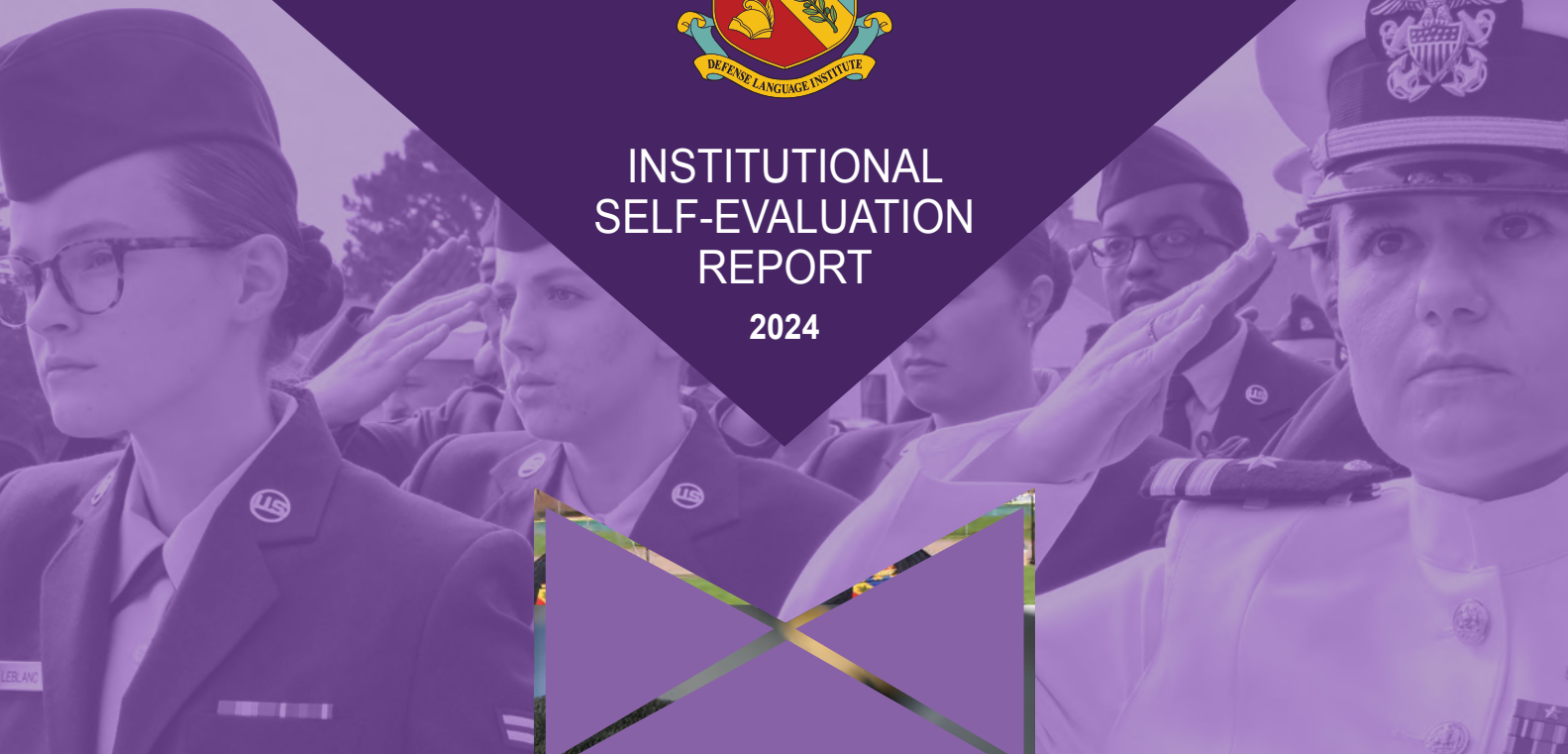




# INSTITUTIONAL SELF-EVALUATION REPORT 2024



In Support of an Application  
For Reaffirmation of  
Accreditation





**Institutional Self-Evaluation Report**  
**In Support of an Application for**  
**Reaffirmation of Accreditation**

Submitted by

Defense Language Institute Foreign Language Center  
1759 Lewis Rd.  
Presidio of Monterey  
Monterey, California 93944

to

Accrediting Commission for Community and Junior Colleges

August 2024

## Certification

To: Accrediting Commission for Community and Junior Colleges

From: Colonel Christy L. Whitfield, USA, Commandant  
Defense Language Institute Foreign Language Center  
1759 Lewis Rd., Presidio of Monterey, Monterey, CA 93944

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies.

Signatures:

[Date]

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## **Forward to the Institutional Self-Evaluation Report**

The Defense Language Institute Foreign Language Center developed three core themes through the self-evaluation process. These core themes capture our values and commitments and directly reflect the work we engage in together.

### **Core Theme 1: Commitment to Mission Excellence**

DLIFLC is mission-driven. We are committed to helping our Service members achieve program learning outcomes in a unique training and educational environment that supports the National Defense Strategy. The mission underpins DLIFLC's organizational structure, processes, and priorities (Standards 1, 2, 3, 4).

### **Core Theme 2: Strengthening Processes to Improve**

DLIFLC offers a wide range of foreign language training programs in a rich, multicultural context that blends business practices from the U.S. military and academia. Throughout the self-evaluation and evidence-gathering period, working groups uncovered the need to better articulate and follow standardized processes across the enterprise. This need is mirrored in the institute's most recent multiyear strategic plan and the collaborative efforts of the collective DLIFLC community (Standards 1, 2, 4).

### **Core Theme 3: Adapting for Future Success**

The DLIFLC military and academic leadership recognize that the institute must hold itself accountable to the highest caliber of rigor in foreign language education, training, and teaching. As such, a core theme in the ISER references shifts in practice under development and presently being resourced through the multiyear planning process (Standards 1, 2, 4). This is a recurrent theme across DLIFLC and mirrored in Commandant's guidance to continue to improve.

## **A. Introduction: Institutional Context**

### **History**

#### **The Original Presidio of Monterey**

The military has played a vital role on the Monterey Peninsula since Sebastian Vizcaino claimed it for Spain in 1602. Vizcaino named the Bay Monterey, in honor of his benefactor, Gaspar de Zuniga y Acevedo, Conde de (Count of) Monterrey, then viceroy of New Spain (Mexico).

The Monterey Bay area was colonized by a small Spanish expedition set out from Mexico in 1769. Captain Don Gaspar de Portola commanded the military component of this expedition, and Franciscan Father Junipero Serra oversaw the religious element. Portola officially took possession of Alta (Upper) California for Spain, and Serra celebrated a thanksgiving mass on June 3, 1770. The Monterey presidio was one of four presidios and twenty-one missions established in Alta California by Spain due to fear that other nations, particularly Russia, had designs upon her New World empire. The original Presidio consisted of a square of adobe buildings near Lake El Estero in the vicinity of what is now downtown Monterey. The fort's original church, the Royal Presidio Chapel, has remained in constant use since Serra established it in 1770 and is now the San Carlos Cathedral. The original Presidio was protected by a small battery of eleven cannons, called El Castillo, built in 1792 on land now belonging to the Presidio of Monterey.

#### **Fort Mervine**

Commodore John Drake Sloat, commanding the U.S. Pacific Squadron, seized Monterey in July 1846 during the Mexican War. He landed unopposed with a small force in Monterey and claimed the territory and the Presidio for the United States. He detailed a small garrison of Marines and seamen who began improving defenses, above the former El Castillo, to protect the town and harbor. The new defenses were later called Fort Mervine in honor of Captain William Mervine, who commanded one of the ships in Sloat's squadron.

Company F, 3rd Artillery Regiment, arrived in Monterey in January 1847, and the U.S. Army then assumed responsibility for the continuing construction of Fort Mervine from the Navy. Two artillery lieutenants, William Tecumseh Sherman and E.O.C. Ord, plus Engineer Lieutenant Henry W. Halleck, rose to prominence as generals during the American Civil War.

During its early history, this fortification took many unofficial names, including Fort Halleck and Fort Hill. In 1852, the redoubt was renamed the Monterey Ordnance Depot and used until 1856 as a military storehouse. The fort was abandoned from 1856 to the closing months of the Civil War. After briefly reopening the post in 1865, the Army abandoned it a second time in 1866, although the U.S. Government "reserved" for possible future use a 140-acre military reservation surrounding the original redoubt.

#### **The Modern Presidio of Monterey**

Near the end of the Philippine-American War in 1902, the Army recognized it needed additional forts, particularly on the West Coast. As possible sites were being surveyed, the Army "discovered" that it already owned a large area in Monterey suitable for a military post. In July 1902, the Army announced plans to build a cantonment area and station an infantry regiment at Monterey. The 15th Infantry Regiment, which had fought in the Philippines, arrived in Monterey in September 1902 and began

building the cantonment area. The 1st Squadron, 9th Cavalry, “Buffalo Soldiers,” arrived shortly after that.

In 1902, the name of the cantonment area was the Monterey Military Reservation. It was changed to Ord Barracks on July 13, 1903, and to the Presidio of Monterey (POM) on August 30, 1904. Various infantry regiments rotated to the Presidio of Monterey, including the 15th Infantry, 20th Infantry, 12th Infantry, and 8th Infantry, with supporting cavalry elements. The Army School of Musketry, the forerunner of the Infantry School, operated at the Presidio of Monterey from 1907 to 1913. In 1917, the U.S. War Department purchased a nearby parcel of land (about 15,609 acres) for use as a training area. This reservation, later supplemented by additional acreage, became Fort Ord on August 15, 1940. The 11th Cavalry Regiment was posted at the Presidio from 1919 to 1940, and the 2nd Battalion, 76th Field Artillery Regiment, from 1922 to 1941. During the summer months, Presidio soldiers organized and led Citizens’ Military Training Corps and Reserve Officer Training Corps camps in the local area. During the Great Depression, the Civilian Conservation Corps built the High Street gate, the concrete and stone review stand at Soldier Field, numerous retaining walls, walkways, curbs, drainage works, and the stone basements of the 1902 barracks.

In 1940, the Presidio became the temporary headquarters of the III Corps and served as a reception center until 1944. Declared inactive in late 1944, the Presidio was reopened in 1945 and served as a Civil Affairs Staging and Holding Area (CASA) for soldiers preparing for the occupation of Japan.

### **Military Intelligence Service Language School**

The Defense Language Institute Foreign Language Center (DLIFLC) traces its roots to the eve of America’s entry into World War II when the U.S. Army established a secret school at the Presidio of San Francisco to teach the Japanese language. Classes began November 1, 1941, with four instructors and sixty students in an abandoned airplane hangar at Crissy Field. Fifty-eight of the students were second-generation Japanese Americans (Nisei).

During the war, the Military Intelligence Service Language School (MISLS), as it came to be called, grew dramatically. When Japanese Americans on the West Coast were moved into internment camps in 1942, the school moved to temporary quarters at Camp Savage, Minnesota. By 1944 the school had outgrown these facilities and moved to nearby Fort Snelling.

More than 6,000 graduates served throughout the Pacific Theater during the war and the subsequent occupation of Japan. Nisei Hall is named to honor these WWII Linguists, whose heroism is portrayed in the institute’s Yankee Samurai exhibit. The headquarters building and academic library bear the names of the first commandant, Colonel Kai E. Rasmussen, and the director of academic training, John F. Aiso. The old officers club, now the cultural center, was renamed in honor of Brigadier General John Weckerling, the founder of the language school.

### **Army Language School**

In 1946, after World War II, the MISLS was moved to the Presidio of Monterey. It added Russian, Chinese, Korean, Arabic, and six other languages to its curriculum and was renamed the Army Language School (ALS) in 1947. The size of the faculty, student classes, and the number of languages taught increased throughout the Cold War years.

Instructors, including native speakers of more than thirty languages and dialects, were recruited



worldwide. Russian became the largest language program, followed by Chinese, Korean, and German. After the Korean War (1950–53), the school developed a national reputation for excellence in foreign language education.

### **Defense Language Institute**

In the 1950s, the U.S. Air Force decided to meet its foreign language training requirements through contract programs at universities such as Yale, Cornell, Indiana, and Syracuse. At the same time, the U.S. Navy taught foreign languages at the Naval Intelligence School in Washington, D.C. To promote efficiency and economy, all the military language programs were consolidated in 1963 into the Defense Foreign Language Program. A new headquarters, the Defense Language Institute (DLI), was established in Washington, D.C., and the former Army Language School commandant, Colonel James L. Collins, Jr., became the institute's first director. (Collins Hall is named in his honor). The Army Language School became the DLI West Coast Branch, and the foreign language department at the Naval Intelligence School became the DLI East Coast Branch. The contract programs were gradually phased out. DLI also took over the English Language School at Lackland Air Force Base, Texas, which became the DLI English Language Center (DLIELC).

During the peak of American involvement in Vietnam (1965–73), DLI increased the pace of language training. While regular language training continued unabated, more than 20,000 Service personnel studied Vietnamese through DLI programs, many taking a special eight-week military adviser "survival" course. Dozens of DLI graduates gave their lives during the war. Today, four student dormitories bear the names of graduates who died in that conflict. In addition, there is an instruction hall named Cook Hall in honor of Medal of Honor recipient Colonel Donald G. Cook.

In 1974, the institute's headquarters and all resident language training were consolidated at the West Coast Branch, and the Defense Language Institute Foreign Language Center (DLIFLC) was renamed. DLIFLC continues to operate a small contract foreign language training program in Washington, D.C. With the advent of the All-Volunteer Forces and the opening of most specialties to women, the character of the student population underwent a gradual change. In 1973, the newly formed U.S. Army Training and Doctrine Command (TRADOC) assumed administrative control. In 1976, all English language training operations were returned to the U.S. Air Force, which operates DLIELC to this day.

Since the end of the Vietnam War, the institute has experienced an exciting period of growth and change. DLIFLC pursued academic accreditation in 1979, and in 1981 the position of Academic Dean (later called Provost) was reestablished. A joint-Service General Officer Steering Committee was established in 1981 to advise on all Defense Foreign Language Program aspects. The Defense Language and National Security Education Office now perform this function. In the early 1980s, a rise in student input forced the institute to open two temporary branches: a branch for Air Force enlisted students of Russian at Lackland Air Force Base, Texas (1981–1987), and another for Army enlisted students of Russian, German, Korean, and Spanish at the Presidio of San Francisco (1982–1988). The increased student input also resulted in an extensive facilities expansion program on the Presidio.

Numerous academic changes were made under the Proficiency Enhancement Plan, now called PEP I, from 1985 to 2000, and PEP II, beginning in 2005, including smaller class sizes, new curricula and assessments, and a comprehensive academic master plan. Under PEP, the average staffing ratio was increased to two instructors per ten-student section, and with PEP II, with the need for higher proficiency, the staffing ratio was again increased. In the more difficult languages, the faculty-to-

student ratio was increased from 2:10 to 2:6, while in the easier languages, the faculty-student ratio was increased from 2:10 to 2:8.

In October 2001, the U.S. Congress gave DLIFLC federal authority to grant an Associate of Arts in Foreign Language (AA/FL) degree and extended this authority to Bachelor of Arts in Foreign Language (BA/FL) in 2022.

In response to the terrorist attacks of September 11, 2001, DLIFLC created the Emerging Language Task Force to serve as the institute's quick-response language team for current and emerging needs for Operations Enduring Freedom and Iraqi Freedom, the Global War on Terrorism, and other operations in Iraq and Afghanistan. As with the Vietnam War, several DLIFLC buildings are named after graduates who gave their lives during those long wars.

In 2020, like other institutions that faced the social distancing challenges of the COVID-19 pandemic, DLIFLC transitioned to 100 percent virtual education. Leadership, faculty, and staff responded with exceptional professionalism, pivoting services to remote technology support, instructional training, and attending to students' basic needs.

Now, after 80 years, DLIFLC continues to evolve and expand its language course offerings to support a wide range of Defense Department operations.

### DLIFLC Students At-a-Glance

DLIFLC serves a uniformed Military Service member population, enrolling approximately 2,000 multiservice students each year. The military's needs determine enrollment numbers. Prospective students must take and achieve qualifying scores on the Defense Language Aptitude Battery (DLAB) and/or the Armed Services Vocational Aptitude Battery (ASVAB).

The U.S. Army and U.S. Air Force have the largest student populations. Approximately 66% of DLIFLC students are under the age of 25, and 99% are high school graduates. Seventeen percent are college graduates, and 6% are officers. Seventy-four percent of DLIFLC graduates will support intelligence missions.

Service members attend class five days per week, six hours per day, with an optional seventh hour. Students complete two to three hours of homework each night. The program length depends on the language of study and runs from 36 to 64 weeks.

DLIFLC offers four credit-bearing programs: Basic, Intermediate, Advanced, and Defense Threat Reduction Agency (Russian). Service members enrolled in these programs receive academic credit for program completion. To move on with their training as military linguists, service members must also take and pass a series of final qualifying language exams called the Defense Language Proficiency Test and the Oral Proficiency Interview (DLPT and OPI, respectively).

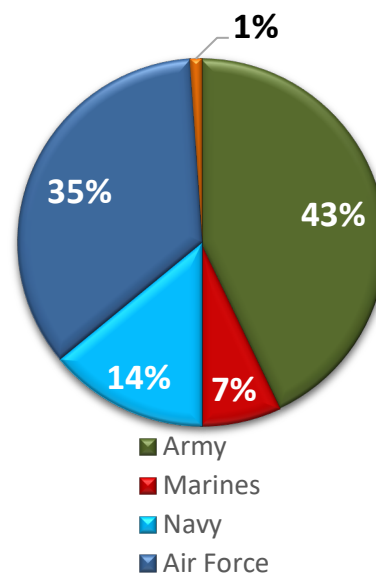
DLIFLC's primary measure of success is the qualifying exam pass rate. Students can pass the academic programs but not pass the final exams. In this case, the Military Services may administratively reclassify the Service member into a non-linguist career field or enroll them in a separate auxiliary program for additional language instruction to re-attempt the exams.

Service members who pass their academic programs and qualifying exams can complete additional coursework to apply for DLIFLC degrees. In fiscal year (F.Y.) 2023, DLIFLC conferred 862 Associate of Arts (AA) degrees and 84 Bachelor of Arts (BA) degrees. The institute has awarded over 20,000 AA degrees since 2002 and 150 BA degrees since 2022. Not all Service members will pursue formal degree programs.

The military covers all living expenses for DLIFLC students. Service members receive monthly pay and allowance commensurate to their rank and years of service. Single unmarried service members live in residence on the Presidio of Monterey in military barracks (i.e., dormitories) with access to two on-post dining facilities. Married service members receive a housing and food allowance to live off-post with their families.

### DLIFLC Faculty At-a-Glance

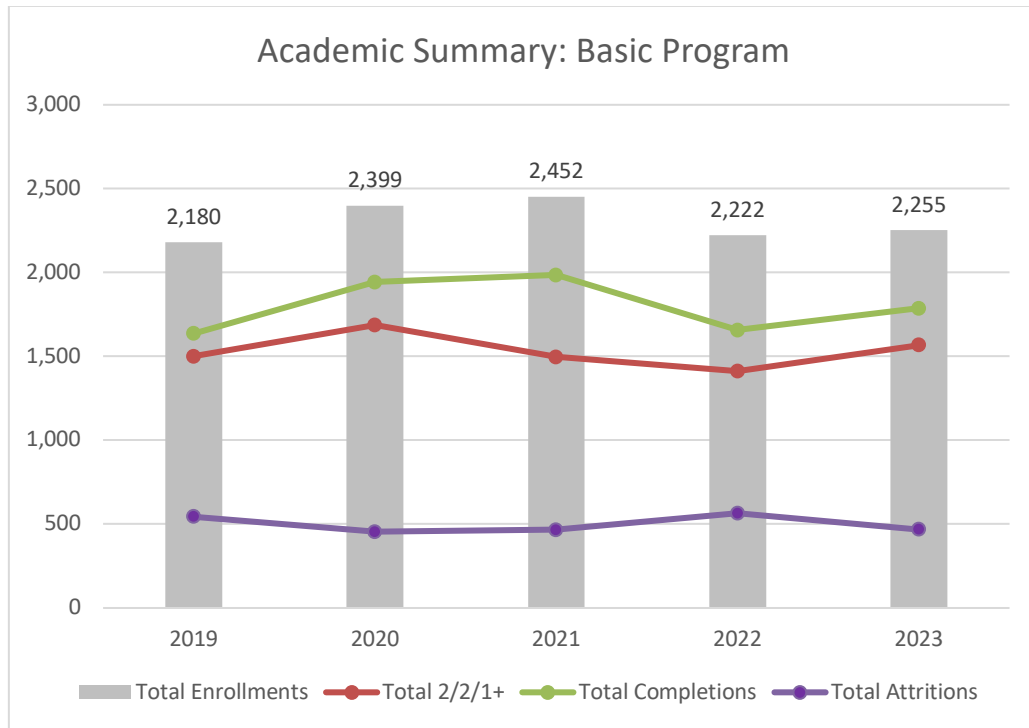
DLIFLC faculty are Title 10 Department of Army civilians. Approximately 95% of DLIFLC faculty are native speakers of the languages they teach. Eighty-four percent of the faculty hold graduate degrees (21% doctorates, 63% masters). Sixteen percent of instructional faculty hold a bachelor's degree only. The largest class size at DLIFLC is eight students to one instructor, allowing maximum time-on-task



during the instructional day.

### Academic Summary

The following data sets describe trends in enrollment and student characteristics. Unless otherwise noted, all data are presented by fiscal year (October – September). The Directorate of Academic Affairs maintains student datasets with point-in-time data from their databases.



#### Academic Summary: Basic Program

	2019	2020	2021	2022	2023	5-yr. Avg
<b>Enrollments</b>	2,180	2,399	2,452	2,222	2,255	2,301
<b>Production</b>	68.9%	70.3%	61.0%	63.5%	69.5%	66.6%
<b>Difference from Floor</b>	-11.1%	-9.7%	-19%	-16.5%	-10.5%	-13.4%

*Basic Program Floor: 80% of Service members graduate with Interagency Language Roundtable scores of 2/2/1+ on the final qualifying exams.*

### Academic Summary: Intermediate Program

	2019	2020	2021	2022	2023	5-yr. Avg
<b>Enrollments</b>	50	42	21	46	131	58
<b>Production</b>	48.0%	26.2%	52.4%	60.9%	58.8%	49.3%
<b>Difference from Floor</b>	-32%	-53.8%	-27.6%	-19.1%	-21.2%	-30.7%

*Intermediate Program Floor: 80% of Service members graduate with Interagency Language Roundtable scores of 2+/2+/2 on the final qualifying exams.*

### Academic Summary: Advanced Program

	2019	2020	2021	2022	2023	5-yr. Avg
<b>Enrollments</b>	23	19	55	50	135	56
<b>Production</b>	56.5%	26.3%	27.3%	38.0%	54.8%	40.6%
<b>Difference from Floor</b>	-23.5%	-53.7%	-52.7%	-42.0%	-25.2%	-39.42%

*Advanced Program Floor: 80% of Service members graduate with Interagency Language Roundtable scores of 3/3/2 on the final qualifying exams.*

### Academic Summary: Defense Threat Reduction Agency Program

	2019	2020	2021	2022	2023	5-yr. Avg
<b>Enrollments</b>	17	23	20	14	12	17
<b>Production</b>	94.1%	91.3%	95.0%	85.7%	83.3%	89.9%
<b>Difference from Floor</b>	14.1%	11.3%	15.0%	5.7%	3.3%	9.9%

*DTRA Program Floor: 80% of Service members graduate with Interagency Language Roundtable scores of 2+/2+/2 on the final qualifying exams.*

## Data Disaggregation

DLIFLC routinely tracks and publishes a wide range of mission-relevant, disaggregated student achievement data by branch of Service, enlisted and officer, language school, language program, department, class, and section. These data are key to DLIFLC’s integrated planning processes and align with performance indicators in the institute’s Command Guidance and strategic plan.

The Defense Manpower Data Center (DMDC), under the Office of the Secretary of Defense, is a separate government agency from DLIFLC that collates personnel, manpower, training, and other data, including demographic data on race, ethnicity, religious affiliation, etc. While DLIFLC can access DMDC demographic data for periodic quality assurance/quality improvement evaluations at the request of the military leadership, the institute does not store nor have access to this information in its datasets.

## Equity Statement

The Army and DLIFLC student populations reflect the diversity of America. *The Army People Strategy Diversity, Equity, and Inclusion Annex* defines equity as “The fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force” (2020, p. 4). Equity supports “the strategic outcomes of a ready, professional, diverse, and integrated force in

that it will allow the Army to maintain a culture in which fair treatment, access, opportunity, and choice are visible and attainable by all Soldiers and Civilians” (p. 5).<sup>1</sup>

As an Army institution, DLIFLC is committed to providing learning support services that reflect its students’ diverse and changing needs in advancing equity in success for all Service members. Performance gaps can arise in learners from any background, ethnicity, religious affiliation, gender, etc. DLIFLC respects each student’s identity and circumstance by providing academic and student support services, ensuring greater equality of opportunity. All Service members’ perspectives, ideas, and contributions are valued and taken into consideration in decision making at all levels of the institution.

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<sup>1</sup> U.S. Army (2020, September 1). Diversity, equity, and inclusion annex. [https://www.army.mil/e2/downloads/rv7/the\\_army\\_people\\_strategy\\_diversity\\_equity\\_and\\_inclusion\\_annex\\_2\\_020\\_09\\_01\\_signed\\_final.pdf](https://www.army.mil/e2/downloads/rv7/the_army_people_strategy_diversity_equity_and_inclusion_annex_2_020_09_01_signed_final.pdf)

## B. Institutional Self-Evaluation of Alignment with Accreditation Standards

### Standard 1: Institutional Mission and Effectiveness

*The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.*

#### 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students. (ER 6)

As a United States Army institution, DLIFLC has a clear mission that serves as our foundation, reflecting the institute's character, values, and structure to serve our distinctive student body. The mission highlights DLIFLC's charge to provide exquisite, culturally based foreign language education, training, evaluation, and degrees for the Department of Defense on a global scale (1.1.01). Our obligation is based on the values of commitment, adaptability, integrity, and respect at every level of DLIFLC's operations. These values align with the institute's vision, which aspires to generate and sustain warrior linguists throughout their military journey from apprentice to master. Everything DLIFLC does is firmly focused on meeting our mission.

The values adopted by DLIFLC, especially commitment, emphasize a dedication to our students, employees, and all associated stakeholders. DLIFLC's emphasis on adaptability and the promotion of flexibility underscores its proactive approach to driving innovation and change to ensure we remain at the forefront of culturally based foreign language education and training. This commitment supports the personal and professional growth of our distinctive student population.

#### DLIFLC Student Service Members

DLIFLC possesses a truly unique and diverse warfighter student population, drawing individuals from every branch of the U.S. Armed Forces (1.1.02). Approximately 75% of students are from the Air Force and the Army, reflecting a significant representation from these two branches. Twenty-five percent of students are from the Navy, Marines, and Coast Guard. The student body is predominantly male (75%), while approximately 25% are female<sup>2</sup>. The majority of DLIFLC Service members are enlisted (92%). Officers comprise 7% of the student body, and the remaining 1% are "other" (e.g., civilian spouses). Our students mainly consist of individuals who are not only embarking on the profession of arms (military) but who are also beginning a journey to master critical language skills. A noteworthy aspect of the DLIFLC experience is the continuation of indoctrination into their respective roles as Service members. This process is integral to shaping our students' cultural identity and military bearing. Embracing a holistic approach to education and training, DLIFLC and Service Unit partners prioritize the development of military life skills alongside language proficiency. Recognizing the unique challenges young adults face in this dynamic environment, our institute and the Service Units have established robust, comprehensive support structures to assist the growth of each student. This

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<sup>2</sup> In comparison, 17.5% of active duty military are female. Source: Department of Defense Annual Demographics Profile, 2022.

commitment reflects DLIFLC's role in preparing Service members with foreign language skills, character development, and resiliency necessary for success in the military and beyond.

It is important to note that most DLIFLC's students are vectored for the linguist career field in support of the Department of Defense's intelligence mission. Nearly half of our students (47%) are enrolled in the Russian or Chinese programs (1.01.03). This focus aligns closely with the evolving geopolitical landscape, emphasizing the strategic significance of these languages in supporting national security interests. Thus, our unique mission and student body highlight the importance of DLIFLC as a crucial institution in preparing skilled linguists who will contribute significantly to intelligence operations and national security worldwide.

Fundamental to DLIFLC's mission is the value of integrity, a standard for personal and professional conduct. This pledge to ethical behavior contributes to the institute's reputation for delivering high-quality education. Additionally, the value of respect acknowledges and honors the diversity and multiculturalism present within DLIFLC's community (e.g., students, faculty, staff, joint-Service), promoting an environment where individuals are treated with dignity and respect.

DLIFLC strives to promote equitable educational opportunities and outcomes for all students through its structures and culture. DLIFLC's low student-to-teacher ratio (8:1 and often lower) reflects a commitment to student success by ensuring maximum time-on-task in the classroom. If a student begins to demonstrate academic challenges, DLIFLC follows a robust intervention process working with the student, teaching team, and Military Services to develop a support plan (see Standard 2.6). Additionally, the institute promotes tailored instruction in the classroom to allow faculty to adapt teaching for students with diverse learning styles and backgrounds. DLIFLC prioritizes accessibility by providing resources such as one-on-one tutoring (e.g., peer and faculty-led), tailored assignments, and comprehensive technology support to ensure each student has the tools needed to succeed. Academic and military leadership monitor student learning closely using the Academic Reporting Tool (ART), DLIFLC's dashboard, which leverages state-of-the-art business intelligence software to combine and process data from the institute's academic databases to provide stakeholders with oversight of past and current programs, department, class, and individual student progress (1.1.04, 1.1.05). Efforts like these allow us to recognize students' unique strengths while eliminating barriers to promote equal opportunities and positive educational experiences and outcomes.

In summary, DLIFLC's mission, vision, and values collectively express a commitment to excellence, integrity, adaptability, and respect. They define the institution's character, address our unique student (warfighter) demographics, and reflect a pledge to provide a culturally rich and supportive educational and military training environment for all learners from diverse backgrounds and experiences who will contribute to the intelligence mission of the Department of Defense. DLIFLC, without a doubt, plays a pivotal role in shaping the intelligence capabilities of the U.S. Armed Forces.

### **Evidence**

- 1.1.01 DLIFLC Mission and Vision (screenshot)
- 1.1.02 Weekly Population Report Example
- 1.1.03 Language Enrollment Snapshot (ART Annual Report)
- 1.1.04 ART School-level Dashboard (screenshot)
- 1.1.05 ART Department-level Dashboard (screenshot)



**1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.**

DLIFLC follows the United States Army tradition of continuous learning and is committed to setting important goals for student improvement, innovation, and equity.

Most recently, the collaborative and deliberate approach to goal setting is evidenced in DLIFLC's development of a multiyear strategic plan, which involved active involvement from student representation, faculty, staff, administrators, and military leaders to align objectives with the institute's mission and priorities (see Standard 4.2 and 4.3).

The annual Command Guidance provides updated direction and defines DLIFLC's intent for training, education, and testing to generate, sustain, enhance, and evaluate linguists through standardized foreign language programs for the Department of Defense (1.2.01). The Command Guidance is nested under the National Defense Strategy and other Department of Defense/U.S. Army guidance documents (1.2.02, 1.2.03). The focus for the FY24 Command Guidance (a carryover from the previous fiscal year) is the commitment to improving graduation outcomes. In the Basic program, this means focusing production on an 80/40/10 model. The 80/40/10 model seeks to ensure that DLIFLC graduates enough Service members to meet Department of Defense mission requirements, thus driving a clear goal for DLIFLC and its student outcomes while fostering continuous improvement.

**80/40/10 Model**

Undergraduate Education (UGE) Production - Basic Programs

80% of all students in the Basic programs will achieve a score of 2/2/1+ or higher

40% of all students in the Basic programs will achieve a score of 2+/2+/1+ or higher

10% of all students in the Basic programs will achieve a score of 3/3/1+ or higher

Upper-level programs likewise have production targets as follows:

Continuing Education (CE) Production - Intermediate and Advanced Programs

80% of all students in the Intermediate programs will achieve a score of 2+/2+/2 or higher

80% of all students in the Advanced programs will achieve a score of 3/3/2 or higher

Numerical scores reference capstone listening, reading, and speaking foreign language exams which all DLIFLC students take at the end of their programs to determine foreign language proficiency according to defined language tasks and assigned criteria for graduation. Language proficiency ratings range from 0-5 on the standardized Interagency Language Roundtable (ILR) scale<sup>3</sup>:

- 0 No proficiency
- 0+ Memorized proficiency
- 1 Elementary proficiency
- 1+ Elementary proficiency, plus

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<sup>3</sup> All U.S. Government agencies use the ILR standardized scale to measure foreign language proficiency. The scale aligns to the American Council on the Teaching of Foreign Languages (ACTFL) scale used in U.S. educational contexts.

- 2 Limited working proficiency
- 2+ Limited working proficiency, plus
- 3 General professional proficiency
- 3+ General professional proficiency, plus
- 4 Advanced professional proficiency
- 4+ Advanced professional proficiency, plus
- 5 Functionally native proficiency

Innovation has been and continues to be a focus at DLIFLC. We cultivate a culture that encourages creativity and forward-thinking at all levels. The annual Command Guidance outlines key initiatives aligned to support the main effort and key objectives for language training and education. For example, in FY24, supporting efforts include increasing data literacy, ensuring faculty professional development through Army training requirements, and developing a plan to evaluate learning objectives across training programs (1.2.01, pp. 4-5).

Equitable student outcomes are a fundamental aspect of our goals. DLIFLC is committed to fostering an inclusive learning environment that provides our diverse student body the opportunity to succeed. We teach to and at the level of the students while regularly monitoring and assessing progress, thus allowing faculty to adjust teaching methods by providing enhanced support, resources, and assistance to those students facing specific challenges (see Standard 2.6).

DLIFLC employs a comprehensive approach to assess progress in meeting its goals and actions needed to close gaps. The Commander's Update Briefing (CUB) serves as a monthly forum for DLIFLC leadership to receive updates from the individual Service Units (military side) on initiatives, achievements, and challenges (1.2.04). Monthly Program Reports (MPRs), attended by the academic leadership, offer a more detailed analysis of the institute's training and education outcomes and initiatives (e.g., 80/40/10), allowing for a clear understanding of strengths and areas for improvement in the schools and classrooms (1.2.05, 1.2.06). Additionally, mid-course and after-course reviews (MCRs and ACRs, respectively) play a key role for individual teaching teams and academic leadership in evaluating the effectiveness of class cohorts and the target language training program(s) (1.2.07, 1.2.08, 1.2.09). Each venue relies on data from ART, DLIFLC's data dashboard, which disaggregates outcome metrics by Service and language down to the student level depending on the stakeholder audience (1.2.10, see Standard 1.3).

A notable strength at DLIFLC lies in senior leaders' active involvement in monitoring progress. Their hands-on engagement enables swift identification of barriers and challenges, facilitating a proactive response to address issues as they arise. This collaborative leadership style contributes to the institution's success in achieving its goals and maintaining a high standard of language and culture education in a military training environment.

### **Evidence**

- 1.2.01 DLIFLC Command Guidance FY24
- 1.2.02 TRADOC Command Guidance FY24
- 1.2.03 LREC Roadmap
- 1.2.04 Commander's Update Brief Example
- 1.2.05 Monthly Program Report Dec23
- 1.2.06 Monthly Program Report Oct23

- 1.2.07 Mid-course Review Chinese
- 1.2.08 Mid-course Review Korean
- 1.2.09 Mid-course Review Persian Farsi
- 1.2.10 Academic Reporting Tool (ART) Dashboard Class Level (screenshot)

**1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)**

Per DoD Instruction 5160.70, Army Regulation (AR) 11-6, and AR 350-20, DLIFLC demonstrates that it holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (1.3.01, 1.3.02, 1.3.03).

**Established and Published Standards for Student Achievement**

The Commandant issues the annual Command Guidance at the start of each fiscal year to establish standards and inform priorities for the year ahead, including main and supporting efforts. For FY21, the Commandant's priorities were to enable students to meet the current graduation standards (2/2/1+) and increase the total number of students achieving 2+/2+ or higher. The Commandant defined the main effort (Prepared Students) with two supporting efforts (Trained and Ready Faculty and Developed an Improved and Flexible Curriculum) (1.3.04, p.2, 9a-c).

Requirements and student achievement standards set out in the Command Guidance can change. For instance, the FY22 Command Guidance set priorities to support an anticipated change in the Basic program's graduation standards (2+/2+/1+ vice 2/2/1+), which would have been effective for classes starting in FY23 (1.3.05, p.3).

DLIFLC's FY23 priorities shifted again following a memorandum from the DoD Senior Language Authority (SLA) that delayed the implementation of the 2+/2+/1+ graduation standards (1.3.06, p.3, 9b). Instead of raising the graduation standard, the FY23 Command Guidance published the 80/40/10 institution-set standard (see Standard 1.2).

**Review of Data to Measure Progress**

DLIFLC leadership regularly reviews quantitative and qualitative data to inform ongoing efforts to meet the established standards.

**Regular Internal Reviews**

DLIFLC evaluates its progress and informs plans for continued improvement through program reviews, program review midpoint reports, Monthly Program Reports (MPR), the Commander's Update Brief (CUB), and the Attrition Mitigation Efforts brief.

*Triennial Program Reviews*

The Army Enterprise Accreditation Standards require regular program reviews as evidence of the institute's commitment to quality assurance and ongoing improvement (1.3.07). Program reviews are a systematic and comprehensive evaluation of a program's strengths, challenges, and planning priorities, covering staffing, curriculum, learning outcomes, and due outs based on quantitative and qualitative

data (1.3.08). The goals of program reviews at DLIFLC include the following:

- Critical self-assessment by the program’s stakeholders;
- Articulation of strengths and weaknesses of a program’s overall quality, including its faculty, students, curricula, resources, support functions, administration, and processes;
- Assessment of a program’s future potential and identification of priorities for making improvements in quality and stature; and
- Dialogue at the levels of the faculty, dean, and associate provost on the priority action items, as well as a timeline for implementation to build excellence in the program.

The DLIFLC Quality Assurance Office manages the program review process (1.3.07). Program reviews include due outs, which describe short- and long-term goals, objectives, timelines, and resources needed to accomplish stated goals (1.3.09, 1.3.10).

#### *Program Review Midpoint Reports*

The program review midpoint report functions as a way for programs to evaluate their progress on due-outs and planning priorities (e.g., progress towards meeting the mission) (1.3.11). The midpoint report intends to ensure the following (p.4):

- Support the programs towards quality improvement;
- Capture changes in planning priorities;
- Have administrative structures in place to monitor due outs; and
- Address possible process gaps in the event of staffing turnover or program realignment in a timely manner.

The program review midpoint report occurs approximately 18 months after a triennial review. It also communicates a program’s status to all relevant stakeholders: administrators, faculty, staff, senior leaders, and external accrediting agencies (1.3.12, 1.3.13).

#### *MPR and CUB*

Through its Monthly Program Report (MPR) and Commander’s Update Brief (CUB), DLIFLC monitors student performance aligned to the 80/40/10 goals. In the MPR, academic leadership briefs the Command Group on their respective student performance data and actions taken within the following supporting efforts (SEs):

- People
- Language Education/Training
- Student/Evaluation
- Testing
- Technology

The MPR covers disaggregated student performance data from each language program (1.3.14). The MPR is an important venue for the Command Group to address administrative, process, or resource barriers to achieving the mission.

In the CUB, the Commandant receives updates from the Assistant Commandant, Chief of Staff, military unit commanders, Garrison leadership, and other support organizations (e.g., dental and medical

clinic, Office of the Staff Judge Advocate, Inspector General, etc.). The Service Unit Commanders present student performance data disaggregated by Service and discuss any support concerns with DLIFLC leadership (1.3.15).

#### *Attrition Mitigation Efforts*

The DLIFLC Provost schedules and receives a bi-annual Attrition Mitigation Efforts brief from each UGE dean. This meeting focuses on attrition data analysis for each school and short- and long-term mitigating initiatives (1.3.16, 1.3.17). The UGE Associate Provost summarizes the overall attrition outlook and attrition challenges followed by individual schools' updates. In each brief, the provost provides feedback.

#### *Ad-hoc Reports*

The DLIFLC Analysis and Evaluation (AE) division provides the Command Group with an assessment and evaluation capability separate from the above standardized processes. For example, at the request of a former Assistant Commandant, AE completed a preliminary analysis using disaggregated data among the Basic program students to determine potential unconscious bias toward minority populations (1.3.18). Additionally, AE analyzed student performance data to assess the impact of virtual instruction during the COVID-19 pandemic (1.3.19). AE can evaluate emerging areas of inquiry as the mission changes.

### **Regular External Reviews and Evaluations**

#### *Annual Program Review*

The Commandant conducts an Annual Program Review (APR) for external DLIFLC stakeholders, including the DoD SLA and the Defense Language Steering Committee (DLSC) (1.3.01). During the APR, the Commandant reports on the institute's accomplishments, data trends, initiatives, challenges, and way forward (1.3.20). The APR is a forum for the Commandant to advance strategic planning agendas for continued improvement.

#### *External Peer Review*

DLIFLC has leveraged external peer reviewers to conduct in-depth qualitative and quantitative reviews of its programs to help inform short- and long-term planning and identify improvements as needed. These peer reviewers come from higher education and have foreign language teaching and learning expertise. The most recent peer review team focused on Russian, Arabic, and Chinese Mandarin to develop recommendations designed to increase the proficiency skills of DLIFLC graduates (1.3.21). In 2022, the external peer review recommended the following:

- Hire and train well-qualified faculty and staff;
- Ensure consistency in implementing a clear instructional model for proficiency- and task-based instruction and provide faculty training and professional development to support and maintain this instructional model;
- Support individualized instruction; and
- Implement the Canvas Learning Management System and train faculty and staff in its use.

The Commandant responded to the above feedback, along with guidance to formalize cyclical external peer reviews through the institute's quality assurance program (1.3.22, 1.3.23).

## **Evidence**

- 1.3.01 DoD Instruction 5160.70
- 1.3.02 Army Regulation (AR) 11-6
- 1.3.03 Army Regulation (AR) 350-20
- 1.3.04 FY21 Command Guidance
- 1.3.05 FY22 Command Guidance
- 1.3.06 FY23 Command Guidance
- 1.3.07 QA Master Evaluation Plan FY22
- 1.3.08 DLIFLC Program Review Guide
- 1.3.09 2017 Program Review UMA
- 1.3.10 2021 Program Review UMA
- 1.3.11 Midpoint PR Report Guide
- 1.3.12 Midpoint PR Report1
- 1.3.13 Midpoint PR Report2
- 1.3.14 Monthly Program Report Example
- 1.3.15 Commanders Update Brief Example
- 1.3.16 UGE Mitigating Attrition 2022
- 1.3.17 UGE Mitigating Attrition 2023
- 1.3.18 Racial Disparity Data
- 1.3.19 COVID Quantitative Analysis
- 1.3.20 Commandant APR Summary
- 1.3.21 Academic Peer Review 2022
- 1.3.22 CMDT Memo Peer Review Comments
- 1.3.23 CMDT Decision Memo External Peer Review

### **1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)**

Per Army Regulation 350-20, DLIFLC demonstrates that its mission directs resource allocation, innovation, and continued quality improvement through ongoing systematic evaluation of programs and services (1.4.01).

#### **Institute-Level Planning: Command Guidance**

As described in 1.1 and 1.2, the Command Guidance is the primary means to direct and organize resource allocation and innovation for continuous quality improvement across the institute's programs and services. The Command Guidance is nested under the Headquarters Department of Army G3/5/7's Annual Program Memorandum, the Combined Arms Center Command Guidance, and the Intelligence Center of Excellence's Training Guidance (see Appendix 2). These guiding documents serve as the framework for DLIFLC's own Command Guidance. Internally, the Deputy Chief of Staff for Operations (DCSOPS) solicits further input from key DLIFLC senior staff (e.g., fiscal and human resources) and academic leadership in late summer each year to refine the guidance ahead of the document's publication in October of the new fiscal year (FY) (1.4.02, 1.4.03). This process allows for integrated planning and appropriate participation from institutional constituencies. The Commandant holds the final decision-making authority for priorities listed in the Command Guidance.

The guidance encompasses both short- and long-range plans. In FY24, examples of resource allocation, innovation, and continuous quality improvement emerging from the Command Guidance included the following:

- Develop a plan to standardize and evaluate the curriculum to be used in DLIFLC’s new learning management system;
- Implement a multiyear data analytics strategy;
- Right-size staffing and overhires;
- Execute a hiring strategy for Russian and Chinese faculty (i.e., high-growth programs);
- Identify an Office of Primary Responsibility (OPR) for curriculum oversight and a strategic way-ahead; and
- Report on DLIFLC Leadership Assessment Survey results to inform an Army Leadership Development Plan for FY25.

Depending on the complexity of any planning priority within the Command Guidance, DCSOPS may publish additional operations orders to organize strategic working groups to execute the Commandant’s guidance (see Standards 2.1 and 2.2).

#### **Institute-Level Planning: Annual Program Review**

As described in Standard 1.3, the Commandant must conduct an Annual Program Review (APR) with the DoD SLA and the DLSC each year (1.4.04). The APR allows external DLIFLC stakeholders to provide guidance on DLIFLC’s short- and long-term planning priorities. In the 2021 APR, the Commandant reported on the institute’s accomplishments, production outcomes, initiatives, challenges, and way ahead, which included overall production data showing the impact of virtual instruction during the COVID-19 pandemic (1.4.05). Following the FY21 APR, the Commandant issued an Operational Order (OPORD) that directed DLIFLC to hold strategic offsites with internal stakeholders in 2022 (1.4.06). DLIFLC convened Strategic Planning Working Groups to formulate a 5-year plan covering six areas called Lines of Efforts (LOEs) (1.4.07, see Standard 4.3). In the 2023 APR, the Commandant presented a multiyear strategic plan that consists of Approach, Priorities, Method, and Milestones (1.4.08). To accomplish the strategic plan, the Commandant introduced the Strategic Approach that covers five main areas: (1) People, (2) Training/Education, (3) Standardization/Evaluation, (4) Data Analytics, and (5) Partners and Allies; each of these main areas has an end state within the next three-to-five fiscal years. Leadership monitors efforts aligned to these five areas in the MPR (see Standard 1.3).

#### **Institute-Level Planning: Responsive Resource Alignment**

Outside of the formal annual and multiyear planning cycles, DLIFLC may realign training resources in response to emerging National Defense Strategy (NDS) changes.

##### *Realignment of Undergraduate Education (UGE) Schools*

At the policy level, the NDS requires DLIFLC to direct its resource allocation to critical languages, including Arabic, Chinese Mandarin, Korean, Persian Farsi, and Russian, while continuing to provide language training in non-NDS languages (1.4.09). Through its Scheduling Division, the institute regularly conducts quarterly section studies to project enrollments over the next three fiscal years to determine required staffing resources (1.4.10, 1.4.11). However, enrollment fluctuations driven by the mission can significantly impact program administration and resourcing. For example, the institute realigned its Arabic, Chinese Mandarin, and Russian schools in 2021, and again in 2024 in response to sizeable enrollment shifts (1.4.12).



- The Arabic program transitioned from dialects to Modern Standard Arabic (MSA) only and consolidated its three Arabic schools into two schools.
- Significant growth in Chinese Mandarin and Russian enrollments resulted in over-sized schools, which reduced the effectiveness of faculty and student support services. As a result, DLIFLC portioned off several departments to form a new school: Undergraduate Chinese and Russian.
- Continued growth in Chinese and Russian triggered a follow-on realignment and consolidation of these two languages into a single school each while downsizing Arabic further into one school.

#### *Realignment of Intermediate and Advanced Programs*

The Defense Language Regional Expertise and Culture (LREC) Roadmap Phase 1 mandates efforts to train military linguists to higher levels (i.e., profession-level proficiency) (1.4.13, pp.1-10). To prepare, support, and focus on meeting the Defense LREC Roadmap Phase 1, the Commandant ordered realignment of Resident Intermediate and Advanced programs (i.e., baccalaureate level programs) to Continuing Education (CE) (1.4.14). This realignment process has two phases. Phase 1 involved renaming CE divisions and hiring more faculty and administrative support staff to assist with program growth. Phase 2 consists of an After-Action Review to capture processes and lessons learned from this significant administrative realignment by January 2025.

#### **Program-level Planning: Triennial Program Reviews**

DLIFLC's Army Accreditation requires a 3-year program review cycle as evidence of the institute's commitment to quality assurance and ongoing improvement. The DLIFLC Quality Assurance and Accreditation Office oversees the program review process aligned to Army and ACCJC accreditation standards (see Standard 1.3, 1.4.15). Program reviews support DLIFLC's continued efforts to promote critical reflection, self-assessment, and strategic planning toward achieving the institute's goals. In consultation with the faculty, the academic leadership evaluates learning outcome trends, student and faculty feedback trends, staffing needs, curriculum readiness, and short-, medium-, and long-term planning goals (i.e., due-outs) specific to that language. Administrators identify resourcing requirements to meet these goals (e.g., staffing projects). Examples of improvements and innovations from recent program reviews include:

- Establishing a mentoring system to track and evaluate the effectiveness of student mentoring in Intermediate Arabic (1.4.16);
- Exploring collaboration with higher education partners to identify level-appropriate instructional resources in Advanced Chinese (1.4.17); and
- Establishing a new teacher training and onboarding process in Basic Persian Farsi (1.4.18).

DLIFLC's mission directs resource allocation, innovation, and continued quality improvement through systematic program and service planning and evaluation. The institute has systems that integrate valid sources of data and information to support short—and long-term planning and decision-making, adapt to mission changes, and implement initiatives for continued improvement.

#### **Evidence**

- 1.4.01 Army Reg 350-20
- 1.4.02 Command Guidance Input (Email Communication)
- 1.4.03 FY24 Command Guidance



- 1.4.04 DODI 5160.70
- 1.4.05 DLIFLC APR Summary 2021
- 1.4.06 OPORD Offsite
- 1.4.07 Strategic Planning Working Group
- 1.4.08 5 Year Strategic Plan
- 1.4.09 National Defense Strategy
- 1.4.10 FY23 Arabic Section Studies
- 1.4.11 FY24 Arabic Section Studies
- 1.4.12 OPORD UGE Realignment 21-22
- 1.4.13 Defense LREC Roadmap Phase1
- 1.4.14 Int/Adv Program Realignment 2023
- 1.4.15 Program Review Requirements
- 1.4.16 Intermediate Arabic Program Review FY23
- 1.4.17 Advanced Chinese Mandarin Program Review FY23
- 1.4.18 Persian Farsi Program Review Midpoint Report FY23

**1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)**

DLIFLC regularly communicates progress toward achieving its mission and goals with internal and external stakeholders to promote an understanding of institutional strengths, priorities, and areas for continued improvement.

**Communicating with Internal Stakeholders**

DLIFLC uses different means to share progress toward achieving its mission and goals with internal stakeholders, which include Monthly Program Reports (MPR), the Commander's Update Brief (CUB), Provost's Newsletter, program reviews, and program review midpoint reports.

*Monthly Program Report*

DLIFLC conducts MPRs on the first Tuesday of the month. This regular forum updates the Commandant and senior military and academic leadership on student performance, initiatives, challenges, and improvement areas. DLIFLC leaders regularly adjust the MPR format to facilitate effective communication (1.5.01, 1.5.02). Starting in January 2024, the MPR briefing format now reflects alignment to the strategic lines of effort (i.e., institutional priorities) and the current Command Guidance. The MPR provides a status update of quantitative student outcomes data across the mission and fiscal year historical data (1.5.02, Slides 11-12). The MPR is accessible online and in person and is recorded for viewing after the meeting as needed by stakeholders (1.5.03).

*Commander's Update Brief*

CUBs occur on the third Wednesday of the month and serve as the main venue for the Service Unit Commanders to discuss issues impacting instruction, exchange information, facilitate crosstalk, and determine ways ahead (1.5.04). Each CUB starts with updates presented by one of the Service Unit Commanders (Army, Air Force, Navy, and Marines) and ends with the Commandant's comments. The meeting content falls under four quadrants: Highlights, Academic Progress/Concerns,

Upcoming/Occurring Events, and Staff Coordination/Concerns. On the Academic Progress/Concerns quadrant, the Service Commander updates the stakeholders with disaggregated student achievement data for their Service branch. Following the military unit updates, the support organizations provide information about ongoing initiatives, student readiness, and service changes (e.g., dental, medical, housing, etc.). The CUB is accessible online and in person and is recorded for viewing after the meeting as needed by stakeholders (1.5.03).

#### *Provost's Newsletter*

The Provost Office publishes a monthly Provost's Newsletter; this publication shares academic and administrative updates with DLIFLC faculty and staff (1.5.05). New issues go out via enterprise email (1.5.06). DLIFLC constituencies can access the most recent and previous issues through the Provost's Knowledge Portal (i.e., intranet). Each publication focuses on three main areas: trending topics, DLIFLC Leaders, and Just-in-Time Communication. The trending issues vary from one publication to another. For instance, the November 2021 issue focused on the Provost's Educational Philosophy and Shared Governance (1.5.07). As for DLIFLC Leaders, this section may introduce new and current leaders at DLIFLC (1.5.08, 1.5.09). The Just-in-Time Communication section presents key updates from the Provost Organization (e.g., new policies, administrative deadlines, etc.) (1.5.09).

#### *Program Reviews*

As described in 1.3 and 1.4, cyclical program reviews include accomplishments, challenges, and due outs for areas that need continued improvement within a language program. Internal stakeholders required to attend the report session include the school's faculty, provost, associate provosts, representatives from support organizations, Military Service units, and Command Group representatives. Below are two program review summaries:

- The Chinese Mandarin school reported on the completion of two due-outs from 2017 related to developing a new Semester I textbook and Semester III curricular materials, 2018-2020 production rates and attrition rates, steps taken to lower attrition, innovations, general efforts, technology use, and due-outs driven by quantitative and qualitative data analysis (1.5.10).
- The Russian schools reported on the completion of prior due-outs and their status, 2018-2020 production and attrition rates, steps taken to lower attrition, innovations, general efforts, technology use, and due-outs (1.5.11).

While the format for program reviews is set, the contents of the program reviews differ depending on the quantitative and qualitative data, as do the due-outs and resourcing planning priorities.

#### *Program Review Midpoint Reports*

Undergraduate Education programs complete a program review midpoint report 18 months after their full program review, intended to monitor and update progress for their primary due outs (see Standard 1.3). Programs complete the report, share its contents with their faculty and staff, and then submit it to the DLIFLC Accreditation Office, which makes it available for open access on the Knowledge Portal (1.5.12). This provides academic leadership with an opportunity to promote an understanding of program strengths and priorities.

For instance, the Korean school reported on eight due outs: implementing a new Applied Operational Language Course (complete and fully implemented) and a new Area Studies Course (completed and

fully implemented), Semester I and II Curriculum Updates (ongoing, then completed and fully implemented), Korean Specific Workshops (ongoing), Sharing Best Practices (ongoing), Curriculum Enrichment Program (ongoing), Communication with Service units (ongoing), and Revision of Mid-Course Review (MCR) (complete and fully implemented) (1.5.13).

## **Communicating with External Stakeholders**

### *Annual Program Review*

DoD Instruction 5160.70 states that the Commandant is to provide a quarterly update on the status of the Defense Language Program along with an Annual Program Review to key external stakeholders covering accomplishments, outcomes, initiatives, challenges, and ways ahead (1.4.04, 1.5.14). The APR includes an overview of resourcing, student achievement metrics, and strategic priorities.

### *Situation Reports*

DLIFLC sends biweekly situation reports (SITREPS) to the Department of the Army through its higher headquarters (see Appendix 2). SITREPS provide a status update on language programs across the enterprise, which includes student enrollments, graduations, notable events, and initiatives (1.5.15).

## **Access to Evaluations and Reports**

Stakeholders can access and learn about DLIFLC's progress toward achieving its mission through various means.

### *Annual Accreditation Report*

The Accreditation Office publishes the Annual Accreditation Report on DLIFLC's public-facing website. These reports include outcome metrics by program and enrollment trends (1.5.16).

### *Knowledge Portal*

The Knowledge Portal (i.e., intranet site) provides regularly updated information on all aspects of the institute, such as regulations, faculty programs, DLIFLC initiatives, and results (1.5.17). Students, faculty, and staff have access to the portal, which includes past MPRs, CUBs, and program review recordings (1.5.12, 1.5.18, 1.5.19).

### *DAA Academic Reporting Tool (ART)*

The Directorate of Academic Affairs (DAA) administers the Academic Reporting Tool (ART), DLIFLC's data dashboard (1.5.20). The ART contains regularly updated information and historical data related to the following: currently enrolled students, demographics, graduation results, and attrition rates. Executive officers, senior military leaders, and academic leaders can access quantitative student outcomes data for reporting, monitoring, and decision-making purposes. Examples include:

- 2019-2023 aggregate enrollment and graduation numbers from all DLIFLC language programs and overall completion and attrition rates (1.5.21, 1.5.22);
- The ability to sort quantitative data based on the school or language program (1.5.23);
- Quantitative data for Service members disaggregated by Military Service branch (1.5.24, 1.5.25)
- An annual Academic Summary for the DLIFLC community, which captures outcomes metrics and data trends by fiscal year, along with high-level trends over five years (1.5.26)

The ART is a relatively new tool for DLIFLC leadership with evolving functionality and integration into existing processes (e.g., MPR, CUB, program reviews, etc.). DLIFLC anticipates additional growth in its ability to leverage real-time quantitative outcomes data for decision-making and resource prioritization.

### **Using Data and Evidence to Inform Priorities**

#### *80/40/10 Overall Production Goals*

As discussed in 1.2 and 1.3, DLIFLC has institute-set standards (i.e., 80/40/10). The FY24 Command Guidance directs the provost organizations to achieve the institute-set standards for its degree-granting programs (1.5.27). The Command Guidance is the primary means to drive resourcing priorities for change initiatives during the budget year. For example, as part of the efforts to build and sustain equal learning experiences for all students across language programs, the strategic planning priorities for FY24 cover standardization and evaluation of curriculum and assessment (see Standard 2.2). DLIFLC leadership monitors production results in the MPRs aligned to 80/40/10 as well as progress on the support initiatives (1.5.28). The Commandant and academic leadership use the MPR as a standing venue to address priorities, identify roadblocks, and realign resources.

#### *Maximizing Target Language Use*

DLIFLC may generate institutional priorities based on data and evidence from sources outside of its standing internal review processes. In response to the 2022 External Peer Review (see Standard 1.3), the Commandant issued Command Policy #21 on DLIFLC Target Language Use (1.5.29). This policy aims to foster an immersive language learning environment by requiring students to use the target language inside DLIFLC buildings and classrooms. As a follow-up, Undergraduate Education formed a task force to create the *Maximizing Target Language Workshop* to train faculty to support this command-directed priority (1.5.30). Additionally, the Provost Newsletter covered strategies to maximize target language use (1.5.31). The *Maximizing Target Language Use* initiative serves as a robust example of data and evidence informing decision making and follow-on resourcing.

### **Evidence**

- 1.5.01 January Monthly Program Report 2023
- 1.5.02 January Monthly Program Report 2024
- 1.5.03 Knowledge Portal MPR and CUB (screenshot)
- 1.5.04 CUB Example
- 1.5.05 Provost Newsletter Portal (screenshot)
- 1.5.06 Provost Newsletter Announcement (email communication)
- 1.5.07 Provost Newsletter November 2021
- 1.5.08 Provost Newsletter January 2023
- 1.5.09 Provost Newsletter September 2023
- 1.5.10 Chinese Program Review 2022
- 1.5.11 Russian Program Review 2021
- 1.5.12 Program Review Website (screenshot)
- 1.5.13 Korean Midpoint Report 2023
- 1.4.04 DoDI 5160.70
- 1.5.14 Annual Program Review 2023
- 1.5.15 SITREPS Sample (email communication)

- 1.5.16 Annual Accreditation Report (screenshot)
- 1.5.17 Knowledge Portal (screenshot)
- 1.5.18 Knowledge Portal MPRs (screenshot)
- 1.5.19 Knowledge Portal CUBs (screenshot)
- 1.5.20 ART Dashboard
- 1.5.21 ART 2019-2023
- 1.5.22 ART Chinese Mandarin 2019-2023
- 1.5.23 ART Chinese Mandarin 2023
- 1.5.24 ART Air Force Students 2019-2023
- 1.5.25 ART Air Force Students by Language 2023
- 1.5.26 Academic Summary 2023 (screenshot)
- 1.5.27 FY24 Command Guidance
- 1.5.28 Russian Chinese Mandarin MPR 80-40-10
- 1.5.29 Command Policy #21 Target Language Use
- 1.5.30 January 2023 MPR Target Language Training Initiative
- 1.5.31 Provost Newsletter Dec 2023

## **Standard 2: Student Success**

***In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.***

- 2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)**

### **Academic Program Overview**

The Defense Language Institute Foreign Language Center (DLIFLC) is the primary foreign language training institution for the Department of Defense (DoD) (2.1.01), with programs designed for Service members whose military duties require them to acquire and maintain a specified level of foreign language proficiency and cultural competency. The institute offers instructional programs consistent with its mission in providing “culturally based foreign language education, training, evaluation, and degrees for the Department of Defense, globally, to afford a comprehensive understanding of the joint operational environment, a competitive edge to our warfighters, and safeguard the national security of the United States” (2.1.02).

Academic programs reflect appropriate breadth, depth, and expected learning outcomes. Consistent with DLIFLC’s mission, academic programs lead to degrees, certificates, transfer, employment, or other similar credentials. The General Catalog lists specific requirements for degrees (AA and BA), certificates (Diploma Certificate, Certificate of Completion, and Linguist Certificate), transfers, and credentials (2.1.03, pp. 96-107). Academic programs lead to employment (i.e., military careers) per the policies and procedures of the Military Services. In addition to the General Catalog, policies and procedures for DLIFLC are articulated in DLIFLC Regulation 350-10: Management of Students and Language Programs (2.1.04).

Students who graduate from DLIFLC language programs advance in their military training toward achieving full qualification to perform their duties in their assigned military occupational specialties. Academic transcripts are available for transfer of academic credit to other institutions of higher education. Courses are grouped into Basic (potential to earn an AA degree), Intermediate and Advanced (potential to earn a BA degree), and Defense Threat Reduction Agency (potential to earn a BA degree).

DLIFLC has defined standardized and objective outcomes for each program and degree (e.g., 80/40/10) (see Standard 1.2).

### **Programs Leading to an Associate of Arts Degree**

Undergraduate Education (UGE) oversees the Basic programs that can lead to an AA degree. UGE administers six schools. Each school has a dean with chairs under each dean and faculty teachers reporting to the chairs. Teaching occurs in teams, with a team leader typically leading a group of four to six teachers. Each faculty member generally teaches individually, but all teachers communicate and collaborate on planning instruction. Classroom sizes are capped at eight students per classroom with one instructor (often six or fewer). Being a team leader entails creating daily and weekly class schedules based on students’ needs, monitoring the creation and implementation of materials outside

the textbook, and scheduling unit tests and other assessments. The Basic program teaching load is 800 hours/year for teaching faculty (560 for team leaders), averaging approximately four hours of teaching per day. In addition to teaching and beyond the 800 hours per year, all teachers on the team collaborate to discuss student needs, grade homework, create supplementary materials and mentor students. Given the teaching focus of the institute, there are very minimal requirements for curriculum development, publication, or service for the teaching faculty.

In addition to teaching faculty, each school in UGE has 10-12 faculty members serving in academic support positions, such as Academic Specialists, Student Learning Specialists, Diagnostic Assessment Specialists, Faculty Trainers, and Technology Specialists. These positions have no teaching requirements, but support projects as needed, including curriculum development and instructional content oversight.

*Length, Breadth, Depth, and Rigor for Programs Leading to an AA*

DLIFLC language programs fall into one of four categories based on the difficulty level for an English speaker to learn. The U.S. State Department Foreign Language Institute first developed the language categories in the 1960s. The categories determine the total length of time for each language program and are as follows:

Language Categories and Instructional Length		
Category I & II	Category III	Category IV
38 Weeks	48 Weeks	64 Weeks
Spanish	Persian Farsi	Chinese Mandarin
French	Russian	Japanese
Indonesian		Korean
Tagalog		Modern Standard Arabic

In addition to language classes, Service members take content courses in Area Studies (AS) and Applied Operational Language (AOL), which focus on developing the knowledge essential for performing operational, job-relevant military tasks (2.1.05, pp. 5-7).

**Programs Leading to a Bachelor of Arts Degree**

Continuing Education (CE) administers DLIFLC’s baccalaureate programs. In 2022, DLIFLC began awarding the Bachelor of Arts degree, either a BA in Foreign Language or Russian (2.1.06). The degree requirements are to complete (1) the Basic program and either the Intermediate or Advanced programs or (2) the Defense Threat Reduction Agency (DTRA) program. Students pursuing a BA must complete additional transfer coursework, though not all choose this option.

Interdisciplinarity is a key component of the institute’s BA degrees, reflecting appropriate breadth, depth, and rigor. The BA in Foreign Language requires both language-specific coursework and general education courses offered by DLIFLC and applies transfer credits in English, art, mathematics, natural/physical science, life science, social science, and government/political science (2.1.03, pp. 100-107). The BA in Russian through the DTRA program includes a rigorous course sequence focused on the methods and techniques of translation and interpretation (2.1.03, pp. 39, 2.1.07). Translation and interpretation are self-standing disciplines, and students learn the theoretical underpinnings of both and acquire unique practical skills. This degree includes content-based courses, such as history, geography, and literature, which are also separate disciplines.



### *Bachelor of Arts in Foreign Language: Intermediate and Advanced Programs*

Administrative oversight of Intermediate and Advanced programs has moved between UGE and CE over the years. As of 2024, Intermediate and Advanced programs are now aligned under CE (2.1.08). This re-alignment occurred due to two main factors. First, enrollment is growing rapidly, i.e., up from an average of 50 annually to 150 annually as of January 2024, with continued growth expected. Second, the institute sought to strengthen standardization and equity for the student experience to better meet the mission and in accordance with the Department of Defense's Roadmap for Cultivating and Managing Skilled Language, Regional Expertise, and Culture (LREC) Talent within the Services (2.1.09). Aligning programs under one organization allows for improved resourcing support through consolidation and comes from the strategic planning process (see Standards 4.2 and 4.3). DLIFLC embraces the growth of these degree programs, viewing them as an area of continued mission evolution to support professional military linguists in their academic and career development.

Intermediate and Advanced programs are each 19 weeks long, regardless of language category (plus a one-week, non-credit-bearing virtual prerequisite). Teaching occurs in teams, with a team coordinator typically leading a team of two teachers. Each faculty member teaches individually, but all teachers communicate and collaborate on planning instruction for their class cohort. Class sizes are capped at eight students per classroom with one faculty member. Being a team coordinator entails creating daily and weekly class schedules based on students' needs, monitoring the creation and implementation of materials, scheduling tests and other assessments, and record keeping. The average teaching load is 750 hours/year, or three to five hours daily. In addition to teaching and beyond the 750 hours per year, all teachers on the team collaborate to discuss student needs, grade homework, develop supplemental materials, and mentor students. All curricula are developed in-house by experienced instructors who are exempted from teaching when assigned to developmental projects. Six faculty members within CE serve in academic support roles, including an Academic Coordinator, an Assessment Specialist, and an Academic Specialist. These roles contribute to faculty training, curriculum development projects, assessment initiatives, and technology support in the baccalaureate-level programs.

### *Bachelor of Arts in Russian, Minor in Translation and Interpretation: Defense Threat Reduction Agency (DTRA) Program*

The DTRA program is a high-level Russian interpretation course of 47 weeks (about 11 months). Service members support various missions to strengthen partnerships with former Soviet Republics and other allies while securing U.S. national interests. Their primary duty is to facilitate communication between the U.S. Government and its partner nations as they interpret during inspections in support of strategic nuclear arms and conventional weapons treaties.

The curricula include courses in Russian reading, listening, speaking, and interpretation activities (e.g., *Interpreting Tours*, 2.1.10, p. 85). Teachers in DTRA teach one course per instructor, not in teams. Class sizes can be as large as nine students. Faculty teach 15 hours or more per week, or an average of three to five hours daily. The DTRA program has Faculty Development Specialists and an Oral Proficiency Interview Education Specialist in academic support roles. Most DTRA classes are not textbook-based but rather consist of self-contained instructional units that can be dropped or included depending on students' needs (e.g., heritage speakers). Curriculum and material development are thus part of the DTRA instructor's responsibilities. The curriculum review process includes annual meetings between the DTRA liaisons to DLIFLC, the DTRA program department chair, and the instructor(s) for each



course, to review and discuss whether the course goals, learning outcomes, and instructional considerations still meet the agency's and students' needs. The DTRA program department chair also reviews materials, activities, and assessment instruments for each course at least twice a year and engages in a comprehensive program review every other year, with a DTRA representative attending and contributing to decision-making as appropriate (2.1.11).

### **Curriculum Development and Review Processes**

DLIFLC has taken on a major revision of its curriculum development and review processes. Outlined below is a discussion of current practices, followed by future plans and developments.

#### *Curriculum Development and Review Processes: Current Practice*

Due to the unique, intensive instructional context of DLIFLC programs, all languages use teaching materials created by and for DLIFLC faculty except French (which uses a publisher-created textbook for some of the language coursework). Materials development currently happens at the program level. This curriculum development model includes many existing strengths. Each academic program has defined student learning outcomes (SLOs) in its respective master program syllabus designed to meet the final proficiency requirements and the end-of-program Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI), which assess students' global language proficiency in direct measurement of those learning outcomes. At the same time, the institute has recognized opportunities to strengthen curriculum development and review processes and is undergoing considerable reorganization towards this end. This section outlines DLIFLC's current practice, while the following outlines future plans.

#### *Current Curriculum Development and Review Processes for Courses Leading to an AA*

For associate-level programs, academic support staff coordinate curriculum updates, piloting feedback, and textbook and assessment revisions as needed based on trend analysis gaps from student surveys, faculty feedback, and outcomes assessments. The process includes a Curriculum Review Board (CRB), which creates and maintains oversight of standardized processes for prioritizing curriculum projects across the institute. The CRB provides recommendations to identify standards and a framework for critical curriculum projects; organizes and monitors a framework for the design, development, revision, and life-cycle assessment of curricula; establishes curriculum standards for courses; monitors flexibility and currency; and ensures effective use of technology and curriculum resources in line with the mission and annual Command Guidance (2.1.12, see Standard 1.4). The CRB establishes and maintains Language Curriculum Teams (LCTs) to conduct curriculum gap analyses and, when deemed appropriate, assemble curriculum development teams to address gaps (2.1.13). The Handbook guides the curriculum development and review process for Basic Course Curriculum Development, which is currently under revision (2.1.14).

The Modern Standard Arabic (MSA) program and Applied Operational Language (AOL) course offer two examples of how the LCT and curriculum review processes work.

- For MSA, DLIFLC conducted an LCT review using the 62-point review criteria provided by the CRB (2.1.15). The strengths and gaps identified in the LCT guide a 2023-24 curriculum revision process for MSA (2.1.16).
- For AOL, the revision of the AOL course (formerly Military Studies, MS) originated in a LCT gap analysis in 2018-2019. The gap analysis identified a "lack of [standardized] Military Studies curriculum" (2.1.17). The provost organized a task force to develop core instructional materials

and assessments for all Basic programs. These materials align with “the Final Learning Objectives (FLOs), prepare the students for success in the field, and ensure the students know what to expect during their operational tours” (2.1.18, p. 1). The midpoint program review report from the Korean School captures the implementation process for the new AOL curriculum (2.1.19, pp. 6-7).

#### *Current Curriculum Development and Review Processes for Courses Leading to a BA*

The current curriculum design and development processes for baccalaureate-level coursework rely on faculty expertise with academic and administrative oversight from department chairs. The curriculum is sequenced to meet program outcomes, and faculty work to ensure that the instructional sequencing leads to identified outcomes while monitoring gaps. All faculty who teach and develop curricula for these courses have terminal degrees. There are differences, however, between the Intermediate/Advanced programs and the DTRA program in the curriculum development and review processes.

*Intermediate and Advanced Programs:* Until 2023, the Intermediate and Advanced programs were small-enrollment programs (1 cohort a year, 4-8 students per cohort in each language). The teaching faculty involved in these programs had direct oversight of curriculum design and development, which allowed them to monitor student learning and adjust curricular content as needed based on assessments and student feedback, a critical consideration during the first cohorts enrolled in the new BA programs (2.1.20, 2.1.21).

Program outcomes (2+/2+/2 or 3/3/2) have and continue to guide curricular sequencing and serve as the primary means to ensure appropriate breadth, depth, and rigor. These terminal program outcomes are at/above what is expected for a 4-year degree. DLIFLC requires a score of at least 2 (advanced) on the Oral Proficiency Interview (OPI) to graduate with a BA. This falls within the expected range for higher education, from 1+ (i.e., intermediate-high) to 2 (2.1.22, 2.1.23). In addition, not all civilian 4-year foreign language degree programs require students to take and pass an exit exam, while this is a requirement for students to earn a BA at DLIFLC (i.e., DLPT and OPI).

*The DTRA Program:* Curriculum development and review for DTRA courses occurs in the department. Standardized learning outcomes guide these processes. Course materials combine commercial textbooks and materials created by DTRA faculty. In coordination with faculty and agency stakeholders, the DTRA chair lead a complete curriculum revision in 2022 (2.1.24). The DTRA chair reviews courses as needed, triggered by student feedback, student grades, DLPT/OPI scores, or external agency feedback. Given the success of this program, along with its size (average of 15-20 students in 3 cohorts annually), the curriculum development and review process has remained the same.

Outcomes for students enrolled in the DTRA program are particularly high, as evidenced by the program’s DLPT/OPI results from 2022 through February 2024. 100% of graduates scored at least 2+/2+/2, nearly all students (96.6%) scoring 3/3/2+, and just below half (41.4%) scoring 3+/3+/3, a rating that represents the level of distinguished on the ACTFL scale (2.1.11, slide 7, see Standard 1.2).

#### *Curriculum Development and Review Processes: Future Plans*

Decentralized responsibilities for curriculum development have resulted in varying levels of quality control in the curriculum development process and disparate assessment practices across language

programs, inhibiting the institute’s ability to identify and close student achievement gaps effectively (2.1.25). Additionally, as the Intermediate and Advanced programs continue to expand and evolve, the institute recognizes the need to standardize curricular processes across BA-level programs. As such, DLIFLC has engaged in an ongoing dialog regarding the most appropriate model to develop, review, and update our curricula for the Basic, Intermediate, and Advanced programs. We are in the process of moving from a decentralized model, where curricula were written and revised in the departments where the language was taught, to a centralized model, where curriculum development and oversight responsibility will be structured under a single office (2.1.26). DLIFLC is on track to establish an Office of Primary Responsibility (OPR) for curriculum and assessment no later than September 2024, with standardization following a phased approach through September 2028, starting with the Basic programs and then moving to the Intermediate and Advanced programs (2.1.27). DLIFLC believes that centralizing, resourcing, and empowering an OPR to standardize the curriculum development review cycle will improve learner outcomes. The institute has no plans to revise the curriculum development and review process for the DTRA program, given the evidence of process effectiveness that incorporates high-quality collaboration and communication between DLIFLC and the DTRA stakeholders.

DLIFLC’s core curricular team includes a group of consistent expert curriculum designers and experienced and trained teaching faculty who join project management teams as needed (2.1.28). The move to create one office for curriculum development comes from the institute’s desire to employ standardized processes to support equitable student outcomes. It shows solid progress on the part of DLIFLC to develop and resource processes that reflect generally accepted practices in higher education and Army training development regulations for ensuring breadth, depth, and rigor appropriate to the level of instruction. The reorganization started with the Basic program, which is therefore farther along in creating standardized processes, policies, and documents.

To further address the need to deliver rigorous curricula, the institute, via the Commandant, has put forward plans for fiscal years 2023 and 2024, which focus on standardizing curricula (2.1.29, 2.1.26). By September 2029, curricula for Basic, Intermediate, and Advanced programs will be revised entirely (2.1.26), and the institute is on track to create standardized curriculum development processes (2.1.30). Progress toward this goal to date includes: (1) consolidating all Intermediate and Advanced programs under one office (i.e., CE) and requiring specific DLPT and OPI scores for graduation and program completion (2.1.31, 2.1.32); (2) standardizing Basic program outcomes and objectives (2.1.33); (3) creating an assessment framework for Basic programs (2.1.34); and (4) establishing standardized curriculum evaluation criteria (2.1.35, 2.1.36). The institute is on track to complete standardized course outcomes and objectives for Intermediate and Advanced programs by October 31, 2024, and create an assessment framework for Intermediate and Advanced programs by December 31, 2024. Once fully developed (planned for 2029), DLIFLC will revise the existing Curriculum Review Board processes to ensure faculty input and ongoing quality control.

DLIFLC is working towards developing more robust curricular oversight processes to help support students as we look towards our future.

### **Evidence**

2.1.01 Army 350-2

2.1.02 Mission Statement

- 2.1.03 General Catalog (see pp. 96-107; 100-107)
- 2.1.04 Regulation 350-10
- 2.1.05 Basic Universal Test Master Plan for 36-week courses (see pp. 5-7)
- 2.1.06 Substantive Change, new BA
- 2.1.07 DTRA Degree Plan
- 2.1.08 EXORD 23-07
- 2.1.09 LREC Roadmap DoD
- 2.1.10 DTRA Syllabi, p. 85
- 2.1.11 DTRA Program Review, slide 7
- 2.1.12 CRB Charter
- 2.1.13 Review Criteria for Basic Course Curriculum 3/2022
- 2.1.14 Draft of Handbook for Basic Course Curriculum Development 2018
- 2.1.15 LCT Final Report, Arabic
- 2.1.16 CRB Minutes, Arabic
- 2.1.17 MS/AOL Revision PPT
- 2.1.18 MS/AOL Charter, p. 1
- 2.1.19 Korean Program Midpoint Review, pp. 6-7
- 2.1.20 Spanish Advanced Program Review
- 2.1.21 Arabic Intermediate Program Review
- 2.1.22 Language Proficiency Scales Chart
- 2.1.23 Higher Education Language Program Outcomes
- 2.1.24 DTRA Curriculum Development
- 2.1.25 In-Course Assessment Needs Analysis
- 2.1.26 Command Guidance FY24
- 2.1.27 EXORD 24-02
- 2.1.28 USA Jobs
- 2.1.29 Command Guidance FY23
- 2.1.30 ADDIE SOP
- 2.1.31 EXORD 23-07
- 2.1.32 FRAGO 1 to EXORD 23-08
- 2.1.33 Basic Course Outcomes and Objectives
- 2.1.34 Universal Test Master Plans, Basic Courses
- 2.1.35 Working Group In Brief – Curriculum
- 2.1.36 Curriculum Evaluation Criteria & Attachment A

**2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.  
(ER 3, ER 9, ER 11, ER 14)**

DLIFLC designs and delivers academic programs that reflect relevant discipline and industry standards and support the attainment of learning outcomes and educational goals.

### **Student Learning Objectives and Syllabi**

The institute defines student learning outcomes (SLOs) for courses and academic programs. SLOs are designed to build successively on each other, guiding instruction so that students can reach the ILR

levels required to pass the DLPT and OPI based on their program (Basic, Intermediate, Advanced). The master program syllabi for each language include the SLOs and assessment structure for each class (2.2.01, 2.2.02, 2.2.03). Given the nature of scheduling courses and the student cohort model, each language's syllabi include all the information for all of the classes the students will take at DLIFLC. Academic support personnel update program syllabi with support from the Office of the Registrar to reflect program offerings. The institute is creating a standardized syllabus template with a projected completion date of September 2029, in line with the timing of other curricular process updates (see Standard 2.1).

### **Discipline and Workforce Partners: Standards, Guidance, and Connections**

The institute follows current best practices in the second language acquisition field in the following ways:

- DLIFLC actively encourages maximum target language use during instructional hours (2.2.04). In addition to classroom instruction, the institute reinforces using the target language by offering two types of immersion experiences. The first is Isolation Immersion at the Fort Ord facility near Monterey. Students and faculty speak only the target language during these one to two days, with students conducting tasks in real-life situations relevant to their jobs (2.2.05). In the second program, selected students take courses for two to four weeks in a country where the target language is spoken (2.2.06). When students can't travel to a target language country (e.g., Farsi, spoken in Iran), the immersion occurs in an enclave within the United States where the language predominates. Immersions motivate and support kinesthetic learners and enhance students' target language. These are similar to study abroad programs offered in foreign language programs at colleges and universities.
- The institute promotes student-centered pedagogies over more traditional lecture-based and teacher-fronted models. Students participate in projects that integrate language skills (e.g., listening, reading, and speaking). Department chairs regularly observe faculty and use an observation form to assess a lesson's student learning objectives, the use of the target language in the classroom, and pedagogy and classroom management (see Standard 2.6, 2.2.07).
- The institute capitalizes on the benefits of technology resources that reinforce current best practices in language learning with tools to support learner autonomy and equitable attainment of learning outcomes. The newly adopted Canvas LMS provides 24/7 access to materials, tutorials, and individualized learning paths, with the student experience being a primary consideration in the platform vetting and adoption process (2.2.08, pp. 15-16). MS Teams provides channels for one-on-one or group chats or access to instructors outside of class; a self-service portal offers other technology tools for self or assigned study.

DLIFLC has various processes for establishing and maintaining currency and relevancy of learning outcomes related to workforce and industry partners. The institute's degrees and academic programs are guided by the Defense Language Steering Committee (DLSC), established under DoD 5160.41E and chaired by the DoD Senior Language Authority (SLA), which recommends and coordinates language policy, identifies present and emerging language needs, identifies language training, education, personnel, and financial requirements, and serves as an advisory board to the Undersecretary of Defense (2.2.09). Several DoD Directives and regulations govern broad learning outcomes (2.2.10). As an outcome-based institution, DLIFLC has multiple proficiency and performance goals for each instructional program. The defined outcomes for DLIFLC foreign language proficiency levels are consistent with foreign language proficiency outcomes within higher education (see Standard 2.1,

2.2.11).

DLIFLC chairs the Defense Language Curriculum Working Group (DLCWG), which assists the members of the DLSC in performing their advisory role to the DoD SLA. Stakeholders include representatives from all Services and a spectrum of agencies interested in the Defense Foreign Language Program. Representatives provide technical expertise and information to inform decision-making on curriculum issues under DLSC consideration that, in turn, inform priorities, Defense language-related curriculum development needs, and funding requirements (2.2.12).

The DTRA program maintains a close connection with the Defense Threat Reduction Agency via: (1) students and faculty observing agency-conducted mock inspections, (2) visiting agency officials who explain to students how their studies prepare them for their careers, (3) DTRA program graduates sharing their career experiences with current students, and (4) the systematic incorporation of feedback into coursework (2.2.14).

### **Ongoing Review of Discipline and Industry Standards**

DLIFLC includes industry feedback in learning outcomes via external peer reviews. The institute hosted an independent and external academic review of Chinese Mandarin, Russian, and Arabic per a request by Secretaries Cisneros and Moultrie and as conducted by The Language Flagship Program, run by the Defense Language National Security Education Office (DLNSEO) (2.2.15). The peer reviewers were recognized university-level academics in adult foreign language education. The review examined DLIFLC's efforts to achieve higher proficiency levels and yielded ten recommendations and/or comments, all of which DLIFLC responded to and is addressing (see Standard 1.3, 2.2.16). Based on the outcomes of the 2022 external peer review and in conjunction with the ongoing, meaningful internal dialog among working groups addressing curriculum development processes, DLIFLC has come to recognize the value of external peer reviewers who are discipline experts in foreign language education. The institute plans to formalize an external peer review cycle moving forward (2.2.17).

### **Defining Student Learning Outcomes to Support Student Achievement**

#### *Courses Leading to an AA: Basic Programs*

DLIFLC defines student learning outcomes for courses and academic programs and employs various processes to support students' achievement of educational goals. The institute has standardized outcomes, terminal learning objectives (TLOs), and enabling learning objectives (ELOs) for all Basic programs, ensuring that all students in a course, regardless of language, are working toward the same outcomes (2.1.33). A team of trained and experienced curriculum specialists in DLIFLC's Curriculum Support Division and an external consultant from the Middlebury Institute of International Studies developed these outcomes, TLOs, and ELOs, organized by language skills (e.g., reading, listening) to align with the proficiency standards students need to meet at the end of each semester. These proficiency standards are based on the Interagency Language Roundtable (ILR) level descriptors.

To develop these outcomes, the team reviewed Army training development regulations and scholarly literature on language teaching principles and practices. Then, they worked through a series of drafts and internal reviews, followed by stakeholder input (i.e., academic leadership and faculty) via meetings and surveys, and ultimately produced a final outcomes and objectives document. In the future, the outcomes and objectives document will guide all Basic program syllabi design, curriculum and assessment development, and analysis and evaluation processes.



In addition, the DLIFLC has standardized processes to ensure alignment of student learning objectives and assessments for all Basic programs: one plan for 64-week courses (Arabic, Chinese Mandarin, Japanese, Korean, one for our 48-week courses (Persian Farsi, Russian, Tagalog), and one for 36-week courses (French, Indonesian, Spanish). Each document includes a standardized test master plan (2.1.34). To create these assessment plans, the Curriculum Support Division first identified current test practices and surveyed faculty and students to gather their feedback. After drafting a needs analysis of in-course achievement tests, the team constructed a test master plan proposal for each language category and presented the proposal to stakeholders for feedback and revisions, leading to the finalized version (2.1.27). Assessment developers will use these plans during syllabi, textbooks, and assessment revisions.

#### *Courses Leading to a BA: Intermediate and Advanced Programs*

Intermediate and Advanced programs have program learning outcomes, TLOs, and ELOs (2.2.03, 2.2.18). Faculty teaching teams holding terminal degrees in the field developed the current outcomes, TLOs, ELOs, assessments, and instructional content in coordination with department chairs for each language program, which are organized by foreign language skills and regional cultural content (e.g., reading, advanced grammar, history, literature). DLIFLC faculty assigned to develop the new Baccalaureate programs used the Lumina Foundation's Degree Qualifications Framework to articulate and align baccalaureate-level outcomes to other 4-year foreign language degree programs, including degree integrity statements (2.1.03, p. 36).

As new credit-bearing programs experiencing rapid growth, processes for curriculum design and development within Intermediate and Advanced courses continue to evolve. Standardized outcomes, TLOs, and ELOs for Intermediate and Advanced classes are on track for completion by September 2027 (2.2.19). This will facilitate the ability to monitor and revise instructional content based on student success outcomes across multiple cohorts as enrollments grow.

Basic, Intermediate, and Advanced curriculum developers are working to ensure that Intermediate and Advanced program outcomes present a natural, seamless transition for students as they move from Basic to Intermediate and/or Advanced.

#### *Courses Leading to a BA: Defense Threat Reduction Agency (DTRA)*

All DTRA courses have standardized learning outcomes established with collaborative input from the DTRA stakeholders along with alignment to the ILR scale (2.1.03, pp. 36-37). The DTRA chair conducted a gap analysis by interviewing recent program graduates. The learning outcomes written because of this process guide all courses and instruction. Faculty have the discretion to make minor adjustments as needed, and in coordination with the chair, depending on the unique needs of each student cohort. Given the success of this program, along with its size, the DTRA program administrators do not anticipate changes in how the program conducts outcomes and review processes.

#### **Ongoing Program Review, Monitoring, and Revision: Faculty Involvement**

The institute's curriculum design and development processes include appropriate faculty oversight for ongoing review, monitoring, and revision of programs to close identified gaps (i.e., equity) in student achievement. For example, program administrators conduct mid-course reviews (MCRs) for each class cohort midway through the program, with one purpose being to address immediate curricular issues that directly impact the students' success in that cohort, and to be considered in the following

curriculum review cycle. Faculty, department chairs, academic support personnel, and Service representatives attend MCRs and provide input. Typical MCR concerns that guide curricular changes include updating outdated unit content, spending additional time on distinct skills, etc. (see 2.2.20). MCR content feeds into after-course reviews (ACRs), held after each class cohort graduates, to capture curricular revision suggestions. Program administrators make changes to the curriculum based on MCR and ACR processes (2.2.21). Together, these reviews (delivered in person and documented on official slide decks) allow DLIFLC faculty and appropriate academic support personnel to improve our academic programs continuously. The process for MCRs and ACRs is standardized as to the covered content and attendees, ensuring dialog around student achievement with input from teachers, chairs, students, and Service units; the overall format for MCRs and ACRs is generally the same, with the focus moving from an in-progress course report (MCR) to a completed review (ACR) (2.2.22).

### *Program Reviews*

In addition to providing standardized processes to monitor student achievement at the cohort level during and immediately following instruction through the MCRs and ACRs, the institute also engages in systematic review to maintain currency and relevancy of our course learning outcomes. All DLIFLC programs undergo a triennial academic program review as required by Army Pamphlet 11-21 (2.2.23, 2.2.24). The program review involves school leadership, academic and curriculum support specialists, and teaching faculty (2.2.25, pp. 3, 5, 13, 14). Contents include a narrative description of the formal and informal feedback mechanisms used for program improvement (e.g., student feedback such as mid- and end-of-course surveys and/or faculty feedback) and a narrative analysis of feedback trends. Through program reviews, administrators identify plans to address trends related to ongoing areas of improvement.

To strengthen the program review process, the Quality Assurance Office implemented midpoint reports for all Basic programs, which occur approximately 18 months between comprehensive reviews. This midpoint check-in facilitates due-out tracking in the event of leadership turnover and can capture other significant programmatic changes.

Examples from recent program reviews and midpoint reports related to ongoing review, monitoring, and revision of academic programs to support equitable attainment of learning outcomes and achievement of educational goals based on faculty and academic support personnel involvement, as appropriate, include the following:

- A program review priority for the French Basic program included updating the core curricula scope and sequence and aligning unit tests. With additional recent hires, the French program anticipates completing curricular due outs in FY24 (2.2.26).
- In the Russian Basic program, the curriculum review team conducted orientations for newly developed and revised curriculum and testing materials to collect feedback, explain rationale, advise on teaching approaches and methods, and ensure buy-in from the faculty (2.2.27).
- Implementation of the Chinese Mandarin new Semester 1 textbooks included feedback from students and faculty, feedback analysis, and additional reviews; data collected on the new Semester 3 textbooks indicated that the materials were too difficult, and the review team went back to revise them (2.2.28).
- The most recent Advanced Spanish Program Review included faculty dialog around increasing instruction in listening to improve learner outcomes based on gaps in student achievement (2.1.20, slide 41).



- The most recent Intermediate Arabic Program Review summarizes ongoing monitoring of student achievement gaps, specifically with listening and systematic adjustments to instructional methods and integrated assessments. This resulted in improved outcomes (2.1.21, see slides 9, 32, 33).

See Standard 2.4 on providing enrolled students with accurate, current, and consistent student learning outcomes for the courses and programs.

### **Evidence**

- 2.1.03 General Catalog
- 2.1.20 Spanish Advanced Program Review
- 2.1.21 Arabic Intermediate Program Review
- 2.1.27 EXORD 24-02
- 2.1.33 Basic Course Outcomes and Objectives
- 2.1.34 Universal Test Master Plans, Basic Courses
- 2.2.01 Persian-Farsi Basic Syllabus
- 2.2.02 Chinese Mandarin Basic Syllabus
- 2.2.03 Persian-Farsi Advanced Syllabus
- 2.2.04 Command Policy #21
- 2.2.05 ISO-Immersion SOP
- 2.2.06 UMB SOP OCONUS
- 2.2.07 UPF Class Observation Form
- 2.2.08 LMS Report, pp. 15-16
- 2.2.09 DoD 5160.41E
- 2.2.10 Army Regulation 11-6, 2022
- 2.2.11 Napa Valley College Language Program Outcomes
- 2.2.12 DLCWG Charter & Meeting Minutes
- 2.2.13 Final Learning Objectives (FLOs) for Cryptology Basic Course Students
- 2.2.14 DTRA & DLIFLC Collaboration
- 2.2.15 EXORD 22-19
- 2.2.16 DLIFLC Comments to Peer Review
- 2.2.17 Peer Review Continuation Memo
- 2.2.18 Chinese Mandarin Intermediate Syllabus
- 2.2.19 DLIFLC Response to Defense LREC Roadmap, Milestone 3.A.2.b
- 2.2.20 MCR Student Feedback, Curriculum
- 2.2.21 Chinese Mandarin Semester 3 Curriculum Briefing
- 2.2.22 MCR Template
- 2.2.23 Program Review Requirements
- 2.2.24 Master Evaluation Plan
- 2.2.25 Midpoint Report Template, pp. 3, 5, 13, 14
- 2.2.26 French Basic Course Midpoint Report
- 2.2.27 Russian Basic Course Midpoint Memo
- 2.2.28 Chinese Mandarin Basic Course Midpoint Report

**2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)**

**Overview**

The institute has a rationale for general education (GE), which is the basis for including courses and outcomes in its degree programs. Service members with an AA degree in foreign language from DLIFLC possess broad integrative knowledge, skills, and perspectives supportive of the military linguist mission. This knowledge promotes lifelong learning in a wide range of human interests and is considered foundational to critically engage with personal, cultural, moral, civic, and societal issues.

There are five proficiency areas:

1. specialized knowledge (major courses),
2. broad/integrative knowledge (general education courses),
3. intellectual skills (problem solving, inquiry skills)
4. applied learning (ability to work in diverse groups, synthesizing information), and
5. civic learning (specialized military studies).

The GE sequence was adapted from the California Community Colleges and California State University GE breadth requirements and aligned to the U.S. Army's institutionally accredited Command and General Staff College, Ft. Leavenworth, KS (2.3.01). This framework ensures that the institute's GE requirements provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences, as well as facilitates GE credit transfer as needed throughout each Service member's unique educational path.

**DLIFLC's General Education Framework and Competencies**

DLIFLC's established institutional learning outcomes for our AA and BA degrees fall into the following competencies of our general education framework (2.1.03, pp. 36-37, 97):

- Communication competency (a. listening and speaking in the target language, b. reading and writing in the target language, c. transcription, translation, and interpretation, d. written communication in English, e. cross-cultural communication skills)
- Information competency (a. problem-solving skills, b. ability to locate, evaluate, and effectively use information)
- Quantitative competency (a. quantitative methods)
- Analytic inquiry skills (a. application of target language skills to complex situations, b. critical thinking)
- Ethical reasoning (a. historical and/or cross-cultural perspective, b. impact of U.S. foreign policy on regional security concerns, c. personal growth); and
- Ability to engage diverse perspectives (a. cultural, b. social, c. historical).

Through this GE framework, students attain the appropriate level of competency in identified areas as they complete coursework. To satisfy the credit requirement for the AA degree, the student must complete a minimum of 60 semester credits of college-level work. This credit is obtained through 45 credits of DLIFLC coursework (including nine DLIFLC GE credits) and 15 transfer GE credits that must be

completed at other institutions or by credit through examination (2.1.03, pp. 96-97).

To satisfy the credit requirement for a BA degree, the student must complete a minimum of 120 semester credits of college-level work. For the BA in Foreign Language, Service members earn 78 credits through DLIFLC coursework (including 19 DLIFLC GE credits), 28 transferable GE semester credits, and 14 transferable elective semester credits. The transfer GE credits must be completed at other institutions or by credit through examination (2.1.03, pp. 101-102).

The following table lists the ACCJC Core Competencies mapped to the DLIFLC AA and BA degree requirements and demonstrates how examples of concepts named in the Standard are addressed throughout the curriculum (2.2.01, 2.2.03, 2.3.02).

<p><b>Communication Competency</b></p> <ul style="list-style-type: none"> <li>a. listening and speaking in the target language</li> <li>b. reading and writing in the target language</li> <li>c. written communication in English</li> <li>d. transcription, translation, and interpretation</li> <li>e. cross-cultural communication skills</li> </ul>	<p><b>DLIFLC Course(s)</b></p> <ul style="list-style-type: none"> <li>• Area Studies (AA, BA)</li> <li>• Applied Operational Language (AA, BA)</li> <li>• Level 200/300 FL Courses (AA, BA)</li> <li>• Level 300/400 FL Courses (BA)</li> <li>• Translation and Interpretation Courses (BA)</li> <li>• Discourse Analysis (BA)</li> </ul> <p><b>General Education Transfer Course(s)</b></p> <ul style="list-style-type: none"> <li>• English (AA, BA)</li> </ul>
<p><b>Examples from Student Learning Outcomes in DLIFLC Course Syllabi</b></p> <p><b>Persian Farsi (PF 220: Introduction to Military Topics in Farsi), Basic Program (AA, BA)</b></p> <ul style="list-style-type: none"> <li>• Transcribe/translate/gist and find the essential elements of information in audio and written messages.</li> </ul> <p><b>Persian Farsi (PF 302: Advanced Farsi Listening and Reading II), Basic Program (AA, BA)</b></p> <ul style="list-style-type: none"> <li>• Describe one’s personal environment, e.g. people, objects, locations, work and occupational settings for Level 2, with 70% accuracy.</li> <li>• Comprehend and produce in writing and aloud detailed instructions, e.g. commands, directions, etc. for Level 2, with 70% accuracy in the form of project-based task tasks.</li> <li>• Extract main ideas and essential details from reading passages dealing with formal and informal social settings and culturally relevant activities and give short answers to questions for Level 2 texts of approximately 100–150 words, with 70% accuracy.</li> </ul> <p><b>Persian Farsi (PF 332 Reading Comprehension A), Intermediate Program (BA)</b></p> <ul style="list-style-type: none"> <li>• Developing reading comprehension skills for processing of concrete and abstract passages, including text and genre analysis</li> </ul> <p><b>Persian Farsi (PF 413: Introduction to Discourse Analysis), Intermediate Program (BA)</b></p> <ul style="list-style-type: none"> <li>• Analyze the language content beyond the words, taking into account context and purpose</li> </ul> <p><b>Persian Farsi (PF 414: Discourse Analysis), Advanced Program (BA)</b></p> <ul style="list-style-type: none"> <li>• Handle sociocultural, pragmatic, and textual variables in written and spoken discourse effectively, appropriately, and critically when producing and interpreting most discourse genres.</li> </ul> <p><b>Persian Farsi (PF 436: Advanced Conversation: Oral Production), Advanced Program (BA)</b></p> <ul style="list-style-type: none"> <li>• Accurately and fluently engage in interpersonal, intrapersonal and extensive speech</li> </ul>	

**Example from the DLIFLC General Catalog, BA Student Learning Outcomes**

- Apply language skills and background knowledge to complex cross-cultural and linguistic situations (2.1.03, p. 36)

<b>Information Competency</b> a. problem solving skills b. ability to locate, evaluate, and effectively use information	<b>DLIFLC Course(s)</b> <ul style="list-style-type: none"> <li>• Area Studies (AA, BA)</li> <li>• Applied Operational Language (AA, BA)</li> <li>• Level 200/300 FL Courses (AA, BA)</li> <li>• Level 300/400 FL Courses (BA)</li> </ul>
<b>Examples from Student Learning Outcomes in DLIFLC Course Syllabi</b> <b>Area Studies (AS484 Advanced Area Studies), Advanced Program (BA)</b> <ul style="list-style-type: none"> <li>• Conduct research to analyze and evaluate information to present work effectively to meet academic needs.</li> <li>• Analyze, evaluate, and synthesize geography (physical and political) data to create one’s own viewpoint.</li> </ul> <b>Example from the DLIFLC General Catalog, AA Student Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Graduates demonstrate problem solving skills and the ability to deal with knowledge gaps on the job through the application of their education, training, skills, and abilities in the foreign language (2.1.03, p. 37)</li> </ul>	

<b>Quantitative Competency</b>	<b>General Education Transfer Course(s)</b> <ul style="list-style-type: none"> <li>• Mathematics (AA, BA)</li> </ul>
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<b>Analytic Inquiry Skills</b> a. application of target language skills to complex situations b. critical thinking skills	<b>DLIFLC Course(s)</b> <ul style="list-style-type: none"> <li>• Applied Operational Language (AA, BA)</li> <li>• Level 200/300 FL Courses (AA, BA)</li> <li>• Level 300/400 FL Courses (BA)</li> </ul> <b>General Education Transfer Course(s)</b> <ul style="list-style-type: none"> <li>• Mathematics (AA, BA)</li> <li>• Natural/Physical Science (AA, BA)</li> <li>• Life science (BA)</li> <li>• Government/Political Science (BA)</li> </ul>
<b>Examples from Student Learning Outcomes in DLIFLC Course Syllabi</b> <b>Applied Operational Language (AL 320: Comprehensive Military Topics in [target language]), Basic Program (AA, BA)</b> <ul style="list-style-type: none"> <li>• Extract EEI information on law enforcement and security (e.g., police organization, security organizations, military police and counter espionage, etc.), terrorism (as perceived by both sides; e.g., domestic terrorism directed at the government, sponsored terrorism operated overseas, etc.), and subversive operations within and outside the country from written and audio sources.</li> </ul> <b>Persian Farsi (PF 340: Area and Intercultural Studies within the Middle East/Persian Gulf/Iran),</b>	

<p><b>Basic Program (AA, BA)</b></p> <ul style="list-style-type: none"> <li>Summarize detailed information compiled from academic sources about the culture of Iran and area(s) where the target language is spoken.</li> </ul> <p><b>Persian Farsi (PF 431: Advanced Persian Commentary and Media Analysis), Advanced Program (AA, BA)</b></p> <ul style="list-style-type: none"> <li>Identify issues of bias, propaganda, or flawed analysis in the content covered in the course.</li> </ul> <p><b>Persian Farsi (PF 436: Advanced Conversation: Oral Production), Advanced Program (AA, BA)</b></p> <ul style="list-style-type: none"> <li>Utilize critical thinking skills to create their viewpoint.</li> </ul> <p><b>Example from DLIFLC General Catalog, BA Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Service members who hold a BA degree in foreign language possess broad integrative knowledge, skills, and perspectives supportive of the military linguist mission (p. 36).</li> </ul>
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<p><b>Ethical Reasoning</b></p> <p>a. historical and/or cross-cultural perspective</p> <p>b. impact of U.S. foreign policy on regional security concerns</p> <p>c. personal growth</p>	<p><b>DLIFLC Course(s)</b></p> <ul style="list-style-type: none"> <li>Area Studies (AA, BA)</li> <li>Level 200/300 FL Courses (AA, BA)</li> <li>Level 300/400 FL Courses (BA)</li> </ul> <p><b>General Education Transfer Course(s)</b></p> <ul style="list-style-type: none"> <li>Social Science (AA, BA)</li> <li>Art (BA)</li> </ul>
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<p><b>Examples from Student Learning Outcomes in Course Syllabi</b></p> <p><b>Area Studies (AS484: Advanced Area Studies), Advanced Program (BA)</b></p> <ul style="list-style-type: none"> <li>Develop critical skills to identify misconceptions and bias surrounding historical events</li> </ul> <p><b>Example from DLIFLC General Catalog, AA Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Demonstrate respect, understanding and sensitivity for the cultural norms and values, contributions, social issues, and political institutions of the region(s) studied (2.1.03, p. 37)</li> </ul>
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<p><b>Ability to Engage Diverse Perspectives</b></p> <p>a. cultural</p> <p>b. social</p> <p>c. historical</p>	<p><b>DLIFLC Course(s)</b></p> <ul style="list-style-type: none"> <li>Level 200/300 FL Courses (AA, BA)</li> <li>Level 300/400 FL Courses (BA)</li> </ul> <p><b>General Education Transfer Course(s)</b></p> <ul style="list-style-type: none"> <li>Social Science (AA, BA)</li> <li>Government/Political Science (BA)</li> </ul>
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<p><b>Examples from Student Learning Outcomes in Course Syllabi</b></p> <p><b>Persian Farsi (PF 438: Persian Seminar), Advanced Program (AA, BA)</b></p> <ul style="list-style-type: none"> <li>Evaluate, analyze and engage in discussions on the information provided by presenters/guest speakers</li> </ul> <p><b>Example from DLIFLC General Catalog, BA Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Demonstrate respect, understanding and sensitivity to the complexity of cultural norms and values, contributions, social issues, and political institutions of the language’s speakers (2.1.03, p. 36).</li> </ul>
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All degree programs include a general education framework ensuring the development of knowledge,

skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. The institute's plans regarding standardization of curricular processes and alignment of learning content with assessments, rubrics, and syllabi will allow DLIFLC to strengthen alignment with this standard and be consistent with expected norms in higher education.

### **Evidence**

- 2.1.03 General Catalog, pp. 36-37, 96-97, 101-102
- 2.2.01 Persian-Farsi Basic Syllabus
- 2.2.03 Persian-Farsi Advanced Syllabus
- 2.3.01 General Education Crosswalk
- 2.3.02 Persian Farsi Intermediate Syllabus

## **2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)**

### **Communication of Student Learning Outcomes**

DLIFLC provides students with accurate, current, and consistent student learning outcomes (SLOs) for the courses and programs they are enrolled in. Each academic program has defined SLOs in its respective master program syllabus (see Standard 2.2). Program administrators updated the master syllabi with support from the Office of the Registrar to reflect program offerings. Students and faculty have access to all syllabi for credit-bearing programs via the Knowledge Portal (i.e., intranet) (2.4.01). The General Catalog includes all SLOs (2.1.03, pp. 36-37). Students receive a printed copy of their syllabi during orientation and are shown where to access them on the Knowledge Portal. Teachers must discuss the course SLOs with students during the first week of class (2.1.04, p. 25).

### **Communication of Support Services**

The institution has mechanisms for ensuring effective communication with its students in multiple modalities regarding the programs, services, and resources available to support the student journey. For samples of student-facing communications, see Standard 2.8. Communication modalities include:

- *The DLIFLC General Catalog*: Information on learning outcomes, programs, services, and resources.
- *The external-facing website dliflc.edu*: Information on eLearning resources, DLPT guides, degrees, and the library.
- *The internal-facing Microsoft 365 SharePoint Knowledge Portal*: Student landing page features upcoming events and available resources.
- *Email distribution list*: All students and faculty receive information and updates about activities, support services, diversity initiatives, guest speakers, etc.
- *Facebook*: Unrestricted space featuring information about guest speakers, activities, holidays, etc.

### **Review of Communication Practices**

The institution regularly reviews its communication practices, policies, and procedures to ensure clarity, consistency, accuracy, and relevance. The Mission Public Affairs Office ensures consistent messages across these communication channels (2.4.02). The Directorate of Academic Affairs reviews

and updates the catalog annually during the production cycle. In the spring of 2024, DLIFLC asked the Student Senate to provide feedback about the consistency, relevance, and clarity of DLIFLC's student-directed communication. Student feedback revealed opportunities for DLIFLC to strengthen communication practices regarding student support, which the institute will pursue in the coming months (2.4.03).

### **Evidence**

- 2.1.03 General Catalog, pp. 36-37
- 2.1.04 Regulation 350-10, p. 25
- 2.4.01 Syllabi Online Portal
- 2.4.02 MPAO SOP
- 2.4.03 Student Senate Communication Feedback

## **2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)**

DLIFLC holds itself accountable for students' success by scheduling courses in a manner that ensures that all degrees and certificates can be completed in the expected period of time. DLIFLC has rolling enrollments for Basic programs with multiple language programs starting on alternating schedules throughout the calendar year. Basic programs follow a cohort model with set block scheduling. All Basic program students are automatically scheduled into a cohort and enrolled in all courses necessary for degree or certificate completion (2.1.04, 2-1.a, p. 19). All enrolled Basic students are guaranteed that their courses will be offered for the full term, even if a language is scheduled to sunset (2.5.01).

Basic program students have the opportunity, per institute policies, to extend their time in language study, thereby increasing their chances to earn a degree/certificate, via "recycling" (defined as a student who is or has already been enrolled into a language program and is rolled back into the same language with a learning cohort at an earlier stage of the program) (2.1.04, 2-1.d, p. 19). Basic program students also can be "relanguaged" (defined as the student moving from one language into another, starting at the beginning of the course) (2.1.04, 2-1.f, pp. 19-20). Eligible Basic program students who complete their language program but who do not meet DLPT and OPI graduation requirements are considered for the Post-DLPT program, which offers an additional six to 12 weeks of non-credit bearing coursework (2.1.04, 6-10, pp. 71-72). The decision to recycle, relanguage, or extend a Service member in the Post-DLPT program happens in coordination with the Military Services and is resource dependent.

Baccalaureate-level programs also follow a cohort model. Students enrolled in Intermediate, Advanced, or DTRA attend courses based on the language, the student's location, military unit need, seat availability, and schedule requests.

The institute monitors course completion data and assesses program length in response to trends. Most recently, this included dialog around lengthening the Russian Basic program from 48 weeks to 64 weeks based on lagging course completion data. In 2022, the external peer review team comprised of



leading academics in the field of Russian as a foreign language concluded that:

“At this time the reviewers do not recommend lengthening any of the school programs from their current lengths (64 weeks for Arabic and Chinese, 48 weeks for Russian). There was a strong call from both faculty and students in the Russian School to lengthen the program from 48 to 64 weeks; however, the review team feels that other issues must be resolved first, in order for a longer program to be successful: faculty and staff must be hired to necessary levels, trained, and mentored and supported, so that teaching is consistently excellent. The use of English needs to be reduced to a minimum – an issue connected with faculty training and support” (2.5.02, p. 11).

Upon completing their academic language programs and proficiency testing, students receive a DLIFLC diploma. Students who pursue the AA or BA degree program must complete additional general education (GE) credits. Given the academic rigor of DLIFLC’s language programs, students who apply for the academic degree can finish their GE credits after graduating from their language program; there is no time limit by which they must complete the GE credits to apply for the degree. A student must still be a Military Service member or a federal employee to receive a DLIFLC-conferred degree after graduation (2.1.03, pp. 96, 100, 104).

The institute holds itself accountable for students’ success by scheduling courses to ensure that all degrees and certificates can be completed in the expected period of time. DLIFLC adapts to the changing needs of the military based on ongoing data evaluation and input from key stakeholders. Additionally, the institute has aligned its degree program to the needs of its student population in recognition of the academic rigor at DLIFLC by allowing Service members to fulfill additional degree requirements after successfully completing their language programs.

### **Evidence**

- 2.1.03 General Catalog, pp. 96, 100, 104
- 2.1.04 Regulation 350-10, 2-1.a & f, pp. 19-20, 6-10, 71-72
- 2.5.01 Memo to Sunset Language
- 2.5.02 External Peer Review Report, p. 11

## **2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.**

DLIFLC uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement. The institute gathers and analyzes information about student needs via different processes and uses the results to plan for developing or improving teaching methodologies.

### **Army Lessons Learned Programs**

DLIFLC gathers and shares information about student needs in the *DLIFLC Lessons Learned Digest*. This bi-monthly publication, part of the Army Lessons Learned Program, promotes academic excellence by sharing teaching-focused lessons and best practices across the institute. Faculty report on classroom challenges, recommended solutions, and innovative practices. These reports capture how faculty



change their teaching methodology to improve student learning (2.6.01, pp. 4-7). *Lessons Learned Digest* reports that are particularly applicable across the institution are shared in a virtual forum, called the Lessons Learned Exchange, which DLIFLC records and makes available for future viewing (2.6.02). Taken together, these Army Lessons Learned processes allow DLIFLC to gather and document information about student needs.

### **Evaluating Teaching Methodologies**

DLIFLC regularly evaluates the effectiveness of its teaching methodologies to support equitable student learning and achievement, using results to guide improvements. This is accomplished via triennial Academic Program Reviews, mid-course and after-course reviews, student evaluations and feedback, student feedback sessions, student test scores, and ad hoc reviews.

#### *Academic Program Reviews*

DLIFLC employs triennial academic program reviews to evaluate the effectiveness of teaching methodologies to support equitable student learning and achievement and uses results to guide improvements (see Standard 2.2). The institute's faculty engage in an ongoing dialogue about the relationship between teaching methodologies and student performance based on qualitative and quantitative data over three years. Examples from recent program reviews and midpoint reports related to adapting teaching methodologies include the following:

- The most recent Basic Korean Program Review included faculty discussion and changes made to teaching methodologies to improve student performance (2.6.03, slides 34, 36).
- The most recent Basic Persian Farsi Program Review included changes to teaching methodology based on student performance and feedback, e.g., modifying speaking activities, using other resources during class, adding more extracurricular activities, developing transcript booklets, and conducting improved homework review/feedback (2.6.04, slides 16, 30).
- The most recent Advanced Spanish Program Review included faculty dialog about challenges related to teaching and student learning and how teachers addressed these challenges (2.1.20, slides 25-30).

#### *Mid-Course and After-Course Reviews*

DLIFLC uses mid-course reviews (MCRs) and after-course reviews (ACRs) to evaluate the effectiveness of teaching methodologies to support equitable student learning and achievement and uses results to guide improvements. MCRs occur for each cohort midway through the program sequence, with one purpose being to address specific issues that directly impact the students' success in the class and that require immediate mitigation or solutions. Teaching teams analyze student performance and develop tailored plans supporting student equity by eliminating barriers and advancing fair treatment, access, and opportunity. The types of individualized support offered include tailored homework, individualized one-on-one mentoring, and one-on-one teaching during the typical class day (2.6.05, 2.6.06). For example, in one MCR, Chinese Mandarin teachers realized that students' listening skills were not progressing at the pace necessary for success. They revised how they approached teaching, recognizing that students had insufficient background knowledge about China and U.S. history and politics (2.6.07, slides 4-5). The team increased the amount of background knowledge they covered in class and homework through in-class discussions and mini-lectures on these topics (in Chinese Mandarin). Second, they also sought to build students' critical thinking skills. Finally, the team used project-based learning to contextualize the content and increase students' opportunities to listen to and successfully interpret authentic sources (2.6.08). The teaching team plans to continue these

initiatives.

As noted in 2.2, MCR content informs ACRs to capture lessons learned. Together, they allow DLIFLC to engage in the continuous improvement of academic programs. DLIFLC maintains a strong focus on monitoring student outcomes and interventions, including changing teaching approaches/assignments in the classroom as needed. For example, when teachers noticed that students in an Arabic Advanced cohort lacked foundational grammar, they revised their instructional approach (2.6.09, slide 10); the faculty determined that the gaps could not be resolved by covering grammar in context alone and therefore developed new grammar presentations and exercises related to core structures, such as exercises that involved manipulating grammatical structures between tenses and negation options (2.6.10). The faculty plan to use these activities with future cohorts. The ACRs are an essential venue for faculty dialog on teaching methodologies and student and curricular needs.

### *Student Evaluations and Feedback*

Elicitation of student feedback, an essential component to ensuring mission effectiveness, occurs through various means, the most prominent being the Interim Student Questionnaires (ISQs) and End-of-Course Questionnaires (ESQs) (2.6.11, 2.6.12). As their names suggest, these anonymous student surveys are administered at the midpoint and program conclusion; the questions for the ISQ and ESQ are the same, with the only difference being present vs. past tense. Items are organized under the general program and teacher effectiveness categories, allowing for Likert scale and narrative responses. The survey results provide a snapshot of each learner's experience and contribute to a continuous feedback loop to identify necessary changes to school policies, procedures, and practices to increase instructional effectiveness. Due to organizational and programmatic changes and to streamline the number of forms and questions, the institute analyzes the surveys and will revise accordingly (2.6.13).

Additional data-gathering instruments include Quality of Life surveys. Administered early in Semester I, these are used by some schools to help assess and address new learners' readiness, confidence, and expectations for their success (2.6.14). This data collection method allows for early intervention for students identified as at-risk. In its simplest form, intervention may be the assignment of an instructor/mentor to provide Special Assistance (i.e., additional tutoring or tailored instruction). In more serious cases where, for example, a student reports that they are experiencing depression or other emotional problems, the student's teaching team works with the Chief Military Language Instructor (CMLI) to direct that student toward the military community's Behavioral Health Services or other appropriate resources, in coordination with the student's Military Service unit.

Student feedback also comes through focus group feedback sessions (termed sensing sessions) led by the school's Dean's Office, which includes the dean (faculty), associate dean (military), assistant dean (faculty), and Chief Military Language Instructor (CMLI) (military). These occur at least once per semester. Students discuss their program and bring up topics that are helpful/unhelpful. They may express their appreciation for certain aspects of their academic program or their teachers, e.g., that "The teaching team adjusted their instruction accordingly when needed" or that "Fill-in-the-blank and rapid-fire drills have been helpful this semester" (2.6.15). They may also raise concerns during these sessions that require follow-up via faculty team meetings (2.6.16). This way, language programs incorporate systematic feedback into their continuous quality improvement plans.

The DTRA program provides an additional example of how administrators use student focus group

feedback for program improvement, specifically regarding adapting teaching. Based on feedback, the program added: (1) a more comprehensive and formal student diagnostic assessment process; (2) additional translating and interpreting activities; and (3) more cultural events (2.1.11, slide 29).

### *Student Test Scores*

Teaching teams, chairs, and deans use students' DLPT and OPI scores to evaluate the effectiveness of their teaching methodologies. These scores are critical as they determine if a student can graduate and progress in their military careers and be degree-eligible. One example of how administrators and faculty use these scores comes from the Intermediate Persian Farsi program. The teaching team changed their teaching methodologies due to students' low OPI speaking scores in the 2022 class cohort. After the following changes, scores improved considerably in the 2023 cohort (2.6.17). The teaching team targeted speaking skills in two main ways: (1) by creating a weekly project integrating socio-cultural competencies (2.6.18); and (2) by organizing a successful cultural day, where students immersed themselves in Iranian culture and communicated only in the Persian Farsi (2.6.19).

### *Ad Hoc Reviews Based on Need*

*Academic Attrition Process and Procedures Working Group:* In 2021, the institute created the Academic Attrition Process and Procedures Working Group to address concerns related to academic attrition. Academic attrition refers to students being disenrolled because of a failure to meet course standards or a lack of academic progress. This makes it unlikely that the student can successfully meet the standards established for graduation. The provost created this working group and charged them with conducting "a review of the Academic Attrition Process in UGE Basic programs at DLIFLC for method, consistency, and potential discrepancies" to ultimately "standardize key processes and policies regarding Academic Attrition and to streamline communication and student support" (2.6.20). Reducing academic attrition is critical to institutional efforts to support at-risk students, allowing them to remain in their classes and take the final exit exams. An essential component in helping these students includes evaluating teaching methodologies and using the results to guide improvements.

The Academic Attrition Process and Procedures Working Group identified the need for standardization of early intervention (EI) procedures since each school had a different process, with some being more robust and student-centered than others. EI programs identify and seek to support at-risk students due to academic or non-academic factors; they provide a systematic support process involving the student, teaching team, and Military Service unit through a tailored action plan (which may include modifying teaching methodology) (2.6.21). These action plans are documented on Form 864, which is part of the student's official file and is used to guide instruction and streamline communication (2.6.22). All Basic programs follow these procedures. The Office of the Associate Provost of Undergraduate Education engages in ongoing and regular monitoring of EI compliance and trends with academic attrition (2.6.23). School leadership also tracks student interventions once a student begins the EI process and uses the information they gather to create training for faculty (2.6.24). For example, the Persian Farsi School organized two sessions to share their best practices on how to use appropriate intervention resources to support students and reduce attrition (2.6.25). Since the implementation of the EI procedures, academic attrition rates have been trending downward (2.6.26).

### **Distance Education**

While DLIFLC does not offer more than 50% of a program via distance education, the institute has created local guidelines that establish expectations for effectiveness and quality in online courses for those instructors who teach a portion of their classes online. This course is required for all Continuing

Education teaching faculty. It is a self-paced course containing three lessons focusing on: (1) online content development and material selection, (2) different types of interaction, and (3) assessment and feedback (2.6.27).

### **Evidence**

- 2.1.11 DTRA Program Review
- 2.1.20 Spanish Advanced Program Review, slides 25-30
- 2.6.01 Lessons Learned Digest Jan 2024, pp. 4-7
- 2.6.02 Lessons Learned Exchange
- 2.6.03 Korean Basic program Review, see slides 34, 36
- 2.6.04 PF Program Review 2021, see slides 16, 30
- 2.6.05 Spanish MCR
- 2.6.06 Action Items Spanish
- 2.6.07 MCR Chinese Mandarin May 2024, slides 4-5
- 2.6.08 CM Project
- 2.6.09 Adv Arabic ACR, slide 10
- 2.6.10 MSA Negation
- 2.6.11 ESQ Program Effectiveness
- 2.6.12 ESQ Teacher Effectiveness
- 2.6.13 MFR ESQ revision
- 2.6.14 ESQ Quality of Life
- 2.6.15 RU Sensing Session Notes
- 2.6.16 UCR Team Meeting Minutes
- 2.6.17 PF OPI Score Comparison
- 2.6.18 PERS 3950 Speaking Activity
- 2.6.19 PF Culture Day Survey
- 2.6.20 Academic Attrition Working Group Charter
- 2.6.21 Early Intervention SOP
- 2.6.22 Action Plans
- 2.6.23 UGE EI tracker
- 2.6.24 UPF Student Progress Tracker
- 2.6.25 UPF Faculty Workshop Attrition
- 2.6.26 Chart Attrition Levels Decreasing
- 2.6.27 Teaching Online Certification Course

**2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)**

DLIFLC designs and delivers equitable and effective services and programs supporting students' unique educational journeys.

### **Student Orientations**

### *Sessions for Students in Basic Programs*

New students receive two orientation briefings upon arrival. The first is the Joint Service In-Processing Brief (JSIB) conducted by the United States Garrison Presidio of Monterey for all newly arriving Service members to DLIFLC (i.e., students, military staff); this comprehensive in-processing briefing ensures that Service members receive information from all relevant student and Garrison support offices (2.1.03, p. 129). The second orientation, Building Blocks I, is specific for Basic students and occurs before their respective language programs begin. Initiated in 2021 at the request of the then Command Sergeant Major who saw a need for deeper indoctrination of the DLIFLC mission, topics include the history of DLIFLC; why the military needs linguists; and overviews of technology, cybersecurity, library services, and AA degree requirements (2.7.01, 2.7.02). Building Blocks II and III, which students will receive during their Basic program, are currently in development. They will focus on helping students build skills for lifelong learning.

The week before graduation, Basic program Service members attend Building Blocks IV, which provides details about students' next steps in their military careers; continued technology support; options and requirements to earn a BA degree; and resources available for language maintenance in the field (2.7.03). DLIFLC monitors the effectiveness of Building Blocks through an online feedback form. The Building Blocks development team uses these results to inform the design of Building Blocks II and III (2.7.04).

### *Orientation for Students in Intermediate, Advanced, and DTRA Programs*

Upon arrival, new students in Intermediate and Advanced programs attend a briefing that includes information about all relevant student and U.S. Army Garrison support offices; overviews of technology, cybersecurity, and library services; an introduction to their language program; and degree information (2.7.05). New DTRA students attend several orientation sessions conducted by DTRA personnel, the dean, the department chair, and the registrar. Topics include information about all relevant student and Garrison support offices; overviews of technology, cybersecurity, and library services; an introduction to the DTRA program; and degree information (2.7.06).

Aside from orientation, student support services can be divided into academic and non-academic support.

### **Academic Support for Students**

DLIFLC supports students through the Directorate of Academic Affairs for academic advising, the Aiso Library, the Introduction to Language Studies, and Tutoring Services.

#### *Directorate of Academic Affairs*

The Directorate of Academic Affairs provides academic advising through the Degree Office. The Degree Office advises current students and graduates who wish to complete their academic degrees, including course requirements and degree completion, transfer, credential verification, and career opportunities. Degree specialists provide personal advising by phone or email (2.1.03, p. 129). In addition to advising, Academic Affairs maintains up-to-date information online for students, such as degree FAQs, degree forms, moving from Basic to Intermediate, etc. (2.7.07). Students learn about the advising services available during their initial orientation, workshops, and graduation orientation. Current students can give feedback via an online survey to the Office of the Registrar regarding the quality, consistency, and timeliness of services provided (2.7.08). Former students who have graduated and request services from the Degree Office (e.g., transcript request) are not yet able to provide

feedback; Academic Affairs plans to implement this phase of feedback collection by July 2024.

## **Aiso Library**

### *Library Overview*

The Aiso Library, guided by student needs and the DLIFLC mission, delivers effective learning support resources such as library collections, library instruction, and study spaces for team or individual work. The institute crafted the library mission statement to align with the DLIFLC mission closely:

*“The mission of the Aiso Library is to identify, acquire, manage, and provide library resources and services to the students, faculty, and staff of the Defense Language Institute Foreign Language Center, in support of culturally-based language teaching, learning, sustainment, and enhancement.”*

The Aiso Library plays a central role for students, faculty, and staff as a resource and learning space and engages in strategic planning and continuous improvement (2.7.09). It offers extensive acquisitions, supports students and faculty, and provides outreach to the DLIFLC community.

### *Library Strategic Planning and Continuous Improvement*

The Aiso Library strategic planning process began in 2018, leading to a phased implementation plan in 2021. Reflection on the strategic plan and its implementation and the identification of new focus areas occurs every three years as part of the institute’s Master Evaluation Plan aligned to the Army’s triennial program review requirement. The library is nearing the end of Phase III of the plan, with Phase IV focusing on modernization. The library staff completed the last program review in March 2021, highlighting three themes: re-envisioning the facility’s space, strengthening outreach, and building community (2.7.10). The review also revealed a need to create a more robust and consistent system to collect student evaluations of library services and use information gathered to guide future decisions. The library now routinely requests student input via a survey and uses student feedback to guide services (e.g., extending service hours); library leadership is currently planning a building modernization project based on student feedback; student and faculty/staff input will guide the library’s space design plans (2.7.11).

### *Library Acquisitions*

The library has sufficient resources to meet the needs of resident and non-resident students and the DLIFLC faculty and staff. Language collections, housed in the ArmyU Library System (AULS), contain a wide range of subjects including, but not limited to, religion, political science, folklore, grammar, readers, military history, literature, and travel. The collection includes native language materials as well as English language materials covering a broad range of subjects so that students can deepen their cultural understanding. Aiso Library supports DLIFLC teaching faculty and professional staff with resources on language teaching, educational measurement, educational technology, translation, and other topics aligned with the DLIFLC mission. Aiso Library staff base new acquisitions on faculty requests and feedback.

The library staff includes a Director, a Reference Librarian, a Systems Librarian, and five technician positions. Centrally located on the campus, the library is open 54 hours a week. The library uses its AULS portal to communicate information and new acquisitions to the DLIFLC community (2.7.12). Aiso offers copyright information for patrons; access to the interlibrary loan system; multiple open-source

periodicals on applied linguistics and language learning; writing resources and citation guides; and a link to library resources available on Army Knowledge Online (AKO). The library expanded access to e-resources to military linguist graduates in support of the force's operational mission. Now, all linguists can access learning resources wherever they are stationed globally throughout their military careers.

#### *Aiso Student and Faculty Support*

Aiso offers robust student support services. The front desk provides reference and research services during library hours. Patrons may make appointments with librarians for more extensive research and reference assistance. Staff provide brief library orientations at the front desk and more in-depth workshops, either one-on-one or to groups, on topics such as library collections, library guides, using the webpage and catalogs, searching, etc. (2.7.13).

The library's strategic plan identified a need to strengthen communication about library services. The reference librarian launched a virtual reference librarian initiative which students can access online to submit questions; the library also presents information during the Introduction to Language Studies first-day orientation (2.7.14). The goal is to make students aware of library services and support their information literacy development so that they can assess the value, quality, and applicability of information. These skills are relevant to all DLIFLC graduates' lifelong learning as military linguists.

### **Introduction to Language Studies (ILS) (Non-Credit Program)**

#### *ILS Overview*

Introduction to Language Studies (ILS) is a modular, in-person program that gives students the skills and knowledge they need to become strategic DLIFLC language learners. The goals of ILS are to increase student readiness; provide students with opportunities to succeed; and connect ILS material to core curriculum/teaching teams.

ILS is compulsory for Basic program students and comprises required and elective modules. The first ILS session introduces the academic leadership and provides an overview of key student support services. Most Basic students come to DLIFLC without prior higher education experience and benefit from explicit instruction on learning strategies, English grammar, and an overview of language learning in general. Module topics reflect these critical skills.

Required modules consist of at least 12 hours of content distributed over the three semesters and include a minimum of:

- Learning Strategies and/or Study Habits (3 hrs),
- English Grammar and/or Comparative English-Target Language Grammar (3 hrs),
- Semester 2 Reading and Listening Strategies (3 hours), and
- Semester 3 Reading and Listening Strategies (3 hours).

Elective modules are each 1 or 2 hours and include various options depending on the language and student need (e.g., Vocabulary Strategies, Speaking Strategies, Critical Thinking and Discourse Analysis, Listening Strategies, Time Management, Test-Taking Strategies, Test-Anxiety Management).

Each school in UGE has 2-3 Student Learning Specialists who oversee the school's implementation of ILS. The specialists teach ILS classes and maintain scheduling records. They also train faculty in their



respective schools on how to teach ILS modules and integrate ILS content into their language courses, thereby supporting students as they develop personal learning strategies.

#### *Evaluation and Revision of ILS*

Students provide feedback on ILS via student surveys (2.6.11, 2.6.12). The ILS feedback questions are being revised to more accurately reflect the current ILS program structure (2.7.15, slide 13). In addition, each school uses a customized survey to gather student feedback and revise its ILS program (2.7.16). Student feedback was a major impetus for reorganizing the ILS program in 2023 (see below).

#### *ILS History and Reorganization*

The institute moved to a modular ILS structure in 2023; previously, DLIFLC delivered ILS using a centralized model, where students took ILS courses in a separate facility (i.e., formerly the Student Learning Center). The previous ILS curricula required 30 hours, compared to the current 12-18 hour requirement. The move to the de-centralized and language-specific model came after an internal review to determine the most effective and efficient structure to deliver student support services (2.7.17). Student survey feedback triggered the need for this review, with average program feedback scores being routinely below 3.0 out of 5.0. Key issues noted with the centralized ILS model included: (1) the Student Learning Center was understaffed given student enrollment numbers, leading to delays; (2) ILS content was not sufficiently aligned with the language curriculum and teaching in the schools; and (3) the centralized model did not hold language teachers accountable for teaching language learning strategies. DLIFLC ran several pilots for the school-based ILS model with positive student feedback and lessons learned to provide a way forward for integration (2.7.18, 2.7.14, slide 12). Ongoing evaluation and potential revisions to the ILS program focus on materials sharing, assessment of student learning, faculty training, etc. (2.7.14, slides 11-12).

#### *Tutoring*

Individual Services oversee their in-house tutoring programs (i.e., the U.S. Air Force offers a tutoring program for Air Force Service members). These are available on student request and outside of DLIFLC oversight.

### **Non-Academic Support for Students**

#### *Helpdesk*

The Helpdesk provides a 24/7 centralized solution for reporting problems and requesting assistance via enterprise email, the Knowledge Portal/Wiki page, and IT support. Additionally, the IT department provides in-person support on the Presidio during business hours (2.7.19, see Standard 3.9).

#### *The Commander's Ready and Resilient Council (CR2C)*

The CR2C is the key executive agency and forum for integrating, implementing, synchronizing, and assessing all Ready and Resilient (R2) functions aimed at improving the overall health, welfare, and safety of students and their families, as well as faculty and staff. It provides a multi-disciplinary approach to safety, health promotion, resilience building, risk reduction, and suicide prevention programs. Administratively, CR2C falls under the broader Army program by the same name (2.7.20); at DLIFLC, a Community Ready and Resilient Integrator who reports to the Chief of Staff leads the CR2C (2.7.21). The agency serves two functions for students: (1) it is a resiliency resource for students, publishing a newsletter and offering monthly sessions and activities, all of which are accessible on DLIFLC's Knowledge Portal (2.7.22); and (2) it collects student and faculty concerns regarding



individuals' mental health and the workplace environment and elevates those concerns to leadership for any appropriate action via regular meetings and reports (2.7.23). CR2C engages in consistent and regular assessment of services by evaluating population needs, assessing existing programs, and coordinating targeted interventions (2.7.24).

### *Military Support Services*

*Support Offered by the Presidio of Monterey U.S. Army Garrison and Military Service Units:* DLIFLC students can access comprehensive support services as uniformed Service members. Local commands oversee these services on military installations throughout the world. This provides quality of life services to language students residentially and outside of Monterey, California. These services are outlined in the General Catalog (2.1.03, pp. 129-134) and include:

- Administrative Support
- Health Services (e.g., Health, Dental, Mental Health/Counseling, Substance Abuse, etc.)
- Army Community Services
- Child and Youth Services
- Education Center
- Sports and Fitness
- Hobson Student Activity Center
- Dining Facilities
- Legal Services
- Inspector General
- Religious Services
- Housing
- Transportation and Bus Services
- Equal Opportunity Office
- Post Office

### *Evaluation and Monitoring of Non-Academic Support Services*

The Army and DLIFLC evaluate and monitor support services using the following tools:

- *Interactive Customer Evaluation (ICE) system:* ICE is an online customer survey system managed by the U.S. Army Garrison. It is a web-based tool that collects feedback on services provided by various organizations throughout the Defense Department. ICE is designed to improve customer service by allowing managers to monitor satisfaction levels through quantitative and qualitative customer feedback on non-academic issues (2.7.25).
- *Interim Student Questionnaire (ISQ) and the End of Program Student Questionnaire (ESQ):* ISQs and ESQs, administered by DLIFLC to each class, also provide the Garrison feedback on non-academic services (2.6.14). ISQ/ESQ analysts monitor urgent and recurring issues and flag red comments that (1) pose a danger to personal safety to oneself or others, and/or (2) pose a danger to personal or government property (2.7.26). Senior leaders investigate issues that require prompt attention. ISQ/ESQ analysts flag recurring issues yellow if they are mentioned by three or more students in a single survey session or if they are reported by more than 75 percent of students. Yellow flags generally fall under one of three categories: program effectiveness, teacher effectiveness, and quality of life (e.g., dining facilities, military support services, etc.). DLIFLC periodically conducts a trend analysis and reports issues that merit

further consideration, thereby acting promptly as needed (2.7.27).

- *Regular Leadership Meetings*: The Commandant is informed of all major concerns regarding student well-being through the CR2C reports or monthly meetings with leadership. Given the lasting effects of the pandemic, the institute has been particularly focused on students' mental health recently (2.7.28).

### **Evidence**

- 2.1.03 General Catalog, p. 129-134
- 2.6.11 ESQ Program Effectiveness
- 2.6.12 ESQ Teacher Effectiveness
- 2.6.14 ESQ Quality of Life
- 2.7.01 Building Blocks orientation agenda
- 2.7.02 JSIB Meeting Minutes
- 2.7.03 Building Blocks Graduation Agenda
- 2.7.04 Building Blocks Student Survey
- 2.7.05 Orientation for Int/Adv Students
- 2.7.06 Orientation for DTRA Students
- 2.7.07 Academic Advising
- 2.7.08 Registrar Student Feedback Survey
- 2.7.09 Aiso Library Mission, Strategic Plan
- 2.7.10 Aiso Library Program Review
- 2.7.11 Aiso Library Student Feedback
- 2.7.12 AULS Portal
- 2.7.13 Aiso Library Workshops
- 2.7.14 Aiso Virtual Reference Librarian and Orientation
- 2.7.15 UGE ILS brief, slides 11-13
- 2.7.16 ILS Student Feedback Forms and Revisions
- 2.7.17 ILS Decision
- 2.7.18 ILS Pilot Brief Russian
- 2.7.19 IT Support
- 2.7.20 CR2C Website & Charter
- 2.7.21 CR2C Org Structure & DLIFLC Charter
- 2.7.22 CR2C SharePoint Site & Offerings
- 2.7.23 CR2C Brief, Minutes, & Survey Announcement
- 2.7.24 CR2C Survey Results
- 2.7.25 Interactive Customer Evaluation Reporting
- 2.7.26 ISQ ESQ Flag Policy
- 2.7.27 ISQ ESQ Trend Analysis
- 2.7.28 Commander Update Brief May 2023

- 2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)**

DLIFLC creates formal and informal opportunities for students to engage with the institute and peers. DLIFLC offers some opportunities, and the military units provide others that are not under the institute's purview.

### **DLIFLC Offered Community Engagement and Support**

DLIFLC offers the following opportunities for students to engage with their peers and the institution.

- *Religious Support Office:* The Department of Defense assigns chaplains to the Presidio of Monterey to provide spiritual and nonspiritual support by continually observing, evaluating, advising, and enhancing the spiritual fitness of DoD personnel (i.e., students, families, faculty, staff). DLIFLC maintains a World Religions Chaplain, and as a mandatory part of the education program, all students receive up to 10 hours of World Religions and Societal Progression classes. Military chaplains ensure students can observe their right of free exercise of religion. They also advise senior leaders on religious accommodations, moral conduct, and ethical decision making. Chaplains provide confidential counseling to students concerning a wide range of topics. Chaplains conduct, sponsor, or facilitate religious services for all faiths. Chaplains also hold seminars on many topics related to student wellbeing, such as religious education classes, target language Bible studies, diversity lectures and discussions, spiritual hikes, single soldier retreats, marriage retreats, couples' sessions, movie nights, volunteer opportunities, suicide prevention, personal finance, and religious education (2.8.01). Students learn about these opportunities via email, on internal and external-facing websites, and through faculty (2.8.02). Students may provide feedback on the above services via the ICE system or their ISQs and ESQs (2.7.25, 2.6.14, p. 6).
- *Equal Opportunity (EO) Office:* The EO Office protects the rights of students and their families and works to promote and celebrate diversity programs to ensure equal opportunity practices throughout the institute, including providing guidance and support to the different populations at DLIFLC (2.8.03). Students can contact the office via email, phone, or in person. The office is committed to ensuring (1) fair treatment for all service and family members without regard to race, color, religion, sex (to include pregnancy and gender identity), national origin, or sexual orientation, and (2) that the institute provides an environment free of discrimination and any form of harassment to include hazing, bullying, online conduct, reprisal, retaliation, or other discriminatory harassment. The EO office reports to the DLIFLC Commandant. The institute maintains a comprehensive program for prioritizing EO and diversity in the workplace/learning environment (2.8.04). The EO Office collects and reviews student feedback in two ways: (1) a Military Equal Opportunity Advisor sits in on all focus group feedback sessions in schools, and (2) the office reviews all ISQ and ESQ results, following up as needed if concerns arise. In this way, the office notes any issues students express about EO services or support, and the office can also identify further actions that might be needed regarding potential EO concerns.
- *DLIFLC Student Senate:* *The Student Senate was created in 2021 to have a more direct connection between students and DLIFLC leadership, offering a qualitative review process and support system for all DLIFLC students.* The Dean of Students, a U.S. Air Force Officer, advises them. The Student Senate makes recommendations to the DLIFLC Command Group about student success. They are the primary organization of shared student governance at DLIFLC, representing the collective voice of students across all Service branches and language programs. They aim to collaborate with the Command Group to advocate improvements that enhance academic and unit success. The Student Senate also informs the student body of activities, volunteer opportunities, and available support services; an Addendum was added to

the Student Senate Bylaws to specify their role in gathering student feedback regarding the effectiveness of the institute’s communication with students (2.8.05). The Student Senate Communications Manager oversees emails and notices, and students can find information at any time on the DLIFLC Knowledge Portal (2.8.06, 2.8.07). Student Senate meeting minutes capture student concerns, which are shared with leadership accordingly and resolved as appropriate (2.8.08).

- *Sexual Harassment/Assault Response and Prevention (SHARP) Program*: The SHARP Program is a U.S. Army program that serves the Army mission to aggressively address sexual assaults by focusing on prevention through education and training, reducing stigma, and increasing reporting and support. Students receive information on this important issue during orientation and have access to services 24/7, in addition to regular SHARP activities focusing on student wellbeing (2.8.09).

### **Military and Garrison Offered Community Engagement and Support**

Military Service branches and the U.S. Army Garrison offer several offices and support services to DLIFLC students. These services are outside the purview of the DLIFLC but provide various options for students to engage with their peers and the institute.

- *Diversity, Equity, Inclusion, and Accessibility (DEIA) Council, U.S. Air Force*: This organization aims to develop diversity-focused Airmen by utilizing education and outreach programs. It fosters a culture of inclusion and highlights the strengths of diversity for personal and professional development and increased military effectiveness. The council meets biweekly and organizes various events, such as the “Women in Leadership Panel” (2.8.10).
- *Better Opportunities for Single Soldiers (BOSS)*: The BOSS program represents the voice of the single service member and focuses on quality of life, community service, and recreation and leisure. Service members can participate in community service projects and on-campus activities, such as karaoke nights, open mic nights, comedy shows, and gaming competitions. Students sit on a BOSS council and collect peer input to organize BOSS events (2.8.11).
- *Price Fitness Center*: Price Fitness Center is the gymnasium on the Presidio of Monterey. Operated under the Army’s Family and Morale, Welfare, and Recreation program, Price Fitness Center offers a range of classes, intramural sports, tournaments, and events open to Service members, staff, faculty, and their families (2.8.12).

### **Evidence**

- 2.6.14 ESQ Quality of Life
- 2.7.25 Interactive Customer Evaluation Reporting
- 2.8.01 Chaplain
- 2.8.02 Provost’s Newsletter Dec 2022
- 2.8.03 EO Website & Offerings
- 2.8.04 EO Policies And Process
- 2.8.05 Student Senate Bylaws
- 2.8.06 Student Senate SharePoint
- 2.8.07 Student Senate Email
- 2.8.08 Student Senate Minutes
- 2.8.09 SHARP Sexual Harassment Training & Support
- 2.8.10 DEIA Events
- 2.8.11 BOSS Program for Single Students
- 2.8.12 Price Fitness Center Services

**2.9. The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)**

DLIFLC follows various processes and reviews of academic, learning support, and student services programs to ensure quality and equitable student achievement. The processes include institutional dialogue as appropriate to guide curriculum development and inform institutional goal setting. This begins with institutional-level strategic planning.

**Overall Review Processes**

*Institutional Strategic Planning*

Institutional leadership and faculty/staff engage in dialogue to inform goal setting. The Commandant approved the multiyear strategic plan in January 2024 (see Standard 4.3). This plan includes six key focus areas identified as crucial for DLIFLC’s ability to meet its mission moving forward; it also includes measurable milestones that will be regularly assessed to determine progress and keep the process on track. This multiyear plan will inform the annual Command Guidance (see Standard 1.4). Areas identified as opportunities for improvement (i.e., curriculum/assessment, standardization and evaluation, analytics) are an integral part of DLIFLC’s five-year strategic plan. Defining equitable student achievement for the context of DLIFLC and then creating systems and processes to support equitable student achievement has been an ongoing discussion within leadership, culminating in a definition of student equity (see Equity Statement) and the creation of processes to identify and support at-risk students (e.g., Early Intervention, see Standard 2.6).

In addition to strategic planning, DLIFLC evaluates policies and procedures through an ongoing review cycle that coincides with the Commandant’s appointment (every three years). The incoming Commandant reviews and signs all institutional policies when s/he assumes command. In the case of policy changes required in the intervening years, the proponent organization will initiate a policy update for the Commandant’s approval and signature as necessary (2.9.0, see Standard 1.5 *Maximizing Target Language Use*).

**Academic Review Processes**

*Program Reviews*

The institute engages in systematic review to maintain currency and relevancy of course learning outcomes to support student learning and achievement. All DLIFLC programs undergo a triennial academic program review. The program review involves school leadership, academic and curriculum support specialists, and teaching faculty. Contents include a narrative description of the formal and informal feedback mechanisms used for program improvement (e.g., student feedback such as mid- and end-of-course surveys and/or faculty feedback), a narrative analysis of feedback trends, and aggregated and disaggregated outcomes data. DLIFLC leadership uses this data meaningfully to inform program improvement plans. Required program review midpoint reports for all Basic programs occur approximately 18 months between comprehensive reviews. This midpoint check-in facilitates due-out tracking in the event of leadership turnover and can capture other significant programmatic changes. The institute has used these midpoint reports and program reviews to improve teaching, learning, and

curriculum design (Standard 2.2).

#### *Academic Projects Tracker*

The Office of Standardization and Academic Excellence (OSAE) maintains the Academic Projects Tracker to track the major academic projects and initiatives across the Provost Organization, which includes the leadership for all Basic, Intermediate, and Advanced programs, faculty development, curriculum development, and educational technology. Each organization updates the status of their projects every other month. The provost and the director of OSAE review the tracker to identify trends and best practices that can be spread across the institute. All organizations can use the tracker for problem-solving, as they can find initiatives in other organizations and contact them for information sharing. In addition, academic leadership can maintain a record of these projects along with outcomes (2.9.02).

#### *ESQ Academic Program Evaluation Summary Reports*

DLIFLC publishes quarterly ESQ Program Evaluation Summary Reports, one for all courses (aggregated data) and then separate reports by each language (disaggregated data). ESQs are an important source of information as they provide the student perspective on our training. The reports include quantitative and qualitative responses and focus on key areas of student feedback related to program organization, content and materials, curriculum, assessment, and grading. The reports go to the provost, associate provost of either UGE (Basic) or CE (Intermediate or Advanced), the Curriculum Support directorate, the Office of Standardization and Academic Excellence, and other key stakeholders. The Curriculum Support directorate uses report trends to inform curriculum development and design. Each associate provost reviews overall trends of all languages and looks into each language specifically. Deans and chairs review their respective reports and implement changes as needed, engaging with the faculty to improve the quality of the programs. For example, the student feedback trends in the Korean Basic program indicated inconsistent test feedback sessions. This resulted in the Korean school administrators changing their procedures for post-grading review sessions with students so that they could learn from their performance (2.9.03).

#### *Academic Reporting Tool (ART)*

Academic and military leaders monitor language programs via the institute's internal Academic Reporting Tool, a customized, dynamic, near real-time data visualization dashboard. ART allows deans, associate provosts, the provost, Military Service leaders, and other stakeholders to disaggregate data to recognize patterns, analyze trends, and inform decision making for program improvement. Data includes enrollment numbers, DLPT/OPI results, graduation rates, attrition rates, etc. (2.9.04 see Standard 1.5). Academic Affairs continually updates and refines the ART dashboard to meet stakeholder needs.

### **Student Support Services Review Processes**

DLIFLC regularly evaluates student support services to maintain quality and relevance for the student population and to inform improvements in service delivery. Student support services under the purview of DLIFLC are reviewed via the following processes (see Standard 2.7 for further details):

- *Aiso Library*: Aiso Library collects and analyzes student data, implements improvements and innovations, and supports equitable student achievement. Guided by the library's strategic plan, the library staff conducts regular program reviews that incorporate student feedback on collections, hours of operation, and support services (see Standard 2.7).

- *Student Feedback via ISQs/ESQs, Sensing Sessions, and the Interactive Customer Evaluation (ICE) system*: Surveys and student focus groups provide the U.S. Army Garrison feedback on non-academic services and have procedures to identify urgent and recurring issues that need immediate action related to base services.
- *Student Senate*: The Student Senate brings student concerns to leadership and works to provide a way forward on important issues (see Standard 2.8).
- *The Commander's Ready and Resilient Council (CR2C)*: CR2C implements and assesses the quality of support services to improve the overall health, welfare, and safety of students and their families. It collects student and faculty concerns regarding mental health and the workplace environment and elevates those concerns to leadership for any appropriate action via regular meetings and reports. CR2C engages in consistent and regular assessment of services by identifying redundancies and voids in programs and services, evaluating population needs, assessing existing programs, and coordinating targeted interventions (see Standard 2.8).

### **Evidence**

- 2.9.01 Policy Review Process
- 2.9.02 Academic Projects Tracker
- 2.9.03 Basic Courses Quarterly ESQ Report
- 2.9.04 ART & Provost Newsletter Sept 2022



### **Standard 3: Infrastructure and Resources**

*The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.*

#### **3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

DLIFLC employs qualified administrative and academic personnel following federal hiring and evaluation regulations, policies, and procedures to support its mission.

Three separate organizations work together to execute DLIFLC's hiring and staffing process:

- Civilian Human Resources Service Center (CHRSC): The Office of Personnel Management establishes hiring procedures. Local representatives of the Army Civilian Human Resources Agency (CHRA), also known as the Civilian Human Resources Service Center (CHRSC), manage and monitor these procedures. These professional HR specialists conduct all hiring actions, from the job announcement to onboarding and separation. CHRSC personnel are not DLIFLC employees but work to support all Army hiring.
- Deputy Chief of Staff for Personnel (DCSPL): DCSPL is a staff support office that manages DLIFLC's civilian workforce, including handling internal re-alignments or reassignments, managing faculty personnel files, and managing personnel processes, such as professor rank advancement, annual appraisal cycles, centralized Army training opportunities, and funding ongoing professional development.
- Deputy Chief of Staff for Resource Management (DCSRM): DCSRMs manages the budget and staffing levels in accordance with student enrollment numbers. DCSRMs oversees the Table of Distribution and Allowances (TDA), which dictates staffing levels and positions within each work unit (division, department, school, etc.).

#### **Staffing Levels**

Student load, or enrollments, drives staffing levels. DLIFLC students are all enrolled full-time in residence. DLIFLC uses a set staffing model to determine the number of teaching and support staff positions required to execute its mission.

DLIFLC's higher headquarters, the Training and Doctrine Command (TRADOC), has established a staffing model to support the employment of teaching faculty as follows: two faculty for every eight students in Category I and II languages (shorter academic programs), and two faculty for every six students for Category III and IV languages (longer academic programs). Department chairs supervise up to 18 teaching faculty. Deans manage and supervise from five to seven chairs. The institute employs 99 percent of its teaching faculty on a full-time basis. Adjunct faculty consists of less than one percent of the total faculty. Adjuncts are generally non-citizens and have less than one year's work authority (i.e., Optional Practical Training (OPT) for recent university graduates). DLIFLC hires instructors using When Actually Employed (WAE) employees for peak student enrollments or to cover temporary staffing shortages (similar to substitute teachers).



These functional organizations and positions are outlined in the institute's Organization and Functions regulatory document (3.1.01). Administrative staffing for each language school supports a standard model of 150 teachers. Each school has between nine to fifteen nonteaching faculty assigned to administrative and nonteaching academic support roles (e.g., Academic Specialists) (3.1.02).

### **Recruitment**

DLIFLC employs qualified administrative and academic personnel following federal hiring and evaluation regulations, policies, and procedures to support its mission to ensure its students receive the best opportunities to meet their training goals.

A set process identifies a military organization's permitted personnel strength in all operations, from financial and human resource operations to academic administration and teaching faculty. Per Army regulation, DLIFLC forecasts enrollments two years in advance and adjusts student loads quarterly to identify the institute's total teacher requirements (3.1.03).

Work units identify vacancies and workload with the Deputy Chief of Staff for Personnel and Logistics (DCSPL) and the Deputy Chief of Staff for Resource Management (DCSRM) to fund and fill position vacancies. The institute can re-align positions to meet new staffing needs identified through the institutional review and planning processes. Through FY23, the institute has focused staffing resources on Chinese Mandarin and Russian faculty in response to increased enrollments in those languages (3.1.04). Due to the extended hiring process for federal employees, DLIFLC may hire contract faculty for short periods to cover unexpected staffing shortages.

The Associate Provosts for Undergraduate Education and Continuing Education oversee the largest workforce for academic programs. They report projected staffing levels (overages and shortages) in the Monthly Program Report for the senior military and staff leadership (3.1.05).

### **Hiring Criteria and Processes**

The CHRSC, which is administratively separate from DLIFLC and handles all federal hiring and staffing actions for the Army, administers all human resources functions for DLIFLC. CHRSC adheres to federal regulations, policies, and procedures as outlined in the 5CFR, Delegated Examining Operations Handbook (DEOH) (3.1.06).

Developing external job announcement content is a collaborative effort between the human resources specialists from the local CHRSC and the DLIFLC hiring official (manager). DLIFLC posts external job vacancies through USAJOBS.gov, the Federal Government's web-based job advertisement and application program. Each USAJOBS announcement includes a complete description of the position and application procedures (3.1.07). Each announcement lists the minimum qualifications criteria and the minimum education requirements. OPM sets the occupational series and minimum education requirements on its website (3.1.08).

DCSPL announces internal vacancies to all current DLIFLC employees. Internal vacancy announcements include the position description, qualifications, hiring criteria, and application process (3.1.09).

The military assigns Military Service members to administrative, faculty, and staff positions based on their training and experience (3.1.10, 3.1.11). Each language school has one authorized position for a

military associate dean and a varying number of Military Language Instructors (MLIs) selected for their demonstrated leadership skills, operational experience, language proficiency, and job skills. MLIs contribute their leadership expertise and operational perspective immediately upon assignment, using those skills to benefit their teaching teams and students. MLIs continue to develop throughout their assignment at DLIFLC, and each uniquely contributes to mission accomplishment.

### **Faculty Job Descriptions**

DLIFLC hires faculty under the Faculty Personnel System (FPS) and administrators and support staff under the General Schedule (GS) system. DLIFLC Regulation 690-1 for DLIFLC civilian faculty members (FPS) follow the Federal Government's Office of Personnel Management's qualification standards for the 1701 series that lists specific job descriptions, qualifications, and education levels, as required (3.1.12, 3.1.13).

The position descriptions, functional duty descriptions, and standards serve as the basis for annual performance appraisals. As a rank-in-person system, the Faculty Personnel System utilizes generic rank-specific position descriptions rather than job-specific and individualized position descriptions. Administrators can adjust performance standards as required for job reassignments (3.1.14). Faculty performance standards include the responsibility for teaching and learning, curriculum oversight, and the assessment of student learning (3.1.15). Bachelor-level faculty positions include requisite terminal degrees, experience, and skills (3.1.16).

### **Education Verification**

The CHRSC Human Resources Specialist ensures that the education credentials match the intended rank and grade requirement for each position, and that application and vetting procedures meet established federal and equal opportunity hiring practices. Applicant's education must be accredited by an accrediting institution recognized by the U.S. Department of Education for it to be credited toward qualifications (3.1.17). Candidates who received their education outside the U.S. have their transcripts evaluated through an approved member organization of the National Association of Credential Evaluation Services (NACES) to verify equivalency with an accredited U.S. education program.

### **Equitable Hiring Practices**

DLIFLC follows the Federal Government's Office of Personnel Management (OPM) regulations following federal hiring and employment processes. OPM states that the Federal Government's recruitment policies should 'endeavor to achieve a workforce from all segments of society' and that '[a]ll employees and applicants for employment should receive fair and equitable treatment in all aspects of personnel management' (3.1.18).

In January 2021, the White House issued Executive Order Executive Order 13988, "Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation, which reaffirms support for, and builds upon, the procedures established by Executive Orders 13583, 13988, and 14020, the Presidential Memorandum on Promoting Diversity and Inclusion in the National Security Workforce, and the National Security Memorandum on Revitalizing America's Foreign Policy and National Security Workforce, Institutions, and Partnerships" (3.1.19).

Currently, the DoD is developing a Diversity, Equity, Inclusion and Accessibility (DEIA) roadmap for tracking and evaluating their record in employment equity and diversity (3.1.20). DLIFLC anticipates

participating in any DoD-directed processes to monitor and evaluate DEIA efforts.

At the institute level, DLIFLC has an Equal Opportunity (EO) office for its military personnel and an Equal Employment Opportunity (EEO) office for its civilian personnel (3.1.21, 3.1.22). The EO office reports to the DLIFLC Command Sergeant Major and Commandant, while the EEO office monitors employment equity issues at DLIFLC and reports to the U.S. Army Garrison. The EEO receives complaints and works to resolve them in accordance with applicable policies, regulations, and laws.

### **Evidence**

- 3.1.01 DLI 10-1
- 3.1.02 DLI 10-1 School Staffing
- 3.1.03 Army Regulation 350-20 (Chapter 1-14 and Chapter 3-2.b.)
- 3.1.04 Staffing Meeting
- 3.1.05 Monthly Program Report March 2023 (see p. 6, 10)
- 3.1.06 5 CFR Delegated Authority
- 3.1.07 USAJobs External Announcements
- 3.1.08 OPM Job Classification Site
- 3.1.09 Internal Faculty Announcements
- 3.1.10 CMLI Selection SOP
- 3.1.11 CMLI Job Announcement
- 3.1.12 DLIFLC Regulation 690-1
- 3.1.13 OPM 1701 Job Series
- 3.1.14 Faculty Ranks, 690-1
- 3.1.15 Faculty Performance Standards
- 3.1.16 BA Faculty Announcement
- 3.1.17 Educational Credentials Verification (screenshot)
- 3.1.18 5 USC 2301 Merit System Principles
- 3.1.19 Executive Order 13988
- 3.1.20 DoD DEIA Roadmap
- 3.1.21 Equal Employment Opportunity Office (Civilians)
- 3.1.22 Equal Opportunity Office (Service Members)

### **3.2. The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.**

DLIFLC supports a wide range of professional development programs and activities for faculty (civilian and military), administrative support staff, and civilian management personnel.

#### **Army Onboarding Training**

Every new DLIFLC employee goes through a local onboarding orientation. The CHRSC administers the onboarding program and provides an initial orientation that covers a range of topics, including equal employment opportunities, benefits, base access, safety, and union rights (3.2.01).

The Army requires all new civilian employees to participate in the Civilian Education System (CES) for

Army Civilian Professionals (ACPs). These courses provide information on how the Army conducts business and serve as a standard by which ACPs are expected to perform (3.2.02). The courses start with the Foundation Course, and like building blocks, they build up with more advanced courses, such as Basic, Intermediate, and Advanced. Additionally, the Department of Army provides leadership courses for supervisors to teach or enhance leadership skills for newly assigned supervisors and a refresher course for those who have been supervisors for three years or more (i.e., Supervisory Development Course) (3.2.03). Every Army Civilian completes an extensive list of annual training in addition to the CES courses, like Cyber Awareness, Ethics, and Sexual Harassment and Assault Prevention (3.2.04).

### **Faculty Professional Development**

The 80-hour Common Faculty Development Instructor Course (CFD-IC) is mandatory for all new Army civilian instructional faculty and military instructors in accordance with the Army's Training Regulation 350-70-3 (3.2.05). The course prepares new faculty to teach, train, and facilitate learning in an adult learning environment. CFD-IC introduces new faculty to Army instructor roles and responsibilities, teaching and learning models, and professional and ethical requirements. New faculty can practice teaching throughout the course, working from short, simple practicum exercises to increasingly longer and more complex lessons, culminating in an end-of-course lesson presentation. The purpose of the CFD-IC is to prepare teachers for the classroom.

The Instructor Certification Course (ICC) is a three-week (120-hour) mandatory faculty pre-service program for all newly hired civilian and military instructional faculty (3.2.06). The purpose of ICC is to prepare faculty to teach foreign language. The pre-service program includes instruction and a practicum component. All faculty participating are debriefed daily; teachers and faculty development (FD) specialists discuss teaching methods and provide suggestions to improve instruction. At the end of the ICC, FD facilitators send a Post-ICC Feedback Report to the participant's supervisor (3.2.07). This document provides school personnel with information for the teacher's continuing post-ICC development and mentoring as needed. Upon completing the ICC, FD specialists closely monitor participants' classroom teaching through class observations. They may provide ongoing mentoring for up to six months to assist teachers in meeting the certification requirements (3.2.08). Per Army regulation, all faculty undergo a re-certification once every five years (3.2.09).

Once hired and onboarded, DLIFLC's workforce can participate in robust professional development programs through several organizations, including the following:

- The Faculty Support Division offers initial and ongoing in-service programs for teacher professional development, including Army-required re-certification programs, language teaching methodology programs, holiday conferences, and visiting lecturer series (3.2.10).
- The Office of Leadership and Organizational Agility (OLOA) offers training support to personnel in leadership and management positions (e.g., coaching and mentoring opportunities) (3.2.11).
- The Academic Senate organizes an open faculty conference each year to promote institutional dialogue on issues related to teaching and ongoing professional development (3.2.12).
- The Deputy Chief of Staff for Personnel and Logistics (DCSPL) manages funds for ongoing tuition assistance support for employees taking university-level coursework (3.2.13).
- DLIFLC employees are part of the Army Civilian Career Management Activity (ACCMA), a system that promotes a high-performing civilian workforce, identifies and closes skill gaps, and implements and maintains programs to attract, acquire, develop, promote, and retain quality

and diverse talent through 11 Career Fields (3.2.14).

### **Technology Training**

DLIFLC supports its workforce with technology training and professional development through many organizations across the institute. These training opportunities cover all aspects of understanding, using, and integrating technology for language teaching and learning. The Deputy Chief of Staff for Information Technology (DCSIT) provides virtual training on how to use technology hardware and software through a virtual self-service wiki on the Knowledge Management Portal (DLIFLC intranet) and an in-person support helpdesk (3.2.15).

To address technology training specific to the language teaching mission, the Educational Technology Directorate (ETD) provides two tiers of support: (1) training for web-based language and culture programs; and (2) teaching in virtual learning environments (3.2.16, 3.2.17).

Individual language programs offer additional technology training, such as student and faculty orientations to hardware and software and customized training to meet specific school needs (3.2.18, 3.2.19, 3.2.20). All Army civilians and Military Service members can access Udemy (3.2.21).

### **Ongoing Evaluation**

At the program level, the academic language programs conduct regular program reviews. These program reviews systematically evaluate curricular alignment, student learning outcomes (achievement), faculty readiness, and administrative support services (see Standard 2). All academic language programs completed program reviews in 2021 and 2022, which identified ongoing areas of need, including faculty professional development. For example, the Persian Farsi program review found that teaching faculty needed additional professional development to conduct effective homework reviews and improve new teacher training and onboarding (3.2.22).

At the course and workshop level, the organizing unit that provides professional development programs oversees the evaluation process. For example, After Action Reviews (AARs) take place after completion of each faculty development workshop, including the facilitator's self-reflection, the facilitation team's reflection, an analysis of participants' workshop evaluations, and the program manager's observations of the workshop within the Faculty Development division. The Faculty Development administrators share results among training specialists for future facilitation teams, workshop updates, and training revisions (3.2.23).

### **Evidence**

- 3.2.01 New Employee Onboarding Agenda
- 3.2.02 Army Civilian Education Courses
- 3.2.03 Army Supervisory Development Course (screenshot)
- 3.2.04 Annual Training List
- 3.2.05 Army CFD-IC Overview
- 3.2.06 ICC Program Overview
- 3.2.07 Post-ICC Feedback Report
- 3.2.08 ICC Certification Criteria
- 3.2.09 Instructor Recertification Memo
- 3.2.10 Holiday Program 2023 (Sway)
- 3.2.11 OLOA Coaching Intranet Portal (screenshot)

- 3.2.12 LLTC Conference Proceedings 2022
- 3.2.13 Tuition Assistance Program
- 3.2.14 Army Career Management Activity (screenshot)
- 3.2.15 Virtual Self-Service Wiki
- 3.2.16 ETD 365 Training Events
- 3.2.17 Faculty Development Workshops Catalog
- 3.2.18 UCR Technology Training
- 3.2.19 Technology Setup Guide
- 3.2.20 Technology Orientation for New Spanish Faculty
- 3.2.21 Udemy Army Access
- 3.2.22 Persian Farsi Program Review 2021 (see slides 30 & 31)
- 3.2.23 Faculty Development AARs and Post-Workshop Surveys

### **3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution’s mission and goals.**

DLIFLC evaluates its personnel annually in accordance with a systematic process regulated by the Department of Defense (DoD). The DoD Performance Management and Appraisal Program (DPMAP) system is used across the DoD and serves as an enterprise-level personnel evaluation system (3.3.01). The rating cycle is from April 1 through March 31 annually. All employees, regardless of rank, tenure status, part- or full-time employment status, or salary structure (GS or FPS), receive an annual performance evaluation using DPMAP if they have 90 days of rated time within a rating period.

Supervisors use annual appraisals and the employees’ Individual Development Plans (IDPs) to clearly define employer mission priorities, identify expected performance standards, and capture and document employee contributions (3.3.02, 3.3.03, 3.3.04).

Prior to the start of the evaluation period, employees and supervisors engage in a collaborative process to establish appropriate and achievable performance objectives. These elements, along with associated standards, are jointly developed following a discussion of the Army core values and overall mission objectives. This approach ensures that the employee gains a clear understanding of how their position directly contributes to the DLIFLC mission. It’s worth noting that positions that are the same across the institute may use the same criteria (3.1.16).

All employees receive written performance objectives at the start of the evaluation period or within 30 days of their Enter on Duty Date (EOD). The supervisor documents established elements and standards in the online DPMAP system for periodic review and modification. In addition to the preliminary and close-out discussions between supervisor and employee, DPMAP requires a midpoint performance review (3.2.05). Supervisors counsel employees with documented performance issues throughout the appraisal period and provide detailed feedback on areas (s) needing improvement and assistance to achieve success.

If an employee fails to meet their performance standards, it may result in them being placed on a Performance Improvement Plan (PIP). This plan provides a structured framework for the employee to improve and meet the standard within a specified timeframe of 90-120 days (3.3.06). It’s important to note that the DPMAP system records all meetings, evaluation deadlines, standards, and ratings, and

the employee has unrestricted access to this system at any time.

Annual appraisals (along with documented contributions) are the basis for performance awards per Department of Defense policy (3.3.07). Performance awards are scheduled to be distributed within 60 days of the performance appraisal due date. Supervisors can confer time off and on-the-spot cash awards at any time during the appraisal period.

### **Evidence**

- 3.3.01 DoD Instruction 1400.25, Volume 431 (DPMAP)
- 3.3.02 Sample Appraisals (Dean and Faculty)
- 3.3.03 Army IDP Portal
- 3.3.04 Army IDP Guide
- 3.1.16 Faculty Performance Standards
- 3.3.05 Supervisor Guide to Progress Reviews
- 3.3.06 PIP Sample
- 3.3.07 DoD Instruction 1400.25, Volume 451 (Performance Awards)

### **3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)<sup>4</sup>**

The U.S. Army Training and Doctrine Command (TRADOC) directs the resource policies and procedures employed at DLIFLC. The budget cycle consists of planning, programming, budgeting, and execution (PPBE) and is broken into three distinct stages: program years, budget development years, and budget execution years (3.4.01).

The program years refer to the two fiscal years (October – September) before a budget is allocated or awarded to DLIFLC. During these program years, resource projections are created through various levels of responsibility, including the offices of the Secretary of Defense, Major Commands, the DLIFLC Commandant, and other government agencies in the form of written plans and guidance materials. Mission requirements, higher headquarters' priorities, cost estimating models, and historical expenditure data are used to estimate resource requirements for each program year. They are collectively documented in the Program Objective Memorandum (POM). To maximize budgetary efficiency, DLIFLC uses the POM for planning and resourcing. The result of a vigorous and proactive programming process, the POM is a decision document incorporating five fiscal "out-years" (3.4.02).

The next stage involves the Structure Manning Decision Review (SMDR) (3.4.03). During October-November each year, the SMDR compares the total Army training requirements on a by-course basis for a given fiscal year against the training capability of the concerned TRADOC school or training center. This process projects requirements two years ahead. There is a quarterly internal process to refine these training or mission projections further, forecasting as much as a year and a half into the

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<sup>4</sup> The DLIFLC budget is controlled unclassified information. Standards 3.4-3.7 include samples of evidence, and in some instances redacted evidence, that reflect processes over several previous fiscal years. Additional evidence is available upon request.



future, called the Training Requirements and Arbitration Panel (TRAP) (3.4.04).

As part of its annual SMDR, the Army assesses all DLIFLC courses. Mission requirements are identified through formulas that consider the overall number of courses and enrolled students in each course (i.e., student load) and the feeding of these numbers into various funding and staffing models. This approach is a major determining factor of the funding levels that the Army allocates in support of the DLIFLC mission each year. The Deputy Chief of Staff of Operations and the Provost's Office communicate and implement the outcomes of the SMDR and TRAP.

Execution is the third stage. It involves allocating and releasing specific monies for identified expenditures and is performed prior to and throughout the current fiscal year. DLIFLC funding is primarily allocated through TRADOC. However, exceptions to this funding policy occur when there are unscheduled or special funding availability requirements. TRADOC is authorized to divert and adjust funds to meet mission requirements in coordination with the Under Secretary of Defense for Intelligence (3.4.05, p. 5). This Army-mandated, mission-oriented reallocation of monies normally applies less to the DLIFLC monies than to other subordinate Army or TRADOC organizations or activities.

Financial resources support and sustain the mission and promote equitable achievement of student success. Examples of revenue allocation to develop, maintain, and enhance DLIFLC's educational services include the following:

- Funding for faculty and staff professional development (3.4.06)
- Technology software and hardware acquisition and upkeep (3.4.06)
- Development of online learning products (3.4.06)

### **Evidence**

3.4.01 PPBE Resource Allocation Process

3.4.02 Phased Obligation Plan Example

3.4.03 SMDR Process Army Regulation 350-10

3.4.04 Army Regulation 350-20 TRAP Process (see Ch. 3, Para. 2)

3.4.05 DoD Directive 5205.12 (see p. 5)

3.4.06 Technology software and hardware acquisition and upkeep (see slides #9-#10)

3.4.06 Online Learning Resources (see slide #13)

3.4.06 Faculty Development Funding (see slide #10)

### **3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.**

DLIFLC's mission and goals drive the annual fiscal planning process. The Directorate of Resource Management (DRM) follows Army regulations that stipulate processes for financial planning and budget development (3.5.01, 3.5.02, 3.5.03).

DLIFLC has a defined process at the institute level to identify priority setting to execute the mission.

DRM begins the annual budget planning cycle in July by disseminating budget workbooks to capture each program element's operational requirements (e.g., library, technology services, etc.). Individual directorates categorize budget requirements and priorities for the coming fiscal year (3.5.04).

DRM consolidates the institute's budget requirements and creates a 1-N list identifying all resource requirements in a fiscal year (3.5.05). DRM makes recommendations to senior leadership on resource allocation. The Commandant is responsible for prioritizing financial obligations.

DRM uses the 1-N list to generate the Master Spend Plan for the year. The Master Spend Plan identifies the amount of funding obligated per month throughout the year (3.05.06). It resources civilian pay, contracts, travel, supplies, transportation, rents, and equipment. DLIFLC generates a phased obligation plan (spend plan) at the beginning of each fiscal year that identifies obligation goals by month throughout the year to track budget execution. DRM sends the phased obligation plan to TRADOC, which provides additional oversight of ongoing expenditures to ensure that the institute complies with the Anti-deficiency Act (3.5.07).

DLIFLC can adjust funding levels to meet emerging needs. The Commandant meets quarterly with the Program and Budget Advisory Committee (PBAC) (3.5.08). The PBAC includes representatives from across the institute. During the year, they meet at various levels of responsibility (e.g., school, provost, or installation level) to review the allocation of funds expenditure rates, identify/validate unfinanced requirements, and recommend adjustments to the funding levels and priorities to the Commandant. For example, during COVID-19, financial resources set aside for travel were reallocated to contracts for distance learning training products (3.5.09).

Resource Management conducts monthly budget meetings with each directorate to discuss the status of funds (3.5.10). Additionally, each directorate has an assigned budget analyst to serve as a budget resource. If requirements exceed funding, resource management staff contacts the affected directorates to see if requirements can be changed or reduced (3.4.07). This allows for input and participation from stakeholders. This is a considered process and may include across-the-board decisions with freezes or a percentage decrease in each spending category (e.g., travel or contracts).

### **Evidence**

- 3.5.01 TRADOC PAM 350-70-9
- 3.5.02 DoD AFMR (screenshot)
- 3.5.03 FY24 TRADOC Budget Guidance
- 3.5.04 Sample Budget Workbook for Activity
- 3.5.05 Sample 1-N List
- 3.5.06 FY24 Master Spend Plan
- 3.5.07 FY21 Phased Obligation Plan
- 3.5.08 PBAC Briefing Example
- 3.5.09 FY21 1-N Distance Instruction Funding
- 3.5.10 Monthly Budget Meetings with Directorates (email communication)
- 3.4.07 Budget Briefing Example

**3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.**

DLIFLC is not subject to audit as an independent organization; instead, the institute falls under the Department of Army's enterprise-level audit system in accordance with the CFO Act of 1990 and subsequent legislation requiring that federal agencies produce auditable financial statements. Currently, KPMG is the Department of Army's external auditor. DLIFLC has had no Notice of Findings or Recommendations since the 2018 ACCJC peer review.

**Controls**

The Resource Management director is responsible for the annual evaluation of DLIFLC's internal control processes. DLIFLC uses the Army Risk Management and Internal Control (RMIC) Program for its internal control systems (3.6.01). The RMICP consists of the Internal Control Evaluation Plans process, which requires internal control evaluators to complete annual inspections. Designated evaluators are trained and certified before assuming their duties (3.6.02, 3.6.03). Control areas include, but are not limited to, the following:

- Government Purchase Card Program Audit (3.6.04)
- Contracting (3.6.05)
- Travel Card Operations (3.6.06)
- Distribution and Execution of Appropriated Funds

Evaluators complete compliance checklists, which DLIFLC aggregates and reports to its higher headquarters. All material weaknesses must be reported. DLIFLC submits an annual assurance statement to its higher headquarters (3.6.07). No material weaknesses have been documented since the 2018 ACCJC peer review.

DLIFLC tracks financial management through the General Funds Enterprise Business System (GFEBS), ensuring that DLIFLC is daily audit-ready.

**Evidence**

- 3.6.01 Army Regulation 11-2 Manager's Internal Control Program
- 3.6.02 List of Certified Personnel
- 3.6.03 RMICP Training Requirement Links
- 3.6.04 Resource Management RMICP 10% Audit Statement
- 3.6.05 Government Purchase Card Program Audit Example
- 3.6.06 Contract Officer RMICP 10% Audit Statement
- 3.6.07 Government Travel Card Monitoring
- 3.6.08 RMICP Annual Statement of Assurance

**3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)**

DLIFLC has a set process for reviewing past financial results and planning for current and future fiscal needs, as described in 3.4 and 3.5. DLIFLC receives Operation and Maintenance, Army (OMA) funding through congressional appropriations. At the end of the fiscal year, the institute returns all unused funds to the Army. There are no carryover funds.

DLIFLC receives its revenues through the Department of Army’s Annual Funding Program. The program gives the institute monthly allotments deposited into GFEBS using a line of accounting procedure. This method of providing funding does not pose cash flow difficulties.

DLIFLC has three main congressional appropriations: Operations and Maintenance, Procurement, and Research and Development. By law, all appropriated monies must be spent for their designated purpose.

The largest of the three appropriations, Operations and Maintenance, reflects funds allocated for student learning. In FY23, training funds totaled \$256M, accounting for 79% of the total funds DLIFLC received. The appropriations process relies primarily on set funding models determined by student load (see Standard 3.4).

DLIFLC develops its budget based on a realistic assessment of available financial resources. The budget planning cycle begins after DLIFLC receives the TRADOC Budget Guidance proposed funding levels for the upcoming budget execution year. The Directorate of Resource Management coordinates a projected financial data call for the institution’s academic and support organizations. DLIFLC receives funding guidance and subsequently creates a spending plan to fully execute the allocated resources. The budget accurately reflects institutional spending.

	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
Appropriated	\$337M	\$344M	\$365M
Obligated	\$333M	\$341M	\$360M

DLIFLC adheres to the continuing resolution mechanism if Congress does not pass a budget by the end of the fiscal year.

**Liabilities**

There are several mechanisms to cover insurance needs. The Installation Management Command (IMCOM), which operates as a separate Army entity from DLIFLC and manages all infrastructure and safety requirements, has set funds to cover unforeseen events and natural disasters.

DLIFLC follows all federal regulations regarding the employer’s share of workman’s compensation. Contingent liabilities are covered in the annual budget (3.4.06). The Federal Government is self-insured through the Federal Tort Claims Act (3.7.01).

**Future Obligations**

DLIFLC does not identify future obligations because congressional funds are appropriated for one fiscal year, which must be obligated within that same fiscal year. The Defense Finance and Accounting Services (DFAS) disperses and processes payments to various defense organizations, including DLIFLC. Planning and budgeting for other post-employment benefits falls under the Federal Government, not DLIFLC.

Of note, IMCOM is responsible for funding capital planning and infrastructure maintenance (3.7.02). These expenses are not included in DLIFLC's budget.

### **Evidence**

3.4.06 Settlement Funds (see slide #10)

3.7.01 Federal Tort Claims Act

3.7.02 IMCOM Presidio of Monterey

### **3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.**

The main DLIFLC campus is between Monterey to the East and Pacific Grove to the west and contains classrooms, offices, and other academic support facilities spread across 392 acres. DLIFLC has additional administrative offices at the Department of Defense Center, Historical Records Office, and an Isolation Immersion Center on the former Fort Ord (Ord Military Community) in Seaside, CA, approximately 20 minutes from the main campus (3.8.01).

DLIFLC occupies commercially leased administrative office space in Arlington, VA, supporting Service members who are studying languages in the Washington D.C. area. DLIFLC employees and students occupy additional classroom and office spaces at several satellite locations in Hawaii, Georgia, Maryland, and Texas in commercial facilities leased through a federal partner organization, the National Cryptologic University. Facilities safety and maintenance for leased spaces happen locally through federal partner organizations and commercial property managers.

Installation Management Command (IMCOM) maintains the physical property at DLIFLC. IMCOM is a separate Army support function responsible for the day-to-day management of Army installations around the globe (3.8.02). Known as a garrison (or Garrison), local IMCOMs provide many of the same types of services expected from any small municipality.

The Presidio of Monterey is a garrison with several tenant organizations, including DLIFLC. The Presidio of Monterey Directorate of Public Works (DPW) under the Garrison maintains all facilities and grounds on the Presidio and former Fort Ord. Funding for large capital projects, cost of ownership, and long-term maintenance planning fall under the Garrison budget and administrative oversight. DLIFLC is the largest of the tenant units on the Presidio of Monterey (PoM) and relies on IMCOM support. The facilities assigned to DLIFLC include academic buildings, numerous administrative facilities, and dormitories, which the Army refers to as barracks. The Garrison maintains floor plans and facilities information for buildings assigned to DLIFLC and other tenant organizations.

### **Planning and Maintaining Physical Resources**

As a tenant unit, DLIFLC actively participates in all planning processes for physical resources.

#### *Long-Range Planning*

The DPW Chief of Master Planning oversees and executes the 5-year Presidio District Area Development Plan (also called the Master Plan). This document proposes and presents real property

projects on a 5-year schedule (3.8.03). DLIFLC participates in the planning process when developing the Master Plan. Since the last Master Plan publication in 2018, facility and property updates have included:

- Resurfacing roads (3.8.04)
- Basement renovations (Buildings 276 and 277)
- Reroofing historical instructional buildings
- Chay Dinning Hall construction
- Construction of pedestrian pathways in high foot traffic areas

Army funding levels and staffing levels determine the prioritization for project execution. This falls outside of DLIFLC's administrative control. DLIFLC anticipates that the Garrison will develop the next Master Plan throughout 2024.

The Army Corps of Engineers oversees and executes a Line Item Review (LIR) working group for new construction and major renovations. This group meets monthly to discuss new construction and regional projects (not limited to the Presidio). The DLIFLC Space and Facilities Manager and the Chief of Staff participate in this working group (3.8.05).

#### *Short-term Planning*

DLIFLC participates in the Real Property Planning Board (RPPB), which consists of DPW planners, the DLIFLC Chief of Staff, and the DLIFLC Space and Facilities Manager. The RPPB working group meets monthly to discuss new requests, projects, and pending projects. This monthly meeting allows DPW to share project updates on DLIFLC's priority list and ongoing work across the installation (3.8.06).

The Work Induction Board (WIB) meets monthly to discuss new work order requests for maintenance, construction, and safety projects (3.8.07). DPW, the DLIFLC Space and Facilities Manager, and the Safety Office Director participate in these meetings.

#### *Physical Resources Oversight and Maintenance*

DLIFLC employs a dedicated Space and Facilities Manager to coordinate, oversee, and plan academic and administrative space usage following the Facilities Management SOP (3.8.08). This position works closely with Garrison DPW, staff offices, and academic leadership to identify priorities, space requests, move requests, furniture needs, and building maintenance. The Space and Facilities Manager participates in all strategic planning meetings for DLIFLC facilities and grounds.

Growth or contraction in academic programs will trigger physical moves of departments or work units. The Space and Facilities Manager coordinates these moves through a contract vehicle for external movers (contractors) to physically move the furniture, office equipment, and professional belongings of DLIFLC employees (3.8.09). This may also include teardown and removal of classroom technology fixtures, old furniture, and office fixtures (e.g., cubicles).

The Space and Facilities Manager oversees the annual planning of lifecycle furniture replacement. This includes projected needs, ordering furniture from approved sources, and contracts for delivery and installation (3.8.10). In FY23, this included:

- Replacing all student desks

- Replacing all student chairs
- Replacing all teacher workstations

DLIFLC is in a sensitive coastal region. Garrison employs an Environmental Division to coordinate compliance with local, state, and federal environmental regulations. The DLIFLC Space and Facilities Manager works through the Chief of DPW Environmental Division to ensure that the DLIFLC workforce is informed of and complies with all applicable environmental regulations (3.8.11).

#### *Maintaining Safe and Secure Facilities*

DLIFLC and DPW prioritize safety and health maintenance requests. The Space and Facilities Manager coordinates with the DLIFLC Safety Office for large-scale infrastructure safety-related projects to identify priorities. Requests come from the staff or academic administrators to the Space and Facilities Manager. The Chief of Staff prioritizes the projects in coordination with the Space and Facilities Manager annually. The safety maintenance requests are sent to DPW for cost estimates. For example, in FY23, safety priorities included repairing sidewalks for trip hazards (e.g., tree roots), inspecting existing electrical systems for a cost estimate and replacement, and worn carpet replacement (3.8.12).

For immediate safety issues and routine maintenance requests, DLIFLC uses the centralized Army Maintenance App (ArMA) to report and track all maintenance requests (3.8.13). Building coordinators, safety coordinators, and assistant deans can submit maintenance requests. Individuals who submit a request can also track the request to see its repair status. Requests go to DPW and the local maintenance office. DPW submits a weekly report of all DLIFLC maintenance and safety repair requests to the DLIFLC Space and Facilities Manager. This allows DLIFLC to follow up directly with DPW if a safety and health request needs to be redressed in a timely manner (3.8.14).

If an office or work unit experiences a health or safety issue, it can request that the Space and Facilities Manager and/or the Safety Officer inspect the space and expedite repairs through DPW.

DPW and ArMA provide an emergency hotline for urgent maintenance issues. Examples of urgent maintenance issues include flooding in restrooms, non-functional locks (secured spaces), and broken windows.

DPW executes a contract for custodial services for all DLIFLC-occupied buildings. This includes cleaning restrooms, offices, faculty offices, and an annual cleaning of classroom spaces. DLIFLC students are responsible for maintaining daily classroom cleanliness.

The DLIFLC Space and Facilities Manager updates the Chief of Staff every other week on facilities, furniture, work order requests, renovations, ongoing planning projects, and urgent concerns. This allows the Chief of Staff to provide support, as needed, in communicating DLIFLC's needs to its garrison partners (3.8.15).

#### *Building Manager Program*

DLIFLC employs a Building Manager Program to help oversee and coordinate building maintenance and facility safety (3.8.11). Each DLIFLC-occupied building has a building coordinator and alternates to oversee general care, security, key control, fire prevention, housekeeping, energy, water management, and work order requests for tenant buildings. In addition to general care, the building coordinators oversee safe and secure facilities, to include:



- Publishing security procedures
- Responding to secure facilities
- Posting emergency contact information on entryways
- Posting Army Force Protection Condition signs on doorways
- Emergency management drills

### *Fire Safety*

Fire safety falls under Garrison’s oversight. The Presidio of Monterey Fire and Emergency Services (POM FES) protects life, property, and the environment within the boundaries of the USAG POM, the OMC, and Satellite Command at Camp Roberts. POM FES occupy fire stations on the Presidio and at OMC. The POM FES provides fire safety education, building inspection, and fire prevention support (3.8.16).

### *Directorate of Emergency Services*

The Garrison administers a Directorate of Emergency Services. This unit is responsible for on-campus police, crime prevention, and gate security (3.8.17).

### **Evaluating Efficiency and Sufficiency of Facilities and Equipment**

The Space and Facilities Manager oversees DLIFLC’s efficient and sufficient use of facilities and equipment. The Space and Facilities Manager is responsible for coordinating available spaces. Administrators must coordinate through this office before moving (e.g., classrooms or office spaces) (3.8.09).

The Space and Facilities Manager inspects all DLIFLC buildings annually and as needed in conjunction with the DLIFLC Safety Officer. During this inspection, they verify space usage (e.g., empty offices or classrooms), broken furniture for removal or replacement, and structural issues (e.g., roof leakage). After the inspection, the Space and Facilities Manager documents findings and follow-up actions. The Space and Facilities Manager and Safety Officer distribute the findings to the responsible offices and DPW, as appropriate, for follow up (3.8.18). The Space and Facilities Manager uses empty classrooms and offices for swing spaces (temporary relocations) or equipment storage.

The Space and Facilities Manager actively responds to the needs of DLIFLC employees. For example, the office can recommend spaces for nursing mothers or departmental break rooms. Recently, the Space and Facilities Manager worked to convert under-used male restrooms to female restrooms to better accommodate the demographics of a work unit at DLIFLC (3.8.19).

### **Using Data for Improvement**

The Space and Facilities Manager relies on annual and ongoing physical inspections and inventory to identify priorities for space, health, and maintenance issues, including work orders or facility upgrades (3.8.18).

DLIFLC relies on the Presidio District Area Development Plan for major facility renovations for capital planning priorities (3.8.02). If several projects are listed for major renovation, the Space and Facilities Manager conducts an on-site assessment to identify which project needs to be completed first. This is coordinated through the Chief of Staff and the Real Property Planning Board (3.8.20).

## **Evidence**

- 3.8.01 Presidio Map
- 3.8.02 Garrison Services (screenshot)
- 3.8.03 Presidio Area Development Plan (ADP) Draft 2020
- 3.8.04 Road Resurfacing Map 2021
- 3.8.05 Line Item Review Brief
- 3.8.06 RPPB Working Group Agenda
- 3.8.07 Work Induction Board Agenda
- 3.8.08 Facilities Management SOP
- 3.8.09 Space Management Memorandum for Physical Moves
- 3.8.10 Annual Furniture Lifecycle Replacement Budget
- 3.8.11 Building Coordinator Orientation (see slide 22)
- 3.8.12 DPW Priority List 2023
- 3.8.13 ArMA Portal (screenshot)
- 3.8.14 DPW Workorder List Example
- 3.8.15 Project Status Staff Agenda June 2023
- 3.8.16 PoM Fire Services (screenshot)
- 3.8.17 PoM Emergency Services (screenshot)
- 3.8.18 Post-inspection Follow Up (Examples – list of empty spaces)
- 3.8.19 UKB Building Female Restrooms
- 3.8.20 Project Planning Priorities FY23 (example)

### **3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.**

DLIFLC aligns technology planning, implementation, and maintenance with institutional mission and goals (3.9.01). Planning, implementation, and maintenance begin at the top with Department of the Army Regulations (ARs) that “establishes policies and assigns responsibilities for information management and information technology (IT),” which mandate information management and IT procedures and protocols as outlined in AR25-1 and AR25-2 (3.9.02, 3.9.02a, 3.9.03). This includes IT performance management (3.9.02, p. 55, 3-42), which further informs: (1) DLIFLC’s Information Resource Management to augment existing DoD, Army, Training and Doctrine Command (TRADOC) and U.S. Army Intelligence Center of Excellence (ICoE) guidance; and (2) Army Command Group policies and procedures that are disseminated to end users and monitored for local compliance (3.9.04).

Technology resources and support services falls under the Deputy Chief of Staff for Information Technology (DCSIT) Directorate, headed by the Deputy Chief of Staff for Information Technology (CIO). DCSIT is the central organization for oversight, implementation, and support of technology services, facilities, hardware, and software, with other organizations across DLIFLC lending support (see Appendix 2, Image 2). Professional personnel, programs, and processes, as outlined in the Command Guidance, ensure alignment to the dynamic and diverse needs of the mission (3.9.05).

Planning happens in close collaboration between DCSIT and the academic mission to ensure that technology resources' selection, deployment, pedagogical support, and sustainment align with institutional goals. For example, DCSIT works closely with the Educational Technology Directorate (ETD), whose mission includes curating, designing, and delivering pedagogically sound language learning products (3.9.06). One recent example is the vetting and adoption of a new learning management system (3.9.07, 3.9.08).

Technology planning considers specific resources incorporated when creating curriculum, syllabi, and program reviews (3.9.09), with a process in place to support instructors' core technology requirements (3.9.10). For example, the updated Chinese Mandarin Advanced Course syllabus incorporates the program's learning management system to access relevant online resources (3.9.11). As DLIFLC now grants both BA and AA degrees, technology planning and resourcing has expanded into BA degree-granting coursework, along with administrative oversight of these resources through standardized program reviews (3.9.12).

### **Technology Infrastructure to Support Educational Services and Operations**

Infrastructure support includes: (1) oversight; (2) hardware and software; and (3) facilities.

#### *Technology Infrastructure: Oversight*

Six divisions and a technology distribution center form the DCSIT Directorate: (1) Information Technology Support; (2) Cyber Infrastructure Network; (3) Cyber Security; (4) Information Technology Resource Management; (5) Development Operations; and (6) Remote Site Services (see Appendix 2, Image 4). These divisions ensure that all aspects of the technological infrastructure are supported, continuously monitored, and upgraded to maintain maximum quality, capacity, and reliability, including hardware, software, and networking components that support and sustain educational services and operations. Responsibilities are outlined in Army Regulation 25-2 and DLIFLC Army Regulation 25-1 (3.9.03, 3.9.04).

Responsibilities include, but are not limited to:

- Monitoring technology support services, with priority designations (3.9.13);
- Enhancing and maintaining secure infrastructure. For example, all users must complete annual Cybersecurity Awareness Training (3.9.14) and sign an Acceptable Use Policy (AUP) (3.9.15);
- Validating that all IT purchase requests comply with regulations and the current IT architecture (3.9.03, p. 3);
- Providing contingency, disaster, and compliance plans for continuity of operations, policies, and programs (3.9.2, 3.9.16);
- Maintaining all servers and network capability. For example, planned maintenance outages occur regularly (3.9.03:1-3c/d; 3.9.13); and
- Implementing the institute's IT Strategic Plan (3.9.02:2-2, 3.9.17). The plan ensures the following important components:
  - Consistent uptime (3.9.18) with access provided through the Corporation for Education Network Initiatives in California (CENIC) and the Naval Post Graduate School
  - Monitoring systems to prevent an interruption of services (3.9.19)
  - Life cycle replacement policy (3.9.20)
  - Software upgrades

- Requests for third-party applications (3.9.21)
- 24/7 Helpdesk (3.9.22)

DLIFLC follows set processes to determine the status of technology infrastructure, quality, and capacity in meeting current and future needs. Outcomes inform life cycle replacement, upgrades, and recommendations for new equipment or services (3.9.23). For example, all faculty and staff complete periodic surveys from the Command Group, DCSIT/ETD, and individual schoolhouses to assess the current state of technology services (3.9.24).

One challenge for the institute is how to most effectively meet the requirements for institute-wide rollout of new technology solutions for DLIFLC's diverse end users. Meeting this challenge has already begun with an Online Certification Course for training on new technology solutions and usage (3.9.25, 3.9.25a) and creating a governance structure for Educational Technology (3.9.26). Additionally, DLIFLC uses detailed execution orders to coordinate this complex effort (3.9.27). Ensuring the adoption and integration of new technology solutions with language teaching and learning applications remains an area of constant change and growth.

#### *Technology Infrastructure: Hardware and Software*

Hardware and software are consistently vetted and updated to remain current, appropriate, and specific to the needs of all users across DLIFLC. Students, faculty, and staff receive MacBook Pro laptops and iPads pre-imaged with language learning software and apps vetted for worthiness and that meet required hardware standards (3.9.02, p. 53, 3-36). A self-service portal provides a list of approved academic apps with download and update capabilities on individual computers (3.9.28).

Software requirements consider the need for a more robust network, including increased bandwidth to support flexible learning environments, including asynchronous, synchronous, blended, and face-to-face instruction (3.9.29 need evidence of increased bandwidth). DCSIT proactively maintains the required bandwidth to ensure the network consistently supports online interactions.

For example, with the adoption of Microsoft Office 365 Education version, which became the default learning environment during the pandemic (3.9.30), DCSIT expanded bandwidth to support the immediate transition to synchronous virtual-only instruction using MS Teams (3.9.31).

#### *Technology Infrastructure: Network Facilities*

DLIFLC civilians and students can access two separate networks: (1) .edu, and (2) .mil. All Army installations have a .mil network maintained by the Army. Resourcing and oversight for the .mil is through the Army and outside DLIFLC's administrative control. At the institute level, DLIFLC relies on the .edu network for internet access, which is unhampered by the military network's security constraints.

DCSIT continuously monitors and maintains the .edu network to ensure upgrades address operational needs. Additionally, the network provides a more flexible cybersecurity posture that allows faculty to access authentic foreign language curricula content. The .edu network continues to evolve to meet current technology requirements (3.9.32).

#### **Guidelines and Rules for Appropriate Technology Use**

As an Army school, all DLIFLC faculty, staff, and students complete annual Cybersecurity Awareness

Training and initial and annual refreshers on Acceptable Use Policy, Privacy, and Personally Identifiable Information (PII) Awareness Training. These trainings require users to sign and submit certifications to a centralized Army website for Army tracking (3.9.33, 3.9.34, 3.9.34a).

The institute is also proactive in communicating policies and requirements for the use of emerging technologies, such as Generative AI (Artificial Intelligence), through the DLIFLC Knowledge Portal (i.e., intranet) and enterprise email (3.9.35, 3.9.36).

### **Network and Data Security**

DLIFLC has the following protocols to ensure the .edu network remains secure, protected, and uncompromised.

- A dedicated cybersecurity division with DCSIT oversight to monitor system threats (3.9.37);
- Proofpoint URL Defense to protect email accounts from external email phishing and targeted attacks (3.9.38);
- Multifactor authentication;
- Planned Power Outages for Network Maintenance (3.9.39); and
- Vulnerability Management Policy (3.9.40).

The IT network device, email, server, and application environment follow industry best practices, ensuring that data is available 24/7, secure, and backed up nightly. All users on the .edu network use a unique login and password for network access. Email and file recovery are possible through self-help instructions. In cases of larger data loss, a ticket to the IT Helpdesk initiates data recovery requests (3.9.41).

The military network provider, Presidio of Monterey Network Enterprise Center (POMNEC), performs strategic planning regarding base telecommunications, physical external cable plant, and .mil email and network storage, which are considered baseline services. The POMNEC oversees the operation, maintenance, and network management for DLIFLC users who require military accounts (3.9.02).

DCSIT follows DoD and Army governance for equipment lifecycle replacement every 3-4 years, with one-third of the inventory replaced annually (3.9.20). This practice allows the institute to predict replacement costs and plan accordingly. DCSIT maintains a database of IT assets and tracks devices by age. Based on its equipment inventory, DCSIT develops the annual budget workbook. Army cybersecurity criteria may dictate earlier replacement of at-risk computers.

### **Technology Infrastructure: Regular Evaluation**

DCSIT continuously evaluates and ensures the effectiveness of DLIFLC's technology infrastructure. Examples include:

- DCSIT Technology Plan (3.9.42);
- Inmon Monitoring software (3.9.43) captures utilization on all devices; and
- Clear Pass monitors access points which allow tracking of workstations, users and troubleshooting needs (3.9.44).

### **Network Infrastructure: Regular Evaluation**

DCSIT continuously evaluates, monitors, and maintains the .edu network to inform updates, upgrades,

and acquisitions that address and support educational services and operational needs. For example, bi-weekly meetings between the Technology Integration (TI) division and DevOPs identify and address technology infrastructure issues to ensure uninterrupted operations and workflow for technology product development. (3.9.45). The .edu network continues to evolve to meet current technology requirements. Other significant examples include:

- Increase in internet bandwidth from 10 to 100 Gbps (3.9.31), which provided needed support for the transition to virtual-only synchronous instruction because of pandemic and continues to offer expanded opportunities for online language instruction, professional development, and day-to-day business operations; and
- Maintain a flexible cybersecurity posture for faculty to develop and securely access authentic foreign language curricula content (3.9.32).

### **Educational Services: Regular Evaluation**

DLIFLC consistently evaluates eLearning tools through established processes. These processes inform the continuation and procurement of software solutions. Examples include:

- Triennial program reviews capture trends within an academic program and document the technology needs of the faculty and students, including innovation and resource requests (3.9.13, 3.9.21); and
- New Technology Request SOP: The results of the E-tools taskforce informed the creation and dissemination of a process for requesting new technology apps or resources (3.9.10).

Additionally, the DLIFLC forms working groups to address emerging technology needs. For example:

- The creation of the eTools Taskforce to evaluate third-party applications to support language instruction. Results from a task force evaluation informed retention, elimination, or reduction in subscriptions based on pedagogical soundness, relevant attributes, learning curve, interoperability, and current usage (3.9.21).

### **Evidence**

- 3.9.01 DLI Mission Statement
- 3.9.02 Army Reg. 25-1
- 3.9.03 AR25-2 Information Management
- 3.9.04 DLI Regulation 25-1 Information Management
- 3.9.05 FY23 Command Guidance
- 3.9.06 ETD Mission/Vision
- 3.9.07 LMS Selection Criteria
- 3.9.08 LMS Selection Final Report
- 3.9.09 Program Review Requirement
- 3.9.10 Request for Third-Party Applications (eTools)
- 3.9.11 Chinese Syllabus 2023
- 3.9.12 DTRA Program Review
- 3.9.13 Service Level Agreement
- 3.9.14 Cybersecurity Awareness Training
- 3.9.15 Acceptable Use Policy
- 3.9.16 Contingency/disaster/compliance plans for continuity of operations

- 3.9.17 IT Strategic Plan
- 3.9.18 Uptime
- 3.9.19 NPS/CENIC contract
- 3.9.20 Lifecycle Replacement
- 3.9.21 MFR Use of eTools
- 3.9.22 Virtual Wiki Self-service
- 3.9.23 Helpdesk Incident Log
- 3.9.24 eTools Use Survey
- 3.9.25 Online Certification Course
- 3.9.25a Online Certification Course Handbook
- 3.9.26 Governance Structure for Ed Tech
- 3.9.27 EXORD 24-03 LMS Implementation
- 3.9.28 Approved Apps
- 3.9.29 Increased Bandwidth
- 3.9.30 Army OPOrd Office 365 Virtual Remote Learning
- 3.9.31 Bandwidth expansion during COVID
- 3.9.32 .EDU Service Level Agreements/Most recent updates and/or capabilities
- 3.9.33 Cybersecurity Awareness Training
- 3.9.34 Acceptable Use Policy
- 3.9.34a PII Awareness Training
- 3.9.35 MFR GenAI
- 3.9.36 Guide for Authors, p. 2
- 3.9.37 DCSIT Cybersecurity Protocols
- 3.9.38 Proofpoint Defense contract
- 3.9.39 DCSIT Planned Maintenance
- 3.9.40 DLIFLC Vulnerability Management Policy)
- 3.9.41 Login and Password
- 3.9.42 SOP Technology Plan
- 3.9.43 AMO Packets (Immon Monitoring Software)
- 3.9.44 ClearPass Contract
- 3.9.45 Meetings/Agendas from DevOPs

**3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.**

#### **Insurance and Benefits**

All federal employees can access the Federal Employees Health Benefits (FEHB) Program, centrally administered and federally funded (3.10.01). As a federal workplace, DLIFLC employees are covered under the Federal Employees' Compensation Act (FECA) Claims Administration, U.S. Department of Labor, which adjudicates workplace claims for benefits, pays medical expenses and compensation benefits and helps injured employees return to work (3.10.02). Employees may be eligible for Unemployment Compensation for Federal Employees (UCFE) and unemployment insurance (UI) (3.10.03). The UI law of the state where the former Federal employee had their last official duty station in Federal civilian service is used to determine eligibility benefits. Finally, planning variances arising from lawsuit claims are covered in the annual budget (see Standard 3.4.06).



### **Employee and Student Records**

The Academic Records Division in the Directorate of Academic Affairs maintains all student academic records. It allows read-only access in an electronic format by authorized personnel granted access by the Office of the Provost. The DLIFLC DCSIT backs up a copy of the full database nightly and can restore a copy upon request.

Federal employee records are centrally housed in electronic Official Personnel Folders (eOPF) and uploaded to an employee-accessible database. The Office of Personnel Management (OPM) stores these records for all federal agencies (3.10.04). Employees can access these files using token authentications on their government identification cards.

### **Financial Emergencies**

DLIFLC is funded through annual appropriations with the National Defense Authorization Act. If Congress fails to pass a yearly budget or a continuing resolution to fund the government, DLIFLC may furlough non-essential personnel. DLIFLC Operations coordinates with Resource Management and Personnel and Logistics to execute contingency plans (3.10.05, 3.10.06). This allows for continued mission execution with minimal disruptions. In 2019, Congress passed the Government Employee Fair Treatment Act requiring retroactive pay for all furloughed civilian employees in a future government shutdown (3.10.07).

### **Risk Management & Emergency Planning**

As an Army training organization, DLIFLC conducts risk management and contingency and emergency planning. DLIFLC's Emergency Action Plan (EAP) outlines procedures for manmade incidents and natural disasters that may impact normal operations (3.10.08), including:

- Shelter-in-place severe weather
- Fire
- Suspicious activity
- Medical emergency
- Evacuation
- Hazardous materials
- Active shooter
- Hostage
- Bomb threat
- Flood
- Tornado
- Wildfire
- Earthquake

The DLIFLC Security Specialist works with Anti-terrorism Coordinators and emergency response points of contact for every building. These individuals receive annual training on observing and reporting incidents, leading regular drills, and submitting quarterly reports to the security specialist.

DLIFLC Operations oversees the coordination and execution of ongoing risk management and contingency plans for the institute. In the Army, this level of coordination happens through operations orders. Every year, DLIFLC publishes OPORDS for a range of activities that reflect risk management, and contingency and emergency planning, for example:

- Preparing for virtual (remote) instruction during inclement weather (3.10.09)
- Coordinated coastal response training exercises for community emergencies (3.10.10)
- Updating emergency alert contact information for employees and students (3.10.11)
- Assuring integration of risk management into DLIFLC classrooms (3.10.12)

DLIFLC's higher headquarters conducts an on-the-ground assessment every two years to ensure that contingency/emergency action policies and procedures are current, efficient, and effective. DLIFLC's Safety Office and the Garrison Safety Office conduct a joint self-inspection before the external assessment (3.10.13).

In addition to responding to real-time events, DLIFLC completes an Army-required risk management internal control program. Managers and evaluators assess compliance with Army finance and accounting systems, including purchase cards (i.e., credit cards), time and attendance reporting, government travel, anti-terrorism checklists, and ADA compliance (3.10.14, see Standard 3.4).

DLIFLC has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of emergencies and other unforeseen circumstances.

### **Evidence**

- 3.10.01 FEHB Factbook
- 3.10.02 FECA Workers Compensation (website)
- 3.10.03 UCFE Fact Sheet
- 3.04.06 Settlement Funds (see slide #10)
- 3.10.04 eOPF (website)
- 3.10.05 Government Shutdown WARNORD
- 3.10.06 Government Shutdown FAQs
- 3.10.07 Government Employee Fair Treatment Act 2019
- 3.10.08 Emergency Action Plan 2023
- 3.10.09 WARNORD Virtual Training Inclement Weather
- 3.10.10 OPOARDS Coastal Emergency Response Exercise
- 3.10.11 OPORD Update Emergency Contacts
- 3.10.12 OPORD Classroom Risk Management
- 3.10.13 Safety Program Self Inspection 2024
- 3.10.14 OPORD Risk Management Internal Controls Audit

## **Standard 4: Governance and Decision-Making**

*The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.*

### **4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)**

The mission of DLIFLC is to provide “culturally based foreign language education, training, evaluation, and academic degrees for the Department of Defense (DoD), globally; to afford a comprehensive understanding of the joint operational environment, a competitive edge to our warfighters; and to safeguard the national security of the United States.”

#### **Faculty**

Within the context of this mission, the institute clearly communicates its commitment to academic freedom and freedom of inquiry to all administrators, faculty, staff, and students through the DLIFLC Statement of Academic Freedom (4.1.01). It demonstrates this commitment through its official policies, standardized processes, and established practices for promoting academic excellence in teaching and research. The faculty and academic staff are encouraged to engage in empirical research and classroom-based experimentation to ensure their teaching and research excellence. They are also encouraged to present their findings at professional conferences and publish in professional literature within the foreign language education discipline, per applicable DoD and Army regulations.

In support of freedom of inquiry, the institute publishes two semi-annual academic journals: Dialog on Language Instruction and Applied Language Learning (4.1.02, 4.1.03). Dialogue on Language Instruction is a peer-reviewed campus publication with contributions from DLIFLC faculty. Applied Language Learning is an open-access, peer-reviewed journal focusing on teaching and learning less commonly taught languages. The journal draws contributions from a wide community of language professionals. Many faculty members at DLIFLC are involved in reviewing, selecting, and editing processes with these journals.

In addition, the institute has established standardized processes to sponsor its faculty to present at language teaching conferences, including conferences approved by the DoD (4.1.04). The attendees are expected to share with their colleagues what they have learned from the conference when they return. The institute also provides administrative and logistical support for its faculty to share ideas and collaborate with their colleagues. Training days are set aside for faculty and staff to gather for discussions and presentations on language teaching topics (4.1.05, 4.1.06). DLIFLC supports faculty presentations on their research findings and exchange of ideas, such as: (1) the Lesson Learned Exchange organized by the Office of Standardization and Academic Excellence (4.1.07, 4.1.08); (2) the Language Learning and Teaching Colloquium organized by the Academic Senate (4.1.09, 4.1.10); and (3) the Holiday Professional Development Program sponsored by Faculty Development Support (4.1.11, 4.1.12).

While DLIFLC values academic freedom and supports academic inquiry, it also emphasizes academic integrity. The institute has several policies on academic integrity and ensures that all faculty have

reviewed them and can access them online at any time (4.1.13, 4.1.14, 4.1.15). The institute takes plagiarism, cheating, and other forms of academic dishonesty seriously.

### **Students**

DLIFLC students are encouraged to engage in academic inquiry and pursue academic excellence. In all language programs, students learn about a wide range of cultural and social topics and diverse perspectives through extensive use of foreign language reading, listening, and multimedia materials. Students discuss and debate views and perspectives reflected in these authentic materials and explore topics of interest through research projects.

The institute encourages all students to seek academic freedom and pursue academic inquiry and expects them to uphold the highest standards of academic integrity. DLIFLC Reg 350-10 (4.1.16), the Memo on Academic Integrity (4.1.15), and other official publications explicitly prescribe academic codes of conduct required of DLIFLC students and clearly explain the consequences for any academic misconduct (2.1.03, 4.1.13, 4.1.14, 4.1.17). The senior enlisted military leaders in each UGE school briefs new students upon arrival on academic codes of conduct and has them sign the UGE Memo on Academic Integrity (4.1.15). All Intermediate and Advanced course syllabi have a section on locating academic policies (4.1.18). This emphasis on academic integrity is a testament to the institute's respect for its students' academic journey and commitment to their intellectual growth and development.

### **Evidence**

- 4.1.01 DLIFLC Statement on Academic Freedom
- 4.1.02 Dialogue on Language Instruction pp 1-6
- 4.1.03 Applied Language Learning pp i-iii
- 4.1.04 UGE Guidelines for Conference Attendance
- 4.1.05 UGE 03 Feb 23 Resiliency Day Training
- 4.1.06 UGE 03 Jul 2023 Training Events
- 4.1.07 Lessons Learned Exchange XI Announcement
- 4.1.08 Lessons Learned Exchange XI Event
- 4.1.09 LLTC 2023 Announcement
- 4.1.10 LLTC 2023 Morning Session Schedule
- 4.1.11 HPDP 2023 Announcement
- 4.1.12 HPDP Event
- 2.1.03 General Catalog (see p. 39)
- 4.1.13 Command Policy on Academic Integrity (Purple Book)
- 4.1.14 MFR on Use of Generative AI
- 4.1.15 UGE Memo on Academic Integrity
- 4.1.16 Reg 350-10 Excerpts
- 4.1.17 DLIFLC Reg 611-1 (Test Integrity)
- 4.1.18 Student Standards of Conduct: Intermediate, Advanced Syllabi

**4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution's character.**

As a military institution, DLIFLC follows the guidance and directives from its higher headquarters in the

Army and DoD and provides language training to meet Military Service requirements. The Army authorizes and holds the Commandant accountable for ensuring that DLIFLC accomplishes its mission. The Commandant is the institute's highest decision-making authority following Army Doctrine Publication (ADP) 6-0 (4.2.01). All procedures are documented and widely available to relevant stakeholders on the institute's Knowledge Portal (i.e., intranet).

### **Command Guidance**

The institute publishes annual command guidance aligned to the Commandant's intent with directives to organize activities across the enterprise (4.2.02). Staff and subordinate leaders develop plans based on the command guidance and report on the implementation of the plans to the Command Group through briefings, in-progress reports, after-action reviews, and program reviews. The annual command guidance and updates are shared among stakeholders and made readily accessible on the DLIFLC Knowledge Portal and through other formats, such as Monthly Program Reports and Provost Newsletters (4.2.03, 4.2.04, 4.2.05, 4.2.06, 4.2.07).

### **Operation Orders**

Apart from the command guidance, DLIFLC uses Army Operation Orders (OPORDs) as the primary means for organizing decision-making that impacts multiple stakeholders across directorates. OPORDs communicate the Commandant's intent, decision-making phases, and roles and responsibilities for affected stakeholders. OPORDs coordinate activities throughout the decision-making process. The Deputy Chief of Staff for Operations (DCSOPS) publishes OPORDs to a listserv to communicate throughout DLIFLC. The standard practice is to include one or more representatives from each affected directorate in the decision-making process. For complex decisions, stakeholders complete the full military decision-making process (MDMP) to identify and recommend courses of action to the Commandant (4.2.08). One recent example is the strategic planning for fiscal years 2024-2028. The decision-making process for this multiyear strategic planning effort extended over many months and involved all impacted stakeholders. DCSOPS issued a series of orders to coordinate offsite meetings and working group activities, ensuring broad participation (4.2.09, 4.2.10, 4.2.11, 4.2.12).

### **Faculty and Staff**

While DLIFLC employs a chain of command structure for decision-making, the institute's leadership offers opportunities for faculty and staff to participate in decision-making at all levels. A case in point is DLIFLC's multiyear strategic planning efforts. In FY22 and FY23, the institute organized a series of offsite planning sessions to develop a 3- to 5-year strategic plan. Representatives from major constituencies within DLIFLC, including the Academic Senate, participated in the planning sessions and provided their recommendations to the Command Group. Several working groups formed with subject matter experts from respective offices (such as curriculum development, testing and assessment, professional development, educational technology, and leadership) to advance recommendations to the Command Group on the goals and objectives for a multiyear strategic plan, and the pathways to achieve those goals and objectives.

DCSOPS published and distributed orders to all constituencies within DLIFLC via its internal listserv before and between these planning sessions to communicate the Commandant's intent, set goals and objectives for each planning session, explain the process, and assign roles and responsibilities to stakeholder participants (4.2.09, 4.2.10, 4.2.11, 4.2.12).

Faculty and staff play a key role in decision-making on academic issues (such as curriculum

development, professional development, testing and assessment, educational technology, and learner development) through active participation in various committees and working groups. One good example is the Curriculum Review Board (CRB), where faculty and staff members representing major constituencies work together continuously to make decisions on curriculum development for all language programs at DLIFLC (4.2.13). Language Curriculum Teams then implement the decisions by CRB for respective language programs (4.2.14, 4.2.15, 4.2.16).

Another example is faculty and staff participation in working groups for two recent standardization projects: (1) the Academic Attrition Review Board Standard Operating Procedures, and (2) the Early Intervention Standard Operating Procedures. The members of these two working groups brought their expertise and perspectives to develop standardized procedures and processes for all Basic language programs at DLIFLC to ensure fair treatment and equal access to student support resources. The procedures and processes developed by these two groups have been systematically piloted, revised, and approved as the official guidelines for all Basic language programs to follow in managing academic attrition and providing timely individualized assistance to students needing additional academic support (4.2.17, 4.2.18, 4.2.19, 4.2.20). The working groups consisted of members from the faculty (ranging from team leaders to deans) and the military (from each Service unit, military language instructors, and military leadership), as is appropriate for decision-making according to the institute's mission and organizational structure.

### **Representative Groups**

Faculty and staff also have a voice in shaping institutional policies and procedures through their respective representative groups, such as the Academic Senate (AS) and Faculty Advisory Councils (FAC), Dean's Council (DC), Chairs' Council (CC), and Academic Specialists' Council (ASC). The roles and responsibilities of these representative groups are clearly defined in their bylaws and the institute's *Shared Governance Guide* (4.2.21, 4.2.22, 4.2.23, 4.2.24, 4.2.25).

Constituents provide input to decision making and offer recommendations on important administrative and academic issues to the senior leadership (4.2.26, 4.2.27, 4.2.28, 4.2.29, 4.2.30, 4.2.31). The leaders of these representative groups have regular meetings with the provost to discuss any concerns or suggestions they may have (4.2.32).

Faculty participate on committees and panels to make recommendations to senior leadership. For instance, the selection panels for all supervisory and non-supervisory academic positions announced through internal Calls for Candidates require a representative from the AS/FAC (4.2.33, 4.2.34, 4.2.35, 4.2.36). As a member of a small panel, typically made up of five persons, the AS/FAC representative helps evaluate applicants and make recommendations to the selecting official.

### **DLIFLC Students**

Students in all Basic language programs have ample opportunities to provide input on the quality of the program and the quality of life at DLIFLC through regular sensing sessions (i.e., focus groups) with academic and military leaders in their respective schools and Service units (4.2.37, 4.2.38). Through their course of study at DLIFLC, students take three anonymous surveys designed and administered by the Language Proficiency and Assessment Directorate (LPAD): (1) the Interim Student Questionnaire (ISQ), (2) the End-of-Course Student Questionnaire (ESQ), and (3) the Quality of Life End of Course Student Questionnaire (QLSQ).

ISQs and ESQs allow students to give feedback on all key measures of program effectiveness and teacher effectiveness within their respective language program (i.e., what happens in the classroom) (4.2.39, 4.2.40). QLSQ covers those areas that affect the quality of students' lives while stationed on the Presidio of Monterey (e.g., dining hall, living quarters, etc.) (4.2.41). LPAD aggregates survey results and reports them to the Office of the Dean, the Associate Provost for Undergraduate Education, the Provost Office, and the military leaders. ISQs and ESQs are among the most valuable sources of student input to decision-making at DLIFLC.

Students can also bring their concerns and suggestions to the Command Group through the Student Senate (4.2.42). The officers of the Student Senate meet with the Commandant and other members of the Command Group quarterly to discuss any topics of interest to the student community (4.2.43, 4.2.44, 4.2.45).

### **Evidence**

- 4.2.01 ADP 6-0 Introduction
- 4.2.02 DLIFLC FY2024 Command Guidance
- 4.2.03 DLIFLC Knowledge Portal (screenshot)
- 4.2.04 Monthly Program Report Dec 2023
- 4.2.05 Monthly Program Report Jan 2024
- 4.2.06 Provost Newsletter Dec 2023
- 4.2.07 Provost Newsletter July 2023
- 4.2.08 Handbook 15-06 MDMP – cross ref
- 4.2.09 EXORD 22-7
- 4.2.10 EXORD 22-13
- 4.2.11 EXORD 22-18
- 4.2.12 EXORD 23-03
- 4.2.13 CRB Charter
- 4.2.14 LCT Charter
- 4.2.15 LCT Status
- 4.2.16 LCT MSA Final Report
- 4.2.17 Academic Attrition Working Group Charter
- 4.2.18 Academic Attrition Review Report
- 4.2.19 Academic Attrition Review Board SOP
- 4.2.20 Early Intervention SOP
- 4.2.21 AS/FAC Bylaws
- 4.2.22 CC Bylaws
- 4.2.23 DC Bylaws
- 4.2.24 ASC Bylaws
- 4.2.25 Shared Governance Guide
- 4.2.26 Asking AS for Input on Statement of Academic Freedom
- 4.2.27 Shared Governance Roundtable
- 4.2.28 Asking for Input on Attrition SOP
- 4.2.29 Input on Faculty Development
- 4.2.30 UGE AP's Email to AS President
- 4.2.31 ASC Meeting with UGE AP
- 4.2.32 Representative Groups' Meeting with Provost
- 4.2.33 Guidelines for Selecting Internal Applicants for New Assignments



- 4.2.34 Call for Chair in in Korean School
- 4.2.35 Call for Assistant Dean in Middle Easter School A
- 4.2.36 Call for Associate Provost for Continuing Education
- 4.2.37 Sensing Sessions Schedules
- 4.2.38 Unit Sensing Session Notes
- 4.2.39 ESQ Program Effectiveness
- 4.2.40 ESQ Teacher Effectiveness
- 4.2.41 QLSQ
- 4.2.42 Student Senate Bylaws
- 4.2.43 Student Senate Meeting with Commandant
- 4.2.44 Student Senate Meeting with CSM
- 4.2.45 Student Senate Monthly Meeting Schedules

### **4.3. The institution’s decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.**

DLIFLC leadership employs the military decision-making process (MDMP), a seven-step decision-making model consisting of receipt of mission; mission analysis; course of action (COA) development; COA analysis; COA comparison; COA approval; and orders production, dissemination, and transition (4.2.08). The development of DLIFLC’s multiyear strategic plan is an example of how our institute makes strategic decisions to enhance mission capabilities and improve language program effectiveness.

#### **Decision-Making Process: Strategic Plan Development**

In December 2021, the Commandant informed the Defense Language Steering Committee that he would update doctrine and provide a Defense Language Strategy in the FY2023 Annual Program Review. He asked all subordinate units and other stakeholders to work together to develop a multiyear strategic plan. The process started with a two-day meeting in February 2022 with a broad and divergent discussion of the institute’s mission and vision (4.2.09). It was followed by two more sessions in May and August 2022, focusing on preparing the FY2023 Command Guidance and publishing the strategic plan (4.2.10, 4.2.11). During and between these meetings, the participants representing all major constituencies identified gaps, defined lines of efforts, developed COAs, and presented these COAs with an analysis of their respective pros and cons to the Commandant for review and approval.

In January 2023, the Commandant directed all key leaders to finalize the strategic plan through three working group sessions over eight weeks to develop the Army Language Training Strategy and DoD Language Training Strategy (4.2.12). Six working groups were formed with subject matter experts in relevant areas. Each working group was assigned to work on one of the six lines of effort: (1) People, (2) Language and Culture, (3) Standardization and Evaluation, (4) Testing and Assessment, (5) Analytics, and (6) Technology. In May 2023, the working groups finalized the strategic plan and developed objectives and strategies for all six lines of effort.

The Deputy Chief of Staff of Operations (DCSOPS) coordinated the decision-making process for the strategic plan development; DCSOPS published an order stating the mission and the Commandant’s intent, defining the end state and process, assigning tasks and responsibilities to all participants, and setting the schedule. After each meeting, DCSOPS consolidated the input from participants, briefed the Commandant, communicated the Commandant’s feedback and directives to all participants, and

planned for the next step of the process (4.2.09, 4.2.10, 4.2.11, 4.2.12). The Commandant approved the strategic plan, and DCSOPS published the FY2024 Command Guidance in October 2023 to guide the implementation of the strategic plan through 2024 (4.3.01). The decision-making structure and process used to develop the institute's strategic plan ensures the realization of the Commandant's intent on the one hand and the meaningful participation of appropriate constituents on the other.

### **Strategic Plan Implementation**

The FY2024 Command Guidance defined the institute's main effort and key objectives as follows:

- The Provost Organization will focus Undergraduate Education's (UGE) Basic acquisition production on an 80/40/10 model (80% 2/2/1+, 40% 2+/2+/1+, and 10% 3/3/1+) in FY24;
- The Provost Organization will focus Continuing Education's (CE) Intermediate and Advanced (INT/ADV) production to 80% at 2+/2+/2 and 3/3/2, respectively, pushing for further upper range proficiencies; and
- To achieve this, the Provost Organization will continue to standardize and evaluate curriculum, assessment, and faculty training and education to increase Basic, Intermediate, and Advanced production to support the main effort.

Reaching these key objectives will enable the institute to advance its mission and to promote equitable student outcomes. The Command Guidance assigns specific tasks for relevant subordinate units to implement to achieve these key objectives. To guide the implementation of these tasks, DCSOPS publishes Execute Orders (EXORDs) to communicate the mission and Commandant's intent, set timelines, and delineate roles and responsibilities for impacted stakeholders in executing the order (4.3.02, 4.3.03, 4.3.04, 4.3.05, 4.3.06, 4.3.07). Through DCSOPS, DLIFLC designates and holds accountable an Office of Primary Responsibility (OPR) for implementing each task. A working group comprising subject matter experts from impacted subordinate units assists each OPR in all implementation phases. Following MDMP, the OPRs and the working groups collaborate to develop COAs for the Commandant to review and approve. OPRs report progress regularly to the Commandant and to get leadership guidance (4.3.08, 4.3.09, 4.3.10, 4.3.11).

DLIFLC systematically and consistently monitors and evaluates the implementation of the strategic plan. The most comprehensive system for tracking the implementation and assessing the impact of the implementation is the Monthly Program Report (MPR). This monthly meeting brings together key academic and operational units to brief the Commandant on the progress, gaps, and concerns with the phased implementation of the strategic plan in their respective areas (4.2.04, 4.2.05, 4.3.12). Since January 2024, DLIFLC has tracked the implementation of the abovementioned tasks (4.3.13, 4.3.14). MPRs provide an excellent opportunity for the Commandant and the representatives from all major stakeholders to communicate directly on any topics related to the implementation of the strategic plan. The information provided by the MPR participants keeps the Commandant and all relevant stakeholders updated on the implementation of decisions and provides rich data for decision makers to use in evaluating the implementation of those decisions.

### **Evaluation of Decision-Making Processes**

The institute's senior leadership seeks feedback on decision-making processes. An After Action Review (AAR) is a commonly used Army process that allows participants to reflect on lessons learned through decision-making. For example, DLIFLC conducted an AAR after the first off-site session for strategic planning in February 2023 to solicit feedback on the process and included suggestions at the review's

conclusion (4.3.15). Another example is the forthcoming AAR conducted in Phase 2 of the Realignment of Resident Intermediate and Advanced Programs to Continuing Education through 2024 (4.3.02). However, evaluation of the decision-making process at DLIFLC is mainly conducted informally via discussions on occasions like staff meetings, meetings with representative groups, and program reviews; consequently, such discussions generally go undocumented.

DLIFLC can strengthen alignment with this standard by formalizing AAR requirements in OPORDS and EXORDS for major decision-making events.

### **Evidence**

- 4.2.08 Handbook 15-06 MDMP
- 4.2.09 EXORD 22-07 (Strategic Offsite #1)
- 4.2.10 EXORD 22-13 (Strategic Offsite #2)
- 4.2.11 EXORD 22-19 (Strategic Offsite #3)
- 4.2.12 EXORD 23-03 (Strategic Planning)
- 4.3.01 Summary of FY2024-FY2028 Strategic Plan
- 4.3.02 EXORD 23-07 (Realignment of Resident Intermediate and Advanced Programs to CE)
- 4.3.03 EXORD 23-08 (BA Degree Achievement)
- 4.3.04 EXORD 24-01 (Train the Trainer)
- 4.3.05 EXORD 24-02 (Curriculum and Assessment)
- 4.3.06 EXORD 24-03 (Learning Management System)
- 4.3.07 EXORD 24-04 (Leadership Development)
- 4.3.08 WG In Brief (Faculty Development)
- 4.3.09 WG In Brief (Curriculum and Assessment)
- 4.3.10 WG In Brief (Leadership)
- 4.3.11 WG In Brief (Learning Management System)
- 4.2.04 MPR Oct 2023
- 4.2.05 MPR Nov 2023
- 4.3.12 MPR Dec 2023
- 4.3.13 MPR Jan 2024
- 4.3.14 MPR Feb 2024
- 4.3.15 WG Formal Feedback

## **4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)**

### **Board Accountability Policies**

DLIFLC operates within a military chain of command; therefore, it does not have a governing board similar to other public or private colleges and universities. To accommodate this structure commonly found in federal degree-granting institutions, the ACCJC recognized DLIFLC as a military post-secondary educational institution with a Board of Visitors (BoV) (4.4.01, 4.4.02). The Army Education Advisory Committee (AEAC) serves as the parent committee to the DLIFLC BoV. The BoV is required to operate as a subcommittee of the AEAC Charter (4.4.03). As a subcommittee, the BoV is also a Federal Advisory Committee (FACA) (4.4.04). Following the FACA, board members serve a three-year term requiring an annual reappointment (4.4.05). At the time of this writing, DLIFLC has eight BoV members.

The BoV is an advisory body and does not make policy; therefore, it does not have a policy manual or other policy documents. Instead of policy documents, the BoV has adopted formal operating procedures (4.4.06). The operating procedures are similar to bylaws in that they provide instruction on the operation of the BoV. The Board prepares the operating procedures, which the AEAC then approves. The BoV last reviewed its operating procedures in December 2023. The Board's primary role is to serve as an advisory panel and independent sounding board, furnishing constructive input to the institute's leadership through the AEAC. Concurrently, the Board serves as a guardian of institutional integrity, assisting the Commandant in ensuring that DLIFLC continues to fulfill its stated mission. The operating procedures explicitly address the Board's role in quality improvement and adherence to the institute's mission and vision, specifically under Roles and Responsibilities, it states: "The Board and DLIFLC leadership serve together to identify opportunities for Board members' participation in DLIFLC plans, programs, and activities. The Board provides observations and recommendations to its parent committee, the AEAC, on matters related to the successful accomplishment of DLIFLC's assigned mission" (4.4.06).

### **Student Learning and Achievement Indicators and Fiscal Monitoring**

The BoV regularly reviews student learning outcomes and provides recommendations and observations to the institute on sustained continuous quality improvement. Each Board meeting includes agenda items relevant to improving academic quality and student learning and achievement, as evidenced by the following:

- Overview of DLIFLC curriculum efforts and updates (4.4.07)
- Overview of DLIFLC Basic program efforts and updates (4.4.08)

The BoV also receives updates on DLIFLC's Command Guidance and its Annual Program Review (APR) each year, which include the operating budget, key indicators of student success, and strategic planning agendas (4.2.02, 4.4.09, p. 7, 4.4.10).

### **Policy Documents for Roles and Responsibilities**

As an advisory committee, the BoV is not responsible for educational quality, legal matters, or financial integrity. However, the BoV does provide advice to the Commandant, through the AEAC, on matters related to the institute's mission as outlined in its Operating Procedures, to include: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research, and academic administration (4.4.06). The BoV makes formal observations and recommendations at the end of each meeting (4.4.07, Tab F, 4.4.10, p. 4).

The BoV is outside of DLIFLC's chain of command and serves as an independent body. Membership is vetted by the Secretary of Defense and the White House Liaison to ensure compliance with all applicable regulations. The BoV complies with the FACA and the ACCJC policies regarding governing boards and is subject to actions and limitations originating from the federal government.

### **Processes for Revising Policies**

At the conclusion of BoV meetings, the Board actively engages in a self-evaluation process to ensure maximum effectiveness for subsequent meetings (4.4.11). This commitment to self-improvement underscores the BoV's dedication to its advisory role and the institution's continuous growth. The BoV

last reviewed its operating procedures in December 2023.

#### **Evidence**

- 4.4.01 ACCJC Policy Manual
- 4.4.02 DoD Directive 5160.41E
- 4.4.03 AEAC By-Laws
- 4.4.04 Federal Advisory Committee Act
- 4.4.05 AEAC Annual Renewal April 2023
- 4.4.06 BoV Operating Procedures 2023
- 4.4.07 Meeting Minutes June 2023 (Tab F)
- 4.4.08 Meeting Minutes June 2020
- 4.2.02 Command Guidance FY24
- 4.4.09 Annual Program Review Agenda (p. 7)
- 4.4.10 Meeting Minutes December 2023
- 4.4.11 BoV DLIFLC Self Evaluation Example

#### **4.5. The governing board selects the institution’s chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.**

DLIFLC is a military institution with a unique mission, size, scope, and breadth of activities that require special consideration when selecting its leaders. The DLIFLC Commandant is a designated Army Centralized Selection List Command position (4.5.01). The Commandant is chosen by the Centrally Appointed Senior Board of Officers through a process vetted by the Undersecretary of Defense for Personnel and Readiness. The BoV does not select or formally evaluate the DLIFLC Commandant (Chief Administrator). The BoV does provide feedback to the Commandant on leadership within the purview of its advisory capacity through the established meeting process<sup>5</sup> (4.5.02).

#### **Evidence**

- 4.5.01 Commandant Selection Roster
- 4.5.02 BoV Minutes August 2020

#### **4.6. The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)**

DLIFLC is a military institute with a public mission to enhance the nation’s security. Accordingly, all official BoV activities reflect the public interest as they pertain to the institute. The BoV Operating Procedures specify that the Board will “provide observations and recommendations ... on matters related to the successful accomplishment of DLIFLC’s assigned mission” (4.4.06). BoV meetings are open to the public and recorded by a DLIFLC employee.

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<sup>5</sup> See ACCJC [Policy on Governing Boards for Military Institutions](#), 2022.

Board members have distinct backgrounds in government, industry, and education, which is essential to fulfill their stated role. The DLIFLC Staff Judge Advocate provides a Standard of Conflict and Conduct Review for each member and annual ethics training and forwards the information to the Secretary of Defense (4.6.01, 4.6.02).

The BoV acts as a collective entity, as evidenced in the meeting minutes, in which disparate views on critical issues are brought forth in constructive dialogue, recorded as “deliberations” in the meeting minutes (4.5.02). During deliberations, each member reports their findings to the Board. If additional clarification or data is needed, the members consult with DLIFLC’s staff at that time. If any member does not support any recommendations and/or observations, then the BoV votes. The chairperson of the BoV presents the final recommendations and/or observations in an open session to the DLIFLC community (4.5.02). The BoV submits its formal recommendations and/or observations collectively to its parent committee, the AEAC (4.4.06). AEAC deliberates the recommendations and/or observations and sends them back to DLIFLC for action (4.4.06).

After each BoV meeting, the Board completes a self-evaluation form to ensure maximum effectiveness for future meetings (4.4.11).

#### **Evidence**

- 4.4.06 BoV Operating Procedures 2023
- 4.6.01 Annual Ethics Training
- 4.6.02 SJA Conflict and Conduct Review Form
- 4.5.02 Meeting Minutes August 2020
- 4.4.11 BoV Self Evaluation Example

## C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

### Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	DLIFLC Public Law (RDS1ia)  Secretary of Defense Correspondence, DLIFLC Degrees (RDS1ib)  ACCJC Reaffirmation Letter 2018
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	Memorandum for Record: DLIFLC Process for Evaluating and Revising its Mission Statement (RDS1ii)
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	Board of Visitors Meeting Minutes December 2023 (RDS1iii, p. 3)
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	EXORD 22-07 Strategic Offsite (RDS1iv)
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	DLIFLC FY24 Command Guidance (RDS1v, p. 3)



## Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> <li>• Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees</li> <li>• Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities</li> <li>• Adherence to the Department of Education’s standards for clock-to-credit hour conversions, if applicable (ER 10)</li> </ul> <p>(See Commission <a href="#">Policy on Credit Hour, Clock Hour, and Academic Year</a>)</p>	<p>DLIFLC General Catalog Program Length (RDS2ia)</p> <p>Memorandum for Record: Accreditation Requirements for BA Coursework (RDS2ib)</p>
<p>ii. Documentation that the institution’s transfer of credit policies include the following:</p> <ul style="list-style-type: none"> <li>• Any established criteria the institution uses regarding the transfer of credit earned at another institution</li> <li>• Any types of institutions or sources from which the institution will not accept credits</li> <li>• A list of institutions with which the institution has established an articulation agreement</li> <li>• Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning</li> </ul> <p>See <a href="#">Policy on Transfer of Credit</a></p>	<p>Transfer Credit SOP (RDS2ia)</p> <p>Transfer Credit SOP Website (screenshot) (RDS2ia)</p>
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the <a href="#">Policy on Institutional Advertising and Student Recruitment</a> (ER 16)</p>	<p>DLIFLC General Catalog (RDS2iii)</p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> <li>• Evidence that these policies/procedures are accessible to students in the catalog and online;</li> <li>• Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs</li> </ul>	<p>Student Complaint Procedures DLIFLC General Catalog (RDS2iva)</p> <p>ACCJC Contact Information on DLIFLC website (screenshot) (RDS2ivb)</p> <p>ACCJC Contact Information in DLIFLC General Catalog (RDS2ivc)</p> <p>Dean of Students Policies and Resources Intranet Page (RDS2ivd)</p>
<p>v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:</p> <ul style="list-style-type: none"> <li>• Accurate and consistent implementation of complaint policies and procedures</li> <li>• No issues indicative of noncompliance with Standards</li> </ul>	<p>No link required; to be verified by the team during in-person site visit</p>

Required Item	Documentation
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution’s policies and/or practices for the release of student records	Records Release Practices (website) (RDS2vii)  Note: DLIFLC does not maintain Service members’ military records, only official student transcripts. Individual Services oversee military records management in accordance with branch policy.
viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	Pashto Divestment Memorandum for Record (RDS2viiiia)  Pashto Student Options Memorandum (RDS2viiiib)
<b>FOR TITLE IV PARTICIPANTS:</b>	
ix. Documentation of institution’s implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> <li>• Findings from any audits and program/other review activities by the U.S. Department of Education (ED)</li> <li>• Evidence of timely corrective action taken in response to any Title IV audits or program reviews</li> </ul> See <a href="#">Policy on Institutional Compliance with Title IV</a>	Not Applicable
<b>FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:</b>	
x. Documentation of institution’s : <ul style="list-style-type: none"> <li>• Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit</li> <li>• Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)</li> <li>• Policies regarding protection of student privacy</li> </ul> See <a href="#">Policy on Distance Education and on Correspondence Education</a>	Not Applicable
<b>REQUIRED ONLY IF APPLICABLE</b>	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	Not Applicable
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	Not Applicable

Required Item	Documentation
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Not Applicable
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Prospective Employees DLIFLC Website Statement and External Link (SDS2xiva)  Public Service Code of Ethics Website (SDS2xivb)

### Standard 3: Infrastructure and Resources

Checklist Item	Documentation
<p>i. Written policies and procedures for human resources, including hiring procedures</p>	<p>5 CFR Delegated Authority (RDS3ia)</p> <p>Office of Personnel Management Portal (Hiring policies for all federal agencies on OPM.gov) (RDS3ib)</p> <p>Civilian Incentive Program (RDS3ic)</p> <p>See Standard 3.1</p>
<p>ii. Employee handbooks or similar documents that communicate expectations to employees</p>	<p>Collective Bargaining Agreement (RDS3iia)</p> <p>Ethics Pamphlet (RDS3iib)</p> <p>Ethics and Disciplinary Action 5 CFR part 2635 (RDS3iic)</p> <p>Academic Freedom Statement (RDS3iid)</p> <p>New Employee Onboarding Agenda (RDS3iie)</p> <p>Confidential Financial Disclosure Portal (screenshot) (RDS3iif)</p> <p>Command Policies (intranet screenshot) (RDS3iig)</p> <p>Example Command Policy #2: Equal Opportunity (RDS3iih)</p>
<p>iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)</p>	<p>Annual Financial Report FY21 (RDS3iia)</p> <p>Annual Financial Report FY22 (RDS3iib)</p> <p>Annual Financial Report FY23 (RDS3iic)</p>

<p>iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)</p>	<p>Army Training Pamphlet 350-70-90 (RDS3iva)</p> <p>DoD Financial Management Regulation (RDS3ivb)</p> <p>TRADOC Budget Guidance FY24 (RDS3ivc)</p> <p>See Standard 3.5</p>
<p>v. Policies guiding fiscal management (e.g., related to reserves, budget development)</p>	<p>Army Training Pamphlet 350-70-90 (RDS3iva)</p> <p>DoD Financial Management Regulation (RDS3ivb)</p> <p>TRADOC Budget Guidance FY24 (RDS3ivc)</p> <p>Budget Workbook (RDS3v)</p> <p>See Standard 3.5</p>
<p>vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems</p>	<p>Civilian Annual Mandatory Cyber Security Training (RDS3via)</p> <p>MFR Use of Third-Party Applications at DLIFLC (RDS3vib)</p> <p>Virtual Private Network Access Form (RDS3vic)</p> <p>Acceptable Use Policy (RDS3vid)</p> <p>DLIFLC Confidentiality and Non-disclosure Agreement for IT Staff (RDS3ive)</p>
<p><b>FOR TITLE IV PARTICIPANTS:</b></p>	
<p>vii. Documentation that the institution’s student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue</p>	<p>Not Applicable</p>
<p><b>REQUIRED ONLY IF APPLICABLE</b></p>	
<p>viii. Documentation of any agreements that fall under ACCJC’s policy on contractual relationships with non-accredited organizations</p>	<p>Not Applicable</p>

ix. Written code of professional ethics for all personnel including consequences for violations	Ethics and Disciplinary Action 5 CFR part 2635 (RDS3iic)
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#### Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	Not Applicable
ii. Documentation or certification that the institution’s CEO does not serve as the chair of the governing board (ER 4)	AEAC Bylaws (RDS4ii)
iii. Governing board policies/procedures/bylaws related to Board Ethics	BoV Standard Operating Procedures (RDS4iii)
iv. Governing board policies/procedures/bylaws related to conflict of interest	AEAC Bylaws (RDS4ii) BoV Annual Ethics Training (RDS4iv)

#### Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
i. Documentation of the institution’s appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up  See <a href="#">Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</a> , Section D	Public notice in June
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page  See <a href="#">Policy on Representation of Accredited Status</a>	Accredited Status DLIFLC Website Homepage (screenshot) (RD_Other)

## D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
<b>General Information</b>	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Front Cover: Official Name & Website  Back Cover (p. 138): Telephone Number and Address  Support office telephone numbers throughout
Educational Mission	5
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	5
Course, Program, and Degree Offerings	34, 42
Student Learning Outcomes of Programs and Degrees	36
Academic Calendar and Program Length	30
Academic Freedom Statement	30
Available Student Financial Aid	94
Available Learning Resources	35
Names and Degrees of Administrators and Faculty	16
Names of Governing Board Members	5
<b>Requirements</b>	
Admissions	42
Student Tuition, Fees, and Other Financial Obligations	94
Degrees, Certificates, Graduation and Transfer	100
<b>Major Policies and Procedures Affecting Students</b>	
Academic Regulations, including Academic Honesty	38, 39
Nondiscrimination	38
Acceptance and Transfer of Credits	113 (detailed policy on web)
Transcripts	112
Grievance and Complaint Procedures	40
Sexual Harassment	40
Refund of Fees	39



<b>Locations or Publications Where Other Policies May be Found</b>	
DLIFLC Commandant's Knowledge Portal Sharepoint Page (Intranet)	Appendix 1a (Evidence)
DLIFLC Dean of Students Knowledge Portal Sharepoint Page (Intranet)	Appendix 1b (Evidence)

## **E. Appendix 2: Organizational Structure**

The DLIFLC 10-1 has a complete list of the institute's organizational structures (Appendix 2a). The key structures for DLIFLC's major functional areas are extracted below.

### **Army Chain of Command**

Administratively, DLIFLC reports through an Army chain-of-command to its next higher headquarters, the U.S. Army's Intelligence Center of Excellence (ICoE), located at Ft. Huachuca, Arizona. ICoE reports to Combined Arms Center (CAC) at Ft. Leavenworth, MO. CAC reports to the Training and Doctrine Command (TRADOC) at Ft. Eustis, VA. The green organizational structure represents this relationship through the four-star command on the righthand side of Image 1 below.

### **Defense Language Mission**

DLIFLC reports to the Executive Agent (EA), Headquarters Department of the Army G3/5/7 (Army Director of Training). EAs have responsibilities and authorities from the Secretary of Defense to a component head. DLIFLC's EA reports to the Defense Language Steering Committee (DLSC) and DoD Senior Language Authority (SLA), the Assistant Secretary of Defense Readiness. The DLIFLC Commandant is the technical advisor for the DLSC and DoD SLA on behalf of the EA. This relationship is represented by the light green to purple organizational structure on the lefthand side of Image 1 below.

### **DLIFLC Organizational Structure**

The DLIFLC Commandant, a U.S. Army colonel, directs the operations of DLIFLC foreign language programs. Administrative oversight of the Provost Organization and the Language Proficiency Assessment Division reports to the Assistant Commandant, an Air Force colonel, through to the Commandant. This administrative division is shown in Image 2 below and is represented by the blended green-to-blue color representing joint Army and Air Force oversight.

### **Military Service Units**

Each Military Service has a local command responsible for Servicemembers' health and well-being. The distinctive Service Commands are shown in Image 2 on the lefthand side of the organizational structure with the Marine Corps (MCD), Navy (IWTC), and Air Force (517 TRG). The Commandant oversees the local Army battalion, the 229th Military Intelligence (MI) Battalion, which is separate from the DLIFLC training and education mission and provides mission command for all U.S. Army Service members assigned or attached to DLIFLC.

### **Provost Organizational Structure**

The provost, a U.S. Army civilian, serves as DLIFLC's chief academic officer (see Image 3). Undergraduate Education falls under the provost and has the largest training mission at DLIFLC. This includes the resident Basic program with six language schools. Continuing Education supports operational forces and the intermediate and advanced language programs. Academic support also falls under the provost and includes Educational Technology and Development, the library, academic

records, and the Offices of Standardization and Academic Excellence. Military language instructors and the Dean of Students serve as military leaders within the provost organization.

**DLIFLC is subordinate to a variety of stakeholders and oversight**

**DoDD 5160.41E DLIFLC COMMANDANT:** “Executes standardization, testing, research & development, & evaluation of foreign language training, education, & related services for language professionals & general purpose forces within the DoD.”  
**DoDI 5160.70 COMMANDANT of DLIFLC:** “...conducts an Annual Program Review with the DoD SLA & DLSC.”



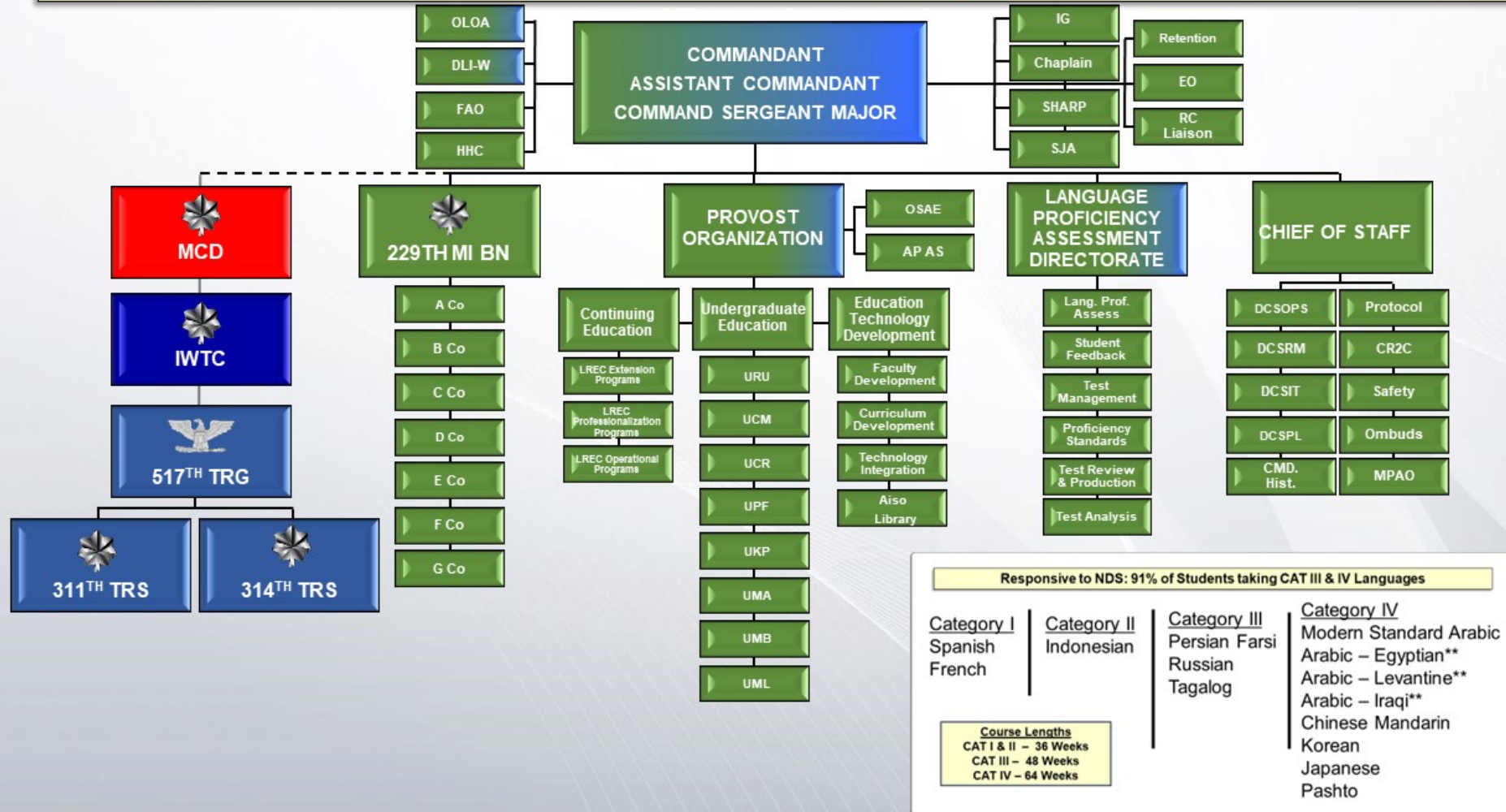
**Mission:**  
 DLIFLC provides exquisite, culturally based foreign language education, training, evaluation, and degrees for the Department of Defense, globally, to afford a comprehensive understanding of the joint operational environment, a competitive edge to our warfighters, and safeguard the national security of the United States.

**Vision:**  
 To generate, sustain, & enhance warrior linguists throughout their military journey from apprentice to master.



Image 1. DLIFLC External Higher Headquarters Organizational Structure

# DLIFLC is a multi-service organization, agile enough to meet DoD requirements



**Responsive to NDS: 91% of Students taking CAT III & IV Languages**

Category I	Category II	Category III	Category IV
Spanish	Indonesian	Persian Farsi	Modern Standard Arabic
French		Russian	Arabic – Egyptian**
		Tagalog	Arabic – Levantine**
			Arabic – Iraqi**
			Chinese Mandarin
			Korean
			Japanese
			Pashto

**Course Lengths**  
 CAT I & II – 36 Weeks  
 CAT III – 48 Weeks  
 CAT IV – 64 Weeks

Image 2. DLIFLC Organizational Chart

Image 3. Provost Organizational Chart

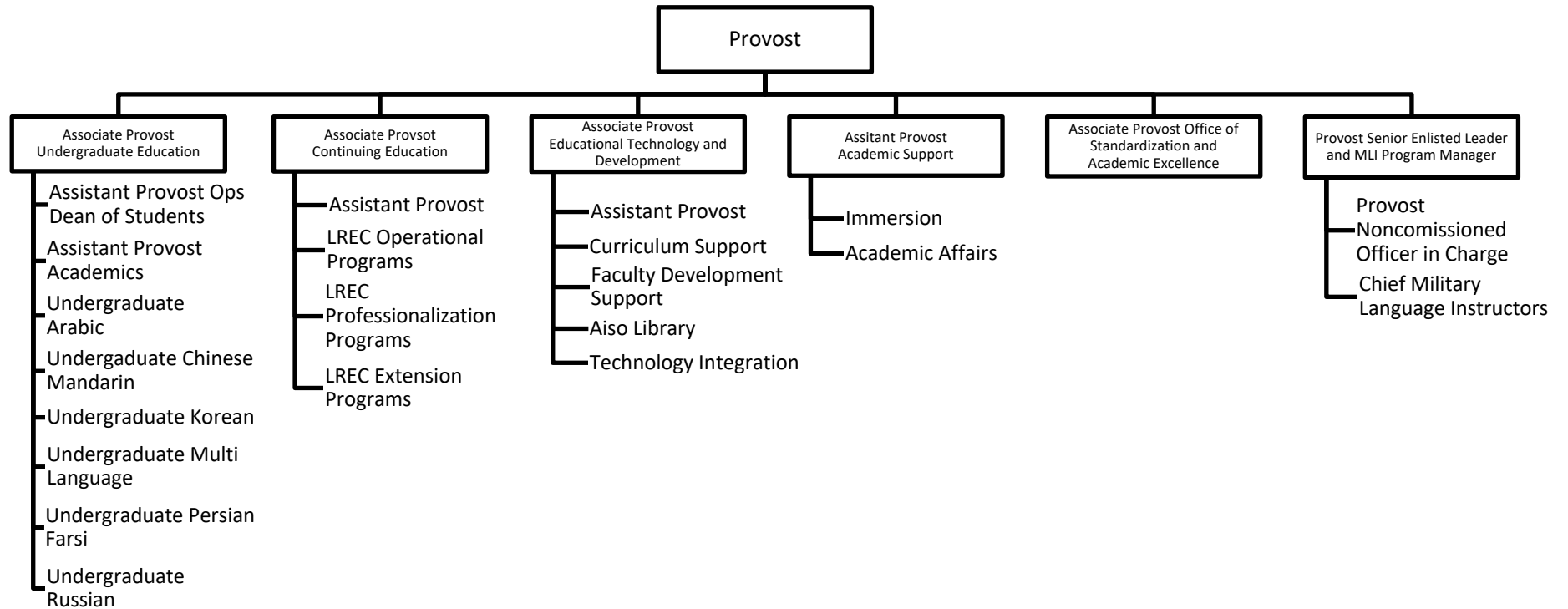
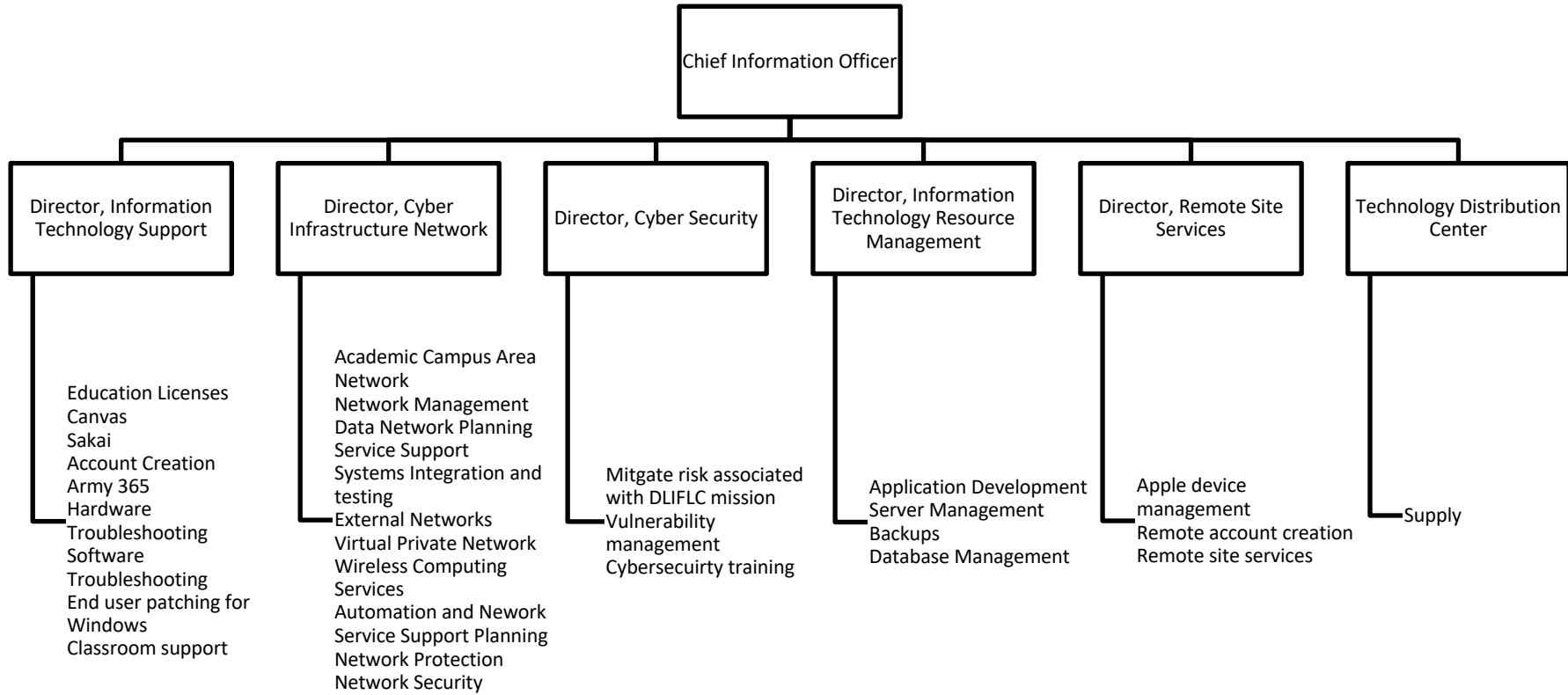


Image 4: Deputy Chief of Staff for Information Technology (DCSIT) Organizational Chart





## **F. Appendix 3: Approved Locations**

DLIFLC offers coursework at satellite locations. Currently, no location teaches 50% or more of a degree or certificate program.

## G. Appendix 4: Acronym Glossary

<b>ACRONYM GLOSSARY</b>	
<b>AA</b>	Associate of Arts
<b>AARB</b>	After Action Review Board
<b>AC</b>	Assistant Commandant
<b>ACCJC</b>	Accrediting Commission for Junior and Community Colleges
<b>ACE</b>	American Council on Education
<b>ACR</b>	After Course Review
<b>AD</b>	Associate Dean
<b>AD</b>	Modern Standard Arabic (language code)
<b>AE</b>	Analysis and Evaluation
<b>AEAC</b>	Army Education Advisory Committee
<b>AIT</b>	Advanced Individual Training
<b>ALEC</b>	Advanced Language Enhancement Course
<b>ALLP</b>	Army Lessons Learned Program
<b>ALO</b>	Accreditation Liaison Officer
<b>AP-AS</b>	Associate Provost for Academic Support
<b>AP-CE</b>	Associate Provost for Continuing Education
<b>APO</b>	Associate Provost Office
<b>APR</b>	Annual Program Review
<b>AP-UGE</b>	Associate Provost for Undergraduate Education
<b>ART</b>	Academic Reporting Tools
<b>AS</b>	Academic Senate
<b>ASD</b>	Associate School Dean
<b>ASVAB</b>	Armed Services Vocational Attitude Battery
<b>ATRRS</b>	Army Training Resource and Requirements System
<b>AULS</b>	Army University Library System
<b>BA</b>	Bachelor of Arts
<b>BC</b>	Branch Chief
<b>BoV</b>	Board of Visitors
<b>CAC</b>	Combined Arms Center
<b>CAT</b>	Computer Adaptive Test
<b>CE</b>	Continuing Education
<b>CES</b>	Civilian Education System
<b>CFD-IC</b>	Common Faculty Development-Instructor Course
<b>CHEA</b>	Council for Higher Education Accreditation
<b>CLD</b>	Center for Leadership Development

<b>CLPM</b>	Command Language Program Manager
<b>CM</b>	Chinese Mandarin (language code)
<b>CMDT</b>	Commandant
<b>CMLI</b>	Chief Military Language Instructor
<b>CONUS</b>	Continental United States
<b>CRB</b>	Curriculum Review Board
<b>CS</b>	Curriculum Support
<b>CSC</b>	Command Staff College
<b>CTS</b>	Cryptologic Training System
<b>CUB</b>	Commanders' Update Brief
<b>DA</b>	Diagnostic Assessment
<b>DAA</b>	Division of Academic Affairs
<b>DCSIT</b>	Deputy Chief of Staff for Information Technology
<b>DCSOPS</b>	Deputy Chief of Staff of Operations
<b>DCSPL</b>	Deputy Chief of Staff of Personnel and Logistics
<b>DCSRM</b>	Deputy Chief of Staff of Resource Management
<b>DL</b>	Distance Learning
<b>DLAB</b>	Defense Language Aptitude Battery
<b>DLCWG</b>	Defense Language Curriculum Working Group
<b>DLI-W</b>	Defense Language Institute Washington, D.C.
<b>DLPT</b>	Defense Language Proficiency Test
<b>DLTWG</b>	Defense Language Testing Working Group
<b>DoD</b>	Department of Defense
<b>DPMAP</b>	Defense Performance Management and Appraisal Program
<b>DPW</b>	Department of Public Works
<b>DRM</b>	Directorate of Resource Management
<b>DTRA</b>	Defense Threat Reduction Agency
<b>EA</b>	Executive Agent
<b>EEO</b>	Equal Employment Opportunity
<b>EIB</b>	Early Intervention Board
<b>EO</b>	Equal Opportunity
<b>ESQ</b>	End-of-Course Student Questionnaire
<b>ETD/APETD</b>	Educational Technology and Development
<b>FAC</b>	Faculty Advisory Council
<b>FAO</b>	Foreign Area Officer
<b>FDS</b>	Faculty Development Support
<b>FL</b>	Foreign Language
<b>FLO</b>	Final Learning Outcome
<b>FLP</b>	FAO Language Program

<b>FR</b>	French (language code)
<b>FY</b>	Fiscal Year
<b>GAFB</b>	Goodfellow Air Force Base
<b>GE</b>	General Education
<b>GFEB</b>	General Fund Enterprise Business System
<b>GLOSS</b>	Global Language Online Support System
<b>GPA</b>	Grade Point Average
<b>GRIT</b>	Graduate Readiness Intensive Training
<b>HQDA</b>	Headquarters Department of the Army
<b>ICC</b>	Instructor Certification Course
<b>ICE</b>	Interactive Customer Evaluation
<b>ICPT</b>	In-Course Proficiency Test
<b>IET</b>	Initial Entry Training/Trainee
<b>IG</b>	Inspector General
<b>ILR</b>	Interagency Language Roundtable
<b>ILS</b>	Introduction to Language Studies
<b>IMCOM</b>	Installation Management Command
<b>IRB</b>	Institutional Research Board
<b>IRP</b>	Instructor Recertification Program
<b>ISER</b>	Institutional Self Evaluation Report
<b>ISQ</b>	Interim Student Questionnaire
<b>IWTC</b>	Information Warfare Training Command
<b>LC</b>	Listening Comprehension
<b>LCT</b>	Language Curriculum Team
<b>LEA</b>	Law Enforcement Agency
<b>LMS</b>	Learning Management System
<b>LNO</b>	Liaison Officer
<b>LOE</b>	Lines of Effort
<b>LPAD</b>	Language Proficiency Assessment Directorate
<b>LREC</b>	Language, Regional Expertise, and Culture
<b>LREC-EP</b>	Language, Regional Expertise, and Culture – Extension Programs
<b>LREC-OP</b>	Language, Regional Expertise, and Culture – Operational Programs
<b>LREC-PP</b>	Language, Regional Expertise, and Culture – Professional Programs
<b>LTD</b>	Language Training Detachment
<b>KP</b>	Korean (language code)
<b>MARSOC</b>	Marine Corps Special Operations Command

<b>MCR</b>	Mid-Course Review
<b>MEP</b>	Master Evaluation Plan
<b>MIBN</b>	Military Intelligence Battalion
<b>MLI</b>	Military Language Instructor
<b>MLIMO</b>	Military Language Instructor Management Office/Officer
<b>MOA</b>	Memorandum of Agreement
<b>MOS</b>	Military Occupational Specialty
<b>MPR</b>	Monthly Program Review/Monthly Program Report
<b>MS</b>	Military Studies
<b>MSA</b>	Modern Standard Arabic
<b>MTT</b>	Mobile Training Team
<b>MWR</b>	Morale Welfare and Recreation
<b>NCO</b>	Non-Commissioned Officer
<b>NCU</b>	National Cryptologic University
<b>NDS</b>	National Defense Strategy
<b>NPS</b>	Naval Postgraduate School
<b>NSA</b>	National Security Agency
<b>NTC</b>	National Training Center
<b>OCONUS</b>	Outside the Continental United States
<b>OD</b>	Office of the Dean
<b>ODA</b>	Online Diagnostic Assessment
<b>OLOA</b>	Office of Leadership and Organizational Authority
<b>OPI</b>	Oral Proficiency Interview
<b>OSAE</b>	Office of Standardization and Academic Excellence
<b>PAO</b>	Public Affairs Office
<b>PBAC</b>	Program and Budget Advisory Committee
<b>PEP</b>	Proficiency Enhancement Program
<b>PF</b>	Persian Farsi (language code)
<b>POM</b>	Presidio of Monterey
<b>QA</b>	Quality Assurance
<b>QAO</b>	Quality Assurance Office
<b>QB</b>	Spanish (language code)
<b>R</b>	Reading
<b>RC</b>	Reading Comprehension
<b>RU</b>	Russian (language code)
<b>S</b>	Speaking

<b>SECDEF</b>	Secretary of Defense
<b>SES</b>	Senior Executive Service
<b>SJA</b>	Staff Judge Advocate
<b>SLA</b>	Senior Language Authority
<b>SLO</b>	Student Learning Outcome
<b>SMDR</b>	Structured Manning Decision Review
<b>SOP</b>	Standard Operating Procedure
<b>SOTF</b>	Special Operations Task Force
<b>TRB</b>	Technology Review Board
<b>UAD</b>	Undergraduate Arabic
<b>UCMJ</b>	Uniform Code of Military Justice
<b>UCM</b>	Undergraduate School Chinese-Mandarin
<b>UGE</b>	Undergraduate Education
<b>UKP</b>	Undergraduate School Korean
<b>UML</b>	Undergraduate School Multi-language
<b>UPF</b>	Undergraduate School Persian Farsi
<b>URU</b>	Undergraduate School Russian
<b>USSOCOM</b>	US Special Operations Command
<b>VLR</b>	Very Low Range
<b>XO</b>	Executive Officer