

TRiO *Presents*

*Mystery Escape Room: Return to Treasure Island- This exciting team-building event took place on Wednesday, February 10, 2021. It was a lot of fun and it was a perfect opportunity for students to connect.

FOUNDATIONS in PERSONAL FINANCE® college edition

*Foundations in Personal Finance College Edition continues with Sessions 3-5.

February 15th, March 15th and April 12th with sessions each day at 9:30-11:00AM and 4:00-5:30. Select the time each day that works best for you! Hope to see you there. If you didn't complete Sessions 1 and 2, it's not too late. You can do so by emailing Megan Laird for your access code. For all sessions RSVP to Megan Laird at mlaird@clarion.edu.

*Real World, Real Talk-TBA, This program will include a panel of students that will discuss their internship and job shadowing experiences with you and answer questions you may have about career and on-the-job experiences. This is a program you don't want to miss. RSVP to Lisa Standfest at Istandfest@clarion.edu.

How to Make the Most of Summer Break

*Complete an internship-work with your department advisor or the Center for Career and Professional Development to assist you in finding agencies that are affiliated with CUP. You can also find internships on your own by searching companies close to your home or wherever you will be staying for the summer months. Your TRIO AC will also be able to help you begin your search.

*Turn a weakness into a strength-take a class, conduct research or go to a conference that will help you build your skill sets. Don't start the Fall term still saying "I am so terrible at writing papers", etc. Instead, tackle the issue over the summer and come back in the Fall ready to impress!

*Take a summer course-catch up or get ahead in your degree requirements. This can make your regular academic year a bit less rigorous; especially if you have a tough semester coming up that involves upper level courses.

*Get a summer job or paid internship-try to find one that is related to your future career goals or in an area of interest to you.

For more ideas visit:

<https://blog.campusgroups.com/campusgroups/2018/5/23/50-ways-for-college-students-to-maximize-summer-break>

Submitted by Maria Aiello

The following students were named to the Fall 2020 Dean's List:

Jeniah Allen	Rory Duso	Elise Jenkins	Alyson Peters
McClain Alt	Nicole Enterline	Shamiya Johnson	Dereck Pritchard
Cooper Aubele	Gracie Felmlee	Ruth Jolon	Sarah Probst
Brianna Barger	Breana Finch	Gileyala Jones	Kaia Rearick
Laura Bilger	Sydney Fitzgerald	Kayla Karg	Alayna Reiter
Madison Bizzak	Lexi Fosburg	Dashaiylah Konik	Marcus Ryan
Taylor Boots	Daniel Fox	Elizabeth Korbeck	Rachel Sandala
Maci Bowen	London Fuller	Samantha Leasure	Elizabeth Santana
Madison Buchanan	Lauryn Geisewite	Yasmin Lewis	Jimenez
Daniel Cicolini	Michelle Gilliland	Emily Lodge	Hannah Shaffer
Hailey Ciocco	Jenna Gould	Trent Maines	Nicholas Shiner
Emily Cline	Alexis Halvin	Hunter Martin	Nicole Stewart
Felicia Colwell	Victoria Harmon	Lauren McCleary	Abbie Thompson
Kayla Copp	Kendra Harper	Lynne McCune	Madison Trimbур
Emily Cross	Aimee Haslet	Jada McMasters	Ashlee VanGuilder
Gabriella Delzangle	Breanna Hauser	Coleman Milligan	Nyshae White
Emily Disque	Mylena Hernandez	Sarah Murray	Kaitlin Windt
Jon Jakob Dorthy	Megan Hill	Rachael O'Neil	Jia Zhu
Felicia Douglass	Christine Hine	Kayla Page	Nicodemus Zock
Rachel Dressler	Jennica Hunter	Sierra Patterson	

Winter 2020 *Graduates*

Lauren Anderson	Elizabeth Jimenez-Santana	Joshua Thruston
Jenna Biggie	Renee Simpson	Jenna Yetter
Dulce Navarro	Felicia Douglass	Jia Zhu

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MARIA AIELLO, DIRECTOR
MEGAN LAIRD, ACADEMIC COUNSELOR
LISA STANDFEST, ACADEMIC COUNSELOR

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TRiO Student Spotlight

Yasmin Lewis

My name is Yasmin Lewis, I am a senior Information System major with a minor in Computer Science. I will be graduating in May 2021 with a 3.0 GPA. I played for the Clarion women's basketball team for 4 years and I am the secretary for the Clarion Women in Technology club. For the last two years, I have been given the opportunity to intern at a fortune 100 company called DXC Technology in Tysons, VA where I worked in their Human Resources Department on their data analytics team. At DXC I developed charts and graphs using Power BI to show managers their productivity, analyze and identify data using SQL Management, and provided an Excel sheet showing how long it took for an access request to be granted.

Working with TRIO these past 4 years has given me a group of people that were always there to support me from picking the right classes each semester to just checking in every now and then to make sure that I was alright. TRIO also helped me with understanding that there are so many people at Clarion that care and want the students to succeed and I am extremely thankful for them.



Alexis Kriston

Hello, my name is Alexis Kriston and I am currently in my junior year working on my Psychology degree with a minor in Social Work. I have been a part of TRIO since I began attending Clarion as a freshman. It is, honestly, such an amazing place to go to. TRIO made me feel so comfortable at Clarion. They helped me when my grades were poor and helped me to continue and push through the bad! It is nice to know that I can go to TRIO for tutoring, class and study help and just to talk to a friend!

As of Fall 2020, I found an assisted living center for seniors called Highland Oaks and I started to work there in September. As weeks went on, I found myself getting more and more comfortable with the residents. A few coworkers and I were trying to figure out what to do for the residents and my boss came up with a holiday light up night. We decorated inside and out. The residents even got to help! I was in charge of donations and I felt so awful that the residents couldn't see their family, but they were extremely happy to have some holiday joy. I wish you were able to feel the change in their moods as we decorated. I may not have done a lot but being with the residents every day, I feel I gave them some joy as Covid keeps them from seeing their loved ones.



What are they Talking About?

Did you ever sit in class (or in a Zoom) and try to listen but yet when the class ended you found yourself wondering what was even said? If so, keep reading...it might help!

Communication is a two way street. Many times, students think that the professors speak and they listen. Which is true, to a degree, but HOW do you listen? Learning new information comes in the context of communication between the teacher and the learner. Passive listening is basically when you “hear” someone talk. You let them speak and you don’t speak; and usually you don’t remember what was said. Because you want to understand the content of what is being said in class, it is a great time to practice active listening. As a bonus, using active listening is also great for almost any interaction, professional or personal!

Students can feel hesitant to use active listening in the classroom. You don’t want to draw attention to yourself, embarrass yourself, or appear rude. Certainly, you want to practice good classroom etiquette; however, you also want to make sure you are understanding the material being presented. Remember, as a student this is your responsibility.

So how are you supposed to do this?

1. Pay attention.

One goal of active listening and being an effective listener is to set a comfortable tone.

- Be aware of body language. Crossed arms, eye rolls, or slumped posture can give the impression that you “don’t care” what the speaker is saying. In the remote world of “zoom” a camera turned off can give a similar impression.
- Look at the instructor, give cues that you are listening (nod, smile, say small comments like “yes” or “uh huh”...that last one is harder on zoom, maybe a reaction emoji?)
- Avoid side conversations and playing with/using your phone.

2. Withhold judgment.

Active listening requires an open mind. As a listener and a learner, be open to new ideas, new perspectives, and new possibilities. Resist the urge to interrupt with counterarguments, instead seek to understand.

- Ask open ended questions to better understand meaning: “So how can you really know.....?”
- Use “I” statements when responding: “I am still struggling to understand” sounds a lot different than “You didn’t explain that part”.

3. Reflect.

When you’re the listener, don’t assume that you understand correctly — or that they know you’ve heard them.

- Repeat or mirror the words back to the speaker to ensure you heard correctly.

4. Clarify.

Don’t be shy to ask questions. Check for understanding by:

- Paraphrasing: Condense the speakers’ words into your own “So you are saying that.....”
- Closed ended questions: “What year did that happen?”

5. Summarize.

Restating key themes as the conversation proceeds confirms and solidifies your grasp of the material.

Of course, in a zoom or classroom with a group, some of these techniques may feel tricky. Some may be easy to use all the time and others may need to be reserved for certain parts of the class time. You can also attend office hours to make sure you are understanding the course material. In the content of remote learning, some of these active listening skills may be expressed in written form, that’s okay too! Tune in to the best opportunities to practice active listening; you’ll be glad you did!

Check out more at:

<https://www.oxbridgeediting.co.uk/blog/essential-university-student-skills-communication/>

<https://virtualspeech.com/blog/active-listening-skills-examples-and-exercises>

Chapter 10: Active Listening in the Classroom | EDUC 1300: Effective Learning Strategies (lumenlearning.com)

Submitted by Lisa Standfest



How to Tackle a Web Based Course

In the current world of remote learning and synchronous ZOOM classes, it can be hard to keep track of assignments, test dates and discussion board posts. Throw in a web-based course with no ZOOM component and time management, self-discipline and organization can go right out the window! Some students look at these web-based courses as allowing them to have more flexibility in their schedule, while others struggle to find the motivation to sit down and check D2L for upcoming assignments. Here are a few tips to help you stay on track with these types of classes:

1. TREAT THEM LIKE A “REAL” COURSE.

Get out that planner and schedule your class time! Even though the course has no synchronous ZOOM component, or specific meeting time, create one for yourself. Schedule 2.5-3 hours per week (or more, depending on the course) for each web-based course. Maybe you have an opening from 10:00 – 10:50 am, every MWF. Scheduling yourself the time to sit down and focus strictly on your web-based course will help with your time management and organization. Writing it down in your planner will help with your accountability. This will allow for that particular course to receive as much time and attention as all of your other courses, instead of just receiving what is “left-over” at the end of the week.

2. CHECK D2L OFTEN!

Once you have set aside time each week to devote to the course, don't stop there! Professors will often add assignments or discussion posts throughout the week. These assignments are often missed. Just when you think you are all caught up and have everything done, an assignment can be added or a due date can be changed. You are not in class or on ZOOM to have that information relayed to you, so you have to rely on yourself to stay informed. Log into D2L at least once a day to check for additions or modifications to assignments/test dates. Even if you are not “scheduled” to work on that class every day, it is important to still check to make sure you are not missing anything!

3. PARTICIPATION IS KEY.

Web-based courses will often require discussion posts. Maybe you are posting on a reading that you were asked to do, or give your opinion on a topic you are covering in class. These discussion posts allow the professor to see who is actively participating in class. In addition to your discussion post, don't forget to respond to others. Take a few minutes to read other students' discussion posts and reply to them. This will show that you have a vested interest in the course material and that you are engaged.

4. INTRODUCE YOURSELF.

This particular style of course does not allow you to voice your opinion over a ZOOM call, or “hang-out” after class chatting with the professor. It is important to introduce yourself to the professor and let them know who you are. This could be done via email, or better yet, swing by their office hours via ZOOM (assuming they are offered). Stop in to say hello and introduce yourself. Let the professor know what you are enjoying about their course, and ask any questions that you might have! This will allow the professor to put a face with a name and will also show that you are an active participant and that you care about the course.

<https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/>

Submitted by Megan Laird

The Student Support Services Newsletter is published periodically by the Student Success Center, Clarion University, 840 Wood Street, Clarion, PA 16214-1232. Articles within the publication reflect the philosophy of the center and do not necessarily represent the official position of Clarion University. It is the policy of Clarion University of Pennsylvania that there shall be equal opportunity in all of its educational programs, services, and benefits, and there shall be no discrimination with regard to a student's or prospective student's gender, gender identity, race or color, ethnicity, national origin or ancestry, age, mental or physical disability, religion or creed, genetic information, affectional or sexual orientation, veteran status, or other classifications that are protected under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other pertinent state and federal laws and regulations. Direct inquiries to the Title IX Coordinator, Clarion University of Pennsylvania, 103 Carrier Administration Building, sfenske@clarion.edu or phone 814-393-2351, or the Director of Social Equity, 210 Carrier Administration Building 16214-1232; Email asalsg1ver@clarion.edu or phone 814-393-2109. Inquiries may also be directed to the Director of the Office for Civil Rights, Department of Education, 330 Independence Avenue, SW, Washington, DC 20201.

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