conference
- Conflict Resolution and Student Conduct Services: Helping Students Make Better Choices
- Involvement Opportunity: Association for Student Activity Programming
- What’s Happening at CSU?

Please note that you will be receiving a phone call beginning Mid-October from our Call-A-Ram students. We have designated the weeks of October 15-26 for our Call-A-Ram Parent phonathon for our Parents Fund. This is a special fund set aside for parents, families and friends to support student initiatives, programming and out-of-classroom education that enrich the lives of CSU students. We know many of you are already financially supporting your students’ education. We appreciate any additional support to provide those significant co-curricular experiences to teach students life-long lessons.

We hope you enjoy the newsletter and please, send us suggestions for upcoming newsletters!
Parental Involvement can Reduce Underage Drinking among College Students
By Tanya Kaanta, Department of Sociology
Dr. Jennifer Cross, Department of Sociology

Did you know that parents are an important source of health-related information for CSU students? According to the National Collegiate Health Assessment (NCHA) administered in 2007, 73% of CSU students say their health-related information comes from parents. Parents can influence college student alcohol consumption, however, parents may not always have an accurate picture of student alcohol use.

Trends in underage alcohol use:
Studies have shown that students continue their drinking behaviors from high school with increasing frequency and/or increase their drinking after they arrive on campus. Moreover, research reveals college student’s drinking rates surpass those of their peers not in college. Thus, first year students are particularly at risk for increased alcohol consumption.

Parent’s Misperceptions:
Sometimes parents don’t talk to their children in college because they underestimate how much alcohol will be consumed. Researchers Shutt, Oswalt and Cooper conducted a study of first year students and their parents/guardians at a university and asked about their current use of substances, intent to use, and perceptions of other student use and intent. Results revealed that parents significantly underestimated their child’s use of alcohol as well as their intent to drink.
34% of students intended to not drink their first year but 48% of parents believed their children would never drink their first year. 36% of students planned to drink at least once a week while only 25% of parents believed their children would drink that often.

Students Misperceptions:
While parents may underestimate the amount and frequency their first-year students drink, students actually overestimate the amount their peers drink. These misperceptions increase the likelihood students will consume alcohol. The Colorado State University Social Norms Survey found that 87% of CSU freshmen think the typical CSU freshman drinks at least once per week when 30% of CSU freshmen actually abstain and most drink less than once a week. 78% of CSU freshmen think the typical student drinks between 5-10 drinks per event, when 67% of students actually drink 4 or less or none at all.

**What parents/guardians can do:**
Because parents are a trusted source of health information they can help decrease underage drinking and associated negative consequences by:
- Talking to their college student about alcohol use
- Setting expectations about alcohol use
- Dispelling myths held by students that the norm is frequent and excessive drinking.
  Most students who drink do so infrequently (less than once a week) and moderately (don’t drink to get drunk and consume less than 4 drinks)

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**Transitions: Support for the Whole Family**

Many parents and families attend the CSU orientation during which we speak about William Bridges’ Transition Model including the three phases of “The Ending,” “The Neutral Zone,” and “The New Beginning (2004).” This model provides language to describe feelings and behaviors experienced during times of transition. We highly recommend the book as a great resource to identify where you and your family members may be in terms of experiencing transition.

Another terrific resource for transition is Nancy Schlossberg’s Transition theory. Similar to Bridges’ model, Schlossberg has three phases: “Moving In,” “Moving Through,” and “Moving Out.” What is unique about Schlossberg’s Theory is her discussion of the 4 S’s. These are factors that impact how individuals cope with their transitions. We suggest students and families individually evaluate their resources for coping and then discuss together how to turn troubling areas into strengths.

The first S stands for **Situation.** A number of components make up this factor:
- **Trigger:** What precipitated the transition?
- **Timing:** Is the transition considered “on time” or “off time” in terms of one’s social clock? Is it viewed as happening at a “good” or a “bad” time?
- **Control:** What aspect of the transition does the individual perceive as being within his or her control?
- **Role Change:** Is a role change involved, and if so, it is viewed as a gain or a loss?
- **Duration:** Is it seen as permanent, temporary, or uncertain?
- **Previous Experience with a Similar Transition:** How effectively did the person cope then, and what are implications for the current transition?
- **Concurrent Stress:** Are other sources of stress present?
Assessment: Who or what is seen as responsible for the transition, and how is the individual’s behavior affected by this perception? (Evans, Forney & Guido-DiBrito, 1998, p. 113)

The second S stands for Self. When assessing self, it is important to examine both one’s demographics, including age, gender, socioeconomic status, health, race and ethnicity, as well as one’s psychological resources. The resources assist individuals to cope and include one’s values and belief system, self-esteem, belief in one’s capacity to impact change, and outlook on life (Evans et al., 1998).

The third S focuses on Support. Clearly, this is where family, friends, faith communities, and other community support systems are assessed. Are these support systems stable and trustworthy? Feedback can also be a source of support (Evans et al., 1998).

And finally, the fourth S is Strategies. It is important to look at the strategies through three lenses: do the strategies manage the stress related to the transition, do they moderate the situation, or do they “control the meaning of the problem” (p. 114)? What strategies can be employed and how do they impact the transition?

To summarize, as you and your family experience transitions, evaluate the 4 S’s. If a family member is struggling, determine where the ratio of strengths to liabilities rest and try to boost that factor or reduce the stress. Journaling, meditation and talking with trustworthy support systems are all healthy methods of coping with transitions. Just remember, transition is a normal part of life and we experience transition many times during a lifetime. Coping is an important life skill for everyone to develop.

If your student is having a difficult time transitioning at Colorado State University, the University Counseling Center is a great resource available to all fee-paying students. The Student Fee allows for 5 therapeutic sessions each semester and each session beyond the 5th during a semester is only $10. Other helpful resources are the staff in each residence hall, from the undergraduate student Resident Assistant on each floor, to the graduate student Assistant Residence Director and the full-time, Master’s educated, Residence Director residing in each building. Off-campus students can seek assistance through the Off Campus Student Services/Resources for Adult Learners. Students will find that most any Student Affairs staff member can provide support, resources, and referral to help with student issues. Students just need to reach out to let us know they need help.

“Learning, Involvement and Support”

Blending Interests with Interdisciplinary Studies Programs

By Dr. Robert White, Center for Advising & Student Achievement

What does the curriculum for a history major have in common with the information science & technology Interdisciplinary Studies Program (ISP)? Not much. And that’s what makes them a great fit. According to Dr. Peter Seel, journalism professor and information science & technology ISP coordinator, students who major in a Liberal Arts discipline will enhance their employment prospects by complementing their major coursework with this ISP.

An ISP is similar to a minor in terms of required credits—usually 21—but unlike a minor, which is offered by one department, an ISP offers classes from a variety of disciplines and allows students to explore new interest areas. So a student who is considering law school would benefit from the Diversity in Law ISP which offers a range of coursework including political science, sociology, criminal justice, and ethnic studies, to name just a few. Students who are interested in study abroad programs will have a richer experience if done in conjunction with Asian studies, Latin American studies, or the Russian, Eastern, and Central European studies ISP. Engineering, the natural sciences and agriculture are also well represented on the list of ISPs. With 18 programs to choose from, students have a great variety of opportunities to complement their major program and broaden their academic and career horizons.

Students might also consider whether a minor would be an appropriate addition to their studies. Some minors match up quite well with certain majors, giving the students greater experience within a related field. The business minor, for example, is very popular among majors in restaurant and resort management, construction management, and economics, among others. Foreign languages are also popular as minors, giving students a competitive edge in multicultural and international settings. Physics majors might appreciate a minor in theatre for a different creative outlet. CSU offers 48 minor programs spread among all eight colleges, so there is something for everyone. If students plan ahead and work closely with their advisors, a minor or ISP can fit a four-
A Student’s Reflection on the CSU Diversity Conference

By Erika Stewart, Senior, Social Work major

After attending the Diversity Conference this week, I felt empowered and ready to take on the world. Blane Harding, a professor at CSU said, “We don’t want you to step out of your comfort zone; we want you to expand it.” Unless you challenge yourself with new experiences and allow yourself to learn and grow outside of your comfort zone, at the end of the day you’re going to end up back where you started. The point is to make your horizons boundless.

We are at school to obtain the necessary tools to become leaders in our communities and of course, to make money for a comfortable living. If you lack the tools necessary to work with people different from you, whether they are of a different race, gender, sexual orientation or come from a different culture, you will be limited in terms of your ability to reach full potential.

On Tuesday night, I attended Andrew Young’s Keynote Speech. Young, a very accomplished man who served as an Ambassador, Congressman, and Mayor, stressed the importance of diversity in one’s personal life. He said the method of survival in this world is finding common ground. Sometimes this is hard to do, but this is diversity! If we all saw the world the same way, what a boring world this would be. Sometimes people’s opinions are prejudicial though and are harmful to others. This is when we must stand up and advocate for change. Young explained that such views stem from ignorance and insecurities. Prejudice is like a sickness; you don’t get mad at people for being sick, you cure them through listening and entering into a dialogue with an open mind and heart.

But first, you have to look into yourself. You cannot help people change until you know yourself. This involves recognizing your own insecurities and prejudices before you try to tackle someone else’s. The Diversity Conference is one of many opportunities to begin this process of self reflection. The session facilitators teach the audience about the world, and at the same time, participants learn about themselves. One particular session brings to light an example of how I learned a little more about myself. It was a session teaching about privilege and the role it has in our society. I went to the session having taken numerous ethnicity classes at CSU; I went because there’s always something new to be learned.
The session started with a discussion of the different types of privileges prevalent in our society. These range from gender privileges (privilege that men tend to hold), racial privileges, to sexual privileges (privilege that heterosexuals have). We then participated in a “privilege walk” where participants stand shoulder to shoulder on one side of the room and the facilitators stand on the opposite side to read a list of statements. If the statement fits, you take a step forward. This visually demonstrates how much privilege participants hold in their personal lives, i.e. if you have a lot of privilege, you’d be farther from the starting point than other participants. The group became stratified much as I expected with white men being the furthest from the starting point, then minority men, then white women, and finally, minority women.

After the activity, we got into small groups to discuss the activity. My group members were very open but I was the only one hesitating to talk about myself. I realized the things we revealed were “invisible” characteristics, such as class or sexuality. It is something I recognize now as a survival tactic. I’ve done it all my life, whether or not I am conscious of it. I have always been aware of how disadvantaged I am in this society. I am a racial minority, a woman, come from a lower socioeconomic status and a religious background different from most Americans. I cannot hide that I am a woman of color, so at a young age I learned to hide other aspects of myself that could be used against me. I felt I had to do this to be seen as equal to others. I’m not sure I would have realized this about myself had I not participated in the session.

This was the first Diversity Conference I attended in my four years at CSU. I am glad I took ethnicity courses at CSU, but after attending the Conference I see now that taking only ethnicity courses was a mistake on my part. I wish I would have been more involved in school organizations, that I would have attended more speeches, such as the annual Monfort Lecture. More so, I wish I would not have let fear of rejection keep me from being involved on campus.

Conflict Resolution and Student Conduct Services:
Helping Students Make Better Choices

By Jeff Rosenberry, CRSCS Graduate Assistant

The office of Conflict Resolution & Student Conduct Services (CRSCS) works with students who may have violated university policy or state or local laws. The office also provides support for mediation involving students. Conflict Resolution and Student Conduct Services:
- Supports students as they overcome mistakes.
- Engages in character development with an emphasis on ethical decision-
making and integrity.
  o Resolves conflict at the lowest level possible through education, facilitation and support.
  o Fosters a safe and welcoming community.

CRSCS, as a part of CSU, has a student-oriented philosophy that promotes civility within the Fort Collins community. Recognizing students are at different places within their development; however, the office takes into account what is best for the student, community and university when meeting with students about mistakes they have made.

Not every situation a student encounters renders the same outcome, as CRSCS looks at students’ risk levels and self-reported behaviors to provide them with a multitude of resources. Students can be held accountable for their actions by attending workshops, reflecting on their own mistakes or being referred to drug or alcohol treatment programs on the CSU campus.

Student development is not solely influenced by this office, which is why CRSCS hopes to create a partnership with parents and families to help support students as they work through mistakes that are made. It is the office philosophy that learning from mistakes makes students stronger in the future, and CRSCS recognizes the potential students have as members of the CSU community.

Our staff is available to answer any questions parents, families and students may have about CRSCS resources. Student development is a continual process that CRSCS is committed to support. For more information on our services please visit our webpage (www.conflictresolution.colostate.edu) or call us at 970-491-7165.

Involvement Opportunity: Association for Student Activity Programming

By Gretchen Streiff, ASAP Graduate Assistant

The Association for Student Activity Programming (ASAP) is an event and programming organization that provides educational and entertainment programs for the Colorado State student body. One volunteer captures the spirit of this experience stating, “From all the student organizations I have been involved with, ASAP is by far the greatest one.”
ASAP was first established in 2000 and is run by Colorado State University student interns who program with community, state, and national agencies. ASAP is made up of six main areas including fine arts, speakers and comedians, concerts, special events, graphic design, and recruitment. Student coordinators gain knowledge in professional skills, teamwork, leadership, and develop greater personal talents. ASAP provides school spirit, community awareness, volunteer opportunities, and involvement experiences. Student volunteers involved with ASAP also learn about marketing, budgeting, program design, co-programming, and much more. Involvement in ASAP adds practical business, marketing, and event planning experience to students’ future set of skills.

ASAP strives to encompass the opinions and meet the needs of CSU students by providing creative programs, and certainly lots of fun. Students looking to get involved or volunteer can join an event committee by contacting the ASAP Office. Past ASAP events include the Beijing Opera, Yellowcard, Gym Class Heroes, Common, Dane Cook, Pablo Francisco, Salish the hypnotist, Monday Night Football, CSU Idol, Sneak Peak movie premiers, Homecoming, and much more. ASAP offers mostly free events, paid for through CSU student fees. ASAP is “Real Students, Real Entertainment.”

Questions? Contact ASAP at ASAP_Mail@Mail.Colostate.EDU or call (970) 491-2727. See how your student can get involved today!

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**What's Happening at CSU?**

October 2, 2007 – University Bands Fall Premier
[http://sota.colostate.edu/events/calendar/10/](http://sota.colostate.edu/events/calendar/10/)

October 5-7, 2007 – Homecoming and Parent and Family Weekend
[http://www.homecoming.colostate.edu/](http://www.homecoming.colostate.edu/)

October 9, 2007 – Alternative Spring Break Information
[http://events.colostate.edu/event_view.asp?EID=16855&ID=7&type=1&month=10&year=2007&cate=](http://events.colostate.edu/event_view.asp?EID=16855&ID=7&type=1&month=10&year=2007&cate=)

October 11, 2007 - Cans Around the Oval
[http://www.slce.colostate.edu/slice/volunteer/cans.aspx](http://www.slce.colostate.edu/slice/volunteer/cans.aspx)

October 12, 2007 – Philosophy Lecture: Seeking the Supreme Principle in Kant's Groundwork
[http://events.colostate.edu/event_view.asp?EID=20082](http://events.colostate.edu/event_view.asp?EID=20082)
October 15, 2007 – Fall 2007 Course Withdrawal and Repeat/Delete Deadline
http://events.colostate.edu/event_view.asp?EID=10385&ID=7&cTYPE=1&month=10&year=2007&cate=

October 20, 2007 – CSU Day at the Corn Maze
http://events.colostate.edu/event_view.asp?EID=20183&ID=7&cTYPE=1&month=10&year=2007&cate=

October 25, 2007 – Financial Aid and Study Abroad
http://events.colostate.edu/event_view.asp?EID=19785&ID=7&cTYPE=1&month=10&year=2007&cate=

October 30, 2007 – Writing Integration Workshop
http://events.colostate.edu/event_view.asp?EID=19938&ID=7&cTYPE=1&month=10&year=2007&cate=