

ELI PLANNING POLICY FOR ADMINISTRATIVE AND PROGRAM REVIEW

In accordance with University policy on administrative and program review, the Director initiates and provides leadership.

To provide a continuing basis for development and evaluation of a department, each chair (by means of consultation with appropriate committees within the department, prepares, at least every five years, a statement concerning problems, long-range plans, and objectives. (*Policy Guide for Department Chairs and Academic Program Directors*)

The Director provides this periodic statement for program plans by way of annual submissions to his immediate supervisor, the Dean of the College of Arts and Sciences, or through proposals for specific long-term projects. The Institute-wide formal and systematic planning process for administrative and program review involves four steps: a) gathering of data; b) reporting recommendations for goals based on analysis of the data; c) annual planning retreats where recommendations are considered, goals set, action plans and timelines developed, and d) implementation of recommended changes.

Gathering data: Administrative and Program Review begins with the program evaluation (attach doc) administered to all students at the end of each session of study. This instrument, which is distinct from our course/instructor evaluations, asks students to provide feedback on all aspects of their experience at the ELI: the overall quality of teaching, tutoring, the Self Access Learning Center, and Listening laboratories; the quality of student services through initial and ongoing orientation; the quality of administrative service; housing; facilities; host, homestay, and language partner programs; cultural trips and activities; and the overall quality of the Institute. In addition, the ELI's standing Advisory Committee serves as a conduit for faculty, tutors and staff to voice their concerns and suggestions to their colleagues serving as representatives on the Advisory Committee.

Reporting data: The data from the program evaluations are reviewed each session but also compiled and analyzed in preparation for the Institute's annual planning retreat in May. In addition, annual reports submitted by the chair of each of ELI's major committees (Activities and Events, Curriculum, Textbook, Testing, Advisory, Student Conduct and Attendance, Professional Development, and Library) include data related to their areas of activity and recommendations for administrative and faculty consideration.

Annual planning retreats: In May of each year, the Director presents a substantive "state of the ELI" report to all ELI employees. The presentation begins with progress made on goals approved the previous year (or earlier, if long term goals); continues with the analysis of a year's worth of program evaluation data, comparing outcomes with that of previous years; and concludes with a list of recommendations for program changes put forth by each committee chair. The gathering of ELI administrators, staff, faculty, and representative tutors, deliberates throughout the two-day retreat, submitting a revised list of recommendations to be approved within a month following the retreat. All academically-related recommendations must be formally voted on by the full time faculty.

Implementation: In June, following votes on the recommendations, the Director charges the each chair with developing implementation plans, inclusive of action steps and timelines for those approved goals assigned to their respective committee.

Within the timelines set at the retreat, committee will work toward completion of the goals, reporting back to faculty on a regular basis. If recommended changes are extensive, a two to three year implementation plan will be developed.

ELI ADMINISTRATIVE PLANNING TABLE

AREA	GOAL	Who	ACTION STEP	WHEN	OUTCOME EVIDENCE
Administrative and Program	Data Collection and Reporting	1. Faculty and Administrators 2. Advisory Committee 3. Committee chairs	1. Administer program evaluations each session and review data and compiling/analyzing data for annual May planning retreat. 2. Solicits input from faculty, staff and tutors; review policies according to defined schedule, presenting input from colleagues to Director at Advisory Committee meetings. 3. Measure effectiveness of current practices and give periodic progress updates in faculty meetings	1. Analysis and compilation within two weeks of each session's conclusion; year-long analysis completed in April. 2. Throughout academic year. 3. November or December and January or February	1. Analysis leads to recommendations. 2. Policy revision recommendations submitted to Director and faculty 3. Committees make steady progress in implementing previous year's recommendations.
	Planning for following year	1. Committee Chairs 2. Director	1. Submit year-end reports to Director and faculty 2. Prepare annual "state of the ELI" presentation for Annual all-ELI retreat	1. March, initial report; April, final report 2. May	1. Committee reports demonstrate how implementation goals have been reached and include recommendations for future actions. 2. Presentation demonstrates success of Institute in meeting its targeted goals and includes recommendations stemming from program evaluations and committee reports.
	Planning Implementation	1. All ELI employees 2. Faculty 3. Committee Chairs	1. Consider and revise recommendations from committee chairs and Director 2. Vote on academic recommendations 3. Develop implementation plans for approved recommendations	1. During May retreat 2. June 3. July	1. Completion of list of revised recommendations 2. Approved list of recommendations 3. Completed implementation plan and beginning of action on plan.