

**UCLA TRANSFER ALLIANCE PROGRAM (TAP)
GUIDELINES FOR TAP SELF-REVIEW**

The following guidelines are designed to help you prepare and structure your self-review report. Please use page numbers, include each section in the order below, and address each question fully.

I. Title Page

Include a title page with the following elements:

- College name
- Name, title, phone number and email address of person preparing the Self-Review

II. Table of Contents

- List all sections of your self-review and indicate page numbers.
- Address each question in the “Main Content” section in order listed.

III. Executive Summary

Provide an Executive Summary (not to exceed 2 pages) noting the strengths and weaknesses of your program as assessed by your college and include information regarding future plans to address any weaknesses. Ensure that the summary guides the reviewers through the main points of your submission.

IV. Main Content

In preparing the self-review of your Honors/Scholars Program, please respond to the following questions. The specific criteria for satisfying TAP membership are noted in parentheses for each item. If answers to questions reside in other College documents, you may reference these materials in the review document and provide the original source(s). **Please submit appendices electronically ONLY.**

Structure and Administrative Support

1. Please provide a letter from your President identifying in what ways the College will provide support for the TAP. (I, 1)
2. Who currently serves as Honors/Scholars Program Coordinator(s)? What % FTE is associated with serving as Coordinator? (I, 2, 3)
3. Describe the reporting lines for the Honors/Scholars Program and/or provide an organizational chart that shows how the program works with other college departments and programs. (I, 4)
4. How many faculty teach honors courses? Has the number of faculty increased or decreased in the past three years? By what %? (I, 4)
5. Provide a list of your current advisory committee membership, with titles. (I, 5)
6. Where is the program housed on campus? What administrative and budget support is offered for the program? What space is available for students participating in the

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program? How is the program promoted in the Transfer Center or other transfer-related programs? (I, 6)

7. In what ways have outcomes associated with participation in the program been assessed? (I, 7)

Academic Standards

1. What criteria are used for program admission, retention and completion? (II, 1, 2)
2. If honors contracts are used by your program, what criteria determine the honors standard for an honors contract? (II, 2, 4, 5)
3. If honors sections are used by your program, what criteria determine the honors standard in an honors section? (II, 2, 4, 5)
4. Provide a list of courses and syllabi for the honors/scholars courses in your program. Include a chart that indicates when these courses have been offered during the last five years. (II, 3)

Student Recruitment and Services

1. Who currently serves as adviser(s)/counselor(s) for students in your program? (III, 1)
Please list in your self-review using the following format:

<u>Name/Title</u>	<u>FTE</u>
_____	_____
_____	_____
_____	_____

2. How is the staff trained about the Honors/Scholars Program and kept apprised of transfer and TAP program information and changes made by the UCLA? Indicate what meetings and workshops these staff have attended in the past three years. (III, 1)
3. How are students recruited to the program? (III, 2, 3, 4)
4. Have you changed your method of outreach to high schools since you have become a member of the TAP? (III, 2)
5. With which programs on your campus does the Honors/Scholars Program work? (III, 3, 4)
6. How do you encourage participation of students from historically underrepresented groups, returning students, or students without incredibly high GPAs? (III, 2, 4)
7. What methods do you use to disseminate information among students, faculty and counselor(s)/advisor(s)? (III, 3)
8. Who is responsible for activities identified under #s 3, 4 and 5, above?

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UCLA Responsibilities

1. How has UCLA disseminated information about the TAP program to your campus? (IV, 1, 5)
2. What workshops has UCLA provided for counselors and academic advisors? (IV, 1)
3. What arrangements for community college counselors to work directly with UCLA departmental counselors have been provided? (IV, 1)
4. What opportunities have been provided for faculty-to-faculty seminars in academic disciplines? (IV, 1)
5. What academic linkages has UCLA facilitated between community colleges and K-12? (IV, 1)
6. Has UCLA sent a representative to community college faculty and administrative, senate, curriculum committee and Alliance Program meetings when invited? (IV, 1)
7. What materials have been provided to you and your students regarding UCLA admissions and major preparation? (IV, 1)
8. Has UCLA informed your College about available scholarships and student recipients? (IV, 2)
9. When requested, has UCLA provided information to you about students from your feeder high schools who have been denied at UCLA? (IV, 3)
10. What research findings have been provided regarding student performance at UCLA? (IV, 3)
11. In what ways have you been kept informed of the changes in the UCLA Admissions process as it relates to students in TAP? (IV, 4)
12. Has UCLA been consistent in providing priority admissions consideration to the College of Letters and Science? (IV, 4)
13. Are you familiar with the UCLA Outreach Personnel at your college? In what ways do you interact with them? (IV, 5)
14. Do your students have access to the UCLA library? In what ways have your students utilized the library? (IV, 6)
15. Has UCLA been responsive in meeting the needs of your program when possible?
16. What recommendations would you suggest to facilitate any additional needs not currently being met?