A Note From The Director

Winter has come and stayed for a bit longer but soon the sun will return! This term has certainly been a busy one for TRIO as we continued celebrating 50 years of existence (1968 – 2018) and look forward to the future. We welcomed back several alumni to campus to offer their unique perspective of making the transition from undergraduate to a young professional, we continued building a financial literacy curriculum that is class specific, while also establishing a new academic support cohort.

In reflecting upon where TRIO was when I started at Carleton, I want to thank the TRIO staff, students and supporting community for their involvement in helping TRIO be where it is today and for their commitment in helping the message of TRIO grow beyond 216 College Street. As we are in a grant-writing year, this commitment from so many of you will help us shape the narrative to the Department of Education as to why TRIO is valuable to Carleton.

As we head into Spring Term and celebrate the class of 2019, we look forward to seeing the sunshine so bright, supporting each of you both in and out of the classroom and to new collaborations with community partners.

Have a restful and safe spring break!

“Sometimes you will never know the value of a moment, until it becomes a memory”

-Dr. Seuss
Leo Anaya: Visions of California

Hey y’all, I’m Leo Anaya and I’m a junior American Studies major. I’m currently on the Visions of California off-campus studies program. What makes this program different from other programs is that we are on a long road trip across California, instead of staying in one place. I personally really enjoy it because I really love road trips and getting to see new places. Across the whole trip, we visit major cities like Sacramento, San Francisco, Monterey, San Diego, and Los Angeles. We also have smaller stops in cities in between, but all of the stops are very interesting. This trip offers a lot of hands-on learning through field trips and meetings with California experts. I’ve come to realize that California is a really diverse place where you can hike up a snowy mountain one morning and hike across a sunny forest in the same afternoon. Living in so many places in ten weeks has pushed me to explore different things at all cities because I don’t have too much time to wait, so it’s been a lot of fun to try to find great little spots in each place we go. I’m still looking forward to Southern California, especially visiting the Rose Bowl and Santa Monica. This trip has been a good way to get off campus and would highly encourage people to apply to come on the next trip. Feel free to ask me any questions in person about everything I’ve experienced here!

Valerie Salazar: Visions of California

I am currently in California for the Visions of California OCS Program where we travel from the northern part of California all the way to the southern part. We do this in a span of ten weeks. In those ten weeks, we study California’s literature, art, history, and what populations have lived here. Currently, we are learning about Monterey’s history and we are reading John Steinbeck. Tomorrow we will visit John Steinbeck’s childhood home where we will have a tour and have the opportunity to have lunch there. Learning as we go from place to place is rather interesting and intriguing since one gets very close to what is being taught and can almost live what one reads in the books. I really like doing these kinds of field studies since I feel like there is more of a connection to what I am learning and the real world.

The photo below was taken in Alcatraz Island and is showing the city of San Francisco in the background.
**Emely Delgado: Visions of California**

My name is Emely Delgado. I am a junior, American Studies major and I am on the Visions of California OCS! On this program we go on a ten-week long road trip traveling through the Golden State. As a group, we are fully immersed in the literature, art, history and ecology of California. We have gone to Sacramento, Sonoma, Mt. Shasta, Redding, San Francisco and Monterey. We visit museums and state parks but are also invited into many Californian’s homes for lectures on topics like surfing, kinetic sculptures and literature.

My favorite place, thus far, is Mount Shasta. We drove to our “winter” and hiked up Mt. Shasta while enjoying playing in the snow. We also visited the Lava Beds National Monument, Skull Cave and the Living Memorial Sculpture Garden.

This is a picture of me hiking Mt. Shasta!

**Alumni Lunch**

On February 2nd, five Carleton TRIO alumni and a non-TRIO alumni visited campus to participate in a panel about networking for TRIO’s current juniors and seniors. We are very thankful for Adalinda Estrada ’07, Edwin Avalos ’11, Loren Avalos ’14, Lisa Short ’09, Sara Lopez ’09, and Maija Sipola, PhD ’09 for taking the time to come down from the Twin Cities area and share their experiences with networking and life after Carleton with us!

The panel featured a variety of majors such as geology, history, and computer science. The alumni currently work in school-based therapy at Guadalupe Alternative Programs, as a geology professor at Minnesota State University with others working for Amazon, PBS Kids, and SEIU Local.

After the panel, students were able to have small-table discussions with each of the alumni and ask them questions relating to their experience. Sara Lopez concluded the event with mentioning how she experienced pay inequality as a woman when she was looking for jobs after Carleton: “Never be afraid to negotiate your pay because you are (financially) worth so much more than you think,” she said. Edwin also talked about not being afraid to mention Carleton as a brand when you are networking and to use other Carls as resources. This event allowed juniors and seniors the opportunity to connect with alumni to use them as an additional resource now and after graduation.
Peer Leader Spotlight: Aislinn Mayfield

Why did you choose to become a TRIO Peer Leader?
I chose to be a TRIO Peer Leader because I was really excited to help offer guidance to the incoming first year class as a mentor, and because I love being at TRIO spending time with all my TRIO peeps!

What has been your favorite class at Carleton?
I have two favorite classes. One was on the early evolution of life because thinking about how life might have first formed is pretty cool! The other class is one that I am currently taking, which is an independent drawing study called the “Geography of Portraiture,” where I get to draw large scale portraits of my close friends!

What is your favorite thing about your major?
My favorite thing about my major is that I get to learn lots of cool things about the cells that make up our bodies, like how they grow and reproduce during our life.

What is your favorite thing about winter term?
My favorite thing about winter term is eating warm soups and drinking warm drinks, like tea or apple cider, and then going outside while feeling nice and warm on the inside!

How do you deal with stress/how do you relax?
The things I do in my free time are also the things I do to deal with stress and relax. I’m usually listening to music and/or drawing or painting. Sometimes I also take the time to talk through things with my close friends/people that I care about.

What are your plans after Carleton?
I’m still figuring out my plans for after Carleton, but my general plan is to spend the next year or so doing some cell biology related research and then eventually apply to medical school.

Winter Wellness

On Friday, February 8, TRIO held its Winter Wellness workshop at TRIO House. TRIO students were invited to come relax and learn stress relieving techniques. We had fruit, chocolate, and a projected cozy fireplace which helped boost the mood of the students. There were various stations at the event, including a coloring station, stress-ball making station, and a light-box station. Two Student Wellness Advocates (SWAs) came to inform us on the importance of sleep and how to use the lightboxes that the Office of Health Promotion and SHAC offer. Overall, the event was a great opportunity to relax and bond with other TRIO students!

Name: Aislinn Mayfield
Major: Biology
Hometown: Minneapolis, Minnesota

Winter Wellness
Class Act is meant to provide a space to discuss and acknowledge socioeconomic difference on Carleton’s campus. TRIO staff and Peer Leaders collaborated with the Perlman Learning and Teaching Center (LTC) to coordinate a LTC Class Act lunch session for faculty and staff. LTC Class Act facilitated discussions for faculty and staff to share their own socioeconomic status and experiences aimed to normalize these conversations on campus. Faculty and staff were prompted to think about their socioeconomic status at various points in their lives (pre-college, college, or currently), how socioeconomic capital has influenced them, and were encouraged to share with others at their table. TRIO staff and Peer Leaders also shared resources and strategies to help normalize discussions of socioeconomic status and diversity within the campus community. Throughout the session many faculty members reported an interest in ongoing conversations about this topic.

TRIO first introduced the Calculus Lunch in Fall 2016 to help students transition to one of the most common, yet challenging, courses for first-year students. The lunch brought math faculty and TRIO students together for an informal meeting, complete with faculty perspectives, study tips, and Q&A.

The lunch has since evolved to include more students and more disciplines. This winter, students in TRIO and FOCUS, along with faculty in biology, chemistry, computer science, and math, met in the Alumni Guest House to network and demystify success in introductory STEM courses.

In a large group setting, faculty shared their own experiences adjusting to college-level STEM classes, acknowledging that they didn’t all feel “good” at math or science when they began. Many of those in attendance emphasized the importance of stubbornness, faculty and classmate support, and active learning to their own success in their field.

Students also had an opportunity to participate in breakout sessions with their professors, making connections and asking questions relevant to their specific disciplines and courses.

Students’ biggest takeaways included:
- Go to office hours/use your resources
- Faculty have struggled too/it’s okay to struggle
- Asking questions is a good thing
- Find your “people” (those who support you and understand what you’re going through)

Click here for more information on succeeding in calculus, specifically, and watch for our next STEM Lunch in Fall 2019!
Selam Nicola ‘19, Economics Major

What is the format of your comps?
My COMPs is a 40-page paper that is primarily focused on extensive data analysis. I finish my comps this term but I do a poster presentation spring term.

What is your comps on and how would you explain the most important parts to someone else?
The goal of my COMPS is to understand links between trade liberalization/increased economic global integration and poverty in Sub-Saharan African countries. In the last couple of decades, multilateral and bilateral policies have increasingly encouraged developing nations to liberalize their economies and loosen up their trade policies to increase long-term growth. However, whether or not trade liberalization actually benefits African countries where most of the poor are farmers is sort of ambiguous. So my research attempts to answer that question. My findings so far, although some regression results are insignificant, show that increased trade has a negative relationship with welfare in Sub-Saharan Africa. This may be because African farmers do not have the productive capacity and infrastructure to compete with protected farmers in OECD countries. This whole project is making me realize how the multilateral institutions that are set up to ‘help’ developing countries are not as equitable as they should be.

Jesse Barrera-Ledezma ‘19
American Studies Major; Educational Studies/Women’s and Gender Studies double minors

What is the format of your comps?
I am doing something a little bit different from most other seniors. I am one of the few seniors on campus (maybe less than 10) who is taking an exam instead of the more traditional formats.

What is your comps about and how would you explain the most important parts to someone else?
In essence, I am looking at issues of equity and access as seen through the lens of education in American culture and society! I get to study modern education issues and the possible solutions surrounding our schools today.
What is the format of your comps?

My comps is three-fold: there is a written component, a presentation, and an oral defense. During fall term, I did an extensive literature search on my topic (metabolic reprogramming in malaria) and formulated an argument in the format of a literature review. In the winter, I presented an extension of my written thesis to my friends and peers (+Melanie and Trey--thank you for coming!), and immediately after the presentation, I had an oral defense where the two professors on my comps committee asked me questions about my paper, key sources, the data I presented, and relevant biological concepts (in my case, I was asked about fatty acid synthesis, cellular organization, and lipid metabolism).

What is your comps about and how would you explain the most important parts to someone else?

I was asked to explore the mechanisms and outcomes of metabolic reprogramming, which is when prolonged changes to metabolic states in healthy or diseased conditions occur. I chose to look at it in the context of the malaria parasite and how the most lethal of all malaria parasites, Plasmodium falciparum, utilizes metabolic pathways to cause host infection and transmit disease. I chose to focus on malaria because of a personal connection to the disease, and because it tied together my interests in host-pathogen interactions, maternal health, global health, and infectious disease.

For the written portion, I focused on how the identification of the host-derived lipid lysophosphatidylcholine (LysoPC) as a gametocytogenesis-controlling lipid makes it such that the formation of transmissible forms of the malaria parasite, the gametocytes, is not entirely due to chance events (as was previously concluded), but that it is also due to phenotypic plasticity (also known as a directed response by environmental sensing mechanisms) imparted by lipid metabolism. During my presentation, I expanded on the constraints imposed on all life forms (the need to grow and reproduce), and how LysoPC informs those constraints. I also placed LysoPC in the context of relevant metabolic pathways (the Kennedy Pathway), and I discussed how it is being used to in an assay to elucidate other genes and transcriptional factors that favor malaria transmission--all for the purpose of developing transmission-blocking agents and eradicating this prolific disease. In the end, I thoroughly enjoyed my comps topic and experience, and I am very grateful to my comps advisor and group, and to everyone who supported me throughout my comps.
Financial Wellness: Tax Prep

Whether it’s your first time filing taxes or not, understanding taxes can be challenging. On February 5th, a Certified Public Accountant came to the TRIO house to help students with their taxes. During this event students were supported through the process of filing their taxes with the opportunity to ask tax related questions in a relaxing setting. This tax preparation event was open to all TRIO students and a great benefit for those who were able to take advantage of this service.

The Internal Review Service (IRS) has a student resource page centered on understanding taxes, the WHYs and the HOWs.

Carleton’s Student Financial Services also has a helpful list of other Higher Education Tax Benefit Information.

Comfort Food Friday

On Friday February 15th, TRIO came together for comfort food Friday during winter term! Dean Livingston/Dean Student Office sponsored this event with amazing food from Tokyo Grill, a restaurant in Northfield, MN supplying hibachi chicken, fried rice, and veggies. We use this chance to eat delicious food and relax after a hard 6th week! It is an amazing time to catch up with other TRIO students on what has happened over the course of the term. I do not know a better way to spend a Friday!!
Apply to be a TRIO Peer Leader

APPLY TO BE A 2019-2020 TRIO PEER LEADER

The TRIO peer leaders help fellow TRIO students thrive at Carleton through a variety of efforts. Peer leaders plan and coordinate many activities, mentor first year students, and help the TRIO staff develop successful programs. It is so fun to collaborate with other department and get to know the first-years! Also, the TRIO staff and peer leaders are amazing to work with!!

Quotes from past TRIO Peer Leaders:
“TRIO is the best office on campus and I could not imagine working anywhere else”
“Best work study out there”
“This job is too fun”

Application is due April 8, 2019
Contact Karina (ksierra) or any current TRIO peer leader if you have any questions!!!

Fall, 2018 All-Class Retreat

Kudos

TRIO wishes to thank everyone who collaborated with us this winter term. We so appreciate your support! Special thanks go out to the following individuals and offices:
Carolyn Livingston for sponsoring Comfort Food Friday with the Dean. The following faculty who came to our STEM lunches. Deanna Haunsperger, Alex Barrios, Caroline Turnage-Butterbaugh, Eric Alexander, Sneha Narayan, Titus Klinge, Sarah Deel, Matt Rand, Daniela Cohen, Deborah Gross and David Higgs. LTC Class Act, Melissa Eblen-Zayas. TRIO Alumni Lunch: Sara Lopez ’09, Edwin Avalos ‘11, Maija Siploa ’09, Adalinda Estrada ‘07, Lisa Short ’09 and Loren Avalos ‘14. Tax Prep thank you to Ann Etter. Sophomore Workshop Laura Clemens and Toni Grant . First-Year winter retreat, Steve Schauz and Rachel Leatham . Joe Baggot for the TRIO for all of his support. Tina Kukowski and Kris Parker from the Student Financial Services. OIIL, GSC, SHAC, and Disability Services for Students for their support and collaborations with TRIO. Kathy Sommers for supporting the TRIO students and TRIO house.