

# PRACTICES EXCHANGE

## NEWSLETTER

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### YWMC MEMBER SHOWCASE: Trocaire College, New York

**Trocaire College** is a small, private, Catholic institution of higher education located in Buffalo, NY. Founded by the Sisters of Mercy in 1958, Trocaire, which is the Gaelic work for “mercy,” is regionally accredited by the Middle States Commission on Higher Education and has an average enrollment of about 1,200 students. Although it is classified as a 4-year school, 94% of the credentials awarded are at the 2-year associate’s degree or certificate level. Trocaire joined the Yes We Must Coalition in 2012. They recently sent a four-person team to the YWMC Ascendium Convening and are currently participating in the Data for Decision Making project. They are also involved in the Research Fellows Partnership Program and earlier this month hosted a two-day, intensive kick-off session for the Student Fellows and Faculty Mentors from the five YWMC institutions participating in the project.



Trocaire is non-residential and career-focused. The majority of the college’s academic programs are centered in healthcare fields, primarily nursing but also radiologic technology, surgical technology, medical assisting, medical imaging, and massage therapy. More recently,

the college has developed new technology programs in cybersecurity and data analytics, which complement existing programs in computer network administration, healthcare informatics and health information technology. The new programs will be housed in the recently completed state-of-the-art Trocaire College Technology Institute (TCTI) at the college’s Extension Center.



Students attracted to Trocaire often face significant challenges in their personal lives yet seek opportunities to enrich

themselves through education and progression into a meaningful career. The student body is largely non-traditional in age (average age of 27) and female (87%). About 30% of the students are non-white and/or under-represented minorities, and nearly 75% of new enrollments are transfer students as compared to first-time freshman.

Trocaire focuses much of its efforts on providing programming and support systems purposefully created to address the challenges faced by non-traditional students. Students often work, many are parents, and most are juggling other home and family obligations in addition to their academic programs. The Advisement and Student Services Center utilizes a case management model to provide students with a consistent advisor for their entire college experience; advisors help guide students to services such as academic support, wellness and counseling, career counseling, and community-based support.

The college's Palisano Learning Center provides tutoring, academic coaching, mentoring, testing and study aids. Given the large percentage of students in healthcare-related fields, a dedicated Health Sciences Tutoring Lab was created, complemented by a Nursing Simulation Lab for nursing students.

In July 2017, Trocaire was awarded a Nursing Workforce Diversity grant sponsored through the Health Resources Service Administration, which established the Pathways to Nursing Success Program. Pathways provides wrap-around supports and services to a cohort of underrepresented minority nursing students, with the goal of increasing the diversity of nursing professionals in Western New York.

One initiative that especially showcases Trocaire's Mercy heritage of "meeting the unmet need" is the Global Achievements Project (GAP), which addresses the unique needs of students born and raised outside the continental United States. GAP provides students with specialized programming and services and faculty with workshops designed to raise cultural diversity awareness and create inclusive classroom experiences. In addition, to ensure that each Trocaire graduate is imbued with the college's mission, all students prior to graduation must complete a community service activity and a related reflection paper to intentionally match their service experience with the college's Mercy-focused mission.

For more information, contact Dick Linn, Vice President for Academic Affairs, [linnr@trocaire.edu](mailto:linnr@trocaire.edu).

## Institutional Resources/Practices

Students at **Guilford College** (SC) have the option to pursue a minor called the Principled Problem Solving Experience (PPSE), an issues-based teaching and learning community that combines traditional coursework and hands-on learning across disciplines to address complex social issues through the lens of Guilford's Core Values. Each PPSE topic is developed by a faculty team to help students engage a specific problem in a sustained and intentional manner. It includes required courses, skills development and hands-on learning such as an internship, fieldwork, travel seminar, project or other non-traditional learning opportunity related to the PPSE topic. With the understanding that multiple perspectives are necessary for seeking solutions, the Principled Problem Solving Experience minor sharpens students' critical thinking and communication skills and prepares them to work collaboratively to address significant issues.

While PPSE topics and learning communities regularly rotate and change, the current topic of the PPSE minor is Every Campus a Refuge (ECAR), an initiative that mobilizes college resources (within and without the institution's physical borders) to provide housing and other forms of assistance to refugees seeking resettlement in the institution's local area. The ECAR PPSE minor formalizes the educational components of the initiative and engages students in disciplinary, interdisciplinary and place-based experiences that engage students in learning about forced displacement and (im)migration and its consequences and enable

them to participate in the processes of resettlement and community building. In so doing, students learn about the nature and significance of organizing and advocacy.

Guilford students enrolled in the ECAR PPSE minor have described it as a powerful and engaging learning experience. In the words of one student: It is more than a minor made up of a set of classes — it is a positive life changing experience. I felt well equipped because of the education, volunteer opportunities, and learning how to be an advocate to be able to step up to make a difference locally as well as being able to see that my individual voice and actions matter both globally and locally.

For further information, contact: Mark Justad, Director of the Center for Principled Problem Solving and Excellence in Teaching. [justadmj@guilford.edu](mailto:justadmj@guilford.edu).

## **YWMC Webinar Series**

The second YWMC Webinar in our Fall Series focusing on Strategies for Addressing Student Basic Needs Insecurities is scheduled for Monday, November 4, at 1:00 pm ET. To register for this event, go to: [https://zoom.us/webinar/register/WN\\_GsWv5ul-Q1eYu5Wt73ol3w](https://zoom.us/webinar/register/WN_GsWv5ul-Q1eYu5Wt73ol3w).

Recordings and accompanying slides of past webinars are available on the [YWMC Website](https://www.yeswemustcoalition.org/publications-webinars/#webinars), <https://www.yeswemustcoalition.org/publications-webinars/#webinars>.

## **Submissions for Future Issues**

YWMC members are encouraged to submit examples of policies, practices and/or resources that you have found to be effective in promoting student success and that you would like to share with your YWMC colleagues. Send brief descriptions to Nia Lane Chester, YWMC Program Manager. [niachester@gmail.com](mailto:niachester@gmail.com).