EDUCATIONAL PARTNERSHIPS
I. VISION & MISSION

VISION

The Educational Partnerships cluster pursues partnerships with community based organizations, industry and local and international educational agencies to develop and sustain collaborative ventures to support the enrollment and retention goals of the university as they pertain to first generation, low-income and underrepresented students. Collaborative ventures with corporate partners, community colleges, K-12 school districts, other institutions of higher education and non-profits support campus goals of preparing and enrolling a diverse and highly qualified student body, and provide educational success programming for current and prospective students.

MISSION

Educational Partnerships creates collaborations that support preparation for and success in higher education. Our focus is on equity and access for all students in order to achieve the University of California’s goal of academic excellence.

CORE COMPETENCIES


II. WORKFORCE

MANAGEMENT TEAM

Stephanie Reyes-Tuccio, Ph.D.  Assistant Vice Chancellor
Santana Ruiz  Associate Director
Patricia Realo Anderson  Director of Finance and Human Relations

STAFF

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*Staffing numbers as of 9/1/17

For Organization Chart, see end of Educational Partnerships section.

III. SERVICES PROVIDED

• Builds lasting partnerships with individuals and institutions committed to improving education
• Facilitates faculty involvement
• Engages in K-12 Academic Preparation
• Provides teacher professional development
• Promotes college going culture
• Supports undergraduate retention
• Enhances graduate school preparation
• Conducts research and evaluation
• Participates in the national dialogue about educational reform and collaboration
• Fosters learning communities to support ongoing professional and intellectual development

IV. THOSE SERVED
CFEP works with approximately 14,000 students (K-12, Community College and UC undergraduate), 500 schools, 5,000 teachers and 3,000 parents annually.

V. HISTORY
1995 The UC Regents commissioned the Outreach Task Force to assist in developing strategies to maintain and enhance participation of students who are “disadvantaged” in light of the then new admissions policy.

1996 UCI became the first campus to establish a Center for Educational Partnerships to pursue a sustained commitment to the quality of public education.

VI. LOCATION
120 Theory University Research Park, Suite 150
ZOT: 2505

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
Our space is assigned as follows:
• 120 Theory STE 150: 6,533 ASF
• Gateway Study Center: 1,123 ASF
• Anteater Community Resource Center / Lot 5: 3,100 ASF

TECHNOLOGY
Center wide information system (CWIS) online tool. This database and tracking/reporting tool enables CFEP to provide staff and district partners direct online access to student demographic and academic performance data and evaluates A-G course taking patterns and completion rates.

EQUIPMENT
Two Xerox production copiers

VIII. REGULATORY REQUIREMENTS
Not applicable
For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE
Not applicable
X. MAJOR ISSUES

- Shortage of funding and staff to meet the existing student needs in local underserved communities and advance campus diversity goals more rapidly.
- Flat Organizational Chart with expanded resources for programming staff and new programs but no growth in management

XI. MISCELLANEOUS

- UCI’s CFEP is consistently in the top three campuses in terms of students served and extramural income generated. Source: Annual SAPEP Report

XII. 2016-17 ACCOMPLISHMENTS

- New MOU with Santa Ana College
- Secured 4 new student internships for SAGE
- Hired of first Dreamers Resource Center director
- Created an intersegmental Research and Evaluation team for the Santa Ana Partnership
- Integrated Tableau database and dashboard system for partnership evaluation
- Established a monthly mobile food pantry and farmers market
- New partnerships with Cypress, Fullerton and Cerritos Colleges
- Acquisition of new High Impact faculty member with the School of Education

XIII. 2017-18 GOALS

- Secure new corporate sponsors and internships for SAGE Scholars
- Open new UCI DREAM Center
- Open expanded food pantry, the FRESH Basic Needs Hub
- Redesign CFEP Collateral to align with new branding
- Hire new Director for CAMP UCI

XIV. AWARDS

- Partnership Award from the Council of African American Parents
- Winston Doby Impact Award
- Governor’s Award for Innovation in Higher Education
- Service Leadership Award
- Friends of Westop Award
- A2MEND Partnership Award
- College Board AP Equity Award

XV. LEARNING OUTCOMES

2016-17 Updates:

CAMP Summer Research Scholars

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Undergraduates participating in the CAMP Summer Research Scholars Program will demonstrate understanding and comprehension of critical and analytical thinking skills through the development of a
scientific abstract. Abstracts will be graded on a 10-point system. The project introduction to be worth 3 points; stated hypothesis worth 2 points, supported data worth 3 points, and 2 points for being clear and concise

**Measured By:** Direct assessment: product with rubric (e.g., portfolio, writing sample, journal)

**Results:** All 37 research scholars presented scientific abstract. Out of the 37, 21 students presented at a national conference.

**Use:** Reporting results

### 2017-18:

**CAMP Summer Research Scholars**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Undergraduates participating in the CAMP Summer Research Scholars Program will demonstrate understanding and comprehension of critical and analytical thinking skills through the development of a scientific abstract. Abstracts will be graded on a 10-point system.

**Measured By:** Direct assessment of product with rubric (portfolio/writing sample/journal/etc.)

**Results:** To be reported Summer 2018

**Use:** Providing student feedback; reporting results

**CAMP Summer Science Academy (CSSA)**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

The incoming freshmen participating in the three-week residential CAMP Summer Science Academy will improve their academic performance in mathematics as shown by the students’ increased scores from the math assessment exams administered both at the beginning and end of the program.

**Measured By:** Pre and post tests

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; Reporting results

**SOAR Staff Training**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

SOAR student staff in the staff training, will demonstrate an increased knowledge of the challenges faced by first-generation, low-income, underrepresented and underserved students in higher education by stating 5 challenges and the campus resources available to help them overcome these challenges in their end of training presentations.

**Measured By:** Direct assessment: product or observation without rubric

**Results:** To be reported Summer 2018

**Use:** Reporting results

**SOAR Pathways Program**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

SOAR Peer Educators in the SOAR Pathways program will demonstrate their ability to follow the 10 step retention model in their consultations with student constituents, via observations.

**Measured By:** Direct assessment: product or observation without rubric
Results: To be reported Summer 2018
Use: Reporting results

**SOAR Pantry Volunteer Program**

PROFESSIONAL & ADMINISTRATIVE SKILLS

Pantry volunteers in SOAR’s Pantry Volunteer Program will increase their knowledge of food security challenges in higher education as well as services and resources offered at SOAR’s FRESH Basic Needs Hub, and will be able to give an oral presentation to introduce individuals to the campus services after completing a quarterly volunteer program.

Measured By: Direct assessment: product or observation without rubric

Results: To be reported Summer 2018
Use: Reporting results

**SOAR FRESH Basic Needs Internship Program**

PROFESSIONAL & ADMINISTRATIVE SKILLS

Basic Needs Interns in SOAR’s FRESH Basic Needs Internship Program will gain knowledge of basic needs insecurity issues in higher education, including systemwide and UCI specific efforts to combat it, and will be producing a project proposal for a basic needs intervention or program after completing a yearlong internship program.

Measured By: Direct assessment of product with rubric (portfolio/writing sample/journal/etc.)

Results: To be reported Summer 2018
Use: Reporting results

**SAGE Scholars class**

PROFESSIONAL & ADMINISTRATIVE SKILLS

Participants in the SAGE Scholars class will be able to recite an “elevator pitch” introduction by the end of their first year in the program.

Measured By: Direct assessment of product without rubric

Results: To be reported Summer 2018
Use: Refining program/program changes; reporting results