



Stockton University Compass Fund Proposal Form



1. Please complete this form and email a copy to: CompassFund@stockton.edu.
2. Compass Fund proposals must demonstrate a direct link to one or more of the six areas of focus in the University's [Strategic Plan 2025 – Choosing Our Path](#)
3. Proposals must provide specific budget details, identify realistic outcomes, and specify assessment measures.
4. Proposals must include an endorsement from your Divisional Executive. Please include an email or memo from your Divisional Executive with this application.
5. All student project leaders must identify at least one faculty or staff mentor.
6. Particular attention will be paid to proposals which include one or more of the following:
 - A clear demonstration of University-wide impact.
 - Involvement of students as project leaders/mentees.
 - Identification of co-funding opportunities in addition to anticipated Compass Fund support.
 - Inter-departmental or inter-divisional collaboration within the project planning or implementation process.

General Application Information

Project Leader Name(s)	Susan Werner		
Project Leader Email(s)	Susan.werner@stockton.edu		
Project Partner(s)	Heather Swenson Brilla, Heather.Swensonbrilla@stockton.edu		
Title of Project	Student Housing Essentials Fund		
I am a:	<input type="checkbox"/> Student	<input type="checkbox"/> Faculty Member	<input checked="" type="checkbox"/> <u>Staff Member</u>
Project start date: July 1, 2022	Project end date: June 30, 2025		
If you are a student, who is your faculty/staff mentor?			

Proposal Category (choose one)

One-Time Project/Event	One-Year Pilot Project	Two-Year Pilot Project
<input type="checkbox"/> \$5,000 or less	<input type="checkbox"/> \$5,000 or less	<input type="checkbox"/> \$5,000 or less
<input type="checkbox"/> More than \$5,000	<input type="checkbox"/> More than \$5,000	<input checked="" type="checkbox"/> <u>More than \$5,000</u>

Strategic Area of Focus (choose one)

X	<i>Inclusive Student Success</i>
X	<i>Diversity and Inclusion</i>
	<i>Teaching and Learning</i>
	<i>Strategic Enrollment Management</i>
	<i>Financial Sustainability</i>
	<i>Campus Community, Communication, and Shared Governance</i>

Please provide a narrative summary of your project.

Stockton University has approximately 50 new students moving into the residence halls every year who have limited or no parental support and, while they are academically strong, do not have the financial resources to buy what they need to live on campus. For many of these students, Stockton becomes their home as they are coming out of "couch surfing" homelessness, have aged out of foster care, or have parents and guardians with addiction issues or other reasons that they cannot be caretakers. They are eager to leave their trauma behind them and earn their college degree, which we know is one of the most effective ways to rise above poverty. Without support, this population has a 3% four-year graduation rate, compared to the 42% four-year graduation rate of students whose parents attended college, or even the 27% four-year graduation rate of first-generation students.

A 2015 study of former foster youth and homeless youth at Stockton University revealed that shame and stigma associated with living on campus but not having the necessities that their peers had increased overall stress levels, decreased feelings of belonging and a "place" on campus, both risk factors for dropping out of school (Hernandez-Mekonnen, R. et al., 2017). A program as simple as donated dorm room supplies (an estimated \$200 per student) increases a sense of inclusion and makes the transition to college life smoother.

With this in mind, we request \$10,000 per year for two years to supply a dorm room package for incoming Stockton students without parental support and who are coming out of disadvantaged situations. Currently, a pilot program for this population is in its second year of funding through an Absecon-Galloway Rotary grant. Students are chosen from the incoming EOF class and are invited to select a pattern from the 20-piece dorm room collection at OCM.com. The supplies are on each student's bed when they arrive for the summer academy. Anecdotal evidence suggests that this program is having positive effects on recipients.

Outlined below is the revised internal workflow for the Student Housing Essentials program. The process identifies the departments needed to successfully execute the program, and potential staff members to help steward the process and program.

Office of Financial Aid

- The Office of Financial Aid will identify eligible first year or transfer students who have a dependency override. Filing a dependency override indicates that the student has no adult financially responsible for them. The student must provide documentation of their situation to the office which is then screened with objective criteria. Using this selection method ensures that the students who need the support are targeted and that they only need to share their personal stories once.

Residence Life

- Residence Life will cross reference the list of students receiving dependency overrides with the students who will be living on campus and will share that list with the Office of the Dean of Students.

Office of the Dean of Students

- The Office of the Dean of Students will contact the students who meet these criteria and invite them to participate in the program. They will send them the link to the 20-piece bedding package available through OCM.com and the students will pick the pattern they want to have.

Residence Life

- Residence Life will place the order and use their purchasing card for payment.
- Bedding will be shipped to Residence Life for distribution to the student's dorm room prior to their arrival.

- Residence Life will advise the student their bedding has arrived and will be waiting for them.

Foundation: Advancement Services

- The Foundation Office will process the invoiced payment from OCM.com

Timelines:

- **Fall Semester:**
 - Pull the list of eligible students (those with deposit and eligible for housing assignment) in the second week of July.
 - Student response must be received by the third week of July with pattern choice.
- **Spring Semester:**
 - Pull the list of eligible students (those with deposit and eligible for housing assignment) in the first week of December.
 - Student response must be received by the second week of December with pattern choice.

Notes:

- Steven Radwanski, Craig Stambaugh, Chris Connors, as well as Dan Nugent, Christopher Catching and Bob Heinrich have all agreed to the concept and operationalization of this project which is outlined above.
- Christine Easton in the CARES program has been consulted. The Student Housing Essentials Program Fund does not conflict with Osprey Essentials as the goal of the Student Housing Essentials program is to be proactive and increase a sense of belonging and inclusiveness for new students. On the other hand, Ospreys Essential serves students' more urgent needs. Students who find themselves without bedding during the school year will continue to be served by the CARES program.

The Stockton University Foundation has created a permanent fund (215705) for this project. To date, \$12,707 has been raised from individual and corporate donors, as well as from the Stockton Fund. The Development Office will continue to lead the efforts to establish sustainable funding for this important program.

Hernandez-Mekonnen, R, Kirzner, R., Swenson Brilla, H & Haria, P. (2017). *Barriers for aged out youth attending college: An analysis of student experiences*. CSWE 2017 Convention, Dallas, TX, United States.

Strategic Impact

- How will this project clearly address the strategic area/s of focus and the goal/s chosen above?
- What will be the institution-wide impact of this project?

This project addresses **Inclusive Student Success 1.3.5** in that students without parental support are more likely to be minority students. According to Strayhorn (2012), students cannot feel a sense of belonging until they feel that they matter. Increasing a sense of belonging in this population by meeting their needs and welcoming them on the first day could improve a sense of well-being, academic achievement, retention, and graduation rates (Means, D. & Pyne, K., 2017).

It supports **Diversity and Inclusion 2.1.3** because the funding would be targeted to offer supportive resources for an overlooked diverse population, and the success of this project initiated with Compass Funding will be used to obtain future philanthropic support from the community.

This project has cross-divisional, cabinet-level support. Diverse students who have their needs met in meaningful ways are more likely to succeed in the classroom, persist in their education, participate in campus activities, and experience a reduction in mental health issues. The project benefits the students and the university by attracting donors who will help sustain the project, and it provides a meaningful DEI initiative for an underserved student population.

Means, D.R., & Pyne, K.B. (2017). Finding My Way: Perceptions of Institutional Support and Belonging in Low-Income, First-Generation, First-Year College Students. *Journal of College Student Development*. 58(6), 907-924. doi:10.1353/csd.2017.0071.

Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. New York, NY: Routledge.

Assessment Plan

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- What is your project's "finish line?"

This project will be a success when it increases sense of belonging and persistence in the students who receive the supplies. Matrices for this exist and could be implemented in the future but participating in the Student Housing Essentials project should not be contingent upon agreeing to participate in assessment.

The current pilot program within the Educational Opportunity Fund program offers a control group and if this project is funded, by 2025 there would be four cohorts of student recipients to assess. Other desired outcomes such as physical and mental health, participation in campus life, and participation in RISE activities could be assessed.

Budget Summary – Compass Fund Requested Funding Only

Item		FY2023 July 1, 2022 – June 30, 2023	FY2024 July 1, 2023 – June 30, 2024	FY2025 July 1, 2024 – June 30, 2025	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	Up to 100 20-piece bedding kits from OCM.com (over two years)		\$10,000	\$10,000	Each kit is approximately \$200.
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
Total			\$10,000	\$10,000	

Please note: A proposal can only receive support from the Compass Fund for two fiscal years. Compass Funding cannot be used to fund full-time/part-time salaried positions, office computer equipment, or summer institutes. Compass Funding cannot be transferred to other budgets.

Compass Funding Budget Questions

What department or academic school will your budget for this project reside?	Stockton University Foundation	
Who will be the Budget Unit Manager (BUM)?	Cynthia Crager	
Who will be the budget processor?	Sandra Leone	
If you are requesting funding to hire a TES or consultant, is that person a current Stockton employee?	Yes, currently paid as a/an: <input type="checkbox"/> Adjunct <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> TES <input type="checkbox"/> Student	<input checked="" type="checkbox"/> No
Will you need Compass Funds for <u>immediate</u> use to begin your project?	Yes, date needed: _____	<input checked="" type="checkbox"/> No

Additional Funding from Other Sources Questions

Are you receiving any other University funding for this project?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No**
If so, from where?		
If so, what is the purpose of this additional funding?		
If so, has this additional funding already been secured or is it just anticipated at this time?		

** As noted above, \$12,707 has been raised from individual and corporate donors, as well as from the Stockton Fund.

Budget Summary – Additional Funding from Other Sources Only

Item		FY2023 July 1, 2022 – June 30, 2023	FY2024 July 1, 2023 – June 30, 2024	FY2025 July 1, 2024 – June 30, 2025	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	Additional 20-piece bedding kits if needed over the \$10,000 Compass Funding grant		Drawdown from fund as needed	Drawdown from fund as needed	
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Total					

How will this project sustain itself after Compass Funding concludes (if you are seeking funding beyond a one-time project or event)?

The Development Office will continue to lead the efforts to establish sustainable funding for this important program.

Additional Support Questions

Will your project require support from Information Technology Services?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please provide details:		
Will your project require support from Plant/Facilities & Operations?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please provide details:		
Will your project require support from any other unit or division?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please provide details		

Divisional Executive Approval/Support

Have you discussed and received endorsement of your Compass Fund proposal from your Divisional Executive? Please include an email or memo from your Divisional Executive with this application or send the documentation to CompassFund@stockton.edu

Yes, Vice President for University Advancement and Executive Director of the University Foundation, Daniel Nugent has agreed to include an email of support in this application.