DLIFLC

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

Institutional Self Evaluation Report
2017

Institutional Self Evaluation Report for Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation

Submitted by:

Defense Language Institute Foreign Language Center
1759 Lewis Road
Presidio of Monterey, Monterey, CA 93944

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

2017

Certification of the Institutional Self Evaluation Report

To: Accrediting Commission for Community and Junior Colleges
        Western Association of Schools and Colleges

From: Defense Language Institute Foreign Language Center
        1759 Lewis Road, 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.

We certify there was effective participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

SIGNED:

	Date:
Dr. Richard Brecht, Chair, DLIFLC Board of Visitors	

	Date:
COL Phillip J. Deppert, USA, Commandant, DLIFLC	

	Date:
Dr. Betty Lou Leaver, Provost, DLIFLC	

	Date:
Mr. Aziz Popal, President, Academic Senate	

	Date:
Dr. Mica Hall, Chair, Deans' Council	

	Date:
Dr. Stephen Payne, Accreditation Liaison Officer	

	Date:
Dr. Erin O'Reilly, Accreditation Liaison Officer	

Contents

INTRODUCTION

Defense Language Institute Foreign Language Center History

Since the last self study in 2012, the Defense Language Institute Foreign Language Center (DLIFLC) celebrated its 75th anniversary. Over those 75 years, more than 230,000 students have graced its hallways, and, from 2002, more than 14,000 students have graduated with an Associate of Arts in Foreign Languages degree. From World War II to the present, DLIFLC graduates have performed critical missions in both peacetime and war, and from combat to humanitarian operations. To glean a better perspective of DLIFLC, the following brief summary describes the Institute and its role in supporting the nation's security.

The Beginning

On 1 November 1941, the U.S. Fourth Army began a secret program to teach Japanese to military students. The class was held in an abandoned aircraft hangar at Crissy Field on the Presidio of San Francisco. DLIFLC formally traces its origins to this class. From November 1941 until May 1942, the building served as both home and classroom for the school's students.

After the attack on Pearl Harbor in 1941 and the commencement of war with Japan, the civilian instructors for these programs, almost all American citizens of ethnic Japanese background, could not remain in California due to racial hysteria. Executive Order 9066 barred all persons of Japanese ancestry from the West Coast. The Fourth Army Intelligence School closed and the program relocated to Camp Savage, Minnesota, in the Great Lakes area in May 1942. The move provided larger facilities made necessary as the program expanded under a new Army organization, the Military Intelligence Service, that directly reported to the War Department. The first commandant of the Military Intelligence Service Language School (MISLS) was Col. Kai Rasmussen who had helped establish the Fourth Army program.

In August 1944, MISLS relocated to Fort Snelling to accommodate further projected growth. At its peak in 1946, MISLS had 3,000 students and 160 instructors, spread over 125 classrooms. In total, it graduated more than 6,000 students from Minnesota.

On June 10, 1946, MISLS closed at Fort Snelling. The next day the school reopened at the Presidio of Monterey, a former infantry and cavalry cantonment on the central coast of California. Starting in 1945, the Army had used the post as a staging area to train U.S. personnel for the administration of occupied Japan and a MISLS language detachment was teaching at the Presidio before the MISLS move. Geographically well positioned to serve as a training base, Monterey became the next home of the Army's language program.

The Defense Language Institute

On 1 July 1963, the Department of Defense (DoD) established the Defense Language Institute (DLI) to monitor all DoD language programs, operate various assigned facilities, and exercise technical control over most other language training efforts not conducted by DLI (e.g., language programs on military bases). The Army Language School, the Language Department of the Naval Intelligence School, and various Air Force contract programs were transferred to DLI, with overall authority vested in the Army. The new Institute merged the formerly separate language programs of the Army, Navy, and Air Force into a single joint command, but the programs remained geographically separated. At the Presidio of Monterey, the Army Language School became known as DLI West Coast Branch. The Language Department of the Naval Intelligence School then became known as DLI East Coast Branch, which was located at the Anacostia Naval Station in Washington, DC. The same complex housed DLI's headquarters. Air Force contract programs continued for a time but were gradually phased out. The Presidio became the main site for training enlisted military language professionals while the DLI East Coast Branch focused on officer language training and language contract services as needed.

The Defense Language Institute Foreign Language Center

In 1974, the Defense Department directed the Defense Language Institute to consolidate resident foreign language training at the Presidio of Monterey. DLI West Coast absorbed DLI East Coast and the U.S. Army assumed full responsibility for administrating a joint service language training school—the Defense Language Institute Foreign Language Center (DLIFLC). The only DLI training component left in the Washington, DC area was a small office that handled liaison and contracting to support military needs in low volume foreign languages.

In 1989, the Berlin Wall fell, and soon thereafter the Soviet Union itself dissolved as its constituent republics gained political independence. The end of the Cold War had major implications for DLIFLC. Although the Russian program continued, its size gradually diminished from three schools to a large department. DLIFLC began a new program to train highly proficient Russian linguists to support U.S. verification of the new Intermediate-range Nuclear Forces Treaty, the terms of which both Washington and Moscow remained committed to upholding. Also in 1991, Iraq invaded Kuwait. In response, the United States launched Operations Desert Shield and Desert Storm, and Arabic became the Institute's flagship language.

The terrorist attacks of September 11, 2001 recast the context of U.S. security and launched a period of persistent conflict, characterized by major simultaneous counterinsurgency wars, strategic uncertainty, and rapidly shifting requirements. The need for U.S. military forces to be linguistically adept in a myriad of operational environments was never more apparent or more difficult to achieve. Still, decades of experience in foreign language teaching, curriculum development, testing, and language technology prepared DLIFLC to meet these

challenges by combining vigorous resident instruction on its modern campus in Monterey with truly global outreach programs.

In recent years, the Institute continues to tackle challenging missions, including peacekeeping operations, arms control treaty verification, and persistent conflict abroad. The Institute currently trains more than 3,000 resident students annually in 17 languages and dialects on the Presidio and maintains a contract service in the nation's capital for military students detailed to serve in assignments overseas with unique foreign language requirements. DLIFLC was accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 1979 and in 2002 was approved to offer Associate of Arts (AA) degrees in Foreign Languages to students meeting all academic requirements. The ability to confer such credentials helps attract both more able students and more qualified faculty.

A modern focus on counterterrorism, special operations, military training assistance, and missions involving humanitarian aid has added to the Institute's foreign language training requirements. In response to a directive from the National Security Agency to raise military linguist language proficiency levels, the Army secured long-term increased funding to allow DLIFLC to hire additional faculty. With more instructors, the Institute was able to reduce its student-to-teacher ratio, a documented means to raise outcomes without prolonging the instruction time students would normally need to reach the same results. Likewise, more funding helped enable an expansion of DLIFLC's overseas immersion program.

Global conflict has compelled DLIFLC to offer an array of extension courses taught by DLIFLC faculty who are members of mobile training teams at language training detachments supporting military language professionals and deploying combat forces around the world. Additionally, the Pentagon tasked the Institute to develop online noncredit courses that were to become mandatory training for all personnel deploying to certain combat theaters.

Despite enormous success in terms of meeting its mission expectations, a 22 percent reduction in funding and an unexpected DoD manpower utilization study in 2013 brought institutional reorganization. As a result, DLIFLC reorganized the Language Science and Technology Directorate that housed the Curriculum and Faculty Development Divisions and the Student Learning Center. Support specialists were integrated into the Institute's individual schools. The newly formed Academic Support Directorate took on the role of train-the-trainer, standardization, and certification for curriculum support, faculty development, and student learning services.

Simultaneous to the events above, DLIFLC completed and implemented plans to transition the Institute away from the military internet network that it relied upon until the late 2000s. Army network security policies had steadily impeded the ability of the network to support classroom instruction and access to authentic foreign language materials. Since then, the Institute has successfully deployed a new nonmilitary educational internet network fully

capable of optimizing the integration of language learning technology. DLIFLC remains at the forefront in the use of educational technology with a broad array of online foreign language software programs, learning management systems, fully networked classroom environments, and a robust lifecycle replacement schedule.

The faculty and students of DLIFLC remain the Institute's greatest assets. An overwhelming majority of instructors are native speakers of the languages they teach, creating a unique multicultural learning environment. The students of DLIFLC are adept learners, evidenced by the growing number of AA degree awards. Recent commitments by the military services to hold down waivers of the language-learning aptitude batteries required for admission also reinforce the learning caliber of the Institute's student body. Programmatically, as demonstrated elsewhere in this Self Evaluation Report, the Institute continues to see progress towards its long-term goal to raise graduation requirements as its students continue to reach waypoints of increased proficiency. Whatever the future may hold for the nation in terms of national security and foreign policy, the history of the Defense Language Institute Foreign Language Center indicates continued readiness to meet the challenge in the mission of providing high quality foreign language education and support.

Demographic Data

The demographic composition of the Defense Language Institute Foreign Language Center, both in terms of its student body and faculty, single out the Institute as unique among junior colleges. The student body is primarily comprised of uniformed military service members from all branches of the military: Army, Marine Corps, Navy, Air Force, and Coast Guard. Additionally, military dependents, personnel from other government agencies, and foreign military may enroll in the Institute's foreign language courses. Currently, the latter groups represent less than 1 percent of the student population. Student enrollment demographics are calculated based on averages through the fiscal year (FY), which starts October 1 and ends September 30. Unlike a traditional community college which might have a fall, spring, and summer term, DLIFLC has rolling enrollment, where some classes will start and others will finish on a weekly basis throughout the year. Demographic data are calculated weekly to reflect program starts as well as graduations. Student demographics contained herein represent data collected the week of September 18, 2017.

Enrollment Trends

**Average Student Enrollments at DLIFLC
Fiscal Years 2014-2017**

- FY14: 3,836
- FY15: 3,145
- FY16: 2,972
- FY17: 2,820
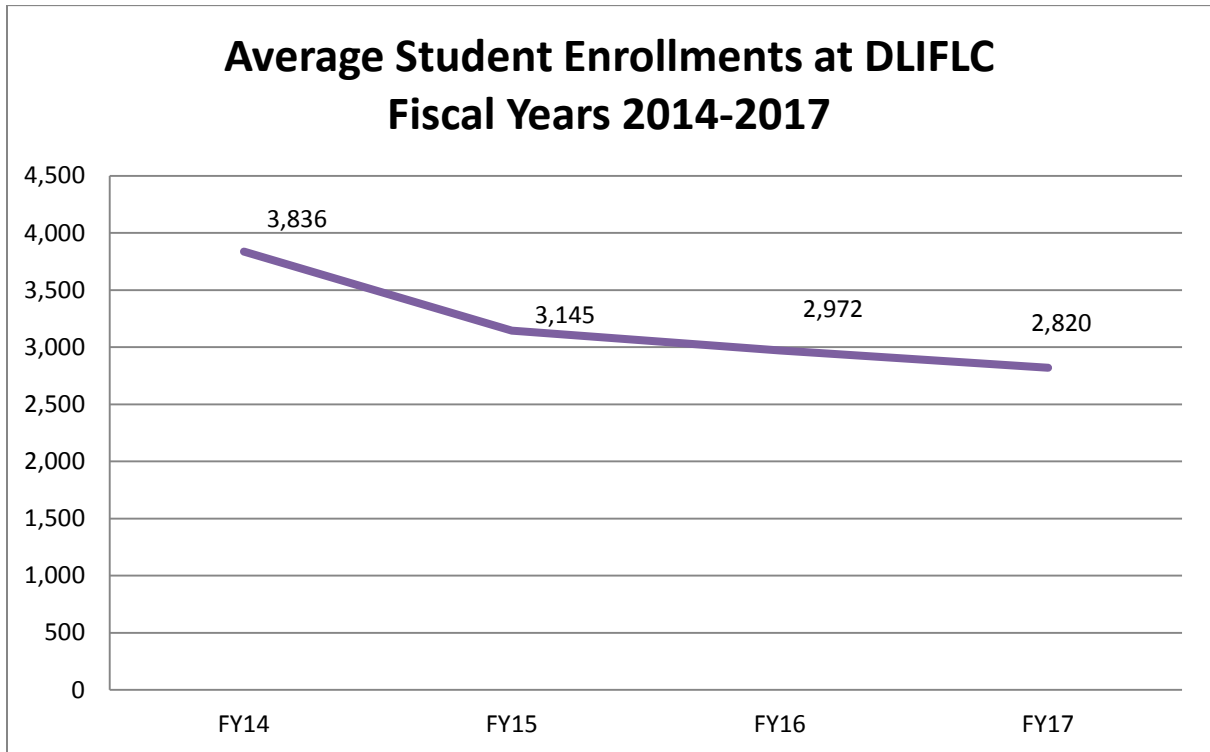
Enrollment Projections

Student enrollment projections for the resident Basic Course language programs from fiscal years 2018-2022 are represented below.

Basic Course Enrollment Projections
FY 2018 - 2022

	FY 18	FY 19	FY 20	FY 21	FY 22
Enrollment	2,898	2,952	3,245	3,340	3,560
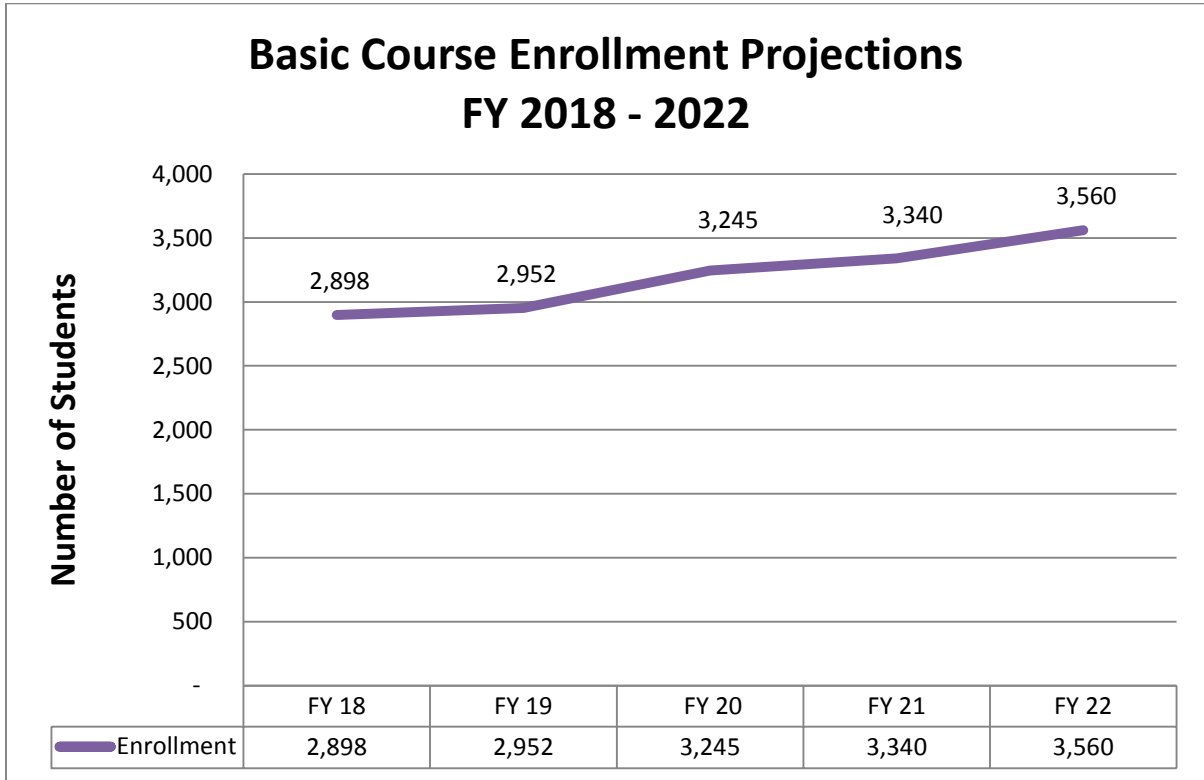
Student Gender

The graph below represents student enrollment by gender and branch of service as of September 2017. Thirty-one percent of students are female and sixty-nine percent are male. This gender distribution is not reflective of the greater active duty military force, where females average 15 percent of the population. DLIFLC cannot identify institution-set standards for enrollment targets related to gender. Student recruitment is outside of DLIFLC's purview.

Number of Students Enrolled by Gender and Branch of Service

Total Female Students: 615
Total Male Students: 1,374

	Army	Air Force	Navy	Marines	Other	Coast Guard
	597	825	374	175	17	1
Male	432	578	236	127	0	1
Female	165	247	138	48	17	0
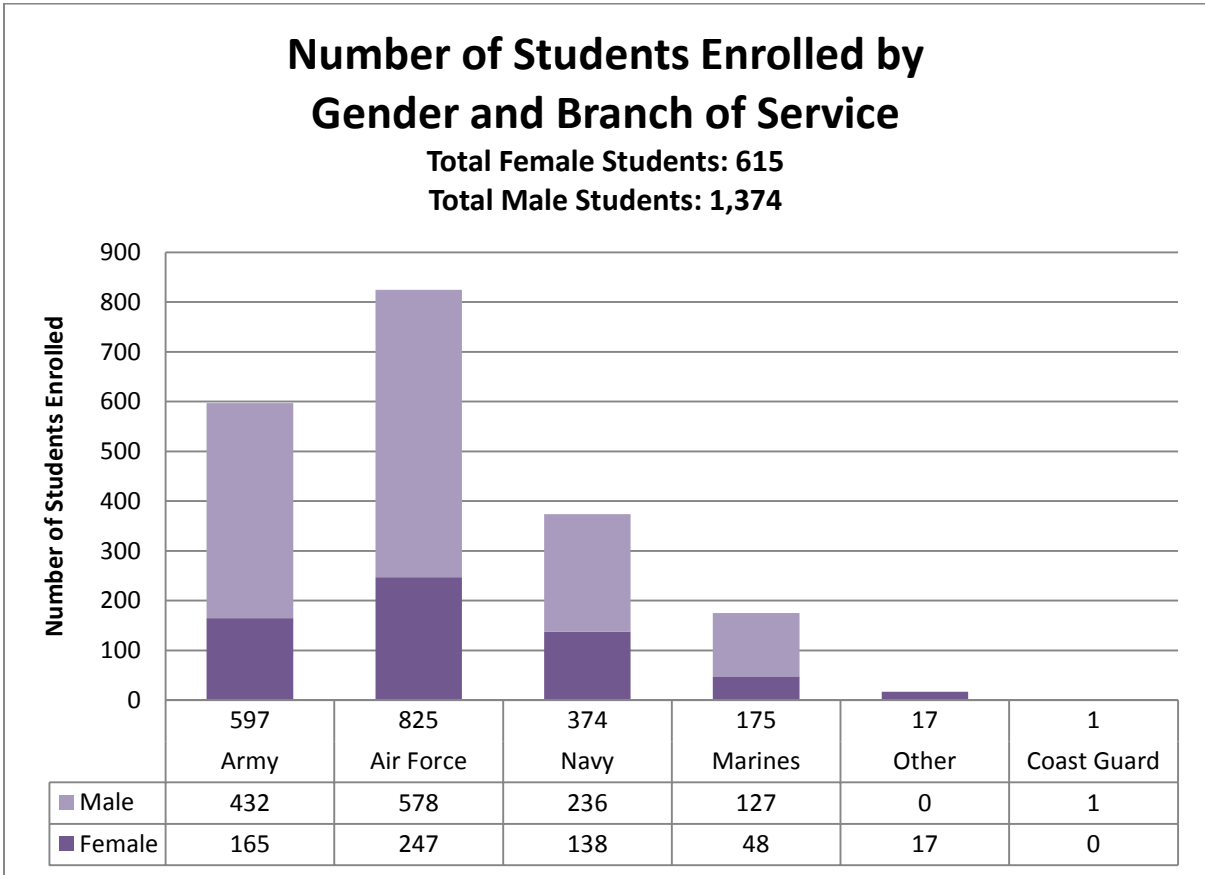
Officer and Enlisted Students

Military student demographics can be broken down by those who are commissioned officers and those who are enlisted. While the commissioned officers have, at a minimum, a four-year bachelor's degree, enlisted students must hold a high school diploma or General Education Diploma (GED) certificate. The Institute's student body is comprised primarily of enlisted personnel (*n*=92%).

Number of Officer and Enlisted Students Enrolled in Class by Branch of Service

Total Officer Students: 159
Total Enlisted Students: 1,813

	Army	Air Force	Navy	Marines	Other	Coast Guard
Officer	62	63	12	22	0	0
Enlisted	535	762	362	153	0	1
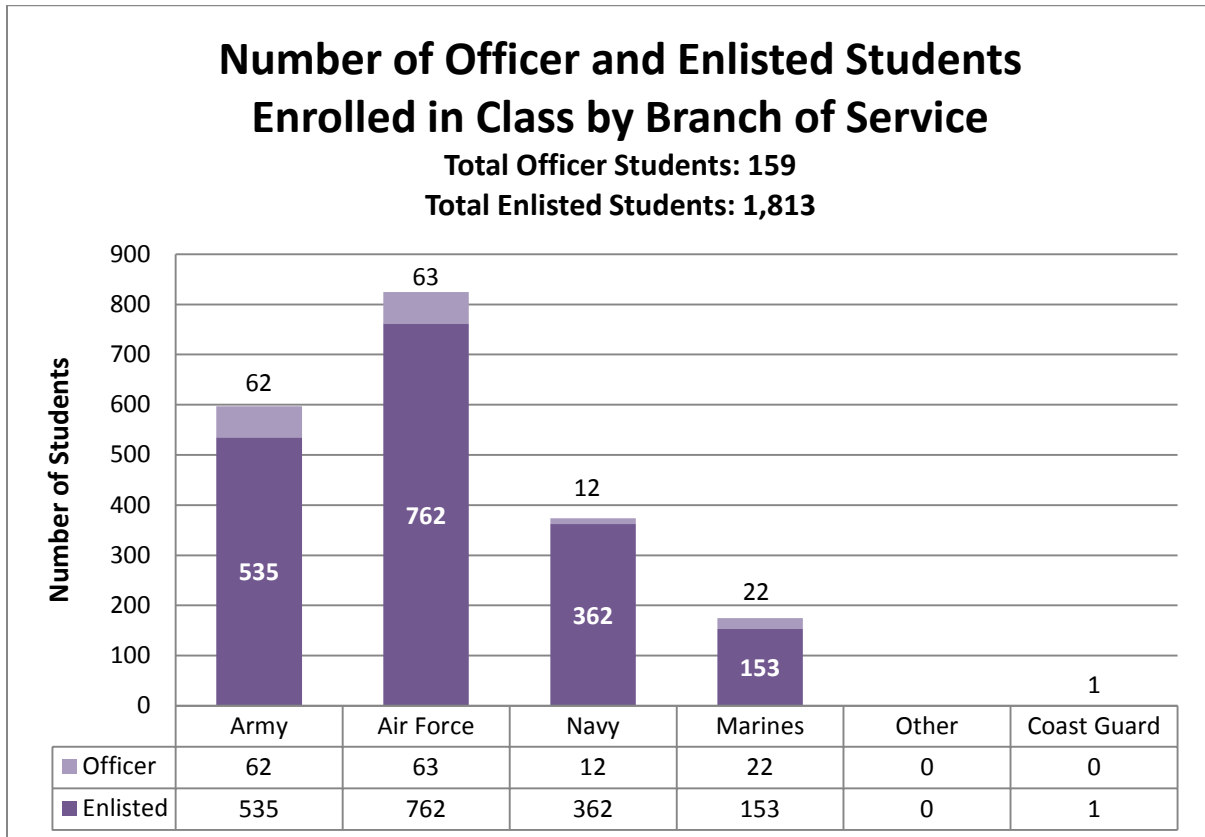
Student Achievement Data and Institution-Set Standards

DLIFLC has an institution-set standard of 76 percent of students achieving a 2+/2+/2 in Listening, Reading, and Speaking by 2022. The graphs below represent current student achievement data.

Enrollments VS Completions FY 2012 Basic Language Programs

Administrative Disenrollments, 305

Academic Disenrollments, 325
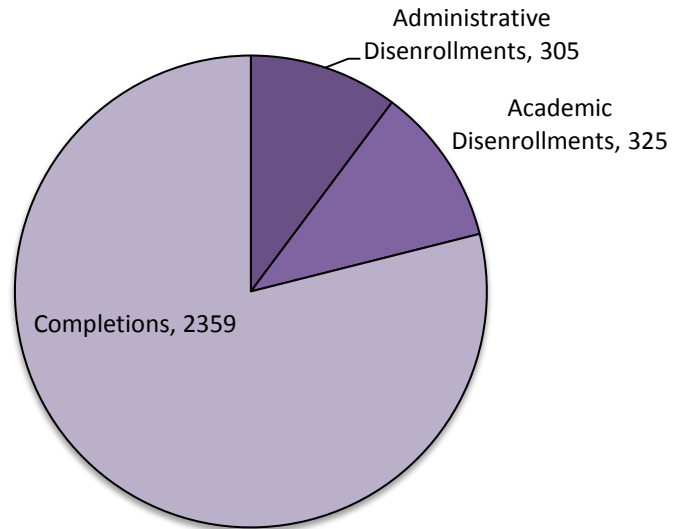
Completions, 2359

Enrollments VS Completions FY 2016 Basic Language Programs

Administrative Disenrollments, 233

Academic Disenrollments, 276
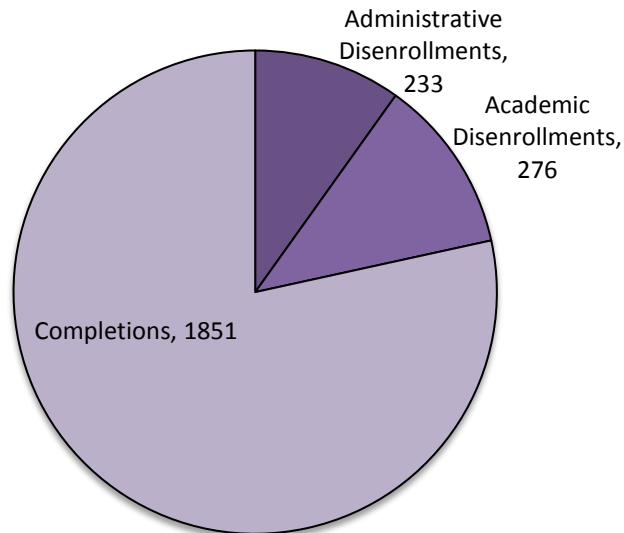
Completions, 1851

Enrollments VS Completions FY 2016 Intermediate and Advanced Programs

Administrative Disenrollments, 18

Academic Disenrollments, 4

Completions, 279
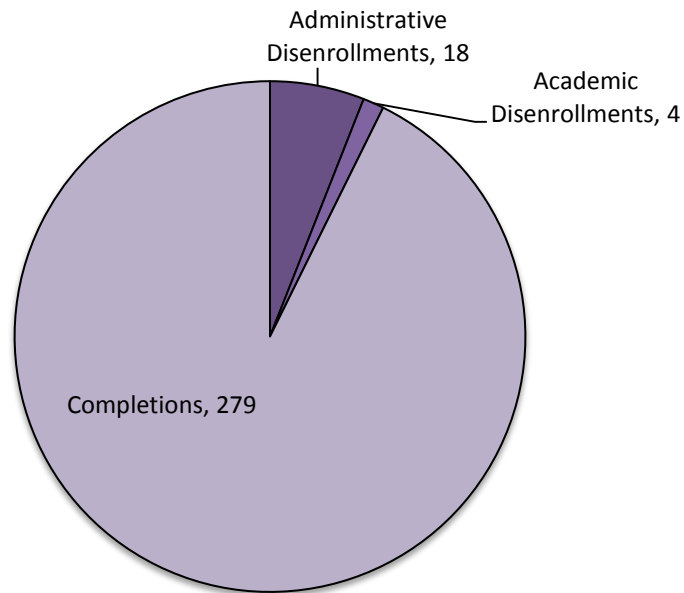
In FY 2012, there were a total of 630 disenrollments, or 21 percent of those who originally enrolled in the Basic Course language programs. By FY 2016, that number had dropped to 509, or 17 percent. Disenrollment in the Intermediate and Advanced language programs is very low in comparison to the Basic Course programs, as students enrolled in these programs have already attended DLIFLC in the past and represent military language professionals who have worked with their language for several years. DLIFLC does not have an institution-set target for attrition, but strives to minimize disenrollments.

Student Achievement by Gender

The graphs below represent student achievement by gender and service between FY 2013 and FY 2017. The institution-set standards for student achievement by gender is the same for both males and females.

Percentage of Female Student DLPT and OPI Achievement > 2/2/1+
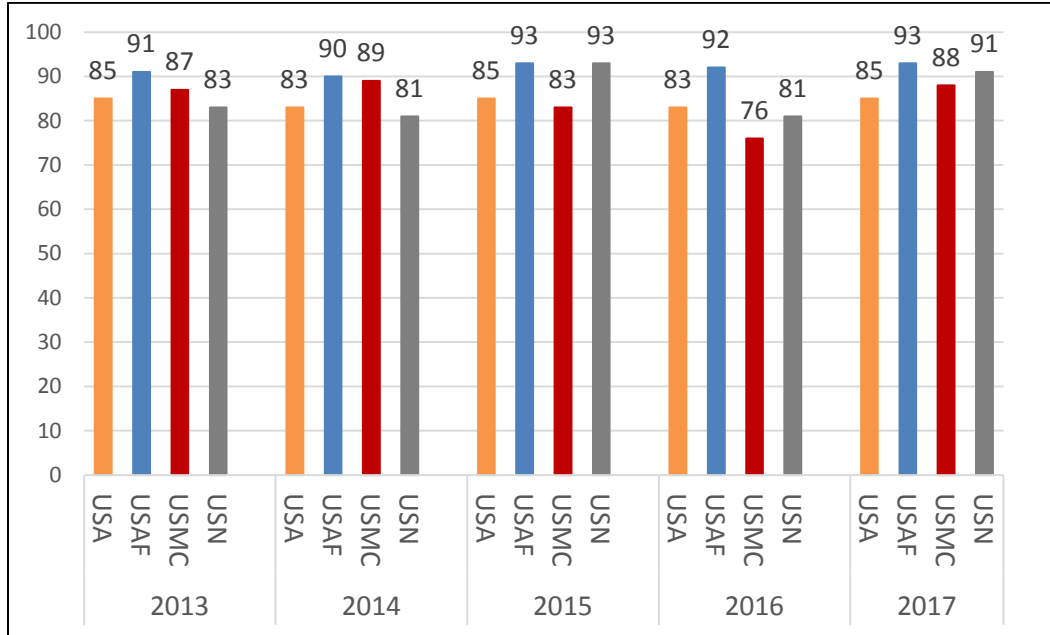
Percentage of Male Student DLPT and OPI Achievement > 2/2/1+

'
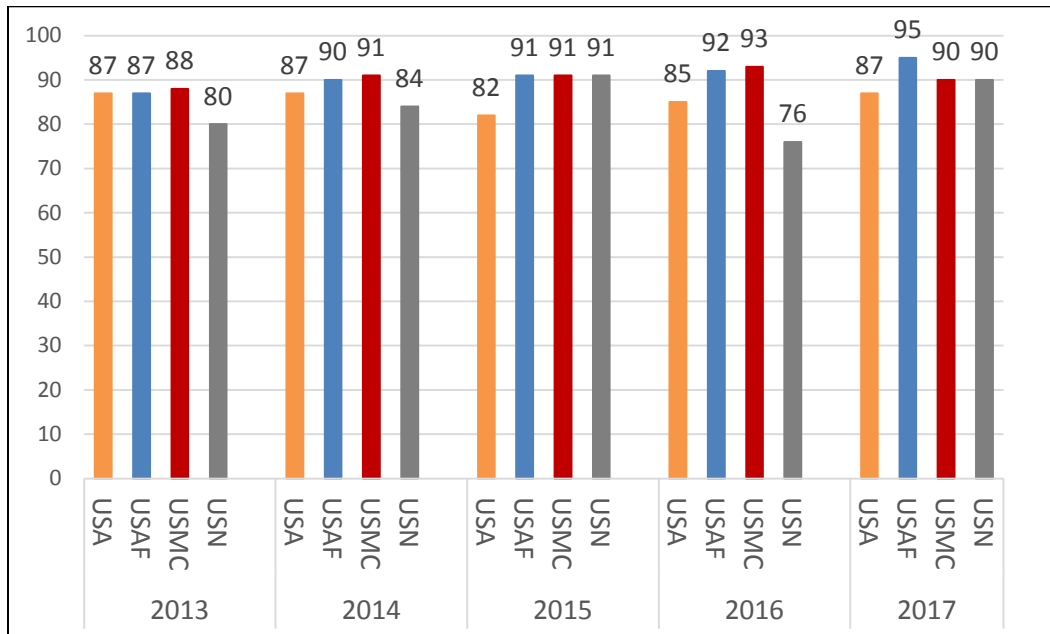
Percentage of Female Student DLPT and OPI Achievement > 2+/2+/2
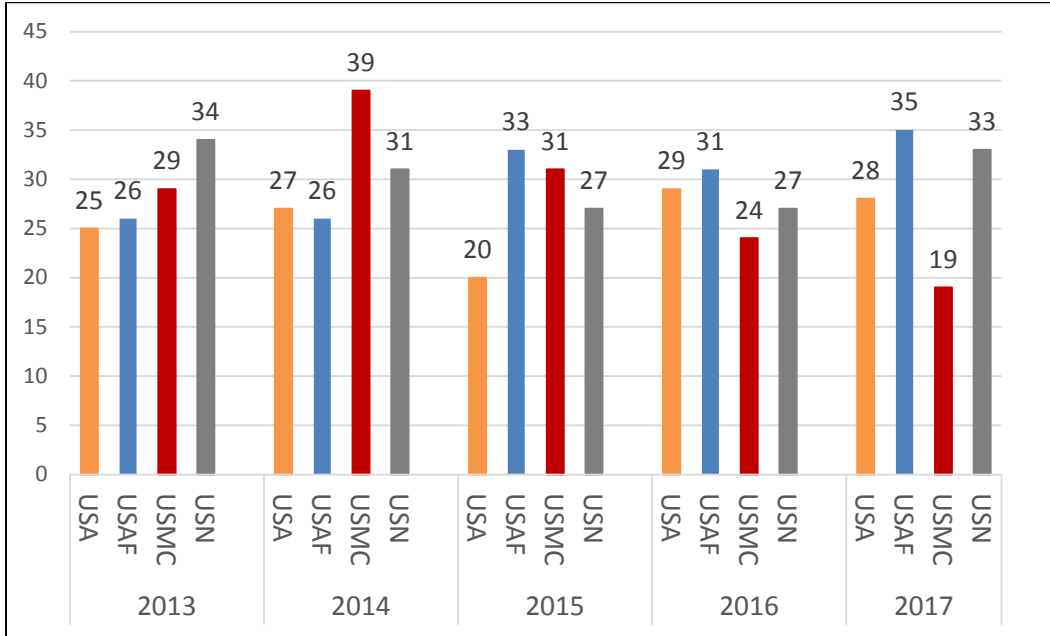
Percentage of Male Student DLPT and OPI Achievement > 2+/2+/2
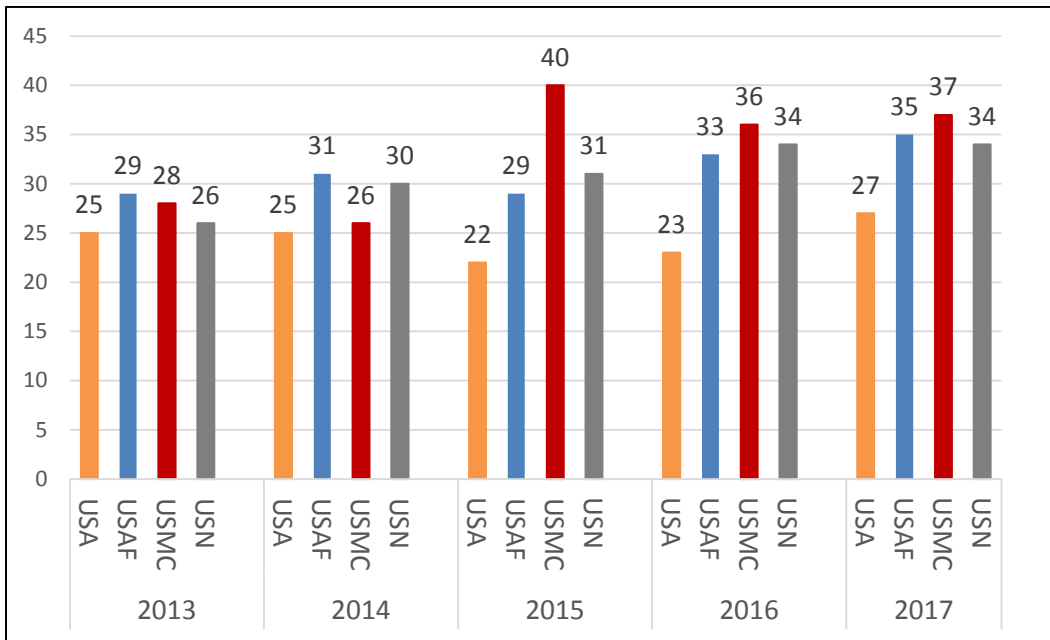
Longitudinal Student Achievement Data

Course Success: DLIFLC continues to reach higher levels of proficiency since 2012. The expectation for course graduates in FY 2017 have risen to the proficiency standards of ILR L2+/R2+/S2. The chart below shows the overall DLPT and OPI combine results through fiscal year 2017.
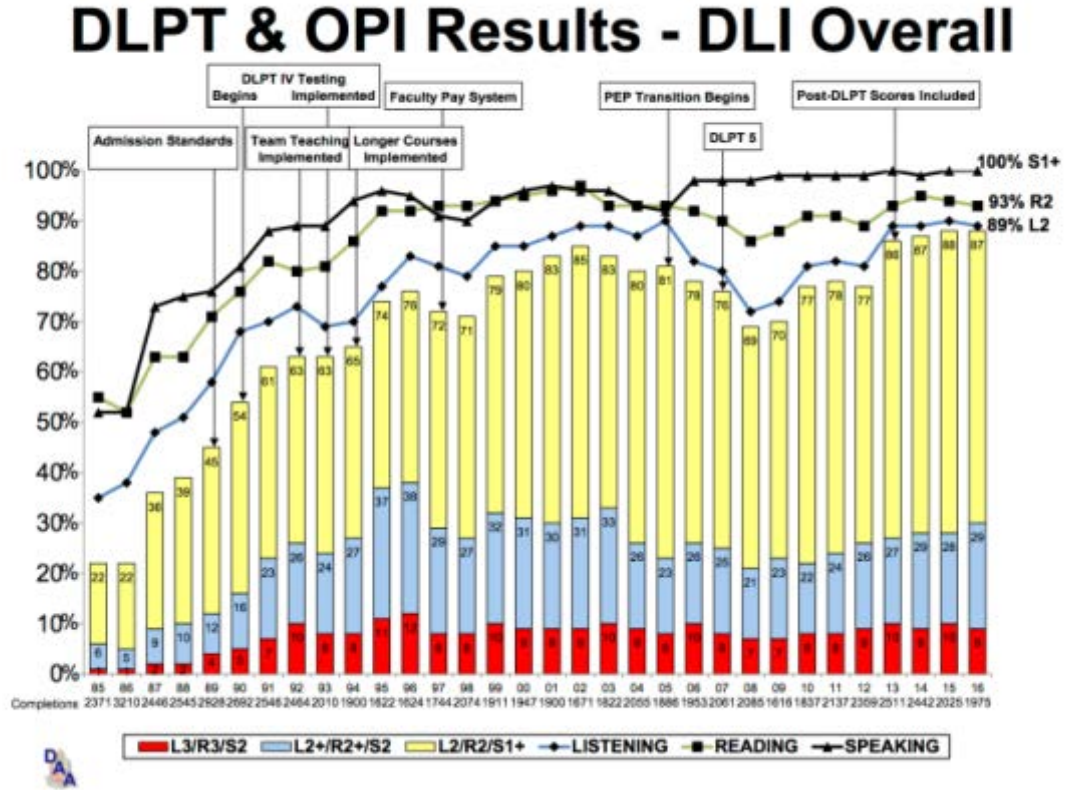
Combined Results at DLIFLC from 1985 – 2017

Trends by Language

The following charts display the results of the six largest language programs, to include specific information on Modern Standard Arabic, Chinese-Mandarin, Korean, Persian-Farsi, Russian, and Spanish. The results of the 3rd quarter of FY 2017 resemble the results of the end of the fiscal year.

DLPT & OPI Results
Arabic

Through 3rd Qtr FY17
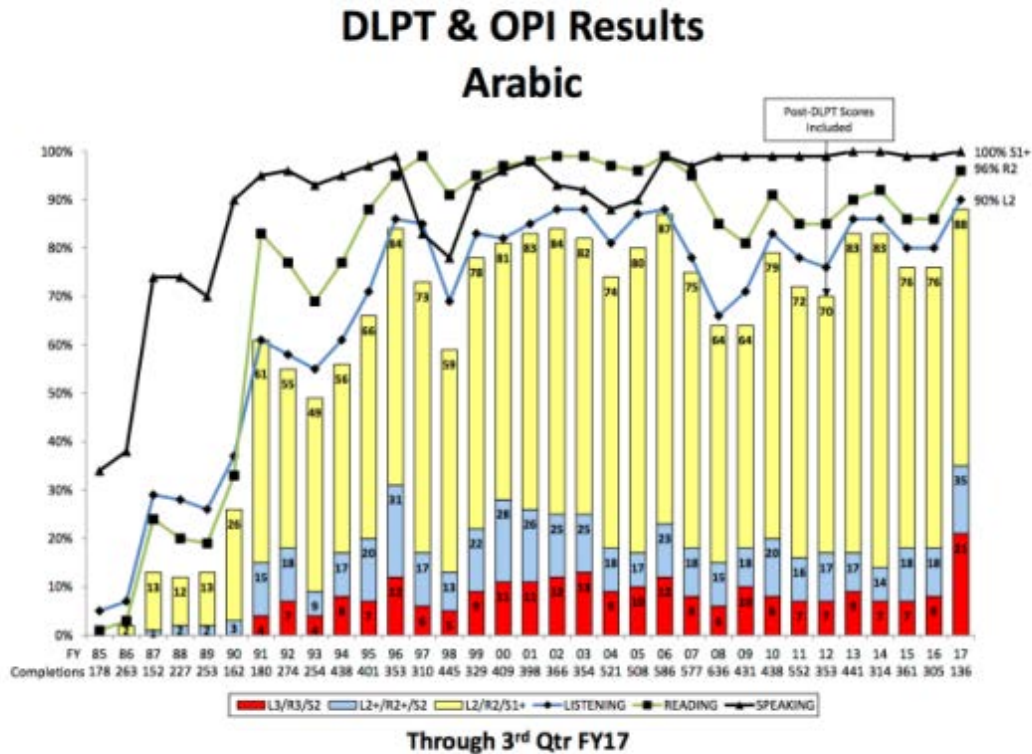
Modern Standard Arabic Language Program Performance

The Institute has shifted in recent years from teaching Modern Standard Arabic to Arabic dialects. This is reflected in the overall decrease in enrollments from FY 2016 to FY 2017. Vast strides in student learning outcomes were made from FY 2016 to FY 2017, with ILR L2+/R2+/S2 proficiency rates almost doubling, from 18 percent in FY 2016 to 35 percent in FY 2017. What is more noteworthy, however, is the fact that there was an almost 300 percent increase in L3/R3/S2 from eight percent in FY 2016 to 21 percent in FY 2017. A linguist with a mastery of Arabic at L3/R3/S2 exceeds intermediate course goals of L2+/R2+/S2, and is close to the Advanced course objectives of L3/R3/S2+.

DLPT & OPI Results
Persian-Farsi

Through 3rd Qtr FY17
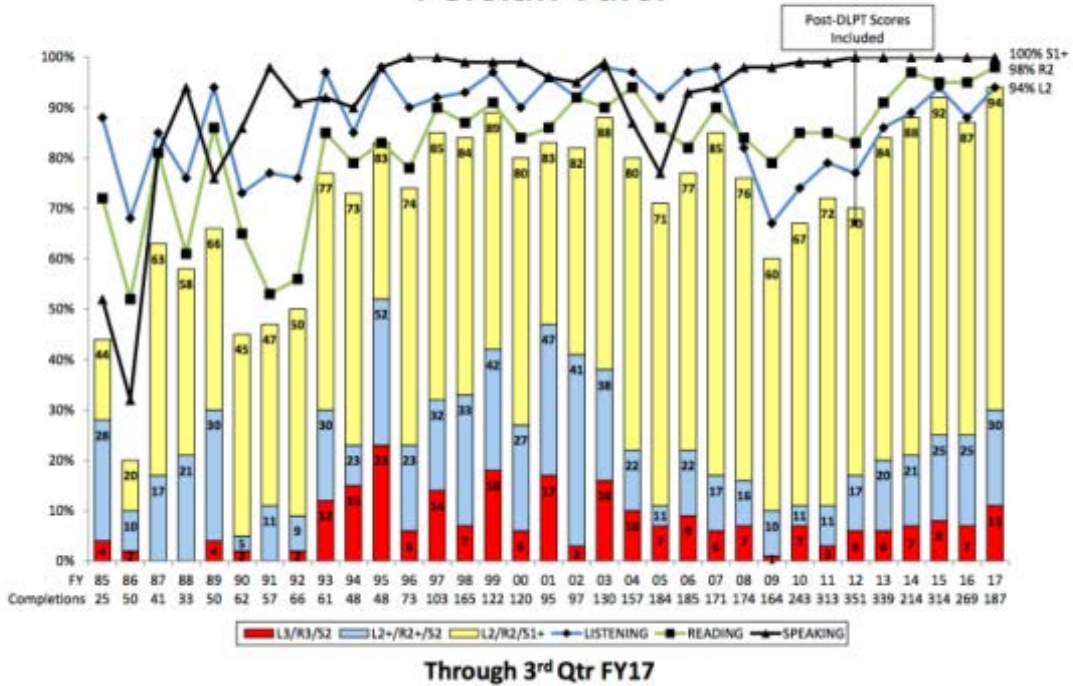
Persian-Farsi Language Program Performance

The Persian-Farsi program remains the second largest program at the DLIFLC. At more than 250 graduates, scores hovered near 90 percent at L2/R2/S1+, and scores of L2+/R2+/S2 have continued to rise every year since FY 2012.

DLPT & OPI Results
Chinese-Mandarin

Through 3rd Qtr FY17
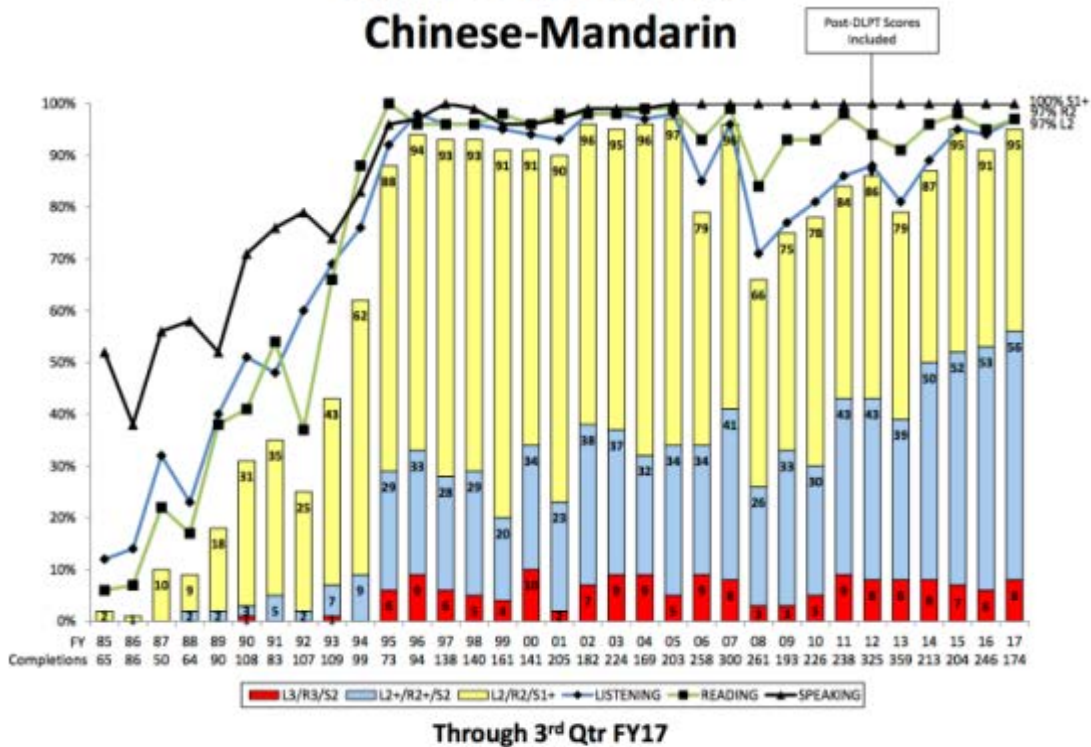
Chinese-Mandarin Language Program Performance

The Chinese Mandarin program continues to be the third largest program at the DLIFLC. Strong gains have been achieved in the Chinese Basic Course, with 95 percent of the students graduating at rate of the L2/R2/S1+. Most noteworthy is the fact that more than half of the graduates achieved L2+/R2+/S2 (56%), and these gains have been steady since the last accreditation visit (43% in FY 2012; 56% in FY 2016). Additionally, numerous DLIFLC students have excelled at the Chinese Mandarin Speech Contest hosted by the Chinese Language Teachers Association of California, with 31 students receiving top honors in 2017.

DLPT & OPI Results
Russian

Through 3rd Qtr FY17
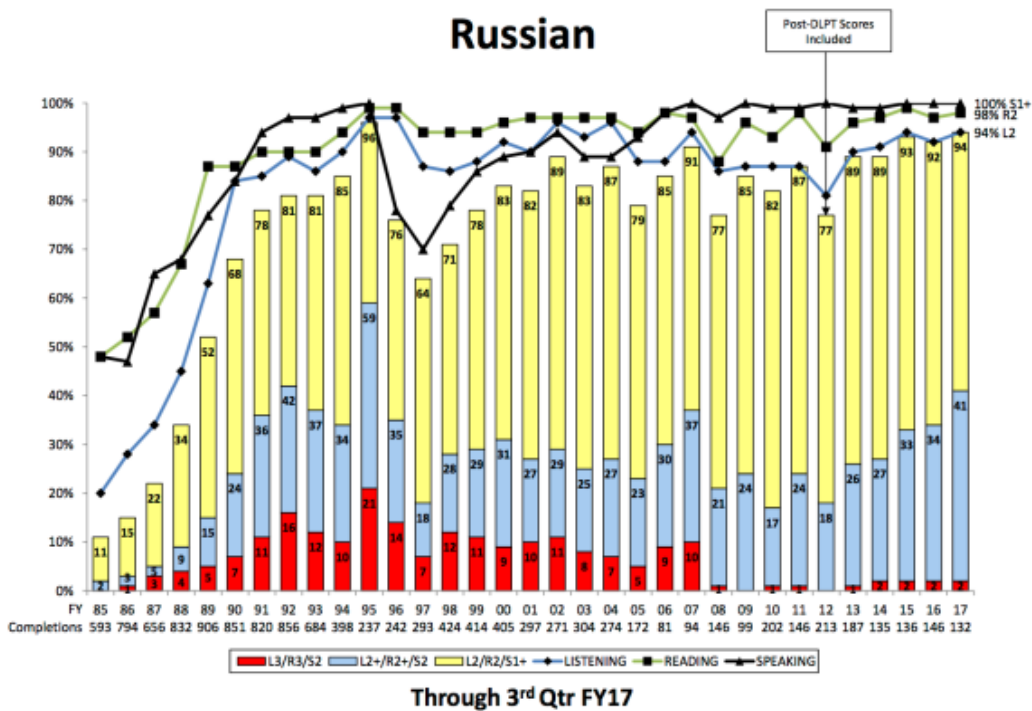
Russian Language Program Performance

The Russian program has grown to become the fourth largest program at the DLIFLC. Strong gains have been achieved in the Russian Basic Course, with 94 percent of the students graduating at rate of the L2/R2/S1+. Forty-one percent of the graduates achieved L2+/R2+/S2, and these gains have been steady since the last accreditation visit (18% in FY 2012; 27% in FY 2014; 41% in FY 2017).

DLPT & OPI Results
Korean

Through 3rd Qtr FY17
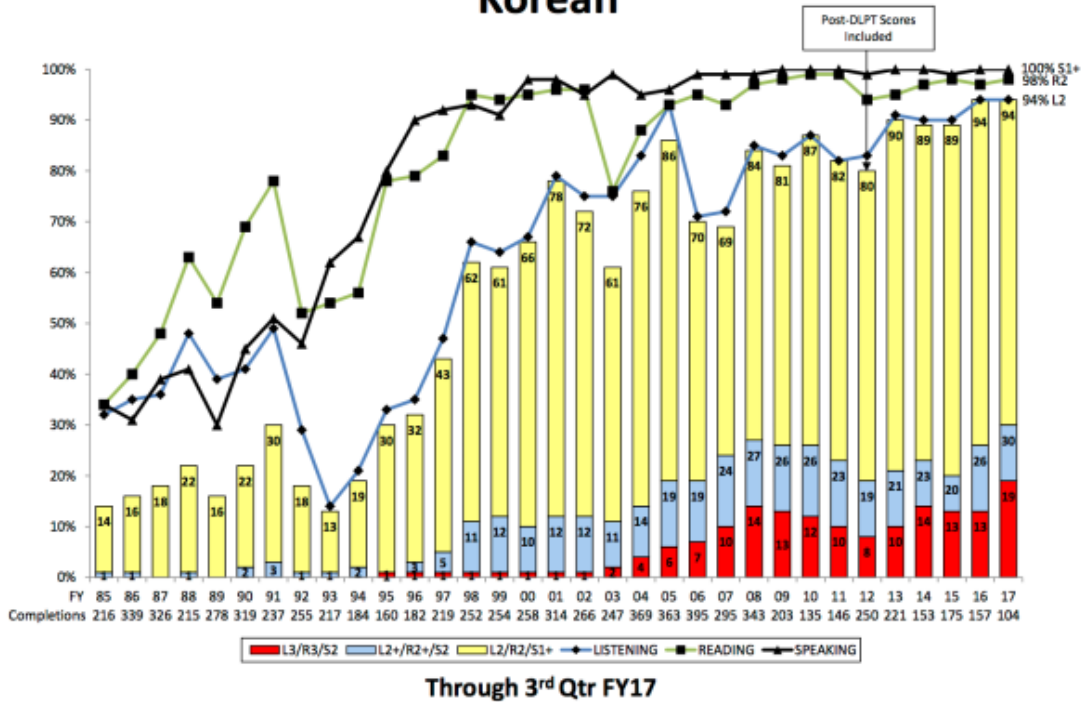
Korean Language Program Performance

The Korean Mandarin program has dipped to the fifth largest program at the DLIFLC. The Korean Basic Course has continued to galvanize results, with 94% of the students graduating at rate of the L2/R2/S1+. Although one of the most challenging languages at DLIFLC-both culturally and linguistically-the Korean program doubled their efforts at L2+/R2+/S2 (30%), and these gains have been steady since the last accreditation visit (19% in FY 2012; 30% in FY 2017). Additionally, numerous Korean linguist have broken through the superior levels of the language, with 19 percent of graduates achieving L3/R3/S2 in FY 2017, up from eight percent in FY 2012.

DLPT & OPI Results
Spanish

Through 3rd Qtr FY17
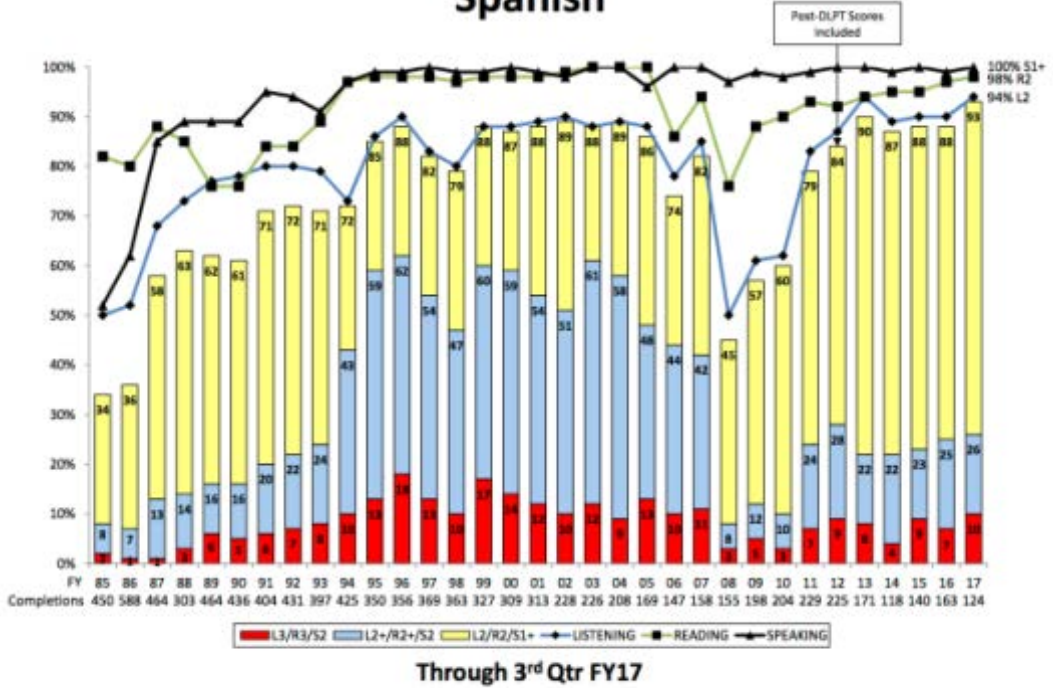
Spanish Language Program Performance

The sixth largest program at the DLIFLC is Spanish. The enrollments in the Spanish Basic Course dipped from a high of 250 in FY 2012. Their results at 94 percent of the students graduating at rate of the L2/R2/S1+ reflect a steady growth since 2012, when they achieved 80 percent. Although a Category I language at DLIFLC, the Spanish program has the least amount of time to achieve the results of their counterparts - a mere 36 weeks. Nevertheless, the Spanish Basic Course doubled their efforts at L2+/R2+/S2 (30%), and these gains have been steady since the last accreditation visit (19% in FY 2012; 23% in FY 2014).

Degrees Awarded: DLIFLC conferred 1,111 Associate of Arts Degrees in Foreign Languages in FY 2016, bringing the total Associate of Arts Degrees awarded since May 2011 to 7,328.

Associate of Arts Degrees Awarded from FY 2011 - FY 2016: 7,328

FY	Degrees
FY11	960
FY12	1,319
FY13	1,381
FY14	1,279
FY15	1,278
FY16	1,111
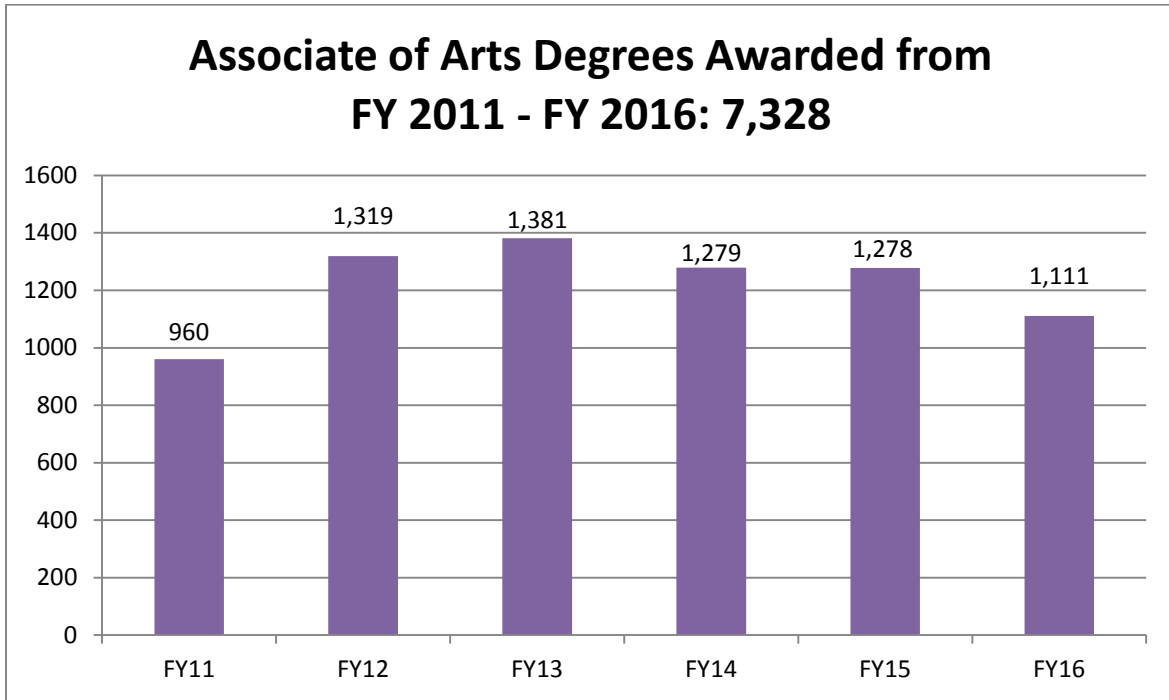
For comprehensive demographic and statistical data, please consult the latest DLIFLC Program Summary.

Faculty

Faculty diversity is one of the Institute's most impressive and unique attributes. Instructors come from around the world, representing a host of ethnic groups and languages, offering some of the nation's top volunteer military force an enriching and multicultural educational experience. As of October 2017, there were 1,651 fulltime faculty employed by the Institute. Most of these teach in the resident classes in teams of four to six. Faculty and staff members also serve in a wide range of support roles, providing administrative leadership, supporting curriculum revision, developing tests, and training faculty. Other faculty and staff provide additional academic support through the Institute's School of Continuing Education.

The number of full-time faculty has decreased since FY 2012. This is primarily due to reduced requirements for military linguists.

Average Faculty Population by Fiscal Year
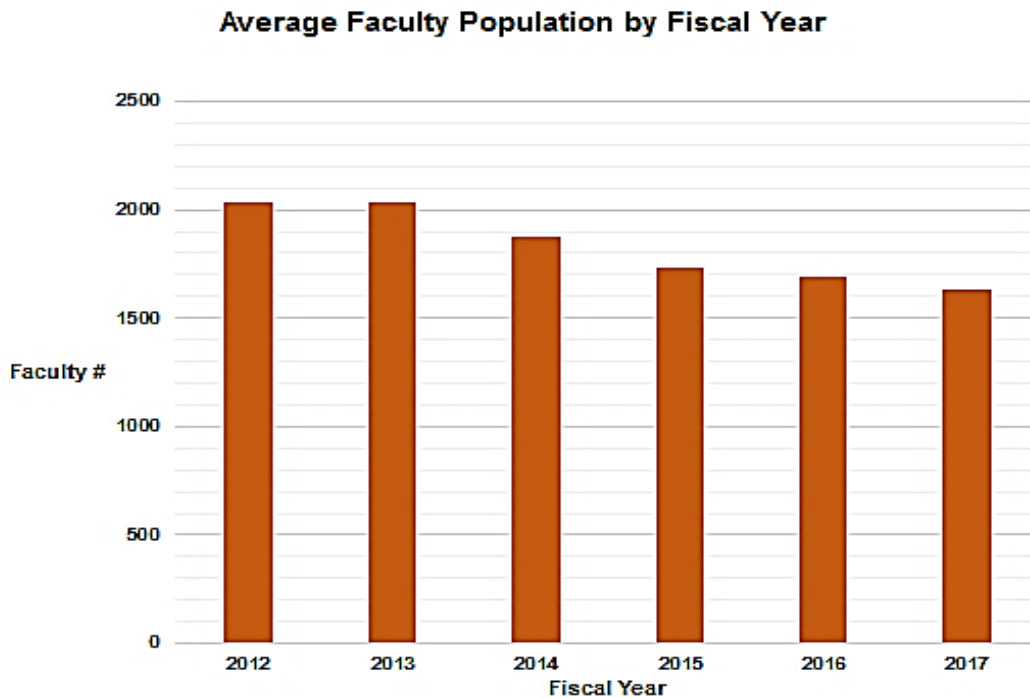
Despite the downward trend of overall faculty numbers, the faculty population is highly experienced, with the average teaching tenure of 10.8 years. Over 97 percent of DLIFLC faculty hold degrees, with 71 percent holding either master's or doctoral degrees (55% and 16%, respectively). Approximately 35 percent of fulltime faculty currently hold tenured positions.

Faculty Gender Distribution

Male 47%
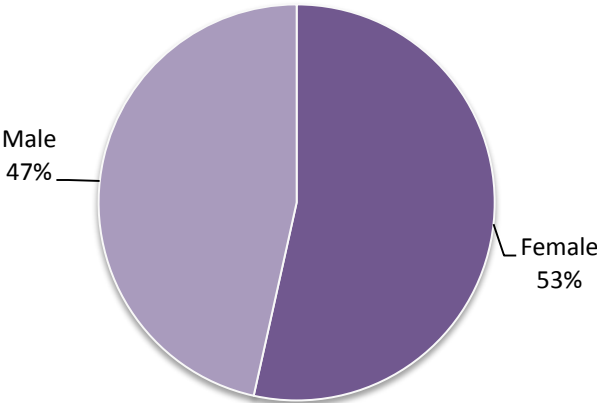
Female 53%

As of October 2017, 43 percent of the faculty are male (*n*=768) and 53 percent are female (*n*=883).

Military Language Instructors

DLIFLC maintains a small cadre of Military Language Instructors (MLIs). These MLIs are enlisted noncommissioned officers (Army, Marine, and Air Force) or petty officers (Navy). Most of whom have graduated from DLIFLC in the past, thus understand what a student needs to do to succeed in learning a foreign language at DLIFLC, are proficient in foreign languages, and know the military language skills the students must achieve to be effective in their military occupations. MLIs are responsible for teaching military terminology as well as Foreign Area Studies in their respective areas of expertise. Additionally, MLIs enhance the DLIFLC student experience by serving as mentors and role models. There are approximately 110 MLIs from all branches of the military working full-time in the language programs.

Organizational Structure


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USAG POM          Commandant / CSM /
                  Assistant Commandant

Military Units    Language Proficiency     Provost        Chief of Staff   Support
                  Assessment Directorate                                   Organizations

229th MI BN       Center for              Office of       Safety          IG
Army              Leadership              Standardizatio
                  Development             n and
517th TRG                                 Academic        Protocol        Chaplain
Air Force*        Foreign Area            Excellence
                  Officer
MCD                                       Academic        PAO             SARC
Marine Corps*                             Support
                  DLIFLC
IWTC              Washington              Continuing      Military        EO
Navy*                                     Education       Historian

CTS Liaison                               Undergraduate   Health          Retention
Navy*                                     Education       Promotion
                                                          Officer
                                                                          RC Liaison
                                                          DCSPL
                                                          DCSOPS          SJA

                                                          DCSIT

                                                          DCSRM
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Separate military reporting chains-of-command

Commandant

The DLIFLC Commandant, a U.S. Army Colonel, reports to the Commander of the U.S. Army Combined Arms Center and the Commander of the Training and Doctrine Command (TRADOC). The Commandant directs the operations of DLIFLC. The Commandant affects coordination among the elements of the Institute and between commands of DLIFLC Army elements and exercises general supervision over all elements assigned or attached to the Institute. The Commandant also develops and maintains partnering initiatives with six local municipalities and close working relationships with federal, state, and local officials.

Assistant Commandant

The Assistant Commandant, an Air Force Colonel, directs day-to-day operations of DLIFLC. Assistant Commandant supervises the Chief of Staff, the Testing Director, and the DLIFLC Provost. The Assistant Commandant also directs DLIFLC Washington operations. The Assistant Commandant reports to the Commandant, is responsible for language training program results, and provides recommendations to the Commandant on DLIFLC programs and priorities. The Assistant Commandant is also the Commander of the United States Air Force's 517th Training Group and leads the 311th and 314th Training Squadrons.

Garrison Commander

The U.S. Army Garrison Commander, an Army Colonel, reports to a separate Army command, the Installation Management Command (IMCOM), and is responsible for providing professional base support services to all activities and personnel on the Presidio of Monterey and Ord Military Community. The Garrison consists of 1,314 acres at the Presidio and Ord Military Community and more than 400 personnel supporting over 47,000 active duty, joint service members and their families, reserve component units and retirees. The Garrison commander is responsible for infrastructure, facilities, utilities, as well as coordinating morale and welfare activities, religious support, equal employment opportunity, internal reviews, operations, plans, safety, logistics, privatized housing, and environmental compliance. The Garrison Commander also develops and maintains partnering initiatives with six local municipalities and close working relationships with federal, state, and local officials.

Chief of Staff

The Chief of Staff is a civilian position responsible for the overall administrative policy, practices and procedures for the support mission of the Institute. The Chief of Staff reports to the Commandant. The Chief of Staff directly supervises the Safety Office, Protocol, the Public Affairs Office, the Military Historian, the Deputy Chief of Staff for Personnel and Logistics, the Deputy Chief of Staff for Operations and Planning, the Deputy Chief of Staff for Information Technology, and the Deputy Chief of Staff for Resource Management.

229th Military Intelligence (MI) Battalion

The 229th Military Intelligence Battalion conducts operations in order to enable the development of proficient and culturally competent Soldier-linguists during their tour of duty at DLIFLC. The 229th Military Intelligence Battalion provides mission command for all U.S. Army students assigned or attached to DLIFLC. The battalion consists of Companies A, B, C, D, F (Initial-Entry Training Soldiers) and Company E (battalion headquarters, permanent-party staff, senior enlisted and officer students). The 229th operates command and control over Headquarters and Headquarters Company (HHC), DLIFLC which consists of military-language instructors and brigade-level headquarters staff.

Marine Corps Detachment

The Marine Corps Detachment (MCD) at DLIFLC is the Marine Corps' primary language learning detachment. The MCD at DLIFLC falls under the Marine Corps Training and Education Command, located in Quantico, Virginia. The MCD oversees the administration, military training, and foreign language instruction of more than 500 officers and enlisted Marines annually.

The Information Warfare Training Command

The Information Warfare Training Command (IWTC) is a foreign language learning site subordinate to the IWTC, Corry Station, Florida. IWTC Monterey is a 50-member tenant command at DLIFLC and the Presidio of Monterey. IWTC Monterey oversees the administration, naval military training and foreign language instruction of more than 900 sailors annually.

311th and 314th Training Squadrons

The 311th Training Squadron (311th TRS) and 314th Training Squadron (314th TRS) report to the 517th Training Group commanded by the Assistant Commandant. The units handle all military training for over 1,300 language students at DLIFLC and administratively support an additional 1,000 Air Force personnel stationed on the Monterey Peninsula.

Provost

As the chief academic officer, the Provost, a civilian, is the senior language authority with responsibility for the resident and nonresident foreign language instructional programs for DLIFLC. The Provost develops administrative policies, provides leadership, advice and guidance on foreign language education for DLIFLC and represents the Institute on external academic councils and committees. The Provost is responsible for coordination and liaison on academic matters with federal departments, such as the Department of Defense, Department of State and the Department of Education, as well as with universities,

professional organizations and the broader Intelligence Community. The Provost manages expenditures of manpower and budget for the academic programs.

Associate Provost for Undergraduate Education

The Associate Provost (AP) for Undergraduate Education (UGE) is the Chief Instructional Officer for the Basic Course language programs. This senior civilian oversees eight language schools. Coordinating with the directorates of Language Proficiency Assessments, Academic Support, and Continuing Education, the UGE AP develops, implements and refines academic policies to enhance mission accomplishments.

Dean of Students for Undergraduate Education

The Dean of Students for Undergraduate Education is an O-5 military officer who acts as a liaison among staff, schools, and military units in all student matters. As Dean of Students, this officer develops and manages policies and regulations governing student academic assessments and makes rulings on student relief and rebuttal actions. The Dean of Students serves as an Assistant Provost.

Associate Provost for Continuing Education

The Associate Provost for Continuing Education (CE) is a senior civilian responsible for the Institute's resident and nonresident post-basic foreign language instruction in support of the Department of Defense linguists stationed world-wide. The Associate Provost for CE oversees resident intermediate, advanced and refresher programs and the development and implementation of nonresident, noncredit bearing distance learning and other continuing education services. The CE AP manages the design and development of language courses for post-basic language training programs and provides technical assistance in the automation of both resident and nonresident instructional materials. The CE AP supervises special programs and services including Language Training Detachments (LTDs) and translation and interpretation training. The CE AP oversees four divisions in the directorate: Resident Education, Distance Learning, Extension Programs, and Field Support.

Associate Provost for Academic Support

The AP for Academic Support (AS) provides administrative and academic support for the directorates of Undergraduate Education and Continuing Education. The APAS oversees Curriculum Support, Faculty Support, Student Learning Services, Academic Affairs, Training Analysis, Immersion Language Office, and Aiso Library.

Director for Language Proficiency Assessment

The Director for Language Proficiency Assessment oversees the development, administration, sustainment, and assessment of standardized language proficiency tests. The Associate Provost for Language Proficiency Assessment is responsible for ensuring that the Defense

Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI) adequately measures against the goals of the Defense Foreign Language Program while ensuring students are evaluated comprehensively to the standards.

Organizational Charts

Office of the Provost
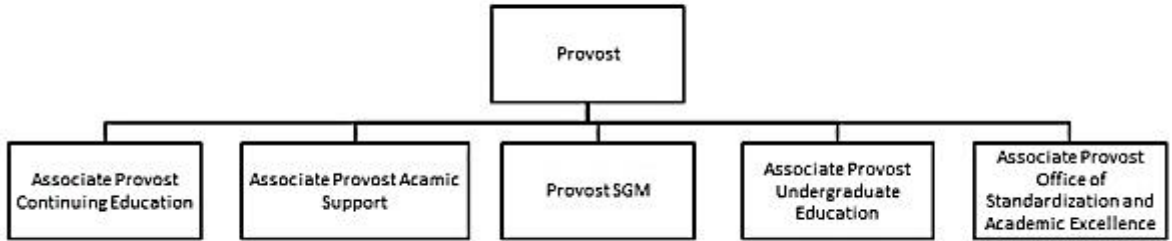
Continuing Education
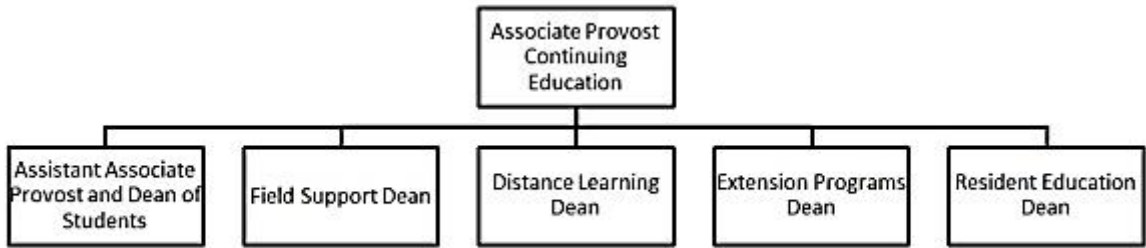
Academic Support

Provost Sergeant Major

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│                             │
│   Provost Sergeant Major    │
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      │                   │
      │ Military Language │
      │ Instructor Program│
      │     Manager       │
      │     Chief MLI     │
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          │   ┌───────────────────────┐
          │   │                       │
          └───│   Military Language   │
              │     Instructors       │
              │                       │
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Undergraduate Education

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                    │  Associate Provost  │
                    │   Undergraduate     │
                    │     Education       │
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        ┌─────────────────────┼─────────────────────────────┐
┌──────────────────┐ ┌──────────────────┐ ┌──────────────────────────────┐
│ Assistant Provost│ │ Assistant Provost│ │ Undergraduate Education Deans│
│ Operations, Dean │ │    Academics     │ └──────────────────────────────┘
│   of Students    │ │                  │              │
└──────────────────┘ └──────────────────┘              │
                                                ┌───────────────────┐
                                                │   Asian I  Dean   │
                                                └───────────────────┘
                                                ┌───────────────────┐
                                                │   Asian II  Dean  │
                                                └───────────────────┘
                                                ┌───────────────────┐
                                                │  Multi-Language   │
                                                │       Dean        │
                                                └───────────────────┘
                                                ┌───────────────────┐
                                                │  European and     │
                                                │ Latin American    │
                                                │       Dean        │
                                                └───────────────────┘
                                                ┌───────────────────┐
                                                │   Middle East I   │
                                                │       Dean        │
                                                └───────────────────┘
                                                ┌───────────────────┐
                                                │   Middle East II  │
                                                │       Dean        │
                                                └───────────────────┘
                                                ┌───────────────────┐
                                                │  Middle East III  │
                                                │       Dean        │
                                                └───────────────────┘
                                                ┌───────────────────┐
                                                │   Persian Farsi   │
                                                │       Dean        │
                                                └───────────────────┘
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Undergraduate Education, School Organizational Chart*

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                    ┌──────────────┐
                    │     Dean     │
                    └──────┬───────┘
        ┌──────────────────┼──────────────────┬──────────────┬──────────────┐
        │                  │                  │              │              │
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 │Dean Of       │  │ Chief MLI    │  │ Assistant    │  │ Academic     │  │ Department A │
 │Students      │  │              │  │ Dean         │  │ Support      │  │              │
 └──────┬───────┘  └──────┬───────┘  └──────┬───────┘  │ Specialist(s)│  └──────┬───────┘
        │                 │                 │          └──────────────┘         │
 ┌──────────────┐  ┌──────────────┐  ┌──────────────┐              ┌────────────┼────────────┐
 │Associate     │  │Military      │  │ Academic     │       ┌──────────────┐┌──────────────┐┌──────────────┐
 │Dean          │  │Language      │  │ Support      │       │ Chairperson  ││Teaching Team ││ 4-6 Faculty  │
 └──────────────┘  │Instructors   │  │ Specialist(s)│       │ 20± Faculty  ││Leader x 4    ││              │
                   │(MLIs)        │  └──────────────┘       └──────────────┘└──────────────┘└──────────────┘
                   └──────────────┘
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(Departments A, B, and C each contain: Chairperson 20± Faculty; Teaching Team Leader x 4; 4-6 Faculty)
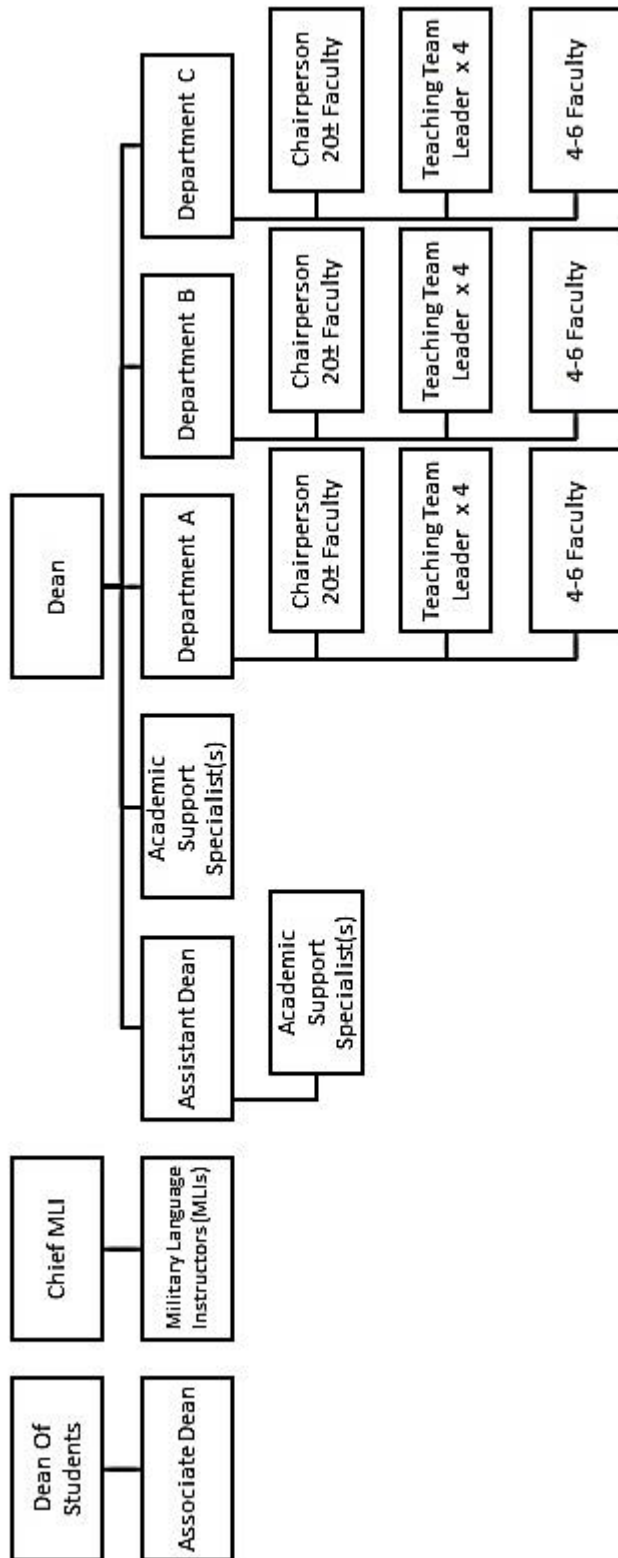
*Administrative structure may vary by school.

Office of Standardization and Academic Excellence

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┌─────────────────────────────────────┐
│  Office of the Standardization and   │
│        Academic Excellence           │
│             Director                 │
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        │                      │
        │    Military Advisor  │
        │                      │
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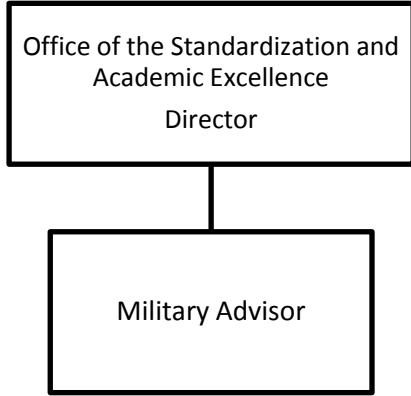
Language Proficiency and Assessment Directorate (LPAD)
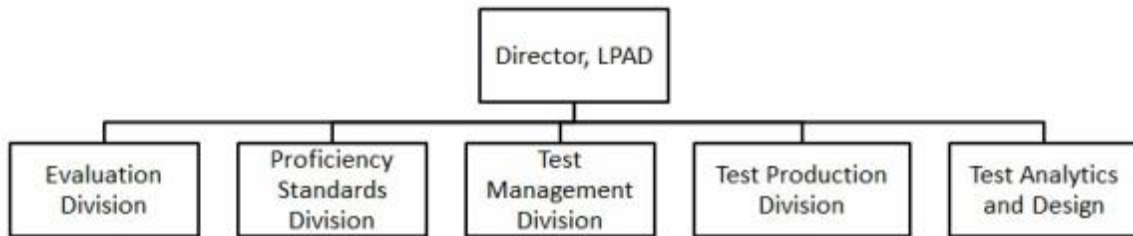
Key Staff Directory
Defense Language Institute Foreign Language Center
Presidio of Monterey

COMMANDER/COMMANDANT (ATZP-CDR) (ATFL-CMDT)		**BLDG 614**
	COL PHILLIP J. DEPPERT	242-5200
ASSISTANT COMMANDANT (ATFL-AC)		**BLDG 614**
	COL WILEY L. BARNES, USAF	242-5312
CHIEF OF STAFF (ATZP-CS)		**BLDG 614**
	MR. STEVEN COLLINS	242-5200
COMMAND SERGEANT MAJOR (ATZP-CSM)		**BLDG 614**
	CSM RYAN RAMSEY	242-5842
INSPECTOR GENERAL (ATZP-IG)		**BLDG 518**
	LTC DAVID BARLET	242-6500
STAFF JUDGE ADVOCATE (ATZP-JA)		**BLDG 275**
Staff Judge Advocate	LTC WILLIAM STEPHENS	242-6403
Deputy SJA	MR JOHN JAKUBOWSKI	242-6415
Labor Law Attorney	MR MICHAEL HALPERIN	242-4537
DLIFLC SAFETY OFFICE		**BLDG 518**
Safety Manager	MR JEROME HILTON	242-6353
EQUAL OPPORTUNITY ADVISOR (ATZP-EOA)		**BLDG 518**
Equal Opportunity Advisor	SFC YARP CONAWAY	242-5442
	SFC TONI BROWN	242-5442
DEPUTY CofS for OPERATIONS & PLANS (ATZP-DOP)		**BLDG 614**
Director	DR CLARE BUGARY	242-7471
Plans Division, Chief	MR KARL BERSCHEID	242-5913
Scheduling Division, Chief	MR TERRY THORTON	242-4774
MISSION PAO (ATZP-MPAO)		**BLDG 614**
	MS NATELA CUTTER	242-6015
DEPUTY CofS for PERSONNEL & LOGISTICS (ATZP-DPL)		**BLDG 614**
Director	MR BRIAN PERRY	242-4656
Faculty Personnel System Administrator	MR RICHARD DONOVAN	242-6184
DEPUTY CofS of RESOURCE MANAGEMENT (ATZP-DRM)		**BLDG 614**
Director (Mission)	LTC TERRANCE SULLIVAN	242-7087
Budget Division	MR MARK POOL	242-7082
Accounting Division	MS GENA HASSAN	242-7081
PROTOCOL OFFICE (ATZP-PR)		**BLDG 614**
Chief (Acting)	MR CHISTOPHER CARPENTER	242-5595
Protocol Specialist	MS ALMA (NOA) VAKA	242-5302
PASTORAL CARE BRANCH (ATZP-CH)		**BLDG 325**
SR DLI Pastoral Care Chaplain	MAJ CHAN HAM	242-5064
World Religions	MAJ TROY ALLAN	242-5045
WASHINGTON OFFICE (ATFL-W)		
Director	MAJ JONATHAN ADAMS	703-692-5336
Deputy Director	MS MARGARITA VALENTIN	703-692-5329
HISTORIAN OFFICE (ATZP-MH)		BLDG 614
Command Historian	DR STEPHEN PAYNE	242-5536

DEPUTY C of S for INFORMATION TECHNOLOGY (ATZP-DCSIT)		
Director	MS TERRI BRUTZMAN	242-7747
Help Desk	-	656-7280
KNOWLEDGE MANAGEMENT OFFICE (ATZP-KM)		**BLDG 614**
Knowledge Mgt Officer	(Vacant)	242-4398
FOREIGN AREA OFFICER PROGRAM (ATFL-FAO)		**BLDG 618**
Director	LTC KEVIN BOSCH	242-6467
229TH MI BN (ATFL-MIB)		**BLDG 616**
Commander	LTC TONI SABO	242-5861
517TH TRAINING GROUP		**BLDG 614**
Commander	COL WILEY L. BARNES	242-5312
Superintendent	CMSGT ROBINSON	242-5496
US MARINE CORP DETACHMENT (MCD)		**BLDG 629B**
Commander	LTCOL JUDE SHELL	242-5133
INFORMATION WARFARE TNG COMMAND (IWTC)		**BLDG 616**
OIC	CDR ANDREW NEWSOME	242-5990
311th TRAINING SQUADRON (311th TRS)		**BLDG 627**
Commander	LT COL BRIAN MCCREARY	242-7172
314th TRAINING SQUADRON (314th TRS)		**BLDG 627B**
Commander	LT COL CHRISTOPHER WALKER	242-4282
LANG PROFICIENCY ASSESSMENT DIRECTORATE (ATFL-LPAD)		**DoD Ctr**
Director	MR KALMAN WEINFELD	242-3744
PROVOST (ATFL-P)		**BLDG 614**
Provost	DR BETTY LEAVER	242-5381
Provost SGM	SGM JAMES SOUTHERN	242-4973
ASSOCIATE PROVOST for ACADEMIC SUPPORT (ATFL-APAS)		**BLDG 614**
Assoc. Provost	MR DETLEV KESTEN	242-6670
Asst. Provost	DR MINA LEE	242-7446
Academic Journals (ATFL-APO-AJ)		**BLDG 618**
Editor	DR JIAYING HOWARD	242-5989
ACADEMIC ADMINISTRATION (ATFL-APAS-DAA)		**BLDG 634**
Dean	MS PAMELA SAVKO	242-5616
Registrar	MS ROSHANAK BURNSIDES	242-5828
IMMERSION LANGUAGE OFFICE (ATFL-APAS-ILO)		**BLDG 4399**
Director	MR PARLEY VAN IPSON	242-5591
OFC OF STAND. & ACADEMIC EXCELLENCE (OSAE)		**BLDG 218**
OSAE Coordinator	DR ROBERT SAVUKINAS	242-4175
STUDENT LEARNING SPT DIVISION (ATFL-APAS-SLSD)		**BLDG 221**
Director	DR GRAZYNA DUDNEY	242-3730
AD	MAJ KEVIN BOURNE	242-5742
CURRICULUM SUPPORT (ATFL-APAS-CSD)		**Munzer Hall**
Director	MS MASAKO BOURESTON	242-5793
FACULTY DEVELOPMENT (ATFL-APAS-FD)		**Munzer Hall**
Director	MS GRAZYNA DUDNEY	242-3730
Sr FD Specialist	DR CLAUDIA BEY	242-3737
TRAINING ANALYSIS (ATFL-APAS-TA)		**BLDG 618**
Director	MICHAEL KOLOYDIS	242-3779
AISO LIBRARY (ATFL-APAS-LI)		**BLDG 617**
Director	MR KURT KUSS	242-5140
Librarian	MR WILLIAM MACE	242-6889

CONTINUING EDUCATION (ATFL-CED)		DoD Ctr
Assoc. Provost	MR RICHARD MONREAL	242-6272
Asst. Provost	LT COL DANE GIBSON	242-7889
Dean, Field Support	MR RA'ED QASEM	242-6222
Dean, Extension Programs	MR HASSANE BOUHAJA	242-4696
Dean, Distance Learning	MR MICHAEL VEZILICH	242-6686
ASSOC PROVOST UNDERGRADUATE EDUC (ATFL-UGE)		**BLDG 618**
Assoc Provost UGE	DR HIAM KANBAR	242-5618
ASST PROVOST/DEAN OF STUDENTS (ATFL-UGE-DS)		**BLDG 618**
Asst Provost/Dean of Students	LT COL BERT COOL	242-5679
ASIAN I SCHOOL (ATFL-UAA) (NISEI HALL)		**BLDG 453**
Dean	DR JANETTE EDWARDS	242-4572
Associate Dean	CAPT ALEX CRANDALL	242-5511
ASIAN II SCHOOL (ATFL-UAB) (COLLINS & MUNAKATA HALL)		**BLDG 610 & 611**
Dean	DR MARINA COBB	242-5246
Associate Dean	CPT TIFFANY STILLWELL	242-5840
MIDDLE EAST I SCHOOL (ATFL-UMA) (KHALIL HALL)		**BLDG 417**
Dean	DR SHENSHENG ZHU	242-6778
Associate Dean	CAPT KATHERINE YEAGER	242-2722
MIDDLE EAST II SCHOOL (ATFL-UMB) (NAKAMURA HALL)		**BLDG 620**
Dean	DR DEANNA TOVAR	242-4572
Associate Dean	CPT RAYMOND WOLFF	242-6445
MIDDLE EAST III SCHOOL (ATFL-UMC) (POMERENE HALL)		**BLDG 624**
Dean	DR VIKTORIYA SHEVCHENKO	242-5776
Associate Dean	1LT ADAM ANDERSON	242-5525
MULTI-LANGUAGE SCHOOL (ATFL-UML) (CORPUZ HALL)		**BLDG 607**
Dean	DR HYE-YEON LIM	242-6341
Associate Dean	CAPT ALEXANDRA FABROS-DAVIS	242-7112
EURO. & LATIN AMERICAN SCHOOL (ATFL-UEL) (COOK HALL)		**BLDG 613**
Dean	DR HYEKYUNG SUNG FREAR	242-6543 /5262
Associate Dean	CAPT IVAN JORGE	242-6543
PERSIAN-FARSI SCHOOL (ATFL-UPF) (NICHOLSON HALL)		**BLDG 848**
Dean	DR MICA HALL	242-5701
Associate Dean	1LT AMBUUL	242-6860
GARRISON COMMANDER (IMWE-POM-ZA)		**BLDG 614**
	COL LAWRENCE BROWN, USA	242-6604
PLANS, ANALYSIS & INTEGRATION (IMWE-POM-PAIO)		**BLDG 614**
Dir, PAIO	MR STEVEN YOUNG	242-6957
PUBLIC AFFAIRS OFFICE (IMWE-POM-PA)		**BLDG 614**
Chief PAO	MR JAMES LAUGHLIN	242-6421
DIR. PLANS, TNG, MOB. SECURITY (IMWE-POM-PL)		**BLDG 614**
Director	MR RENVILLE LASCELLES	242-7877
GARRISON RESOURCE MGT (IMWE-POM-RMO)		**BLDG 614**
Director	MR PHILIP SANDERS	242-5103
DIRECTORATE OF EMERGENCY SERVICES (IMWE-POM-ES)		**BLDG 4468**
Director	MR SEAN MARSHALL	242-7007
DIR. OF MORALE, WELFARE & REC. (IMWE-POM-MW)		**BLDG 228**

Director	MR ROBERT EMANUEL	242-6995/6994
DIRECTORATE OF PUBLIC WORKS (IMSW-POM-PW)		**BLDG 4455**
Director	MR JAMES WILLISON	242-7916
CIVILIAN PERSONNEL ADVISORY CENTER (PECP-WE-G)		**BLDG 277**
CPAC Chief	MS SUSAN KASTNER	242-5244
CALIFORNIA MEDICAL DETACHMENT (MCHJ-C)		
Commander	LTC BRIAN LANIER	242-7550/7552
DENTAL CLINIC COMMAND (MCDS-NI-POM)		**BLDG 422**
Commander	COL GLEN FALLO	242-5676
AFGE LOCAL 1263		**BLDG 272**
President	MR ROHANI SOHEIL	242-5187

Locations

Defense Language Institute Foreign Language Center
1759 Lewis Road
Presidio of Monterey, Monterey, CA 93944
(831) 242-5119 (DSN-768)

Defense Language Institute Foreign Language Center
Continuing Education, Resident Education
400 Gigling Road
Seaside, CA 93955

Specialized or Programmatic Accreditation

The ACCJC is the sole accrediting body for DLIFLC. DLIFLC does not hold specialized accreditation for any of its academic programs. The Institute is a subordinate organization of the U.S. Army Training and Doctrine Command (TRADOC). TRADOC certifies U.S. Army learning institutions through a TRADOC Accreditation process. However, TRADOC Accreditation is an Army-specific, military training-focused quality assurance process, not an official accrediting agency recognized through the U.S. Department of Education.

Organization of the Self Evaluation Process

The Defense Language Institute Foreign Language Center is pleased to submit this 2017 Institutional Self Evaluation Report as part of its reaffirmation of accreditation. The Institute prizes self-reflection and has been engaged in an ongoing dialogue to assess and document how it meets the Accreditation Standards established by the Accrediting Commission for Community and Junior Colleges.

Planning for the Self Evaluation report began in December 2015, when the then Accreditation Liaison Officer (ALO) and the key institutional leadership convened the Accreditation Steering Committee. At this time, the Institute assembled the initial roster of Standard Team Leads and subcommittees assigned to each of the standard subsections. Committees and subcommittees began identifying key individuals to contribute to this effort and soliciting input where additional expertise was needed. The Institute engaged in outreach to administrators and faculty across the installation.

The first event associated specifically with the current Self Evaluation process was the ACCJC-led training in November 2015 at Solano College. This was followed by a training orientation with all members of the Steering Committee and the Accreditation Standards subcommittees. After the Steering Committee, the ALO developed a master schedule and the Institute began to work on gathering, assessing, and documenting, with evidence, how and to what extent DLIFLC was meeting each standard.

Self Study Steering Committee
Chair, COL Phillip Deppert, Commandant
Vice-Chair, Dr. Betty Lou Leaver, Provost
Mr. Steve Collins, Chief of Staff
Dr. Erin O'Reilly, Accreditation Liaison Officer (2017-present)
Dr. Stephen M. Payne, Command Historian and Accreditation Liaison Officer (2016-2017)
Mr. Aziz Popal, President, Academic Senate
Dr. Mica Hall, Chair, Deans' Council
Ms. Irene Krasner, Chair, Chairs' Council
Mr. Detlev Kesten, Associate Provost
Dr. Robert Savukinas, Director Office of Standardization and Academic Excellence
Dr. Hiam Kanbar, Associate Provost Undergraduate Education
Dr. Andrew Corin, Director Language Proficiency Assessment Directorate (Retired)

The Steering Committee met frequently to assess progress and next steps as reflected in the Self Study timeline. Status on the Accreditation Self Evaluation efforts were also reported regularly to senior academic and military leadership through the bi-weekly Academic Leadership Update.

To ensure broad community awareness, the ALO held orientation and progress report meetings with various DLIFLC constituent groups, including the Deans' Council, Chairs' Council, and the Academic Senate. Further, the Institute posted the draft Self Evaluation Report for community comment.

Sharing the findings of the Self Evaluation is a priority for the Institute. The final draft of the Self Evaluation Report was presented to and accepted by the Board of Visitors at the December 2017 meeting. The Accreditation Steering Committee and DLIFLC community are preparing for the External Evaluation Team site visit.

In conclusion, the enclosed Self Evaluation Report is an accurate appraisal of the Institute, a record of previous accomplishments, and a plan for the future.

Timeline for Accreditation Self Evaluation

DATE   **ACTIVITY**

Fall 2015
- Members of the Accreditation Steering Committee attend the Self Evaluation workshop presented by the ACCJC at Solano College
- Develop SharePoint Accreditation Site

Spring 2016
- Initial teams assembled

Summer 2016
- Committees began assessment and evaluation process
- Steering Committee and ALO Progress Meeting (18 May 2016)
- Biweekly Academic Leadership Update on Progress
- ALO Brief to Academic Senate (May 2016)
- In Progress Review (IPR) to Steering Committee
- Board of Visitors Update (June 2016)

Fall 2016
- IPR Consolidated Lead Author Reports to Steering Committee (5 Sept. 2016)
- Board of Visitors Update (Dec. 2016)

Spring 2017
- Committee work on initial drafts
- ALO informational visits to community members

Summer 2017
- ALO Brief: Academic Senate, Deans' Council, Chairs' Council (May 2017)
- Board of Visitors Update (June 2017)
- Committee Work on Final Drafts
- Steering Committee Meeting on Initial Findings

Fall 2017
- Final Drafts to Editor (15 Sept. 2017)
- Organize Evidence, Establish Electronic Links
- Board Acceptance of the Self-Evaluation Report (December 2017)
- Chief of Staff, Provost, Commandant Review (6-16 Oct. 2017)
- Steering Committee Review (16-20 Oct. 2017)
- Public Comment (27 Oct. to 3 Nov. 2017)
- Certification of Self Evaluation Report by Commandant, Provost, President Academic Senate, Chair Deans' Council, ALO (1 Nov. 2017
- Self Evaluation sent to BoV for Review (6 Nov. 2017)
- Self Evaluation Signed by BoV Chair (6 Dec. 2017)
- Submit Defense Language Institute Foreign Language Center Self Evaluation Report to ACCJC (January 2018)
- Mock visit interviews with interested faculty and staff

Spring 2018   • External Evaluation Team Site Visit (March 5-8)
               • Accreditation Self Evaluation Steering Committee Debrief

Summer 2018   • Receive Letter from ACCJC Documenting Action Taken on
                  DLIFLC's Self Evaluation Report and External Team's
                  Recommendations (anticipated July/August 2018)
               • Share Results with Installation Community; Post ACCJC Letter on
                  DLIFLC Website (anticipated July/August 2018)

Core Accreditation Self Evaluation Participants

Accreditation Liaison Officers
Mr. Detlev Kesten (2015-2016), Vice Provost Academic Support
Dr. Stephen Payne (2016-2017), Command Historian
Dr. Erin N. O'Reilly (2017-Present), Accreditation Liaison Officer

Academic Senate Presidents
Dr. Mahera Harouny (2006- 2016), Faculty
Mr. Aziz Popal (2016 – Present), Faculty

Evidence Coordination
Ms. Kalyn Shubnell

Community Relations, Web and Internal Communication Support
Ms. Natela Cutter, Mission Public Affairs Office

Graphic Design and Production Coordination
Ms. Amber Whittington, Visual Information Specialist, Mission Public Affairs Office

Institutional Essay
Dr. Robert Savukinas, Director, Office of Standardization and Academic Excellence
- TSgt. Matthew Moffitt, Office Standardization and Academic Excellence
- Dr. Betty Lou Leaver, Provost
- Dr. Grazyna Dudney, Director, Faculty Development Support

Institutional History
Mr. Cameron Binkley, Deputy Command Historian

Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity
Dr. Mica Hall, Dean, Undergraduate Education Persian Farsi School

Standard IA: Mission and ER 1, 2, and 6
LTC Kevin Bosch, Director, U.S. Army Foreign Area Officer Program Office
- COL Roger Bowman, Foreign Area Officer
- Dr. Janette Edwards, Faculty, Chair, Deans' Council
- Dr. Irene Krasner, Faculty, Chair, Academic Specialists Council
- Ms. Sonia Perchaud, Faculty, French Department

Standard IB: Assuring Academic Quality and Effectiveness and ER 11 and 19
Dr. Mica J Hall, Dean, Persian Farsi
Dr. Mina Lee, Assistant Provost, Directorate of Academic Support
- Dr. Clare Bugary, Deputy Chief of Staff of Operations
- Dr. Rong Yuan, Dean, Resident Education, Continuing Education
- Mr. Skip Johnson, Inspector General
- Dr. Mohammad Meimandi, Team Leader, Faculty, Persian Farsi School
- Ms. Pam Taylor, Director, Academic Administration
- Mr. Karl Berscheid, Chief, Plans and Operations
- Dr. Pradyumna Amatya, Assistant Director, Language Proficiency Assessment Division
- Dr. Ra'ed Qasem, Dean, Field Support, Continuing Education
- Mr. Taek Jun Chun, Faculty and Curriculum Support Specialist, Faculty, Middle East II

Standard IC: Institutional Integrity and ER 13, 19, 20, and 21
Natela Cutter, Chief, DLIFLC Public Affairs
- Dr. Peter Silzer, Registrar (2015-2017)
- Roshanak Burnside, Registrar (2017 – Present)

Standard II: Student Learning Programs and Support Services

Standard IIA: Instructional Programs and ER 3, 9, 10, 12
Dr. Hyekyung Sung-Frear, Dean, European Languages
- Dr. Marina Cobb, Dean, Undergraduate Education, Korean Language School
- Dr. Shensheng Zhu, Dean, Undergraduate Education Middle East School I
- Mr. George Yousef, Assistant Dean, Undergraduate Education Middle East School I
- Ms. Kalyn Shubnell, Faculty, Academic Administration
- Dr. Rama Munajat, Academic Associate Director, Student Learning Services
- Dr. Anjel Tozcu, Academic Specialist, Multilanguage School
- Dr. Jongoh Eun, Associate Dean, Resident Education, Continuing Education
- Mr. Mike Vezilich, Dean, Distance Learning, Continuing Education
- Mr. Joseph Embler, AFPAK Hands Program Manager, Distance Learning, Continuing Education
- Mr. Sergey Entis, Academic Specialist, Continuing Education
- Mr. Isaac Adams, Faculty, Student Learning Specialist, Middle East School III
- Dr. Ra'ed Qasem, Dean, Field Support, Continuing Education
- Mr. Kalman Weinfeld, Director, Language Proficiency Assessment Division

Standard IIB: Library and Learning Support Services and ER 17
Mr. Kurt Kuss, Chief Librarian, Aiso Library
- Dr. Ravinder Singh, Faculty, Academic Specialist, Student Learning Services
- Mr. Mike Vezilich, Dean, Distance Learning, Continuing Education
- Dr. Mowafq Al-Anazi, Associate Dean, Field Support
- Mr. Hassane Bouhaja, Dean, Extension Programs, Continuing Education
- Ms. Melanie Barney, Reference Librarian, Aiso Library
- Ms. Margarita Valentin, Deputy Director/Operations Officer, DLI-Washington

Standard IIC: Student Support Services and ER 15 and 16
SGM James Southern, Provost Sergeant Major
- LTC Bert Cool, Dean of Students
- Dr. Peter Silzer, Faculty, Multi Language School
- TSgt. Matthew Moffitt, Office Standardization and Academic Excellence
- Mr. Robert Emanuel, Director, Morale Welfare and Recreation
- Ms. Darlene Doran-Jones, Supervisor, Education Services
- Ms. Pam Savko, Director, Academic Administration
- Mr. Terry Thornton, Chief, Scheduling Division
- Ms. Carrie Pettibone, Scheduling Division School Manager
- Ms. Margarita Valentin, Deputy Director/Operations Officer, DLI-Washington
- Lt. Col. Alan T. Savage, Chaplain
- MSG Mike Gabino, Undergraduate Education NCOIC / MLI Program

Standard III: Resources

Standard IIIA: Human Resources and ER 8
Mr. Richard Donovan, Faculty Personnel System Manager
- Mr. Ricardo Hidalgo, Faculty Personnel System, Hiring
- SGM James Southern, Provost SGM
- Mr. Antonio McMillian, Administrative Support, Research
- Mr. Jon Phillips, Faculty, Faculty Development Support

Standard IIIB: Physical Resources:
Dr. Stephen Payne, Command Historian and ALO
- Mr. John Elliott, Department of Public Works
- Mr. Tony Barcinas, Department of Public Works, Facilities
- Dr. Ra'ed Qasem, Dean, Field Support
- Dr. Mowafq Al-Anazi, Associate Dean, Field Support
- Ms. Margarita Valentin, Deputy Director/Operations officer, DLI Washington

Standard IIIC: Technology Resources
Ms. Terri Brutzman, Chief Information Officer
- Dr. Tamas Marius, Director, Language Technology, Evaluation and Application
- Ms. Sandra Wagner, Faculty, Language Technology, Evaluation and Application
- Dr. Grazyna Dudney, Director, Faculty Development Support
- Dr. Claudia Bey, Academic Associate Director, Faculty Development Support
- Dr. Ravinder Singh, Faculty, Academic Specialist, Student Learning Services
- Ms. Winnie Chambliss, Director, Network Enterprise Center

Standard IIID: Financial Resources and ER 5 and 18
Mr. Mark Pool, Budget Officer, Resource Management

Standard IV: Leadership and Governance
Ms. Masako Boureston, Director, Curriculum Support

Standard IVA: Decision-Making Roles and Processes
Ms. Masako Boureston, Director, Curriculum Support
- Mr. Karl Berscheid, Chief, Plans and Operations
- Dr. Blaine Erickson, Faculty, Japanese
- Dr. Robert Savukinas, Senior Academic Advisor for Standardization, OSAE
- Mr. Peter Yang, Faculty
- Mr. Youssef Carpenter, FAO Program Manager

Standard IVB: Chief Executive Officer and ER 4
Mr. Brian Perry, Deputy Chief of Staff of Personnel and Logistics
- Mr. Steven N. Collins, Chief of Staff
- Mr. Rick Donovan, Faculty Personnel System Manager
- Ms. Natela Cutter, Mission Public Affairs Office
- Dr. Mina Lee, Assistant Provost, Directorate of Academic Support
- Mr. Mark Pool, Budget Officer, Resource Management

Standard IVC: Governing Board and ER 7
Ms. Asham Mangla, Faculty, Curriculum Support Advisor, Curriculum Support Division
- Mr. Detlev Kesten, Associate Provost, Academic Support
- Dr. Jack Franke, Faculty, BoV Liaison, Academic Administration

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Standard IVD: Multi-College Districts or Systems
Mr. Hassane Bouhaja, Dean, Extension Programs
- Mr. Mohammed Slassi, Regional Director, Extension Programs, Europe

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Eligibility Requirements 1 - 5 for Accreditation

1. Authority

The Defense Language Institute Foreign Language Center (DLIFLC) was chartered by Congress as a degree granting institution in 2001 (ER. 1). Subsequently, the authority to operate as a degree-granting institute in California was granted by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. ACCJC most recently reaffirmed DLIFLC's accreditation in 2012 through a comprehensive site visit and in 2015 through the Institute's Mid-Term Report (ER. 2, 3).

In addition, Department of Defense Directive 5160.41 authorizes the Defense Language Program (ER. 4). This program encompasses language instruction for the Department of Defense components and the establishment of resident and nonresident language programs.

Evidence
ER.1-01: Public Law 107, Congressional Authority
ER.1-02: Action Letter from ACCJC Reaffirming Accreditation (July 2012)
ER.1-03: Letter from ACCJC Acknowledging Midterm Report (July 2015)
ER.1-04: Department of Defense Directive 5160.41e

2. Operational Status

Students are enrolled in a variety of foreign language programs that lead to an Associate of Arts Degree. In fiscal year 2016, the Institute awarded over 1,100 Associate of Arts Degrees to eligible students.

Evidence
ER.2-01: FY2016 Annual Program Summary Enrollment

3. Degrees

DLIFLC offers an Associate of Arts Degree. Information, to include requirements, can be found on the DLIFLC.edu website and in the General Catalog (ER. 1). The DLIFLC AA degree requires at least 63 credits which includes a General Education component as well as intensive study in the concentration/foreign language. DLIFLC programs and general education components constitute at least two academic years in length. DLIFLC instruction consists of in-class instruction of 6 hours per day, 5 days per week. In fiscal year 2016, the Institute awarded 1,111 Associate of Arts Degrees (ER. 2).

Evidence
ER.3-01: DLIFLC General Catalog
ER.3-02: FY2016 Annual Program Summary AA Degrees

4. Chief Executive Officer

The current College President (Commandant) COL Phillip Deppert, was appointed in accordance with Department of Defense Directive 5160.41e (ER. 1). This Directive gives the Secretary of the Army the authority to nominate the Commandant. The directive authorizes the Undersecretary of Defense for Personnel Readiness to approve the assignment. The Commandant is a U.S. Army colonel. The Commandant serves as the chief executive officer (CEO) of the Institute, with full-time responsibility. The duties of the Commandant include executing standardization, testing, research and development, and evaluation of foreign language training, education, and related services for language professionals and general purpose forces within the Department of Defense. The Commandant does not serve as chair nor is a member or secretary of the Institute's Board of Visitors (ER. 2). Since the last comprehensive site visit for accreditation, DLIFLC has experienced two turnovers for the chief executive officer (COL David Chapman and COL Phillip Deppert). The Institute has informed the Commission of the change in leadership at each transition.

Evidence
ER.4-01: Department of Defense Directive 5160.41e
ER.4-02: Board of Visitors Meeting Minutes

5. Financial Accountability

DLIFLC is required to be audit ready on a daily basis in accordance with the National Defense Authorization Act (NDAA). DLIFLC is not audited as an independent organization, rather the Army is audited as a whole through the Annual Budgetary Activity Report (ER. 1). KPMG is presently the Department of Defense and Department of the Army independent auditor. The auditor uses U.S. generally accepted accounting principles. DLILFC is not a Title IV institution.

Evidence
ER.5-01: US Army FY16 General Fund Schedule Report

Commission Policies

This section addresses the Commission Policies outlined in Appendix A of the Manual for Institutional Self Evaluation. Below each narrative description, a table summarizes DLIFLC's performance related to the respective component of the Accrediting Commission for Community and Junior Colleges (ACCJC) Checklist for Evaluating Compliance with federal regulations and related commission policies (Appendix K). Included are references to other sections of the Self Evaluation Report as appropriate.

Policy on Rights and Responsibilities of the Commission and Member Institutions

The Institute voluntarily engages in the accreditation processes as a commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. DLIFLC administration holds primary responsibility for this process, coordinating efforts through the Accreditation Steering Committee and cross-institution work groups for the respective Standards. The Commandant and the Accreditation Liaison Officer serve as the primary means of communication between the ACCJC and DLIFLC.

The Institute maintains historical accreditation reports in the institutional archives. Accreditation reports and communications since 2012 are located on the Institute's website.

DLIFLC follows set regulations on policies and procedures for student complaints. These programs are mandated by the Department of Army. External Evaluation Visiting Team members are invited to meet with the responsible offices overseeing student complaints to verify policies and processes. All policies are documented in the Institute's administrative regulations.

DLIFLC has a successful history of complying with the Commission's recommendations and has complied with the recommendations received from the External Evaluation teams or the Commission.

Public Notification of an Evaluation Team Visit and Third Party Comment Regulation Citation 602.23(b)	
DLIFLC's Status	Checklist Component *Narrative Response*
Y	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation team visit. DLIFLC solicited third party comment on its Self Evaluation Report through reports to the Board of Visitors during which public comment is invited, an announcement by the Commandant, and posted on the Institute's web page.

| [IP] | The institution cooperates with the evaluation team in any necessary follow-up related to third party comment.

To be addressed, pending submission of any third-party comments. |
|---|---|
| Y | The institution demonstrates compliance with the Commission Policy on the Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

In addition to the opportunities for third party comment during the Board of Visitors session, the Commandant notified the community of the opportunity to submit third-party comments through an invitation to comment on the Institute's web page. |
| Ev. | CheckL-3rdParty-01 Board of Visitors Meeting Agenda, June 2016
CheckL-3rdParty-02 Commandant Communication
CheckL-3rdParty-03 Accreditation Website (Screenshot)
CheckL-3rdParty-04 Invitation for Third Party Comment |

Policy on Institutional Degrees and Credits

The Institute ensures sufficient content, breadth, and length of academic studies by requiring that degree programs have a minimum of 63 semester credits, with at least 45 credits in a foreign language concentration (core courses), and 18 general education credits.

DLIFLC adheres to established policies and procedures to determine the credit hours and follows the standardized Higher Education Act clock-to-credit-hour conversion formula.

Standards and Performance with Respect to Student Achievement Regulation Citation 602.16(a)(1)(i); 602.17(f); 602.19(a-e)	
DLIFLC's Status	Checklist Component *Narrative Response*
Y	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

	DLIFLC has well-established institution set standards for indicators measuring student success and achievement across the Institute in alignment with the Institute's mission and in accordance with Department of Defense Directives. Student performance on the Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview remain the chief measures of student achievement. The Institute has received new guidance on the expected measure of performance, from 80 percent of students achieving Interagency Language Roundtable scores of 2 in Listening and 2 in Reading, and 1+ in speaking, to 76 percent achieving 2+ in both Listening and Reading, and an institution-set standard of 2 in Speaking by 2022. DLIFLC has launched several initiatives in support of the new requirements.

(See Standard I.B.3, Quality Focus Essay) |
| Y | The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure passage rates for program completers.

DLIFLC has defined student achievement performance for all of its instructional programs, and has identified the expected measure of performance within each defined element. DLIFLC graduates are directly placed into follow-on jobs with the U.S. military, therefore, student achievement performance and job placement rates are the same measure.

(See Standard I.B.3, Quality Focus Essay) |
| Y | The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

DLIFLC's Annual Program Review and the Quarterly Review and Analysis process, use the Institution Set-Standards described above for the purpose of ongoing program review. Data are reported across the institution through the Annual Program Review, Annual Program Summary, and Annual Campaign Plan processes. The results of ongoing program review processes are used in allocating resources and making program improvements. |

	(See Standards I.A.3, I.B.I, I.B.2, I.B.4, I.B.5, I.B.7, Quality Focus Essay)
Y	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. See discussion of institution-set standards above. Since the previous Self Evaluation Report, DLIFLC has received new guidance on student achievement requirements. Subsequently, the Institute has developed a strategic plan to support the new standards and has deployed a rigorous tracking system to ensure appropriate measures in areas where performance is not at the expected level. (See Quality Focus Essay)

Credits, Program Length, and Tuition Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9	
DLIFLC's Status	Checklist Component *Narrative Response*
Y	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). DLIFLC is in compliance with the policy on institutional degrees and credits. All Associate degrees require a minimum of 45 credits in the language major area, and additional general education coursework to total at least 63 semester units. The Associate degree generally requires two years of fulltime study. (See ER 3 and Standards II.A.5, II.A.6, II.A. 9, II.A.12, II.A.13)
Y	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across the classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). Units are determined using the commonly accepted Carnegie unit methodology. All academic programs follow a set schedule for length, regardless of start date. (See Standards II.A.9, II.A.10, II.A.12, II.A.13)

Y	Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition). Not Applicable
Y	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. DLIFLC does not award credit based on the clock-to-credit hour conversion formula.
Y	The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits. DLIFLC complies with the Commission Policy on Institutional Degrees and Credits as described above. (See ER 3 and Standard II.A.9)
Ev.	CheckL-Cred-01 General Catalog 2017-2018

Policy on Transfer of Credit

DLIFLC provides very clear policies on transfer of credit, develops and implements a fair process for considering transfer of credit, and makes these policies known to the students, the public, and other institutions through the General Catalog and DLIFLC website.

Transfer Policies Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)	
DLIFLC's Status	Checklist Component *Narrative Response*
Y	Transfer policies are appropriately disclosed to students and to the public. Transfer of credit policies are outlined in DLIFLC's 350-10 regulation. Policies and procedures are also clearly articulated in the General Catalog and on the Institute's website. (See Standards II.A.10, II.C.5)

Y	Policies contain information about the criteria the institution uses to accept credits for transfer. DLIFLC's policy is to grant credit for most courses taken at other regionally accredited institutions of higher education that meet the General Education course requirements, based on a thorough review of the student transcript. The General Catalog includes criteria with regard to acceptance of credit from other colleges, advance placement (AP) examinations, College Level Examination Program (CLEP), DANTES Subject Standardized Test (DSST), and military service credit. In the event that there are questions regarding course equivalency from other institutions, students are asked to provide course descriptions, syllabi, or other relevant documents. Transcripts from colleges/universities outside the U.S. must be evaluated by a National Association of Credentials Evaluation Services (NACES). member. (See Standard II.A.10)
Y	The institution complies with the Commission Policy on Transfer of Credit. Degree seeking students at DLIFLC must complete 18 General Education (GE) credit hours. DLIFLC carefully evaluates incoming transfer of credits to ensure that they were awarded from a regionally, specialized, or nationally accredited institution. The Institute exercises flexibility in permitting students to use military service credit and standardized college-level tests to meet the GE requirement. The Institute has clearly articulated requirements for incoming transfer of credit to assure legitimacy, consistency, and equitability when assessing credits. (See Standards II.A.10, II.C.6)
Ev.	CheckL-Trans-01 DLIFLC Regulation 350-10, Chapter 9 CheckL-Trans-02 Transfer Credit Requirements Website (Screenshot) CheckL-Trans-03 General Catalog 2017-2018

Policy on Distance Education and on Correspondence Education

DLIFLC does not offer credit-bearing distance or correspondence education.

Policy on Representation of Accredited Status

DLIFLC posts its accredited status online, no more than one click away from the homepage, as well as in its General Catalog. The information includes representation of its accredited

status, reports, and documents concerning its programmatic accreditation as shown in the following paragraph:

Accreditation

The Defense Language Institute Foreign Language Center is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

For questions regarding DLIFLC accreditation and student learning outcomes assessment please contact the DLIFLC Accreditation Liaison Officer, via E-MAIL.

Policy on Student and Public Complaints Against Institutions

DLIFLC has clear policies and procedures for responding to student complaints which are listed in the print and online General Catalog.

DLIFLC's Status	Checklist Component *Narrative Response*
	Student Complaints Regulation citations: 602.16(a)(1)(ix); 668.43
Y	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. There are several resource offices for DLIFLC students to address complaints. The General Catalog includes Grievance and Complaint Procedures with following: Use of the chain-of-command is encouraged, as DLIFLC is a military organization. However, additional channels exist that facilitate institutional improvement. Specifically, Garrison support systems have Interactive Customer Feedback links that encourage feedback. Interim and Exit Student Questionnaires facilitate communication of student concerns. Other mechanisms include the Chaplain's Office, Staff Judge Advocate's Office, and Inspector General's Office. Contact information for each of the support organizations is listed online. As a military organization, students with complaints, grievances, and personal concerns about DLIFLC or any of its policies are encouraged to discuss them

	with the respective office as appropriate. Complaints are handled following all applicable military and federal regulations.
Y	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
	Formal complaints through the Equal Opportunity, the Sexual Harassment/Assault Response and Prevention, the Staff Judge Advocate, and the Inspector General's Offices fall under Department of Defense Directives. These offices are required to follow strict investigation and reporting deadlines for complaints brought against the Institute. These case files are closed. Similarly, the Chaplain's services are strictly confidential. The External Accreditation Team is invited to meet with the respective offices to discuss the process for handling student complaints. All complaints have followed prescribed policies and procedures.
Y	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
	The ACCJC is the sole accreditor for DLIFLC. This information is posted on the Institute's website as outlined above.
Y	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.
	DLIFLC complies with the Commission Policy on student and public complaints; the Institute has not had a complaint filed with ACCJC in the last six years to the Institute's knowledge.
Ev.	CheckL-Stu-01 General Catalog 2017-2018 CheckL-Stu-02 Inspector General (Screenshot) CheckL-Stu-03 Equal Opportunity Complaint Process CheckL-Stu-04 Equal Opportunity (Screenshot) CheckL-Stu-05 Sexual Harassment/Assault Response Prevention (Screenshot) CheckL-Stu-06 DLIFLC Accreditation (Screenshot)

Policy on Institutional Disclosure and Advertising and Recruitment Materials

DLIFLC provides students and prospective students clear and accurate information about itself in all publications that are disseminated in the name of the institution. Examples of applicable publications include the General Catalog, GLOBE, and website communications.

Institutional Disclosure and Advertising and Recruitment Materials Regulation citations: 602.16(a)(1)(vii); 668.6	
DLIFLC's Status	Checklist Component *Narrative Response*
Y	The institution provides accurate, timely (current), and appropriate detailed information to students and the public about its programs, locations, and policies. The General Catalog offers the most current and up to date information about DLIFLC programs and policies. The General Catalog is reviewed annually during its production cycle. The website serves as the main source of information regarding initiatives, academic programs, policies, and procedures. The Mission Public Affairs Office works with key installation stakeholders to ensure the accuracy of website information. (See Standard I.C.1 and I.C.2)
Y	The institution complies with the *Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*. DLIFLC complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. The General Catalog includes the elements required by the ACCJC Accreditation Standards. Accurate information regarding DLIFLC's accreditation status is published on the Institute's website and in the General Catalog. (See Standard I.C.1 and I.C.2)
Y	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>. See the above Section on the Commission Policy regarding Student Complaints.
Ev.	CheckL-Adv-01 General Catalog 2017-2018 CheckL-Adv-02 DLIFLC Accreditation Website (Screenshot)

Policy on Institutional Compliance with Title IV

DLIFLC is not a Title IV institution.

List of Contracts with Third-Party Providers and Non-Regionally Accredited Organizations

Between September 2016-2017, DLIFLC executed the following contracts related to instructional and student support services:

- DLPT5 Item Development, Low Range, 3 Sept. 16
- Military Language Instructor (MLI) Augmentation (Contract MLIs), 8 Sept. 16
- Foreign Area Officers Embassy Dinner Winter Session, 16 Sept .16
- Curriculum Development Programming (Editing and Multimedia Support), 29 Sept. 16
- Foreign Language Instruction, DLI-Washington, 30 Sept. 16
- DLPT5 Standard Setting Studies, 14 Nov. 16
- Foreign Area Officers Embassy Dinner Summer Session, 16 Nov. 16
- Library of Congress Cooperative Acquisitions Program, 29 Nov. 16
- Online Diagnostic Assessment Development, 1 Dec. 16
- DLPT5 Item Development, Multiple Choice, 15 Dec. 16
- DLPT5 Quality Control and Test Validation, 16 Dec. 16
- MIT Lincoln Net Prof (Programming Support for Learning Software), 29 Dec. 16
- Post-DLPT Language Training, 30 Dec 16
- Psychometric Analyses and Reporting Support (DLPT), 30 Dec. 16
- Rapport Online Language Course Production (Pre-deployment Forces), 30 Dec. 16
- Global Language Online Support System (GLOSS), (Online self-study materials), 30 Dec. 16
- DLPT5 Item Development, Very Low Range, 31 Dec. 16
- Copyright Cleared Materials, Continuing Education, 29 Jan. 17
- Oral Proficiency Interview Testing, 17 Feb. 17
- Headstart II (Pre-deployment Online Distance Learning Software), 28 Feb. 17
- DLPT Item Development, Very Low Range and Low Range, 28 Feb. 17
- Commercial Instructional Materials (Commercial Textbooks), 31 Mar. 17
- FEDLINK (Library Materials Acquisition), 31 May 17

STANDARD I

Mission, Academic Quality & Institutional Effectiveness, and Integrity

Standard I.A Mission

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Description

DLIFLC revised its mission statement in 2015 to read "DLIFLC provides culturally based foreign language education, training, evaluation and sustainment to enhance the security of the nation" (Ev. 1 page 11). While the DLIFLC mission statement described the Institute's broad educational purpose, it did not address several other areas required in the revised ACCJC Standards, including the intended student population, the types of certificates/degrees offered, or the Institute's commitment to student learning and student achievement.

To address this issue, faculty and staff reaffirmed a revised mission statement in September 2017. DLIFLC's representative groups were presented with an opportunity to provide feedback and comment on this revision (Ev. 2, 3). In September 2017, DLIFLC faculty and staff affirmed a revised version of the 2018 mission statement to read:

> *As an Associate of Arts Degree and certificate granting Institution, DLIFLC is wholly committed to student service member success. Our mission is to provide the highest quality culturally based foreign language education, training and evaluation to enhance the national security of the United States* (Ev. 4, 5).

The current mission statement describes the Institute's broad educational purpose by focusing on the unique role of its student population, whose education in foreign languages and culture prepares them to defend the United States, its allies, and U.S. national interests. In specifying national security as the end goal for the Institute's activities, the mission statement makes reference to the broad base of the Institute's stakeholders, including the Armed Forces (Army, Navy, Air Force and Marine Corps) and other government agencies. The needs and requirements of these entities, in turn, shape the programs and projects of DLIFLC as well as the educational experience of its military students.

The Institute's commitment to achieving student learning and student achievement is expressed through the national security imperative of the DLIFLC mission. This is further underscored in the Institute's Vision, which "is to deliver the world's best culturally-based foreign language education and training – at the point of need" (Ev. 4).

Evaluation

DLIFLC meets this Standard. The Institute recognizes that revising an institutional mission statement must be an inclusive, community process. While DLIFLC conducted a comprehensive review of the mission statement in 2015, the revised ACCJC Standards were not accounted for at that time. The mission statement is scheduled to be reviewed and revised during the annual Campaign Plan.

Action Plan

- To ensure currency, DLIFLC will review the mission statement during its annual Campaign Plan process to provide alignment with mission priorities as well as the ACCJC Standards, specifically as it relates to the types of certificates and/or degrees offered and that the commitment to both student achievement and student learning are explicitly addressed.

Evidence
1.A.1-01: BoV Meeting Minutes, Dec. 2015
1.A.1-02: Mission Statement Review Representative Groups (Communication)
1.A.1-03: Mission Statement Review Administration (Communication)
1.A.1-04: Mission and Vision Statement, 2018 (Screenshot)
1.A.1-05: BoV Meeting Minutes, Dec. 2017

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting students' educational needs.

Description

DLIFLC uses both quantitative and qualitative evaluations to measure mission accomplishment. These evaluations are conducted through systematic institutional planning and review processes, the results of which are shared with the Board of Visitors, primary stakeholders, and the DLIFLC community. The primary institutional effectiveness reports include:

- Commandant's Annual Campaign Plan (Ev. 1)
- Annual Program Review (APR) (Ev. 2)

- Quarterly Review and Analysis (QRA) (Ev. 3)

The Commandant's Annual Campaign Plan identifies institutional planning priorities and summarizes accomplishments related to strategic mission objectives. The Annual Campaign Plan is a living document maintained on the Institute's intranet and updated routinely by each school and directorate displaying progress on annual goals and objectives. The APR and QRA processes evaluate progress and summarize data trends relative to the established planning priorities for each language program. Academic program administrators update leadership and the broader DLIFLC community annually and quarterly, respectively.

The foremost measures of student learning are the capstone Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI), which are administered at the end of each language course. Students' DLPT and OPI scores measure their learning against the proficiency indicators of the Interagency Language Roundtable (ILR), a standardized grading scale for language proficiency used by U.S. governmental agencies (Ev. 4). Student achievement is monitored for course completion, graduation rate, and attrition data, the latter broken down by attrition reason (e.g., academic or administrative).

The primary measures of student achievement are the academic proficiency rate (i.e., the percentage of students who complete a course and achieve at least a given proficiency outcome, including those disenrolled for reasons unrelated to academic performance) and the academic production rate (i.e., the percentage of students enrolling in a course who complete the course and achieve at least a given proficiency outcome, excluding those who were dis-enrolled for reasons unrelated to academic performance). These measures are reported bi-weekly during the Academic Leadership Update for Basic Course programs (Ev. 5 page 6), and quarterly and annually for all language programs (Ev. 2, 3).

The use of DLPT performance data as the primary assessment tool for institutional effectiveness owes chiefly to the fact that the Institute's client organizations require baseline proficiency levels for their professional linguists. Whether DLIFLC students go on to work in military intelligence or for the National Security Agency (NSA) (one of DLIFLC's major stakeholders), feedback from these customers indicates new linguists are unlikely to succeed in their careers without having achieved institution-set standards. In fact, feedback data on DLIFLC graduates' job performance has driven - and continues to drive - organizational change, the most significant being the ongoing initiative to raise students' final language proficiency scores (see Quality Focus Essay (QFE)).

End-user feedback supports other areas critical to the accomplishment of DLIFLC's mission, such as the ability to meet the changing needs of DLIFLC's stakeholders. At the request of the NSA, for example, DLIFLC developed and conducted basic dialect courses for Iraqi, Levantine, Sudanese, and Egyptian in addition to Modern Standard Arabic (Ev. 6, 7). This

task required the orchestration of effort between three key entities: Curriculum Support (CS), the Language Proficiency Assessment Directorate (LPAD), and the Undergraduate Schools. The three principals demonstrated considerable responsiveness and ingenuity in this process, with CS developing the new 63 week courses and accompanying unit/achievement tests, LPAD developing the In-Course Proficiency Tests (ICPTs) and Defense Language Proficiency Tests (DLPTs) as needed, and the schools reviewing and validating the instructional materials. The effectiveness of this collaboration allowed these two projects to be completed quickly, showcasing DLIFLC's ability to meet emergent national security requirements.

Elicitation of student feedback, an essential component to ensuring mission effectiveness, occurs through a variety of means, most prominent being the Interim Student Questionnaires (ISQs) and End-of-Course Questionnaires (ESQs) (Ev. 8, 9). These anonymous student surveys, as their names suggest, are administered at midpoint and course conclusion. The questionnaires' approximately 60 items are organized under the general categories of "Program Effectiveness" and "Teacher Effectiveness," and allow for Likert scale as well as narrative responses. The survey results provide a snapshot of each learner's experience and contribute to a continuous feedback loop used to identify necessary changes to school policies, procedures, and/or practices with the goal of increasing instructional effectiveness.

Student feedback is also obtained through regular (i.e., once per semester) "sensing sessions" with the school Dean and the military Associate Dean, during which students are invited to discuss aspects of their program that are/are not helpful (Ev. 10). Students may raise concerns during these sessions that require follow-up; by the same token, students may express their appreciation for certain aspects of their academic program or their individual teachers. In all cases, feedback is incorporated into each academic program's plans for continuous quality improvement.

Additional data-gathering instruments include "affective 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 own success (Ev. 11). This method of data collection 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 he/she is experiencing depression or other emotional problems, the student's teaching team works with the Chief Military Language Instructor (CMLI) to direct that student towards the military community's Behavioral Health Services or other appropriate resources, in coordination with the student's military service unit.

Student progress is tracked at the individual level, with his/her student portfolio steadily accumulating grades and qualitative counseling statements (academic and/or disciplinary), in addition to data collected regarding his/her individual learning styles (Barsch Index) and

unique needs (Ev. 11-16). Class sections, generally comprised of six to eight students, are also monitored by teachers who submit between two and six Teaching Team Reports (i.e., progress reports) over the length of the academic program (Ev. 17, 18).

Teaching teams aggregated student data and perform a comprehensive After Course Review (ACR) after each class graduates. ACRs incorporate graduation results, data from the final student feedback surveys, program challenges, and mitigating actions. Finally, the team identifies action items to include in the next instructional program. ACRs are led by the team leader and attended by the teaching team and Office of the Dean, and open to other faculty members. ACRs may be attended by military service representatives and senior academic leadership in cases where there are unusual circumstances (e.g., high/low performing classes) (Ev. 19).

Evaluation

DLIFLC meets this Standard. DLIFLC uses a broad spectrum of data from a significant number of different sources to assess mission effectiveness. Systematic evaluation informs institutional priorities to meet students' educational needs.

The mission is the primary driver for the development of the Annual Campaign Plan which guides planning priorities for the coming year. Priorities are directly related to student learning and achievement. Progress towards accomplishing those priorities is monitored using quantitative and qualitative data aggregated from several sources in support of informed decision making, including: Annual Program Reviews, Quarterly Reviews and Analyses, and student feedback mechanisms. Reports are shared annually with the community and key stakeholders.

At the academic program level, the diligence with which each program collects and analyzes student data reflects the institutional commitment in promoting student success that is essential to DLIFLC's mission.

Evidence
1.A.2-01: Annual Campaign Plan
1.A.2-02: Annual Program Review
1.A.2-03: Quarterly Review and Analysis
1.A.2-04: ILR Website (Screenshot)
1.A.2-05: Academic Leadership Update
1.A.2-06: Iraqi Syllabus
1.A.2-07: Levantine Syllabus
1.A.2-08: ISQ
1.A.2-09: ESQ
1.A.2-10: Russian Sensing Session
1.A.2-11: Affective Survey

1.A.2-12: Grade Run
1.A.2-13: Student Academic Counseling
1.A.2-14: Student Disciplinary Counseling
1.A.2-15: Student Portfolio
1.A.2-16: Student Academic Advising
1.A.2-17: Readiness (Progress) Report
1.A.2-18: Prognostic Report
1.A.2-19: After Course Review

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Description

DLIFLC's programs and services are aligned with its mission. Academic programs undergo comprehensive review through the Annual Program Review and the Quarterly Review and Analysis. Support and administrative services undergo similar review processes through the Quarterly Review and Analysis and Annual Program Summary reports. These formal processes are incorporated with external guidance to formulate the Campaign Plan (Ev. 1, 2, 3, 4). The Campaign Plan identifies mission and resource priorities for the coming year. Units across the Institute link their departmental-level plans directly to the Campaign Plan's core lines of effort and resource requirements, as appropriate, to accomplish each unit-level objective.

Resource allocation includes physical resources as well as programmatic requirements. Since 2012, DLIFLC has dedicated resources to upgrading facilities, infrastructure, equipment and technical training in support of its commitment to providing cutting edge instructional technology in every academic program (see Standard III.C). Another recent example of the alignment between planning/decision making and student learning/student achievement was the 2013 decision to extend the French and Spanish language programs from 26- to 36-weeks. Despite the secondary and tertiary effects of a course extension on students' subsequent duty stations, the extension was necessary to achieve the stated learning outcomes (see Standard II.A.5).

As mission priorities emerge and new guidance is received from external stakeholders, DLIFLC adjusts programs and services to meet the changing needs and requirements, to include new program development (see Standard I.A.2). Currently, planning efforts to meet new institution-set standards are driving organizational change to support higher levels of student learning and achievement in obtaining the ILR proficiency levels of Listening 2+, Reading 2+, and Speaking 2 (L2+/R2+/S2 or 2+/2+/2) beyond initiative (see QFE).

Further, to ensure that the mission is central to decision making and daily operations, a copy of the mission and DLIFLC values are included in every employee's annual evaluation standards (Ev. 5, 6, 7).

Evaluation

DLIFLC meets and exceeds this Standard. DLIFLC's academic programs and services are aligned with the mission. This alignment is documented in the Campaign Plan and through systematic evaluation processes which guide decision making, planning, and resource allocation. The connection between the mission and planning processes are well documented and evidenced through unit-level objectives and initiatives which are directly in support of the Campaign Plan. Unit-level plans identify priorities and resources necessary to achieve stated objectives and initiatives which support DLIFLC's mission. Personnel at all levels understand how their roles further the institutional mission through the annual evaluation process.

Evidence
1.A.3-01: Annual Program Review
1.A.3-02: Quarterly Review and Analysis
1.A.3-03: Annual Program Summary
1.A.3-04: Annual Campaign Plan
1.A.3-05: Teachers and Team Leaders Elements and Standards
1.A.3-06: Chairs' Elements and Standards
1.A.3-07: UGE Deans Elements and Standards

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Description

Publication of the mission statement is coordinated by the Deputy Chief of Staff for Operations, Mission Public Affairs, and the Division of Academic Administration. The mission statement is placed on the official DLIFLC website and included in the General Catalog (Ev. 1, 2 page 2). In addition, posters with the mission and vision statements are posted throughout the Institute. The mission and vision statements are printed inside graduation handouts shared with visitors and students' families.

The mission statement was reviewed in 2015 and 2017 by faculty and administration, as well as representative bodies across the Institute (Ev. 3, 4, 5, 6). The Board of Visitors approved the mission statement on December 6, 2017 (Ev. 7).

Evaluation

DLIFLC partially meets this Standard. DLIFLC reviewed its mission statement in 2015 and 2017 through a process that solicited input from faculty, administration, and representative bodies across the Institute. The 2017 review was initiated during the Self Evaluation to ensure alignment between the mission statement and ACCJC Standards. This was a minor revision of the mission statement and did not include the use of data and assessment in the review process. The Institute widely publicizes its mission statement across the installation and in official publications and communications.

Action Plan

- To ensure currency, DLIFLC will review the mission statement during its Campaign Plan process to ensure alignment with mission priorities as well as the ACCJC Standards.

Evidence
1.A.4-01: Mission and Vision Statement (Screenshot)
1.A.4-02: General Catalog 2017-2018
1.A.4-03: Mission Statement Review Representative Groups (Communication)
1.A.4-04: Mission Statement Review Administration (Communication)
1.A.4-05: Chairs' Council Review 2017 (Communication)
1.A.4-06: Board of Visitors Meeting Minutes, December 2015
1.A.4-07: Federal Registrar Announcement, December 2017 Meeting

Standard I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Description

DLIFLC engages in an ongoing collegial dialog on all matters related to student outcomes, student equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement through regular structured processes. Committees and consultative bodies are comprised with representation from across the Institute.

Student Learning Outcomes

Sustained, substantive, and collegial dialog about student learning outcomes occurs through formal and informal mechanisms at all levels. Student, class, departmental, and language achievement indicators are analyzed and discussed by faculty and staff through team and departmental meetings, After Course Reviews, Quarterly Review and Analysis, and numerous other official and unofficial meetings (Ev. 1).

Student outcomes and minimum standards are negotiated with leaders from the Department of Defense and the Military Services' Senior Language Authorities (SLA), based on the needs of the military and national defense. They have determined that minimum mission proficiency will be L2+/R2+/2 (according to the ILR) and will become the new DLIFLC graduation standard for classes enrolling in 2022. The current achievement goal of L2/R2/S1+ varies across language programs, from 65 percent in Category I and II languages to 80 percent in Category IV languages, with an average of 69 percent in fiscal year 2016. The projected new standard of 2+/2+/2 also varies across language programs, from 29 percent in Category I and II languages to 30 percent in Category IV languages, with an average of 30 percent across the Institute in fiscal year 2016. The Institute has already set 2+/2+/2 as its institution-set standard and has a target goal of student achievement at 76 percent of the new goal by 2024 for most languages, and expects service-specific documentation to follow (see QFE). DLIFLC has a structured dialog on the 2+/2+/2 and beyond goal based on evidence, data, and research in the evaluation of learning outcomes. The conversation is broad-based and encompasses student, faculty, and leadership readiness, curriculum and materials effectiveness, and administrative support structures (Ev. 2, 3, 4).

There are several venues and processes designed to ensure a common understanding of language training requirements and challenges. For example, at the action officer level, the

Defense Language Action Panel (DLAP) meets quarterly in Washington, DC to discuss language proficiency priorities for both training and operations across the Department of Defense (DoD). Agenda items from the DLAP are raised to the Senior Language Authority, Defense Language Steering Committee (DLSC) for further adjudication or decision (Ev. 5). At the lowest level, DLIFLC conducts a Defense Language Curriculum Working Group (DLCWG) with members of the military services and agencies with a vested interest in DLIFLC outcomes. The DLCWG reviews new initiatives geared towards raising language proficiency outcomes in DLIFLC programs (Ev. 6).

Academic Quality

DLIFLC uses a variety of systematic reviews to dialogue about academic quality. The academic program reviews conducted for each language program analyze progress made in curriculum development, teacher readiness, student readiness, and student outcomes (Ev. 7, see Standard II.A).

While DLPT results across the Institute are the most prominent indicators of whether DLIFLC is accomplishing its mission, there are additional data points associated with institutional effectiveness that are either well-established or still under development. Among these is Diagnostic Assessment (DA), conducted by specially trained faculty and used across language programs to derive a measurable determination of individual students' evolving language skills. In addition to providing "before-and-after" assessment associated with critical learning events, such as immersion programs, DA drives the pedagogic and programmatic adjustments the schools require to more effectively tailor instruction. On a larger scale, examination of students' individual and/or collective DA results is helpful in tracking programmatic variables (e.g., lower student-teacher ratios, new and improved instructional technology, new teaching approaches, and/or revised curricula) and, along with other indicators, may be used to help determine whether those changes have been effective.

Institutional Effectiveness

DLIFLC systematically evaluates and discusses institutional effectiveness in meeting the mission through the Annual Program Reviews and Quarterly Reviews and Analyses, and within advisory councils including the Deans' Council, Chairs' Council, Academic Senate, as well as various work group committees and task forces.

The faculty, staff, and administration at each school have engaged in an ongoing dialog regarding both best practices and areas for improvement via the Leadership and Operations Review (LOR) (Ev. 8). The LOR is the improved version of the Reverse Evaluation (RE), the process the Institute had previously used across the enterprise to solicit input from faculty and staff to evaluate actions, behaviors, and approaches up their reporting chain (Ev. 9). After several flaws were identified in the RE process, the Institute took a pause, while Training Analysis studied the problem and found an improved, alternative solution, similar in

its approach, yet improved in its execution. The LOR is in its second year of implementation across the Institute. Separate LORs are conducted for each academic organization, up to and including the Command Group. A military member (the Associate Dean) acts as the primary Point of Contact (POC) for each school to serve as an "honest broker" in a process in which the majority of participants are civilian faculty and staff (although Military Language Instructors also participate). The process is characterized by robust faculty and staff participation in an initial survey, work groups that address the themes present in the data, and collaboration between faculty and administration in executing solutions. The goal of the LOR is to find solutions to organizational challenges, create team unity, ensure management responsibility, foster employee empowerment, and contribute to shared governance. The final product is a "due-out" list containing planned courses of action, with an action officer assigned to each. Progress is reviewed quarterly by a joint faculty-administration management team. Issues raised requiring senior leadership's attention are directed to them for further assistance through permanent committee meetings.

Continuous Improvement of Student Learning and Achievement

DLIFLC is committed to sustained, substantive, and collegial dialogue on the continuous improvement of student learning and achievement. Evidence of this commitment is found in discussions through committees, governance bodies, faculty meetings, division meetings, Annual Program Reviews, Tiger Teams, professional development days, Annual Campaign Plan development, and through numerous informal venues.

The primary mechanism for dialogue on continuous institutional improvement is the Campaign Plan (Ev. 10). Representatives from all directorates contribute to the Campaign Plan SharePoint program management site and provide updates on their plans for improving student learning and achievement on a quarterly basis (Ev. 11).

By-language academic program reviews are the second most important venue for dialogue (Ev. 5). Program reviews are carried out at the dean level. In the spirit of cross-institute dialogue, DLIFLC senior leaders, unit representatives, and leadership and academic specialists from all other language schools are invited to attend and contribute to the program review process.

Finally, teaching teams conduct an After Course Review (ACR) after a class graduates. This process is led by the teaching team and takes a comprehensive approach to analyzing final learning outcomes, student feedback and achievement data, and lessons learned (see Standard I.A.2).

Evaluation

DLIFLC meets this Standard. In a wide variety of venues, DLIFLC demonstrates a sustained, substantive and collegial dialog about institutional goals about: student outcomes (expected

and actual), student equity, the academic quality of programs, and institutional effectiveness. Multiple stakeholders and constituencies engage in continuous improvement of processes supporting student learning and student achievement.

Action Plan

- Continue developing the Campaign Plan on a commonly accessible program management website to update progress asynchronously and track progress across all lines of effort simultaneously.

Evidence
I.B.1-01: After Course Review
I.B.1-02: ALCE Update
I.B.1-03: 2022 Tiger Team Subcommittees
I.B.1-04: Student Motivation Study
I.B.1-05: Defense Language Steering Committee
I.B.1-06: Defense Language Curriculum Working Group
I.B.1-07: Persian Farsi Program Review
I.B.1-08: LOR Overview
I.B.1-09: Reverse Evaluation
I.B.1-10: Campaign Plan
I.B.1-11: Quarterly Review and Analysis

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Description

DLIFLC identifies student learning outcomes (SLO) for all instructional programs and student and learning support services. Several Department of Defense Directives and regulations govern broad learning outcomes as defined by final proficiency requirements (Ev. 1, 2, 3). End-of-program standardized proficiency tests assess students' global language proficiency in direct measurement of those learning outcomes. The program review process integrates these results to assess student learning outcomes throughout the academic program (Ev. 4). Each academic program within DLIFLC has defined SLOs in its respective master program syllabi designed to meet the final proficiency requirements, and SLOs are required in all new or revised academic programs (Ev. 5). SLO review is a regular component of the program review process to ensure alignment between outcomes, course objectives, methodology, support services, and assessment (Ev. 4).

Each program administers its own curriculum-based assessments and monitors weekly student progress (Ev. 6, 7). In-course assessments are designed in coordination with Curriculum Support to ensure validity and reliability. Curriculum Support Specialists design summative in-course assessments to measure whether stated course and learning objectives are achieved. A systematic piloting and qualitative and quantitative data analysis process is employed to ensure test integrity. Analysis of piloting data examines three types of validity: content, criterion-related, and construct validity (Ev. 8, 9, 10). The program review process incorporates these results in its dialogue on SLOs and curricula. The program review produces "due-outs" to improve SLOs via the three primary lines of effort: curriculum, faculty development and motivation, and student development and motivation. The year following a program review, the program focuses on the progress and improvements made as a result of addressing the previous year's due-outs. Programs generate new goals as a result of the discussion with key stakeholders (i.e., faculty, school leadership, institutional leadership, unit representatives, and end-user representatives) and the next round in the cycle of continuous improvement begins (Ev. 4).

The primary student support program is Student Learning Services (SLS). SLS is responsible for train-the-trainer, quality assurance, and teacher certification for instructional modules provided to Basic Course students during their first week of instruction, also known as Zero Week (Ev. 11, see Standard II.A.4). Likewise, this program has syllabi with defined SLOs. SLS completed a program review in 2016 and redefined SLOs to align with student needs (Ev. 12).

Evaluation

DLIFLC meets this Standard. All instructional programs and student support services have established and defined SLOs. These SLOs are reviewed systematically to ensure alignment with the final proficiency requirements. Learning outcomes assessments are the basis for the regular evaluation of all programs and services. This has resulted in several program improvements in recent years, including:

- A focus on student motivation and readiness as a factor in their success compared to learning outcome objectives;
- A focus on faculty motivation and preparedness as a factor in students' success compared to learning outcome objectives;
- Curricula that goes beyond the jobs-skills perspective to focus on educating the whole student, an autonomous lifelong learner, who is fully engaged in the target language culture from a sociolinguistic perspective; and
- The development of new a standardized assessment for the Military Studies (MS) courses (Ev. 13, 14).

The DLIFLC student learning outcomes are verified by a scrupulous, well-regulated set of evaluations.

Evidence
I.B.2-01: Army Regulation 350-20
I.B.2-02: DoD Instruction on the Mgmt. of DoD Language and Proficiency Capabilities
I.B.2-03: DA 11-6 Army Foreign Language Program
I.B.2-04: Persian-Farsi Program Review 2017
I.B.2-05: Spanish Master Syllabus
I.B.2-06: In-course Assessment Plan Semester I (Persian Farsi Basic Course)
I.B.2-07: In-course Assessment Plan Semester II, III (Persian Farsi Basic Course)
I.B.2-08: Scoring Rubric for Student Assessments
I.B.2-09: Item Analysis Template for Student Assessments
I.B.2-10: Workflow Unit Test Piloting
I.B.2-11: ILS-101 Modules
I.B.2-12: SLS Program Review and Realignment, 2016
I.B.2-13: OST Overview
I.B.2-14: OST Brochure

I.B.3. The institution establishes standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Description

DLIFLC has established student achievement standards in direct support of its mission that are articulated through several Department of Defense Directives (Ev. 1, 2, 3). The Institute publishes this information broadly through the General Catalog and Annual Campaign Plan (Ev. 4, 5). DLIFLC evaluates performance against these standards in its Quarterly Review and Analysis reports (Ev. 6). The Quarterly Review and Analysis reports provide an opportunity for stakeholders to review the Institute's progress on its lines of effort to support the highest-quality of culturally-based foreign language education, training, and evaluation.

The Institute publishes assessments and efforts on ongoing improvement initiatives through a variety of venues. The Commandant shares information on DLIFLC's performance indicators in the presentation of the Annual Program Review and through regular Board of Visitors meetings (Ev. 7, 8). The Division of Academic Administration publishes an Annual Program Summary distributed to key leadership offices on campus and available to the DLIFLC community through Aiso Library (Ev. 9).

Aside from graduation rates, DLIFLC does not maintain or evaluate metrics used in the USDE College Scorecard. DLIFLC students do not pay tuition to attend the Institute and job placement is guaranteed after graduation as part of the students' military service obligation.

Evaluation

DLIFLC meets this Standard. The Institute has established standards for student achievement appropriate to its mission. It assesses how well it is achieving these standards through quarterly and annual reviews and publishes this information.

Evidence
I.B.3-01: Army Regulation 350-20
I.B.3-02: DoD Instruction on the Mgmt. of DoD Language and Proficiency Capabilities
I.B.3-03: DA 11-6 Army Foreign Language Program
I.B.3-04: General Catalog
I.B.3-05: Campaign Plan
I.B.3-06: Quarterly Review and Analysis
I.B.3-07: Annual Program Review
I.B.3-08: BoV Meeting Minutes, Dec. 2016
I.B.3-09: Annual Program Summary

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Description

Assessment data on student learning and student achievement is central to evaluating the effectiveness of institutional processes. The use of data is evident in ongoing institutional review and planning processes. Specific examples include:

- Academic Program Reviews: Regular, comprehensive academic program reviews provide evaluative information regarding the relevancy and efficacy of course offerings (Ev. 1, 2). Program reviews are designed to collect data from several sources, including student feedback, assessment results, and faculty dialogue (Ev. 3). Program reviews generate "due-outs" with specific action items that are directly in support of improving student learning outcomes for a given academic program. All academic programs completed program reviews in 2016.
- Annual Campaign Plan: The Commandant's Annual Campaign Plan identifies institutional planning priorities and summarizes accomplishments related to strategic mission objectives. The Annual Campaign Plan is a living document maintained on the Institute's intranet and updated routinely by each school and directorate displaying progress on annual goals and objectives. The goals and objectives are measurable and directly linked to supporting student learning and student achievement (Ev. 4).
- Quarterly Review and Analysis (QRA): The QRA process provides a comprehensive

overview of each academic program's accomplishments, initiatives, and assessment of outcomes on a quarterly basis throughout the fiscal year. QRAs use quantitative and qualitative data to present an overview of a program's current status to administrators and faculty across the Institute (Ev. 5).

- 2022 Tiger Teams: In support of the Institute wide initiative to raise students' proficiency results, the Institute launched a Tiger Team with six subcommittees tasked with analyzing the organizational components of DLIFLC with the goal of making recommendations to the Commandant for potential organizational restructuring. Subcommittees include: Curriculum Development, Semester Tracks, Evaluation, Technology, Military Language Instructor Utilization, Undergraduate Education Span of Control, and Arabic Dialect Realignment (Ev. 6, see QFE); and
- Annual Program Summary (APS): The Annual Program Summary provides disaggregated student data. The Directorate of Academic Administration publishes this document annually and distributes it to stakeholders internal and external to the Institute for informed decision making (Ev. 7).

Evaluation

DLIFLC meets this Standard. The institution uses student learning outcomes data and achievement data as the primary tools in evaluating institutional effectiveness. Data is consistently collected and analyzed for decision-making through institutionalized processes.

Evidence
I.B.4-01: Persian Farsi Program Review
I.B.4-02: Korean Program Review
I.B.4-03: Program Review Guidance 2016
I.B.4-04: Annual Campaign Plan
I.B.4-05: Quarterly Review and Analysis
I.B.4-06: Tiger Team 2022
I.B.4-07: Annual Program Summary

Institutional Effectiveness

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Description

Program/Service Level Review and Assessment

All instructional programs complete a regular program review which includes an evaluation of quantitative student learning outcomes and student achievement, paired with a qualitative review of curriculum improvement efforts, faculty training updates, faculty training needs, administrative support, student feedback, and student issues and needs (Ev. 1, 2, 3). Program reviews are prepared by the program's administrative leadership, Chairs, Academic Specialists and faculty members. Teams summarize outcomes data to identify how outcomes assessment results can inform teaching, student support, and curricular revisions. Faculty members themselves serve as course developers, and engage in regular evaluation of those courses by participating in schools' program reviews. Teams generate due-outs/action plans. To ensure accountability, the Dean assigns action officers, and the team reviews progress on these due-outs at the subsequent program review. Initiatives and areas of improvement identified in the program review process are tracked through the Quarterly Review and Analysis (QRA), a quarterly update focusing on the program's progress made toward school goals (Ev. 4). Additional accountability happens through the bi-weekly Academic Leadership Update (ALU), during which the academic programs provide a consolidated update on student achievement metrics and progress made towards identified goals to DLIFLC's administrative leadership (Ev. 5 page 7, 6 pages 6-7).

Due to the Institute's rolling enrollments, academic programs use the After Course Review (ACR) system after a class cohort graduates. The ACR is an analysis of overall team results and results by student (GPA, DA, and DLPTs). ACRs are led by the team leader; faculty members and school leadership attend the sessions. Participants discuss challenges that the team faced and remediating actions that the team took. The ACR participants share lessons learned and develop due-outs (Ev. 7).

Program-Level Objectives and Institutional Goals

Faculty and administration identify areas of improvement and continued success in the program review process culminating in an action plan for the coming year. These plans are directly linked to the Institute's Campaign Plan which has set institutional goals for student achievement (Ev. 8). Most recently, these efforts are directly linked to the Institute's 2+/2+/2 and beyond initiative (see QFE).

Program-Level Plans and Data Assessment

DLIFLC academic programs work closely with the Training Analysis (TA) Division to evaluate program effectiveness and measure student learning and achievement. TA works with directorates, the Office of the Provost, and the Command Group to identify and prioritize study and research topics to best support the DLIFLC mission, students, and faculty. The ultimate goal of these efforts is to ensure program-level initiatives are reviewed for their effectiveness and cost benefits for best resource distribution. For example, when the undergraduate schools started the current Evening Study Hall program, TA collected data from DAA, schools, students, and faculty to evaluate program effectiveness. Based on this collaboration, TA worked with the schools and developed an automated data tracking system to monitor trends across schools (Ev. 9).

Institutional-Level Planning and Assessment

The annual Campaign Plan is the primary mechanism used to set institutional goals and monitor progress. The Campaign Plan is structured around strategic goals that were identified by the Institute for the coming year and summarizes progress made towards priority objectives throughout the year. The Campaign Plan includes quantitative and qualitative metrics related to institutional effectiveness and student success, as well as a tracking mechanism for evaluating progress related to each goal (using red, yellow, green) (Ev. 8 page 7).

The Annual Program Summary records student achievement data at the program and institutional levels (Ev. 9). The Annual Program Summary includes disaggregated student achievement data that includes entrance exam scores, language program, service, and language skill modality (e.g., listening or reading). This student achievement data is distributed to senior leadership for dissemination and kept on file at Aiso Library.

Evaluation

DLIFLC meets this Standard. Due to its mission, the Institute closely monitors quantitative and qualitative data on student learning and achievement. Regular program reviews, ACRs, QRAs, and the Campaign Plan all serve as institutionalized, systematic program review processes. These processes are data-driven and designed to identify areas of improvement with built-in accountability mechanisms for follow-up.

Evidence
I.B.5-01: Program Review Guidelines 2016
I.B.5-02: Persian Farsi Program Review
I.B.5-03: Korean Program Review

I.B.5-04: Quarterly Review and Analysis
I.B.5-05: ALU July 2017
I.B.5-06: ALU April 2017
I.B.5-07: ACR Korean Class Example
I.B.5-08: Campaign Plan
I.B.5-09: TA Study Hall Tracking
I.B.5-10: Annual Program Summary

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Description

Disaggregation of Data

Student achievement data is routinely disaggregated among six primary categories: language category, language, school, language modality, military service branch, and qualification (enrollment) waiver. Disaggregated data is published in the Annual Program Summary (Ev. 1). Student achievement data is reviewed bi-weekly at the Academic Leadership Update (ALU), which shows learning outcomes and achievement by language modality (Ev. 2). The Institute does not normally collect or disaggregate data based on equity groups because the Institute supports uniform programming – both academic and student services – for all students. Additionally, the current student tracking software is not designed to collect this information, though achievement data by gender has been broken down for the Self Evaluation and included in the Introduction.

Program Review and Resource Allocation

The Institute uses achievement and outcomes data in its program review processes to inform resource allocation. Both Undergraduate Education (UGE) and Continuing Education (CE) language programs review learning outcomes and student achievement data to implement strategies aimed at reducing performance gaps, and to evaluate the efficacy of those strategies as described in I.B.5.

The Training Analysis Division disaggregates and analyzes student outcomes and achievement for subpopulations of students, which include officer/enlisted, service unit, semester, GPAs, learning styles, and diagnostic assessment scores, among many others, when there is an identified need to do so, for example in support of a pilot initiative or special program. In 2015, the Institute piloted an overseas immersion for lower-performing students in the Korean language program. In the pilot study, TA disaggregated student data to identify

those students who would benefit the most from the immersion experience. Based on the recommendations, DLIFLC is planning to send more students on immersions, resources permitting (Ev. 3, 4). The Institute used a similar data-driven approach when analyzing the efficacy of the Evening Study Hall program (see I.B.5).

Academic leadership relies on data analysis during the regular program reviews and Quarterly Reviews and Analyses to prioritize resources. Based on data analysis, the Office of the Provost and the UGE Associate Provost Office identified the need for an external curriculum review for the Levantine Dialect Program. The UGE Associate Provost Office and the Curriculum Support Division worked together and completed the external review with input from the Foreign Service Institute, the National Security Agency, and members of academia. One of the identified gaps was the lack of standardized curriculum to help students reach 2+/2+/2 and higher. Parallel to the curriculum review, the team examined historic data by graduation goals, administrative attrition, academic attrition, number of teachers per school, teacher to student ratio, and percentage of newly hired teachers. Based on the review and analysis, the Office of the Provost temporarily reallocated manpower to support the curriculum development effort in an effort to improve learner outcomes (Ev. 5).

Institutional Level

Even before students start their language programs, the Institute uses data, evidence, and research to improve student outcomes. One example is the use of the Defense Language Aptitude Battery (DLAB) as a sorting mechanism for determining students' suitability to study any given language. While not a perfect predictor of success, there is a general correlation between overall better Basic Course proficiency results across the Institute and students' DLAB scores (Ev. 1 pages 14-16). The Institute itself is dedicated to improving the DLAB and its utility, and has launched a pilot of the next version of the tool, DLAB2, designed to improve prediction of foreign language learning potential and successful completion of a DLIFLC language program (Ev. 6).

Student success metrics are reported bi-annually to the Defense Language Steering Committee (DLSC). If the Institute leadership believes it cannot meet the standards under current resourcing models or course length, the Commandant will alert the DLSC and ask for an increase in resources. For example, from FY 2012 to FY 2013, there was an extended dialogue and needs assessment on the program length for the Spanish Basic Course, and later the French Basic Course. In 2013, the key stakeholders determined that in order for students to achieve the desired learning outcomes and proficiency levels, the course would need to be extended from 26 weeks to 36 weeks a (see Standard II.A.5).

In recognition that student motivation can play a significant role in learner outcomes, the former Assistant Commandant tasked TA to review the correlation between students' choice of language and DLPT scores/attrition. TA disaggregated data by service units and students'

language choices and found that when students have a choice of which foreign language they will study, their motivation at the start of the language program is higher than those students assigned a language (Ev. 7). As a result of the study and the AC's follow-up actions to improve students' motivation, the Air Force (AF) is currently attempting to mitigate the nonchoice of certain languages, e.g. Persian Farsi. Efforts are underway at both Air Force Basic Military Training (BMT) and at Air Force Recruiting, with the goal of giving a greater number of Airmen their language of choice.

Evaluation

DLIFLC meets this Standard. Using disaggregated data, DLIFLC implements strategies, which includes the allocation and reallocation of human, fiscal and other resources, to mitigate performance gaps, and evaluates the efficacy of those strategies on a regular basis.

Evidence
I.B.6-01: Annual Program Summary
I.B.6-02: ALU July 2017
I.B.6-03: Korean Immersion Study
I.B.6-04: Korean Immersion Study Immersion Brief
I.B.6-05: Levantine Result Summary
I.B.6-06: DLAB2 Overview (Screenshot)
I.B.6-07: Motivation Study

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Description

DLIFLC policies and practices across the Institute, including instructional programs, academic support services, student services, and administrative services, are evaluated regularly, to include the following:

- At the program level as described in I.B.5, academic programs complete regular program reviews to assess effectiveness and resource allocation; all academic programs completed reviews in 2016 triggered by the Institute-wide 2+/2+/2 initiative to serve as a baseline evaluation of programmatic strengths and weaknesses (Ev. 1, see QFE). The 2016 program review process included standardization and due-outs. Currently, programs are in the process of tracking their stated goals. Program reviews are to be completed every two years, with the next comprehensive review cycle scheduled for 2018 (Ev. 2).

- At the institutional level, TRADOC conducts a triannual evaluation and visit for the DLIFLC Quality Assurance Program. TRADOC established Army accreditation standards that all Army training agencies must address to meet requirements for generating force training, defined as education and leader development to meet the needs of the operating force (Ev. 3, 4). Representatives from various agencies met and evaluated the Institute's current policies and practices using established rubrics. The most recent quality assurance visit was in June 2017. DLIFLC received a favorable final evaluation report from TRADOC.

- For resource management, DLIFLC follows standardized military and federal practices for the allocation of fiscal and human resources (see Standard III.D). At the Institute-level, program evaluations may lead to a re-allocation of resources to support performance gaps, as with the Levantine external curriculum review (see Standard III.B.6).

- Shared governance processes were reviewed in 2015-2016. In 2017, DLIFLC formalized its Shared Governance Guide. DLIFLC representative groups recently reviewed and updated their bylaws/operating procedures to promote currency, relevancy, and role clarity. The provisions of these bylaws and operating procedures are reviewed and updated to allow an opportunity for stakeholder participation in decision-making (see Standard IV.A.2).

- Student Learning Services (SLS) provides pre-academic programming for incoming DLIFLC Basic Course students. SLS has gone through a number of program reviews since the previous self study designed to identify the knowledge and skills areas students need to develop prior to starting their language program in order to maximize student readiness. SLS completed a program review in 2016 (see Standards I.B.2 and II.A.4).

- Institutional policies are reviewed, at a minimum, 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 (see Standard I.C.5).

- In 2016, the Reverse Evaluation and Command Climate survey processes were evaluated and replaced by the Leadership and Operations Review (LOR) modeled after the US Government's Baldridge Performance Excellence Program and the US military's After Action Review/Report (AAR) format. There are three phases in the LOR process: development, data collection, and analysis and action. The Command Group conducted its LOR in September 2016 and the LOR will be used for annual evaluation for all directorates (Ev. 5, 6).

- In 2017, the Institute launched a 2022 Tiger Team, with six subcommittees tasked with evaluating the organizational components of DLIFLC using quantitative and qualitative data with the goal of making recommendations to the Commandant.

Subcommittees include: Curriculum Development, Semester Tracks, Evaluations, Technology, Military Language Instructor Utilization, and Undergraduate Education Span of Control (see I.B.4, QFE).

Evaluation

DLIFLC partially meets this Standard. The Institute is engaged in multiple and frequent evaluation efforts to assess its ability to support academic quality and accomplishment of the mission. For the academic programs, however, the program review process itself has not yet been reviewed to determine its efficacy because the current program review process was launched in 2016. Further, the memorandum for the 2016 program reviews states that the program review cycle is to be at the discretion of the academic programs in coordination with the Associate Provost for Undergraduate Education (Ev. 1). While the Institute conducts regular program reviews on an as-needed basis, it has not identified a standard minimum cycle of evaluation for each academic program.

Action Plan

- The Associate Provost for Undergraduate Education, in coordination with each dean, will identify a minimum cycle of evaluation for the academic program review process no later than March 31, 2018.
- Training and Analysis will coordinate the evaluation of the 2016 academic program review process to determine its efficacy prior to the next program review cycle.

Evidence
I.B.7-01: Program Review Guidelines 2016
I.B.7-02: Program Review Schedule Memorandum 2017
I.B.7-03: TRADOC Quality Assurance Rubrics
I.B.7-04: TRADOC Site Visit Out-brief
I.B.7-05: Command Group LOR
I.B.7-06: Leadership and Operations Review OPORD

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Description

The planning, assessment, and evaluation activities described in I.B.5 through I.B.7 are communicated across the Institute through a variety of mechanisms. DLIFLC relies on three formal methods for communicating results at the institutional level: communication through

the chain-of-command structure, the Quarterly Review and Analyses, and the Annual Program Review.

Program/Service Level

Results of evaluation and assessment activities are shared at meetings at the program/service or directorate level as appropriate. Plans emerging from assessment and evaluation processes are integrated into the annual planning cycle and communicated to faculty and staff through meetings, email communications, and school share folders (Ev. 1, 2). Student assessment results are shared at regular meetings throughout the year through the After Course Review (ACR), the Quarterly Review and Analysis (QRA), the Annual Program Review, and academic program reviews (Ev. 3, 4, 5). Faculty share results of their research and action research, best practices and lessons learned, through several different venues, such as Language Learning and Teaching Conference (Ev. 6).

Institutional Level

DLIFLC relies on several formal methods for communicating results at the institutional level: communication through the Commandant's Town Hall meetings, the Provost's e-newsletters, the committee and working group structure, publication of the Annual Program Summary, and the Quarterly Review and Analyses (Ev. 3, 7, 8, 9). Externally, DLIFLC reports on student assessment data to the Army, the Defense Language National Security Education Office (DLNSEO), the Defense Language Steering Committee, and Congress (Ev. 10, 11).

Evaluation

DLIFLC meets this Standard. DLIFLC ensures that the assessment results and evaluation activities are communicated among all the aforementioned stakeholders via the means mentioned above and they therefore have a shared understanding of the Institute's strengths and weaknesses.

Evidence
I.B.8-01: Korean Program 2+ Slides, Share Folder
I.B.8-02: Korean Program Results (Communication)
I.B.8-03: Korean After Course Review
I.B.8-04: Quarterly Review Analysis
I.B.8-05: Korean Program Review
I.B.8-06: Professional Development Program (LLTC)
I.B.8-07: Town Hall Presentation
I.B.8-08: Provost Newsletter
I.B.8-09: Annual Program Summary
I.B.8-10: DLSC February 2017
I.B.8-11: DLSC July 2016

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addressed short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER19)

Description

As described in Standards I.B.5 through I.B.8, DLIFLC engages in continuous, broad based, systematic evaluation and planning at the program and institutional levels. Plans at the program/service level are directly linked to the Campaign Plan goals to achieve the institutional mission. Aggregated and disaggregated data measuring student achievement outcomes is incorporated into the evaluation and program review process (Ev. 1, 2). The results of the program review process are then integrated into institutional planning.

Annual Planning and Budget Process

DLIFLC is funded through congressional appropriations. As such, financial resources are driven by student enrollment, or student load. Financial projections are calculated through the Structure Manning Decision Review (SMDR), which builds requirements for projected student loads at least two years in advance. Annual budget planning processes are communicated through the Planning and Budget Advisory Committee (PBAC). Key stakeholders disseminate this information as appropriate to their respective directorates. The directorates then prioritize annual goals identified through the program review process which are aligned with the Campaign Plan (see Standard III.D.1).

Institution-Level Plans

DLIFLC allocates human, physical, technology, and fiscal resources to accomplish its institutional mission. The Campaign Plan is the primary vehicle used to identify short- and long-range institutional-level plans and accompanying resources (Ev. 3). The Institute develops the Campaign Plan from the Commandant's annual Command that is nested in DLIFLC's higher headquarter's Command Guidance. The Campaign Plan serves as a broad based, comprehensive planning instrument used by the Institute to accomplish its mission. Additionally, resource allocation may be driven by external stakeholder requirements, as with the development of new language program requirements (e.g., Levantine and Iraqi) (see Standard I.A.2).

Human Resources

Staffing levels are driven by student load. DLIFLC uses a set staffing model to determine the total number of teaching and support staff positions required to execute its mission. Position vacancies are identified by the requesting organization. The Institute does have the flexibility to re-align positions to meet new staffing needs identified through the institutional review and planning processes (see Standards III.A.7, III.A.9, and III.A.10).

Physical Resources

Physical resources are managed through the U.S. Army Garrison (USAG), a separate military chain of command on the Presidio of Monterey. The facilities assigned to DLIFLC include academic buildings, numerous administrative facilities and dormitories, which the Army refers to as barracks. The primary body tasked with physical resource planning is the Real Property Planning Board (RPPB), a USAG organization consisting of a working group and an executive board comprised of voting members. The RPPB addresses a wide number of issues related to real property. Through this venue, DLIFLC is able to integrate its institutional planning with physical resources planning in coordination with the USAG POM (see III.B.2).

Technology Resources

DLIFLC has developed a five-year IT Strategic Plan which identifies goals, needs, and support. DLIFLC considers factors such as number of incoming students, new faculty hires and new technologies in its endeavors to improve and upgrade technological facilities, hardware and software for classrooms, language labs, and offices (see Standard III.C.1).

Financial Resources

As a TRADOC school, DLIFLC's funding model does not emerge directly from the APR or Command Plan processes, but instead relies on congressional appropriations. The PBAC process incorporates stakeholder input on institutional priorities to ensure immediate and long-range needs are met in support of the mission (see Standard III.D).

Evaluation

DLIFLC meets this Standard. The Institute's planning processes provide for broad based involvement and offers opportunities for input by appropriate constituencies regarding the allocation of resources. This approach has resulted in a number of institutional improvements, to include: improved planning processes, recommendations for organizational restructuring, the expanded use of committee structures (i.e., Tiger Teams), and hiring additional faculty and staff to meet new and growing needs. Examples of human, physical, technology, and financial resource needs identified through institutional planning processes and funded through the resource-allocation process in recent years include:

- Human Resources: Professional leadership development to build DLIFLC's internal managerial and leadership capacity through the Center for Leadership Development (see Standard IV.B.2), and the creation of the Office of Standardization and Academic Excellence to provide broad oversight of institutional effectiveness (see Standard IV.A.1).
- Physical Resources: Construction of three additional General Instructional Buildings designed to support 21st Century learning and small class sizes, as well as finalizing construction of a new barracks and dining hall facility (see Standard III.B.2)
- Technology Resources: Access to a EDU network to allow for greater flexibility in software support and learning materials, installation of a wireless network across the Institute, and continued support for mobile learning devices (see Standard III.C.1)
- Financial Resources: Increasing the Institute's budget for a cost-of-living adjustment for DLIFLC faculty in order to retain and attract top instruction talent (see Standard III.D.2)

Evidence
I.B.9-01: Korean Program Review
I.B.9-02: Annual Program Review
I.B.9-03: Campaign Plan

Standard I.C Institutional Integrity

I.C.1. The institution provides clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Description

DLIFLC has several ways of communicating information to students and prospective students, personnel, the public and outside organizations about its mission, educational programs, outcomes, and services. These include the General Catalog, website, email, electronic signs at the main entrances to the installation, electronic collateral materials developed for institutional and programmatic communication, and face-to-face interaction between faculty and other personnel in a position to advise students. The Globe is an authorized publication distributed by email to the DLIFLC students, staff, faculty, and external stakeholders highlighting installation-wide initiatives and achievements (Ev. 1). Formal reports on the state of DLIFLC and its programming are produced for external and internal communication, including the formal reports to the ACCJC, which are publicly accessible on the DLIFLC website, and internal annual reports on student success and achievement (Ev. 2, 3, 4).

DLIFLC gives accurate information to students, the public, and other key stakeholders through the following means:

- The mission statement is included in every General Catalog, on the DLIFLC website, and in every employee evaluation appraisal (Ev. 5, 6, 7).
- Educational programs are listed and described in the General Catalog (Ev. 5).
- Student learning outcomes are listed in course syllabi (Ev. 8).
- Student support services are listed and described in the General Catalog and through the Presidio of Monterey website (Ev. 5 pages 76-87, 9). Additionally, each student receives an orientation to student services prior to starting his/her academic program and again on the first day of instruction (Ev. 10).
- DLIFLC's accreditation status is stated on the website and in the General Catalog (Ev. 2, 5 pages *i* and 64).

Evaluation

DLIFLC meets this Standard. The Mission Public Affairs Office updates DLIFLC's website to ensure clarity, accuracy, and integrity of information on an ongoing basis (Ev. 11); however, the office does not currently have a standardized policy documenting this process

which would ensure continuity of services. The office is also responsible for reviewing official communications across the Institute, including printed publications. Information presented to incoming students about student support services is updated by the respective service provider on an ongoing basis reflecting the Institute's rolling enrollment cycle. Command policies are reviewed and signed by each incoming Commandant.

Action Plan

- The Mission Public Affairs Office will create a standardized operating procedure that documents their internal processes to maintain DLIFLC's public-facing website by the end of FY 2018 (Ev. 11).

Evidence
I.C.1-01: The Globe (Screenshot)
I.C.1-02: DLIFLC Accreditation (Screenshot)
I.C.1-03: Annual Program Summary
I.C.1-04: Annual Program Review
I.C.1-05: General Catalog
I.C.1-06: DLIFLC Mission and Vision (Screenshot)
I.C.1-07: Evaluation: Army Values Statement (Communication)
I.C.1-08: Iraqi Syllabus
I.C.1-09: Presidio of Monterey (Screenshot)
I.C.1-10: Joint Services Inprocessing Brief
I.C.1-11: Mission Public Affairs Review (Communication)

I.C.2. The Institute provides a print or on-line catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and producers listed in the "Catalog Requirements". (ER 20)

Description

DLIFLC provides an online catalog in electronic format and printed every other year in hard copy contingent on funding (Ev. 1, 2). The Directorate of Academic Administration reviews the catalog and updates it during the production cycle.

The DLIFLC catalog includes all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (Ev. 1 pages *ii-iv).* The catalog describes the interaction of faculty and staff with students as well as the accessibility of faculty and staff (Ev. 1 pages 8 and 16). At this time, DLIFLC does not offer credit bearing courses via distance or correspondence education, but does offer a range of distance and correspondence education instructional support programs which are described in the General Catalog (Ev. 1 pages 17-18).

Evaluation

DLIFLC meets this Standard. The General Catalog meets the requirements listed in ER 20 under Catalog Requirements and serves as the most complete and organized source of information about the Institute's instructional programs and support services. The language is accessible and clear for the intended audience.

Evidence
I.C.2-01: General Catalog
I.C.2-02: General Catalog Website (Screenshot)

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Description

DLIFLC compiles and publishes assessment and achievement data and communicates matters of academic quality to appropriate constituencies through a variety of reports and announcements. The Directorate of Academic Administration (DAA) is the primary office responsible for data aggregation, analysis, and dissemination. The Institute collects a range of achievement data including the annual progress made on achieving institution-set proficiency goals (Ev. 1). Likewise, key longitudinal student achievement data is made publicly available via the Institute's ACCJC Self Evaluation Report housed on the Institute's website (Ev. 2).

In addition to annual reports on student achievement produced by DAA for the schools, the Annual Program Reviews serve as a formal mechanism for reporting on and discussing trends in student achievement within the school, across schools, with unit leadership, and with DLIFLC senior leaders. The Annual Program Review is used to communicate matters of academic quality to key stakeholders (Ev. 3).

DLIFLC also communicates with external stakeholders regarding student achievement through its regular meetings and briefings to the Defense Language Steering Committee and its Board of Visitors (Ev. 4, 5 page 24). Board of Visitors meetings are open to the general public (see Standard IV.C).

Evaluation

DLIFLC meets this Standard. DLIFLC regularly generates reports on student achievement to communicate matters of academic quality to appropriate constituencies internal and external to the institution, including prospective students and the public.

Evidence
I.C.3-01: FY16 Annual Program Summary
I.C.3-02: DLIFLC Accreditation Website (Screenshot)
I.C.3-03: Annual Program Review
I.C.3-04: Defense Language Steering Committee Meeting, March 2017
I.C.3-05: Board of Visitors Meeting, Dec. 2016

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Description

DLIFLC describes its certificates and degrees in the General Catalog, which is available in hard copy and online in a downloadable PDF format (Ev. 1). Every student is informed of the purpose, content, course requirements, and expected learning outcomes during a mandatory student orientation; additionally, detailed program information is outlined in each academic program's master program syllabus (Ev. 2 pages 43-48, 3, 4, 5).

Evaluation

DLIFLC meets this Standard.

Evidence
I.C.4-01: General Catalog Website (Screenshot)
I.C.4-02: Joint Services Inprocessing Brief
I.C.4-03: Iraqi Syllabus
I.C.4-04: Levantine Syllabus
I.C.4-05: French Syllabus

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Description

DLIFLC evaluates policies and procedures through an ongoing review cycle which coincides with the Commandant's appointment. 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 (Ev. 1).

DLIFLC publications are reviewed on a regular basis. The General Catalog is made available online in electronic format and printed for distribution contingent on funding. The Directorate of Academic Administration reviews the catalog and updates it annually during the production cycle (Ev. 2).

The Mission Public Affairs Office reviews collateral, institutional publications, and the external website on a regular basis to assure integrity and the accurate representation of the Institute's mission, programs, and services. The office is in the process of creating a standardized operating procedure that reflects the work done to maintain the public-facing website (Ev. 3). Pages on the intranet are maintained by each respective organization.

Evaluation

DLIFLC meets this Standard. Institutional publications are evaluated on an ongoing basis. The Mission Public Affairs Office regularly reviews publications and the public website to ensure integrity of all materials and collateral used to represent DLIFLC and its programs and services.

The Institute's intranet, a SharePoint site, is currently migrating to a newer software version. In the past, information was not always checked for currency, but organizations are reviewing their information during the migration.

Action Plan

- Organizations will review their SharePoint sites annually to ensure currency of information.

Evidence
I.C.5-01: Policy Review Process (Communication)
I.C.5-02: General Catalogs (Screenshot)
I.C.5-03: Mission Public Affairs Review (Communication)

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Description

DLIFLC students are salaried military service members and therefore do not pay tuition and fees, nor pay for textbooks or other instructional materials. Student financial aid does not

apply to DLIFLC because students are sent to attend the Institute as a part of their military training.

Evaluation

DLIFLC meets this Standard. The Institute informs current and prospective students of the total cost of education, including tuition, fees and other required expenses through the General Catalog (Ev. 1 page 64).

Evidence
I.C.6-01: General Catalog

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Description

The Statement on Academic Freedom outlines the rights and responsibilities of the DLIFLC academic community to contribute to and protect academic freedom. This statement articulates that "all members of the academic community must be willing to accept both their rights as members of the community and their obligations and responsibilities to that community" (Ev. 1, 2). The Statement on Academic Freedom outlines applicable federal and military regulations with specific guidance to the community members on their roles in contributing to academic freedom.

Evaluation

DLIFLC meets this Standard. The Statement on Academic Freedom is located on the Institute's website and information on locating the Statement can be found in the General Catalog (Ev. 3, 4 page 23). In 2017, the Statement was formally reviewed and updated through DLIFLC's representative bodies (Ev. 5).

Evidence
I.C.7-01: Academic Freedom Statement 2011
I.C.7-02: Academic Freedom Statement 2017
I.C.7-03: Academic Freedom Statement Website (Screenshot)
I.C.7-04: General Catalog 2017-2018
I.C.7-05: Commandant Memorandum 2017

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Description

DLIFLC establishes clear policies regarding academic integrity and honesty. Students receive these policies on their first day of instruction and are required to sign an acknowledgement of the Institute's policy on academic honesty (Ev. 1 page 27, 2, 3, 4 page 50). Additionally, the General Catalog provides an overview of Academic Integrity/Honesty (Ev. 5 page 28). Students who violate these policies may be subject to disciplinary or other adverse administrative action.

Faculty members and other civilian employees are governed by the Federal Employees' Code of Ethics (Ev. 6). DLIFLC employees are expected to maintain the highest ethical standards in accordance with all applicable laws, regulations, and professional standards (see Standard III.A.13).

Evaluation

DLIFLC meets this Standard. The Institute has established administrative regulations for employee ethical standards, student behavior, and academic honesty.

Evidence
I.C.8-01: Joint Services Inprocessing Brief
I.C.8-02: DLIFLC Policy on Academic Integrity
I.C.8-03: DLIFLC Regulation 611-1
I.C.8-04: DLIFLC Regulation 350-10
I.C.8-05: General Catalog
I.C.8-06: Federal Employees' Code of Ethics

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

The Statement on Academic Freedom stipulates that faculty "exercise good judgement when presenting potentially controversial topics in the classroom," in recognition that academic freedom must be exercised responsibly (Ev. 1 page 2).

Evaluation

DLIFLC meets this Standard. The Statement on Academic Freedom articulates the Institute's support of faculty expression and development within the bounds of societal norms.

Evidence
I.C.9-01: Academic Freedom Statement 2017

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Description

U.S. military service members from all four branches of the armed services comprise the majority of DLIFLC's student body. As service members, they are expected to comport themselves in accordance with the Uniform Code of Military Justice; this is communicated during the mandatory student orientation (Ev. 1). DLIFLC Regulation 350-10 provides guidance on policies and procedures for addressing any academic issues concerning students (Ev. 2). The General Catalog also addresses students' academic integrity and is made available on the Institute's website (Ev. 3).

Faculty members are expected to adhere to the Code of Ethics for Federal Employees (Ev. 4, 5). Managers are responsible for posting the Code of Ethics in public areas and distributing them to their employees (Ev. 6). The Collective Bargaining Agreement covers all bargaining unit employees (nonsupervisors) and is an agreement between the Institute and the Collective Bargaining Unit and is publicly available online (Ev. 7, 8). DLIFLC Regulation 690-1 provides guidance on policies and procedures for employment and compensation (Ev. 9). The Institute publishes a Statement on Academic Freedom outlining the rights and responsibilities of the DLIFLC academic community to contribute to and protect academic freedom (Ev. 3, 10).

Evaluation

DLIFLC partially meets this Standard. The General Catalog, available on the DLIFLC website, addresses student academic integrity and misconduct. The Institute requires that employees adhere to specific codes of conduct and makes this information publicly available in the collective bargaining agreement and through the Statement on Academic Freedom. However, other information on regulations, to include the faculty Employee Handbook, are not readily available to potential new employees.

Action Plan

- The Institute will add information that addresses conformity to specific codes of conduct of staff and faculty to its public-facing website no later than January 2018.

Evidence

I.C.10-01: Joint Services Inprocessing Brief (JSIB)
I.C.10-02: DLIFLC Regulation 350-10
I.C.10-03: General Catalog 2017-2018
I.C.10-04: Ethics Pamphlet
I.C.10-05: Employee Handbook
I.C.10-06: Management Ethics Distribution (Communication)
I.C.10-07: Collective Bargaining Agreement
I.C.10-08: Collective Bargaining Agreement (Screenshot)
I.C.10-09: DLIFLC Regulation 690-1
I.C.10-10: Academic Freedom Statement (Screenshot)

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Description

Individual cohorts of students may travel abroad as a study abroad component of their academic programs, but DLIFLC does not offer any credit bearing educational, learning, or support programs in foreign locations. The Institute does not recruit or enroll foreign nationals into its study abroad programs.

DLIFLC faculty support military foreign language education missions abroad in coordination with local military commands. These are noncredit bearing programs (see Standard IV.D).

Evaluation

None.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Description

DLIFLC has complied with all reporting requirements and requests for information by its accrediting body, including submitting all self-studies, mid-point reports, annual reports, and all accreditation materials and evidence in a timely manner, as required (Ev. 1).

Evaluation

DLIFLC meets this Standard. DLIFLC maintains a positive relationship with the ACCJC characterized by timely communication. The Institute complies with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure. DLIFLC submits annual and midterm reports by their respective deadlines.

Evidence
I.C.12-01: DLIFLC Accreditation Website (Screenshot)

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Description

DLIFLC has only one accrediting agency and updates its accredited status both in the form of printed attestation to the fact posted in buildings across the Institute, through the General Catalog, as well as on the DLIFLC website (Ev. 1 page *i*, 2).

As a military school under the Training and Doctrine Command (TRADOC), DLIFLC participates in a regular quality assurance review that evaluates military student readiness. This is not a regional or specialized accreditation recognized by the Department of Education (see I.B.7).

Evaluation

DLIFLC meets this Standard. The Institute employs a variety of methods to describe itself in consistent terms to its accrediting agency, including print collateral, the General Catalog, and the DLIFLC website. Information regarding this compliance is communicated to all external stakeholders.

Evidence
I.C.13-01: General Catalog
I.C.13-02: DLIFLC Accreditation Website (Screenshot)

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Description

High quality education, student achievement, and student learning are core to DLIFLC's mission. The mission statement affirms that the Institute "is wholly committed to student service member success … to provide the highest quality culturally based foreign language education, training and evaluation to enhance the national security of the United States" (Ev. 1). Standard I.A of the current Self Evaluation Report outlines how the mission statement directs institutional priorities and planning to meet student needs.

DLIFLC's programs and processes, described in subsequent standards, support the alignment between institutional priorities and student achievement. These include, but are not limited to:

- Providing high-quality instructional programs (Standard II.A);
- Documenting and assessing student learning outcomes (Standard I.B and II.A);
- Providing high-quality library and learning resources (Standard II.B);
- Providing student support services that promote student success (Standard II.C);
- Employing hiring practices which promote the hiring of highly-qualified faculty and staff (Standard III.A);
- Planning, building, and maintaining physical resources in support of the mission (Standard III.B); and
- Employing and maintaining technology resources that support the Institute's academic programs (Standard III.C).

Financial decisions are driven by DLIFLC's commitment to education quality and student achievement. The Institute engages in a comprehensive planning process to ensure that the

institutional mission and goals are the foundation for financial planning, and that sufficient resources are available to support student learning and to sustain new initiatives (Standard III.D).

Evaluation

DLIFLC meets this Standard.

Evidence
I.C.14-01: Mission Statement

STANDARD II

Student Learning Programs &
Support Sevices

Standard II.A Instructional Programs

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Description

The Defense Language Institute Foreign Language Center (DLIFLC) offers instructional programs in foreign language education consistent with the Institute's mission in providing "the highest quality culturally based foreign language education, training and evaluation to enhance the national security of the United States" (Ev. 1). These programs, described in detail in the DLIFLC General Catalog and in the DLIFLC Regulation 350-10 (Management of Students and Resident Language Programs), are appropriate to higher education and culminate in student attainment of identified student learning outcomes, achievement of the DLIFLC Diploma and the Linguist Certificate and, when all requirements are met, the Associate of Arts Degree (Ev. 2, 3). Students who graduate from DLIFLC language programs advance in the course of their military training toward the achievement of full qualification to perform their duties and employment in assigned military occupational specialties. Transcripts of academic records are made available for transfer of academic credit to other institutions of higher education.

DLIFLC is the primary foreign language training institution within the Department of Defense (Ev. 4 paragraph 1-7). The Institute's programs are designed for U.S. military personnel whose military duties require them to acquire and maintain a specified level of

foreign language proficiency and cultural competency identified by the branches of the U.S. armed services and the Department of Defense (DoD). In fiscal year 2016, Basic course students earned a total 83,395 transferable credit hours and earned 1,111 Associate of Arts Degrees (Ev. 5 page 154). Basic course students also earn the DLIFLC Diploma and Linguist Certificate. Resident Education, under Continuing Education, conducted 45 Intermediate and Advanced classes for 163 students who were eligible for either DLIFLC or American Council on Education (ACE) credit. The School of Extension Programs provided noncredit foreign language instruction to 5,416 students and the School of Field Support did the same for 3,674 students.

Curriculum Development and Review Process

DLIFLC language programs follow established syllabi with stated learning outcomes for courses and programs. Several Department of Defense Directives and regulations govern broad learning outcomes as defined by final proficiency requirements (Ev. 4, 6, 7). The civilian academic counterpart to the Interagency Language Roundtable (ILR) scale is the American Council on the Teaching of Foreign Languages (ACTFL) scale. The defined outcomes for DLIFLC foreign language proficiency levels, as measured by the ILR, are consistent with those foreign language proficiency outcomes measured using the ACTFL scale and appropriate within higher education (Ev. 8, 9). Each academic program within DLIFLC has defined student learning outcomes (SLOs) in its respective master program syllabus designed to meet the final proficiency requirements; SLOs are required in all new or revised academic programs. The end-of-program Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI) assess students' global language proficiency in direct measurement of those learning outcomes.

There are several mechanisms for curriculum review. The program review process integrates students' DLPT and OPI results to assess student learning outcomes throughout the academic program. SLO review is a regular component of the program review process to ensure alignment between outcomes, course objectives, methodology, support services, and assessment (see Standard I.B.2). External curriculum reviews provide another means to verify curricular integrity. The UGE Associate Provost Office and the Curriculum Support Division work together and complete the external review. The Levantine Dialect Program recently went through an external review. One of the identified gaps was the lack of standardized curriculum to help students reach 2+/2+/2 and higher (Ev. 10). Finally, the Institute founded the Inter-Agency Curriculum Consortium (IACC) in early 2017. The Consortium is chaired by the Associate Provost for Academic Support (APAS). The purpose of IACC is to bring all agencies and military service academies together to broaden the dialogue around curriculum development projects and share best practices.

Undergraduate Education

The Directorate of Undergraduate Education (UGE) is comprised of eight schools that provide instruction designed for service members to attain the basic language proficiency requirements on the Interagency Language Roundtable (ILR) scale of 2+ in Listening, 2+ in Reading, and 2 in Speaking. UGE consists of the following schools:

1. Middle East School I
2. Middle East School II
3. Middle East School III
4. Asian School I
5. Asian School II
6. European Language School
7. Multi-Language School
8. Persian Farsi School

All DLIFLC graduates go on to fulfill military occupational specialties requiring foreign language proficiency. As such, the Institute receives guidance from external stakeholders related to each language program's currency and appropriateness. In early 2016, the Institute received new guidance stipulating that students will need to meet higher language proficiency levels to ensure mission readiness. As a result, the Institute has been engaged in a comprehensive self-assessment and planning process (see Quality Focus Essay (QFE)).

The Institute closely monitors student progress throughout the Basic program to course completion (see Standard I.A.2, I.B.2). In 2016, all language programs completed an academic program review (Ev. 11, 12). Regular academic program reviews integrate student progress and outcomes data, the results of which are used for course and program improvements. A recent example this process was the 2013 decision to extend the French and Spanish language programs from 26- to 36-weeks based on an analysis of student learning/student achievement data. The program extension was necessary to achieve the stated learning outcomes (see Standard II.A.5).

Continuing Education

The Directorate of Continuing Education (CE), in complement to the Directorate of Undergraduate Education, is comprised of four schools where the focus is on providing post-basic intermediate and advanced language training for military service members who are further along in their military careers. CE also provides noncredit foreign language training for military units in the field that require intermediate and advanced training, specialized familiarization or acquisition courses, and pre-deployment training. CE is currently made up of four schools:

1. Resident Education
2. Extension Programs
3. Field Support
4. Distance Learning

The School of Resident Education provides Intermediate and Advanced language courses for professional military linguists. In 2015, the military services requested that all Intermediate and Advanced courses in Resident Education be conducted in 19 weeks due to operational factors. Graduation requirements, however, remain the same even though the courses in many cases were reduced to one-third of the original duration. Pilot short courses were conducted 2015-2016. Beginning in FY 2017, all Resident Education Intermediate and Advanced courses are follow a 19-week model, with the exception of Spanish which remained at 18 weeks (Ev. 13). In order to improve probabilities for successful learning outcomes, students enrolled in the new short courses are required to complete a four-week noncredit online readiness course. This 80 hour instructional requirement blends an equal number of hours for students to engage the instructor and fellow students in synchronous, real time collaborative learning over a web based conferencing platform and asynchronous self-study provided through the Institute's online learning management system.

The Extension Programs and Field Support operate Language Training Detachments (LTD) in locations other than Monterey. The School of Extension Programs operates LTDs in ten locations. The typical student taking courses with Extension Programs is a DLIFLC graduate of the Basic course program working as a Cryptologic Language Analyst. Course lengths and languages taught vary by location. The School of Field Support operates in 13 locations providing training primarily for non-linguists with class sizes varying from hundreds of service members to one-on-one instruction, and class duration varying from a few days to as many as 48 weeks (see Standard IV.D). LTDs do not offer students DLIFLC credit.

The School of Distance Learning (DL) provides language training at the point of need via mobile training teams (MTT). The Army Distributed Learning Guide serves as the basis of the DL program offerings (Ev. 14). A typical training team consists of one or more DLIFLC faculty traveling to units and LTDs worldwide to deliver four- to six-week long enhancement courses. The MTT Program includes shorter length courses (one day to two weeks) at the survival or familiarization level for non-linguists preparing for deployment.

DL also delivers online language training via the Broadband Language Training System (BLTS) or similar distance learning platforms for professional military linguists in the field, Foreign Area Officers, and members of the Afghanistan-Pakistan Hands Program (AFPAK Hands). DL online courses are scheduled based on teacher availability and are not part of the programmed course schedule (e.g., Basic, Intermediate, Advanced). A typical online class runs for 12 weeks with two to four hours of synchronous training weekly conducted over a web conferencing platform, and two to four hours of assigned self study provided through the

Institute's learning management system. The online learning program is designed for long term maintenance and improvement of language proficiency skills.

All MTT and online classes are taken on a noncredit basis and do not, as a matter of protocol, measure success with a final DLPT. However, the student's training unit manager often schedules these DL courses to coincide with the military linguist's annual DLPT testing requirement. Pre- and post-course diagnostic assessment is the primary tool employed to determine academic progress made in these short duration DL courses (see II.A.7).

Evaluation

DLIFLC meets this Standard. All instructional programs, regardless of location or means of delivery, are consistent with the Institute's mission. Each course and language program offered is built on student learning outcomes aligned with that mission. Institutional processes, such as regular program reviews and the evaluation of student progress and attainment of learning outcomes, lead to improvements that ensure program currency and integrity. Most importantly, these processes ensure that students are prepared for their military occupations upon program completion.

Evidence
II.A.1-01: Mission Statement (Screenshot)
II.A.1-02: General Catalog 2017-2018
II.A.1-03: DLIFLC Regulation 350-10
II.A.1-04: Army Regulation 350-20
II.A.1-05: Annual Program Summary
II.A.1-06: DoD Instruction on the Mgmt. of DoD Language and Proficiency Capabilities
II.A.1-07: DA 11-6 Army Foreign Language Program
II.A.1-08: CSU Monterey Bay Language Program Outcomes
II.A.1-09: Napa Valley College Language Program Outcomes
II.A.1-10: Levantine External Review
II.A.1-11: UGE Program Review Procedures 2016
II.A.1-12: Persian Farsi Program Review
II.A.1-13: Resident Education 19 Week Program (Communication)
II.A.1-14: TRADOC Pamphlet 350-70-12, The Army Distributed Learning (DL) Guide

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Description

DLIFLC faculty are responsible for ensuring that content and methods of instruction meet generally accepted academic and professional standards and expectations. Course student learning outcomes (SLOs) are designed to build successively on each other, reflecting the growth in the student's language proficiency skills. The Basic, Intermediate, and Advanced language programs each conclude with capstone tests, the DLPT and OPI, that serve as the final assessment of student proficiency (achievement). To that end, DLIFLC faculty follow standardized master program syllabi which are updated with support from the Office of the Registrar to reflect program offerings (Ev. 1, 2).

DLIFLC completed a comprehensive program review for all academic programs in 2016. This structured and comprehensive process involves input from many sources, including faculty and administrative leadership, to assure currency and ongoing improvement (see Standard I.B.2). The program review incorporates a systematic examination of student learning outcomes, instructional content, course sequencing, and teaching methodology (Ev. 3). Results from program reviews are included in institutional planning. For example, the Persian Farsi program review identified a total of six areas of improvement; two major areas included:

- Providing academic studies to support a monolingual teaching approach, to include authorship of a white paper distributed to faculty members; and
- Identifying in-country language immersion opportunities for Persian Farsi students.

DLIFLC actively encourages maximum use of the target language by implementing an immersion environment within the classroom whenever possible (Ev. 4). In accordance with current best practices in the second language acquisition field, the Institute promotes the use of transformative pedagogy, task-based instruction (TBI), and content-based instruction (CBI) over more traditional lecture-based and teacher-fronted models. Faculty may employ a range of other methodologies, and they are regularly observed employing strategies such as pair and group work, portfolio or project based work, and learning contracts (Ev. 5, 6).

The Institute provides a robust pre- and in-service teacher professional development program to support faculty and promote student success. All teachers, whether full time, part time, or adjunct, are required to attend the Instructor Certification Course (Ev. 7). This pre-service

program ensures that faculty receive a comprehensive orientation to DLIFLC's unique instructional context. In-service faculty education programs support more experienced teachers and those faculty teaching outside of the Basic language programs to promote dialogue on best practices on several topics related to teaching, including methodology (Ev. 8, 9).

Evaluation

DLIFLC meets this Standard. Master program syllabi and course outcomes are fully integrated and aligned with the Institute's exit proficiency requirements as measured by DLIFLC's capstone proficiency exams, the DLPT and OPI. Academic leadership and faculty participate in the systematic and regular review of course currency, and teaching and learning strategies through the comprehensive program review process. The Institute's pre-service professional development program ensures that new faculty are fully oriented to DLIFLC's unique instructional context while the in-service programming fosters dialogue across the Institute on best practices in the spirit of ongoing improvement. The Institute was recognized by the American Association of University Administrators in 2016 with the Nikolai N. Khaladjan International Award for Innovation for its unique and emerging transformative pedagogy (Ev. 10)

Evidence
II.A.2-01: Spanish Master Syllabus 2017
II.A.2-02: Korean Master Syllabus 2017
II.A.2-03: Persian Farsi Program Review 2016
II.A.2-04: Teacher's Rating Standards
II.A.2-05: Class Observation Memorandum
II.A.2-06: Learner Contract Example
II.A.2-07: ICC Schedule
II.A.2-08: Language Learning and Teaching Conference 2017
II.A.2-09: Plenary Presentation D. Davidson 2017
II.A.2-10: Nikolai N. Khaladjan Award (Screenshot)

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Description

DLIFLC has identified student learning outcomes for courses, certificates, and degrees using established institutional procedures (Ev. 1, 2 page 52, 3 pages 23-26). Given the high-stakes nature of DLIFLC's academic programming, the Institute closely monitors student assessment results, including:

- Vocabulary and grammar quizzes that provide a formative assessment of the students' daily and/or weekly learning;
- Chapter quizzes and unit tests to assess course SLOs;
- Periodic diagnostic assessments;
- In-course proficiency tests (ICPTs) for each semester administered by the Test Management Division to assess the progress of the students' cumulative language knowledge; and
- The capstone DLPT and OPI to measure students' global proficiency upon program completion.

At the Institute level, DLIFLC aggregates and disseminates student performance data through the Quarterly Review and Analyses and the Annual Program Review processes (Ev. 4, 5, see Standard I.A.2). These venues provide a summary overview of DLIFLC's progress towards the institution-set standards for student performance.

At the program-level, DLIFLC uses the standardized program review process described in detail in Standard I.B.2. Program reviews evaluate course alignment and learning outcomes assessment from course to program- and institutional-level outcomes (Ev. 6). Program reviews ensure alignment between outcomes statements and other curricular elements, to include course objectives, teaching methodology, evaluation, and materials. DLIFLC Basic courses completed a comprehensive program review in 2016.

All language programs have standardized master program syllabi that have identified SLOs at the course- and program-level (Ev. 1, 7). Chairpersons and Deans review syllabi to confirm the inclusion of student learning outcomes. The academic programs present the course syllabi to students during their initial orientation week; syllabi are made available to each student through the Institute's learning management system (Ev. 8, 9).

Evaluation

DLIFLC meets this Standard. The Institute knows the value and importance of linking assessment results to learning outcomes and promotes ongoing dialog on the assessment of learning outcomes at the department, program, and Institute level through regular analyses and program reviews. Most recently, DLIFLC has engaged in a cross-institutional effort to identify ways and means to promote higher levels of language proficiency for graduates (see QFE). This triggered the comprehensive program review in 2016.

DLIFLC has established student learning outcomes (SLOs) for existing courses, programs, certificates, and degrees. Student learning outcomes are an essential component of all curriculum development and review efforts. SLOs are included in approved course syllabi. During the self-study process, the Office of Registrar found that master program syllabi may follow different templates and that they are not routinely archived. This may cause a delay in students who seek transfer credit after graduation. In response, the Office the Registrar met with the Deans' Council to coordinate the collection and archival of standardized program syllabi (Ev. 10).

Action Plan

- The Office of the Registrar will collect and archive each academic program's syllabus on an annual basis starting in November 2017.

Evidence
II.A.3-01: Spanish Master Syllabus
II.A.3-02: DLIFLC Regulation 350-10
II.A.3-03: DLIFLC General Catalog
II.A.3-04: Quarterly Review and Analysis
II.A.3-05: Annual Program Review
II.A.3-06: Persian Farsi Program Review
II.A.3-07: French Syllabus
II.A.3-08: Russian Orientation Week Schedule
II.A.3-09: Spanish Syllabus Access (Screenshot)
II.A.3-10: Registrar Syllabi Overview

II.A.4. If the institution offers pre-collegiate curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Description

DLIFLC does not offer pre-collegiate coursework in the traditional sense, but does require that new students take a noncredit five-day orientation program called Introduction to Language Studies (ILS), managed by Student Learning Services (SLS) within the Faculty Development Support Division under the Academic Support Directorate (Ev. 1). SLS uses a train-the-trainer model to provide quality assurance and teacher certification for the ILS program. The ILS orientation provides an overview of DLIFLC's academic program and is designed to prepare students to become strategic language learners by promoting metacognitive awareness and learner autonomy. In ILS, Students develop critical thinking and problem-solving skills and identify strategies to adapt to their new learning context (Ev. 2).

ILS is divided into two parts: ILS101 and ILS102 (Ev. 3, 4). ILS101 is given in four consecutive days before students begin their foreign language class and consists of four different modules: Principles in Language Learning (PLL), Basic Grammatical Concepts (BGC), Vocabulary Learning Strategies (VLS), Grammar Learning Strategies (GLS), and Culture in Language Learning (CLL). The PLL module introduces key basic contrasts between first and second language acquisition. Students identify how learning a new language as an adult will be similar to or different from learning their first language. The VLS and GLS modules offer discussions on how adults learn and acquire second language vocabulary and grammar. In addition, these modules define the way DLIFLC frames vocabulary and grammar learning. The BGC module demonstrates how linguistic concepts such as time and sentence constituents are marked cross-linguistically, whereas the CLL module emphasizes socio-cultural awareness in attaining higher language proficiency levels.

Within one month after the completion of ILS101, students are required to take two interactive online modules: 1) DLIFLC Survival Strategies, which covers practical strategies for time and stress management and good nutrition, and 2) DLIFLC Technology Resources in Language Learning, which provides on overview of online language learning resources. These online courses serve as prerequisites for ILS102. The interval between ILS101 and ILS102 provides opportunities for the students to experience target language learning, to use strategies introduced in ILS101, and to reflect on their progress to date.

ILS102 is scheduled as a one day session four to eight weeks into the students' respective language program and introduces reading, listening, and speaking strategies. It also includes a reflection session for students to share what is and is not working to identify support strategies. SLS has designed ILS 102 instructional activities to orient students to the skills

and strategies they will need during the upcoming weeks of their language learning program (Ev. 4).

Evaluation

DLIFLC meets this Standard. As DLIFLC pre-collegiate curriculum, ILS provides a clear set of assumptions and practical strategies for students to anticipate and adapt to the Institute's rigorous and fast-paced classroom learning environment. The ILS curriculum serves as the students' road map to what, when, why, and how language instruction will unfold.

Student Learning Services (SLS) continues to evaluate its ILS course content and quality of instruction. A standardized end-of-module online feedback form, quality assurance classroom observations, and student surveys are used to maintain and increase teaching and learning effectiveness (Ev. 5). Feedback results are incorporated into ILS curriculum revision plans. For instance, SLS is currently adjusting ILS module content to include more English and foreign language comparisons. In addition, SLS is developing two new modules: Study Strategy I and Study Strategy II. These two modules differ primarily in terms of their focus, the former on general study strategies and the latter on more specific foreign language learning strategies essential to students' success. The new ILS curriculum will also include the ILS103 and ILS104 courses that focus on the use of critical thinking skills in reading and listening, targeting semesters two and three respectively. These changes reflect the implementation and incorporation of directives issued by DLIFLC leadership to support the Institute's initiative for achieving higher language proficiency levels among graduates (see QFE).

Action Plan

- SLS will investigate and possibly formulate a proposal to convert the current noncredit Introduction to Language Studies (ILS) course to a credit bearing course.

Evidence
II.A.4-01: TRADOC ILS Implementation Plan
II.A.4-02: ILS General Description
II.A.4-03: ILS101 Syllabus
II.A.4-04: ILS102 Description
II.A.4-05: ILS Survey 2016

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Description

DLIFLC courses and degree program follow practices common to American higher education as shown in the General Catalog and posted on the Institute's website (Ev. 1, 2, 3). Further, the Institute's degrees and academic programs are guided by the Defense Language Steering Committee, established under DoD 5160.41E and chaired by the DoD Senior Language Authority, 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.

Currently, DLIFLC offers the Basic Course (academic program) in seventeen different languages and dialects (Ev. 5). The length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning for each Basic Course is initially determined by language category. The languages are identified as Category I, II, III, or IV, based on the level of difficulty for an English speaker to learn. The language categories were first developed by the U.S. State Department Foreign Language Institute in the 1960s. Category I and II languages are taught in 36-week courses of instruction and include French, Spanish, and Indonesian. Category III languages, taught in 48-week courses of instruction, include Hebrew, Persian Farsi, Russian, Tagalog, and Urdu. Category IV languages, taught in 64-week courses of instruction, include Chinese Mandarin, Japanese, Korean, Pashto, Modern Standard Arabic, and the Arabic dialects of Egyptian, Iraqi, Levantine, and Sudanese (Ev. 1 pages 21-22).

In addition to the language categories, there is an ongoing dialogue on teaching and learning effectiveness among the military service units, National Security Agency, Defense Language National Security Education Office (DLNSEO) and Command Language Program Managers (CLPM). The outcomes of this dialogue serve to align the required proficiency results and required course lengths, in addition to prioritizing other critical needs. The Department of Defense and DLIFLC review these needs and initiate appropriate resources and funding for successful completion of the foreign language training requirements for the U.S. military. For example, from FY 2012 to FY 2013, there was an extended dialogue and needs assessment on the program length for the Spanish Basic Course, and later the French Basic Course. In 2013, the key stakeholders determined that in order for students to achieve the desired learning outcomes and proficiency levels, the course would need to be extended from 26 weeks to 36 weeks (Ev. 6). The Institute extended these courses and, subsequently, saw

marked improvement in student achievement, though data analysis is in the early stages. Spanish saw a 10.1 percent increase in overall academic production, or the number of students obtaining the DLPT goal of 2/2/1+. In French, the initial results have shown an eight percent increase in academic production.

Prior to 2015, the course length for Intermediate and Advanced courses was based on the course length of the same language in the Undergraduate Education (UGE) program. Continuing Education resident course lengths were approximately three-quarters of the length of the UGE Basic Course. For example, Category IV languages, such as Arabic, Chinese and Korean, are 63 weeks in length at UGE. The corresponding CE Intermediate and Advanced programs for these languages was 47 weeks. In 2015, the Resident Education School in CE had to adjust course lengths to accommodate military operational readiness constraints while maintaining the same student learning outcomes. As a result, the Intermediate and Advanced language programs piloted several courses and now follow a hybrid model, with 80 hours of noncredit, pre-program online instruction followed by a 19 week face-to-face course (Ev. 7).

The total number of semester credits earned for a Basic Course program is 45 semester credits. Intermediate students earn 18 semester credits. Students in the Advanced program do not receive DLIFLC credit for course completion but do receive ACE Credit Recommendations. Students pursuing the Associate of Arts Degree through DLIFLC transfer in the additional requisite semester credits from other regionally accredited institutions of higher education or credit by examination (e.g., CLEP) to meet the required 63 semester credits for DLIFLC's AA degree (Ev. 1 page 19).

Evaluation

DLIFLC meets this Standard. All degrees and programs follow commonly accepted practices in higher education modeled after the Carnegie Unit methodology. There have been over 7,300 AA degrees awarded since 2011. DLIFLC does not award a BA degree at this time.

Evidence
II.A.5-01: General Catalog 2017-2018
II.A.5-02: AA Degree General Information Form
II.A.5-03: AA Degree Plan
II.A.5-04: DoD 5160.41E
II.A.5-05: Master Class Schedule FY 2017
II.A.5-06: Spanish Extension Memo
II.A.5-07: Resident Education 19 Week Program Overview

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Description

Students at DLIFLC are sponsored by their military service organization to attend a foreign language program. The period of time in which a student will complete their language education varies by language and ranges from 36-64 weeks in the Basic language programs and 19 weeks in the Intermediate and Advance programs (Ev. 1 pages 34-35).

Students attend class five days a week for six hours each day, for a total of 30 contact hours weekly, not including Special Assistance hours (if needed) and homework. The Institute has rolling enrollments with multiple language programs starting on alternating schedules throughout the calendar year. Students in the longer programs generally receive a one week break during their program and all students enrolled during the month of December receive a two week Holiday Block Leave.

DLIFLC uses data to evaluate the ability of students to complete their respective academic program and to meet institute-set standards. In 2013, DLIFLC officially extended the length of the Spanish and French Basic Courses from 26 to 36 weeks after several pilot courses. This extension was necessary to ensure student outcomes were aligned with the proficiency requirements for their military technical occupations. The results of this extension have yielded higher language proficiency levels among graduates in these two academic programs (Ev. 2, 3).

Upon the successful completion of their academic language programs and proficiency testing, students receive a DLIFLC diploma. Students who pursue the Associate of Arts (AA) Degree program must complete the General Education credits that are transferred toward the AA Degree. Given the academic rigor of DLIFLC's language programs, students who apply for the associate's degree are given the option to finish the general education credits after completion of their language program, receiving their degree through the mail. Students must still be a member of a military service or a federal employee in order to receive a DLIFLC conferred AA Degree after graduation (Ev. 4).

Evaluation

DLIFLC meets this Standard. The Institute concurrently ensures that academic program course sequences are consistent with established expectations in higher education and that these programs meet military requirements. 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 students to fulfill additional degree requirements after the successful completion of their language programs.

Evidence
II.A.6-01: General Catalog 2017-2018
II.A.6-02: Spanish Extension Memo
II.A.6-03: Spanish Extension Curriculum Review
II.A.6-04: AA Degree General Information Form

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Description

To serve its diverse and geographically dispersed learning community, DLIFLC utilizes a variety of delivery modes, including both face-to-face and technology-mediated instruction. The latter includes real-time video tele training (VTT), Broadband Language Training System (BLTS) and asynchronous training via self study materials available through the web and CD/DVD. All Basic, Intermediate, and Advanced courses provide instruction to students for at least six hours a day, five days a week. The main delivery mode of these programs is face-to-face accompanied by technology-mediated instruction as appropriate. The Institute provides programs and services for specific student populations and for specific learning needs including:

- Introduction to Language Studies (ILS)
- Diagnostic Assessment (DA)
- Individual Academic Advisor
- Special Assistance
- $7^{th}/8^{th}$ Hour Enhancement
- Tailored Workshops
- Evening Study Hall

As described in II.A.4, all Basic Course students attend Introduction to Language Studies (ILS), a mandatory pre-instructional program consisting of a four day course (Ev. 1). Students also complete the Barsch Learning Style Index to raise self awareness of how they learn (e.g., receive, process, and retain information) and what their potential strengths and challenges might be in learning a foreign language (Ev. 2). ILS provides an overview of a wide repertoire of learning techniques and strategies that can supplement students' current learning strategies (Ev. 3). Additionally, students complete their language learning biography

and provide a writing sample in English to allow their future teaching teams to gain insight into the students' learning history. Each student prepares a learner portfolio which is forwarded to the student's teaching team, giving the teachers a better understanding of each learners' background and learner characteristics, allowing teachers to provide more informed academic counseling (Ev. 4). Following four to eight weeks of language instruction in the Basic Course, students attend ILS102 where they reflect on their learning experience and deepen their understanding of study management and learning strategies. In particular, they address strategies and techniques for time management, vocabulary and grammar learning, reading and listening comprehension, and speaking strategies. The institution-set goal of 2+/2+/2 and beyond will require that all students receive appropriate support throughout their academic programs to ensure student readiness (see QFE). To that end, Faculty Development Support and Student Learning Services are developing ILS 103 and 104 modules. The modules will be delivered at the start of Semester II and Semester III, respectively, and focus on the skills required for success in achieving the specific semester goals.

In addition to pre-program courses, DLIFLC conducts diagnostic assessment (DA) for students. Certified DA Specialists use formative assessment protocols which are more comprehensive than the Barsch Index in order to identify individual learner preferences (e.g., cognitive styles) as well as individual linguistic strengths and weaknesses (e.g., gaps in learning) (Ev. 5). The DA process provides the learners and teaching teams with results that inform individualized learning plans, classroom instruction, and tailored homework assignments. DA Specialists are typically trained by in school trainers who, in turn, receive training and quality control oversight from the designated DA trainers in the Faculty Development Support Division. Each team has a DA Specialist. A diagnostic assessment is generally conducted face-to-face for reading, listening, and speaking skills. Online diagnostic assessment (ODA) is also available for a number of languages in reading and listening (Ev. 6).

Students are assigned an advisor who is a designated teaching team member who holds primary responsibility for academic advising and tailored homework for advisees. Advisors are rotated throughout the course to expose students to a variety of perspectives and teaching/mentoring styles. Class activities, Special Assistance (i.e., remedial instruction), and homework assignments, to the degree possible, are tailored to students' needs based on DA reports which include individual learning recommendations (Ev. 7). To further individualize and tailor instruction to specific students' needs and learning styles, teaching teams routinely provide split section classes (e.g., two to three students per teacher) as well as one-on-one instruction during the school day. The number of split sessions and one-on-one hours typically varies based on program staffing and individual student needs.

While students typically are in the classroom for six hours a day, all students are required to attend a 7th hour of instruction during the first eight weeks of the course to ensure that they develop productive out-of-class study habits and that teachers are available to answer

homework questions. This program supports students who did not develop adequate time management and independent study skills during their previous academic experiences. Students identified to be in academic jeopardy and those with patterns of declining grades also attend the 7th hour of instruction, typically daily, where they receive Special Assistance. Additionally, voluntary enhancement instruction is typically offered to interested students during 7th and 8th hour if schedules permit. These enhancement lessons sometimes take the form of elective courses or activity clubs (e.g., in-depth cultural orientation, movies, singing, speaking or debate club, etc.). Furthermore, each undergraduate school provides evening study hall from 6 p.m. to 8 p.m. for those students who register in advance (Ev. 8).

Students receive targeted workshops throughout their academic programs in support of their learning needs. As the needs of Basic Course students change with gains in language proficiency, they receive strategy training (Ev. 9). Academic programs may offer tailored workshops on critical reading and listening strategies for higher levels as needed (Ev. 10, 11). The Resident Education division of Continuing Education conducts similar workshops for Intermediate and Advanced students (Ev. 12, 13, 14). At the conclusion of the Basic Course, graduating students receive End-of-Semester III strategy training which focuses on autonomous language sustainment, enhancement, and life-long learning (Ev. 15).

Language programs use authentic print, audio, and video materials and utilize an open architecture approach which encourages faculty to enhance or replace textbook materials with current authentic materials and activities that are in line with specific students' identified needs and interests. Instructional units include a significant and ever-expanding archive of task-, scenario-, project-, and research-based activities. Content-based instruction (CBI) that focuses on learning specific real world subject matter using the target language as a medium is widely used in CE programs and has been spreading to the undergraduate education programs. As part of the CBI implementation effort, individual schools have been expanding their guest speaker programs (e.g., lectures by invited experts on sociocultural or security issues in the target language).

In addition to classroom instruction, the Institute offers an immersion environment at the Immersion Center on Ord Military Community. This experience requires students to use only the target language they are learning during their time at the center (e.g., eating lunch, during breaks, etc.). In addition to this type of immersion, some students go on an immersion exercise. Immersions take place in a country where the language is spoken, but if that is not possible, as is the case for Persian Farsi, Pashto, and Urdu, the immersion occurs in an enclave within the United States where the language predominates. Immersions motivate and support kinesthetic learners (Ev. 16).

The Institute has made a concerted effort to develop and house learning materials digitally and to support pedagogical approaches that incorporate instructional technology as appropriate. Supplementary materials and exercises are created in the Universal Curriculum

and Assessment Tool (UCAT) and used in the classroom (Ev. 17). For example, when the French program was extended for 10 additional weeks, half of the teaching materials for the additional weeks were developed in UCAT (Ev. 18). All students receive a MacBook Pro and an iPad at the beginning of their language program. Basic Course students receive hardcopies of their textbooks, but their computers come with the digital version and accompanying audio clips (Ev. 19). Teachers upload homework materials in a network share folder so that students can download them to complete assignments outside of class (Ev. 20). The Institute is committed to providing faculty with the necessary training to support technology-enhanced teaching (see Standard III.C.4).

The Institute does not currently offer online credit-bearing courses comparable to its face-to-face academic programs. Former DLIFLC students may participate in language sustainment and enhancement through video tele training (VTT), the Broadband Language Training System (BLTS), and asynchronous training via self-study materials available through the web and CD/DVD, which may be accompanied by instructors' asynchronous online support.

The Institute's faculty are engaged in an ongoing dialog about the relationship between teaching methodologies and student performance. Regular academic program reviews, professional development symposia, institutional publications, and the visiting scholar lecture series all support faculty development on best practices for teaching methodology (Ev. 21, 22, 23, 24, see II.A.2). Academic program reviews incorporate an evaluative component of current instructional methodology which may lead to additional research or faculty training (see Standard III.A.14).

Evaluation

DLIFLC meets this Standard. Learning support services are appropriate for DLIFLC's student population. Students come with diverse backgrounds and learning needs and the Institute strives to set them up for success through preparatory courses that build their background knowledge, metacognitive awareness, understanding of their own learning processes, and training in effective application of study strategies. Students receive targeted workshops and academic support through established programs throughout their courses of study. Further, the Institute's emphasis on continuing faculty professional development on teaching methodologies and learning styles leads to tailored learner support.

Action Plan

- Faculty Development Support and Student Learning Services will systematically collect and analyze data on the redesigned ILS modules to determine whether the new modules meet the students' needs as the Institute moves towards higher language proficiency levels.

<u>Evidence</u>

II.A.7-01: ILS 101 Syllabus
II.A.7-02: Barsch Index Example
II.A.7-03: ILS Strategy Booklet
II.A.7-04: Student Portfolio
II.A.7-05: DA Protocol Example
II.A.7-06: Online Diagnostic Assessment (Screenshot)
II.A.7-07: DA Results Example
II.A.7-08: Study Hall Standard Operating Procedure
II.A.7-09: End-of-Course II Workshop Description
II.A.7-10: Critical Thinking Workshop
II.A.7-11: DLPT Verbal Reasoning Workshop
II.A.7-12: Advanced Spanish Reasoning Workshop
II.A.7-13: Advanced Farsi Grammar Workshop
II.A.7-14: Advanced Language Learner Strategy Workshop
II.A.7-15: End-of-Course III Workshop Description
II.A.7-16: Isolation Immersion Standard Operating Procedure
II.A.7-17: UCAT Description
II.A.7-18: French UCAT Materials (Screenshot)
II.A.7-19: Textbook and Audio Clips, Student Computer (Screenshot)
II.A.7-20: Homework on Network (Screenshot)
II.A.7-21: LLTC Program
II.A.7-22: Dialog on Language Instruction Journal
II.A.7-23: Provost Newsletter
II.A.7-24: Plenary Presentation D. Davidson 2017

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability

Description

All language programs at DLIFLC use unit tests and to assess students' performance and progress during the course. To graduate from the program, students are required to take the Defense Language Proficiency Test (DLPT) and the Oral Proficiency Interview (OPI).

Unit Tests

The unit tests assess students' learning outcomes at different stages during the course. The unit tests are administered at the end of each unit, which varies in duration from two to four weeks across different programs. The unit tests assess students' achievement in three

modalities: listening, reading, and speaking. The scores of the unit tests are the single most important determinant of a student's GPA.

New unit tests are typically created by the same team that develops the curriculum for the program. The team works in conjunction with the test development specialists from Curriculum Support (CS), who provide the needed training to the school test developers and exercise quality control. After the test items are developed, they are evaluated and validated using qualitative and quantitative data analysis (Ev. 1, 2).

Unit tests are administered and graded by teaching teams. To minimize inconsistency in test administration and grading, each program conducts training and norming for the teachers and provides written protocols and rubrics on test security, administration and grading. The speaking test is normally conducted by one teacher for one student. The test is recorded and samples are randomly checked, typically by department chairs, for quality control purposes. For the listening and reading portions of the unit test, there is a posttest critique session conducted by the military language instructor and the teaching team leader. The students fill out a short survey at the end of the critique session to provide their feedback on the test (Ev. 3). Test administrators collect and review student feedback.

Military Skills Learning Outcomes

In 2013, DLIFLC discontinued the standardized Final Learning Outcomes (FLO) tests used to measure students' job related skills taught in Military Studies (MS) 120, 220, and 320 courses (Ev. 5). Some language programs still use the FLO test, but the results are not monitored across the Institute. Curriculum Support is currently in the process of developing the Operational Skills Tests for all MS courses that will become the MS test of record (Ev. 6, 7).

The Defense Language Proficiency Test (DLPT)

DLIFLC is committed to an ongoing formal evaluation of the multiple sources of empirical and theoretical evidence supporting the validity of the DLPT led by DLIFLC's Language Proficiency Assessment Directorate (LPAD) in coordination with the Defense Language Technical Advisory Panel (DELTAP) sponsored by the Defense Language and National Security Education Office. The current version, the DLPT5, was introduced in 2006. The validity of the DLPT "refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of (the) tests."[1] The validity evidence being accrued relate to test content (e.g., alignment studies, construct representation and construct-irrelevant variance); response processes (e.g., think-aloud interview protocols, scorer

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[1] American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014) Standards for Educational and Psychological Testing. Washington, DC: American Educational Research Association.

reliability); internal structure of the test (e.g., dimensionality, Guttman scaling, differential item functioning); relation to other variables (e.g., known groups analysis, convergent and discriminant evidence); or the consequences of testing (e.g., impact on follow-on training and employment outcomes).

Evidence of careful test construction, score reliability, appropriate test administration and scoring, score scaling, equating and standard setting and fairness for all test takers are meticulously evaluated for all DLPTs. With respect to standard setting, for example, DLIFLC employs an item-centered Modified-Angoff Yes/No method, which was specifically tailored to the DLIFLC context. Standard setting studies are facilitated by professional psychometricians under contract to DLIFLC and result in proficiency level cut score recommendations which are further reviewed by DLIFLC to assess the impact of recommended cut scores on existing proficiency distributions (Ev. 8, 9, 10).

In sum, the DLPT is a rigorously reviewed, high-stakes testing program administered by DLIFLC to graduating students and by the Defense Manpower Data Center to military linguists in the field. Qualified target-language subject matter experts, testing professionals and training specialists work closely in collaboration with experts in the Interagency Language Roundtable (ILR) skill level descriptors to ensure conformity to these proficiency standards.

The Oral Proficiency Interview (OPI)

The Oral Proficiency Interview (OPI) is a task-based proficiency speaking test that measures how well a person speaks the target language by assessing his/her performance against the criteria described in the ILR skill level descriptions. All the DLIFLC students take the target language OPI as part of their graduation requirement (Ev.11 pages 26 and 56-62). Each OPI is conducted by two certified OPI testers following the protocols developed by the OPI Division of the LPAD. All interviews are recorded for training and quality control purposes. Twenty percent of the interviews are automatically reviewed for quality control. Selected recorded interviews are second rated or even third rated when the interviewee scores below Level 1+ or above Level 2, or when the two raters give different ratings. All students are informed in advance of the process whereby they can report any concerns they may have with the interview. All OPI testers are certified only after they successfully complete a rigorous four week training course and annual recertification training to ensure norming.

Evaluation

DLIFLC meets this Standard. The Institute has developed robust procedures for management, assessment and review of standardized course and program assessments.

II.A.8-01: Pashto Test Data Analysis
II.A.8-02: Test Creation Process
II.A.8-03: Student Feedback Form
II.A.8-04: Item Analysis Example
II.A.8-05: FLO Discontinuation
II.A.8-06: OST Brochure
II.A.8-07: OST Overview
II.A.8-08: Standard Setting Report Modern Standard Arabic
II.A.8-09: Standard Setting Report Persian Farsi
II.A.8-10: Standard Setting Report Levantine
II.A.8-11: General Catalog

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Description

Credit is awarded based on students' achievement in completing course requirements in a manner consistent with standard practices in higher education. This includes successful completion of the learning outcomes for their academic language program as well as achieving language skills at the appropriate level according to the Interagency Language Roundtable skill level descriptions (Ev. 1 pages 36 and 39).

The Institute uses the Carnegie Unit, or Standard Unit, system for defining credits. Each "unit of credit" corresponds to one semester hour with a minimum of 16 contact hours of instruction. At the inception of the Associate of Arts degree program in 2001, a 25 week course was the basis for awarding semester credit (i.e., length of a Category I language program). In a 25 week program, students attend class five days a week for six hours a day for a total of 750 classroom hours. The number of credits awarded is significantly lower than the Carnegie Unit system suggests.

Students who successfully complete DLIFLC's Basic Course receive 45 credit hours. The award of 45 semester credits applies to all languages regardless of length of program, which includes the Category III and IV languages (from 48-64 weeks). This is due to the institution-set standard that all graduates are expected to reach the same level of language proficiency regardless of course length, yet it is understood that Category I, II, III, and IV languages

require different amounts of time for learners to obtain that same proficiency level. As an example, the Tagalog program is an intensive program with 15 language classes, five at each of three levels: 100, 200, and 300. Each level corresponds to one semester. Each 'unit of credit' corresponds to one 'semester hour' with a minimum of 16 contact hours of instruction per class (Ev. 2 pages 37-46).

Student learning outcomes are aligned across Basic Course language classes and programs, and serve as the basis for course credit, degrees, and certificates (Ev. 2 pages 37-46, 3 pages 33-42). While credits are awarded based on successful completion of unit tests, assignments, homework, and projects for each class, the AA Degree is awarded based on successful completion of the 45 semester credits, final proficiency scores on DLIFLC's capstone tests (e.g., DLPT/OPI), and transfer credits (Ev. 1 page 36).

Evaluation

DLIFLC meets this Standard and exceeds the credit recommendations for higher education based on the Carnegie Unit system. DLIFLC is consistent in awarding academic credit and conforms to commonly accepted practice including time invested and content mastery. Credits at the Institute are awarded based on uniform student learning outcomes aligned across language programs. This demonstrates that DLIFLC is an outcomes-based institution.

Evidence
II.A.9-01: General Catalog 2017-2018
II.A.9-02: Tagalog Basic Syllabus
II.A.9-03: French Basic Syllabus

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Description

DLIFLC accepts transfer credit for its general education requirements toward the AA Degree. These transfer credit requirements are outlined in the AA Degree Plan found on the Institute's website (Ev. 1). The Degree Plan is also distributed to walk in students upon registration for the AA Degree program or emailed to students no longer in residence. Transfer credit information is found in the DLIFLC General Catalog (Ev. 2 page 36).

Incoming students attend a mandatory student orientation during which they receive an overview of the AA Degree program along with transfer credit requirements (Ev. 3 pages 43-48).

DLIFLC AA Degree general education requirements are modeled after California community colleges general education programs. Courses must be from a regionally accredited school and equivalent to three semester credits with a grade of C or better. DLIFLC accepts transfer credit from the American Council on Education (ACE), including military transcripts, such as the Joint Service Transcript and the Community College of the Air Force. In addition, credit is accepted by examination to include the College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES). In order for DLIFLC to accept the results of these examinations, students must earn the minimum ACE recommended credit on CLEP and DANTES tests. Advanced Placement (AP) and International Baccalaureate (IB) credits are outlined in the AA Degree Plan and require a minimum AP score of 3 and a minimum IB score of 5 at the Higher Level. Credits from outside the United States must be evaluated by a member of the National Association of Credential Evaluation Services (Ev. 4).

As members of the U.S. Military, students receive three credits in physical education, which is transferred automatically toward the general education credits. Military dependents attending DLIFLC who have never served in the military must complete a three credit physical education course. An Intermediate program student who has never attended a Basic language program at DLIFLC must complete an additional critical thinking course as well as additional general education credits. Details on the Intermediate course are provided through individual counseling due to the low number of students in this situation (Ev. 2, 5 page 69).

DLIFLC's transfer credit policy exists within a larger institutional regulatory publication and is reviewed annually during the document's production cycle (Ev. 5). The policy details guidelines for transferring external credit toward the AA degree general education requirements (Ev. 5 pages 68-70). The Office of the Registrar requests course descriptions and syllabi from the school in question to evaluate transfer credits. Once a course has been evaluated and agreed upon for transfer, the AA Degree Office includes the course information in a database of transferred coursework to ensure consistency of transfer credits (Ev. 6).

DLIFLC develops articulation agreements where there is a pattern of enrollments between institutes. For an articulation agreement with DLIFLC, the non-DLIFLC institute must be a Servicemembers Opportunity College (SOC) that will accept CLEP credits (Ev. 7). In 2016, DLIFLC signed an articulation agreement with the California University of Pennsylvania (Cal U). This agreement allows the transfer of DLIFLC Associate of Arts Degree in Arabic for course credits towards Cal U's Bachelor of Arts degree in Arabic Language and Culture. The program accepts any dialect of Arabic. This agreement will allow for a transfer of credits

between both schools (Ev. 8, 9). DLIFLC is currently reviewing/renewing previous articulation agreements with Bellevue University and University of North Georgia (Ev. 10). DLIFLC also has an agreement with the Naval Postgraduate School (NPS) School of International Graduate Studies (SIGS) allowing NPS students who are DLIFLC graduates to transfer their DLIFLC coursework toward their NPS master's program (Ev. 11).

Evaluation

DLIFLC meets this Standard. Information on transfer credits is easily accessible on the DLIFLC website and through contact with the AA Degree Advisors. The Institute follows approved policies and procedures in the transfer of credits which are reviewed regularly. Articulation agreements exist where there are patterns of student enrollments.

Action Plan

- The Division of Academic Administration will pursue additional articulation agreements.
- By September 30, 2018, the Office of the Registrar will complete a full review of general education transfer credit requirements to provide students with more detailed transfer credit information, such as a breakdown of specific acceptable AP tests and transfer credit courses.

Evidence
II.A.10-01: DLIFLC AA Degree Information (Screenshot)
II.A.10-02: General Catalog 2017-2018
II.A.10-03: Joint Service Inprocessing Brief (JSIB)
II.A.10-04: AA Degree Plan
II.A.10-05: DLIFLC Regulation 350-10
II.A.10-06: AA Degree Transfer Course Database (Screenshot)
II.A.10-07: TRADOC Policy Letter #13
II.A.10-08: CALU Articulation Agreement
II.A.10-09: CALU Public Affairs Announcement
II.A.10-10: Ongoing Articulation Agreements (Personal Communication)
II.A.10-11: School of International Graduate Studies NPS (Screenshot)

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Description

The Associate of Arts Degree program at DLIFLC includes two components: DLIFLC language courses for the core area of study (45 credit hours), and General Education (GE) courses transferred in towards the degree (18 credit hours). All courses offered at DLIFLC include SLOs (Ev. 1, 2). The transfer GE requirements are not taught at DLIFLC and must be completed at other regionally accredited institutions or by credit through examination (see Standard II.A.10). As described in II.A.1 and II.A.2, SLOs are regularly assessed through the program review process and are the foundation for program improvements. The table on the following pages list the ACCJC Core Competencies mapped to the DLIFLC academic program. It also illustrates the alignment of these outcomes with those listed in this Standard. Specific examples of program-specific outcomes are provided.

Evaluation

DLIFLC meets this Standard. All degree programs include foreign-language specific learning outcomes and general education learning outcomes covering communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. However, learner outcomes for some DLIFLC courses which align with the ACCJC's Core Competencies are not well articulated, for example the Military Skills (MS) courses (Ev. 2 pages 13, 18, and 23). Mapping DLIFLC course SLOs to the ACCJC Core Competencies would perhaps lead to further identification and clarification of learner outcomes. This would potentially also lead to the identification of institutional learner outcomes.

Action Plan

- The ALO will work with academic program stakeholders to coordinate the mapping of DLIFLC course student learning outcomes to ACCJC Core Competencies.

Evidence
II.A.11-01: French Syllabus
II.A.11-02: Spanish Syllabus

ACCJC Core Competencies (Outlined Above)	DLIFLC Program
Communication Competency	**DLIFLC Course(s)** • Area Studies • Military Skills • Level 200/300 FL Courses **General Education Transfer Course(s)** • English • Technology
Examples from DLIFLC Courses **Spanish Area Studies (QB240)** • Students will be able to make in-depth presentations on topics mainly covering, but not limited to, Ecuador, Peru, the Caribbean, or Central America (in Spanish). **Advanced Spanish III (QB302)** • Students will be able to make presentations on the Spanish-speaking countries and argue political, socioeconomic, and military aspects of the area (in Spanish).	
Information Competency	**DLIFLC Course(s)** • Area Studies • Level 200/300 FL Courses **General Education Transfer Course(s)** • English • Technology
Examples from DLIFLC Courses **Spanish Area Studies (QB240)** • Students will be able to make in-depth presentations on topics mainly covering, but not limited to, Ecuador, Peru, the Caribbean, or Central America (in Spanish). **Advanced Spanish III (QB302)** • Students will be able to make presentations on the Spanish-speaking countries and argue political, socioeconomic, and military aspects of the area (in Spanish).	
Quantitative Competency	**General Education Transfer Course(s)** • Mathematics
Analytic Inquiry Skills	**DLIFLC Course(s)** • Military Skills • Level 200/300 FL Courses **General Education Transfer Course(s)** • Mathematics • Natural/Physical Science
Examples from DLIFLC Courses **Intermediate Spanish II (QB201)** • Students will be able to extract information and essential points from authentic media sources (in Spanish). • Students will be able to extract main ideas, categorize most details, identify sequences of events (in Spanish).	

ACCJC Core Competencies	DLIFLC Program
Ethical Reasoning	**DLIFLC Course(s)** • Level 200/300 FL Courses **General Education Transfer Course(s)** • Social Science
Examples from DLIFLC Courses **Advanced Spanish III (QB302)** • Students will be able to discuss foreign affairs, United State – Cuba relations, relations with Colombia, extradition, political trends in Latin America (in Spanish). • Students will be able to discuss the role of the military in the 21st century (in Spanish).	
Ability to Engage Diverse Perspectives	**DLIFLC Course(s)** • Level 200/300 FL Courses **General Education Transfer Course(s)** • Social Science
Examples from DLIFLC Courses **Advanced Spanish III (QB310)** • Students will be able to discuss different types of social problems (in Spanish). • Students will be able to talk about the effects of immigration on the economy in the Spanish-speaking world (in Spanish).	
Program Specific Learning Outcomes	Identified as language proficiency outcomes, skills, and abilities in each respective language course.
Examples from DLIFLC Courses **Elementary Spanish Conversation (QB110)** • Students will be able to give simple commands – instructions and directions (in Spanish). • Students will be able to ask and answer simple questions (in Spanish).	

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Description

DLIFLC students who complete the General Education (GE) requirements in addition to the DLIFLC language program requirements as outlined the DLIFLC Regulation 350-10 will successfully earn the Associate of Arts Degree in their language of study. A description of

the GE areas of study are described in the General Catalog and the Degree Plan on the Institute's website and is available in person or by email through the AA Degree Office (Ev. 1 page 37, 2).

DLIFLC awards only Associate level degrees. The GE requirements are carefully reviewed by the Office of the Registrar and the AA Degree Office by comparing the requirements to state university and junior college programs while taking into consideration the Institute's unique student population. The degree requirements allow students to receive a comprehensive general education in support of their military and civic responsibilities.

DLIFLC awards 45 semester credits for a Basic Course language program. Of the 45 credits, nine of those are general education credits required for the AA degree while the remaining 36 credits are language related. The DLIFLC general education areas cover learning in Humanities (3 credits), Critical Thinking (3 credits), and Area Studies (3 credits). In addition to the above 45 DLIFLC credits, the student must complete 18 GE credits transferred to DLIFLC from regionally accredited institutions or agencies or by credit through examination. The AA degree is 63 semester credits.

The nine general education credits from DLIFLC are listed in the General Catalog and outlined below (Ev. 1 page 68):

Critical Thinking (3 credits)
Lower Division:
MS 120. Introduction to Job Related Skills in the Foreign Language (2 credits)

Upper Division:
MS 220. Introduction to Military Topics in the Foreign Language (1 credit)

The Critical Thinking courses (120 and 220) teach expression, critical evaluation, and logical thought. There is an oral presentation component where students are able to demonstrate their abilities in debate, argument and persuasion by delivering content orally in their foreign language.

Humanities (3 credits)
Lower Division:
AS 140. Introduction to Foreign Language Culture (1 credit)

Upper Division:
AS 240. History and Geography of the Foreign Language Region (1 credit)
AS 340. Area and Intercultural Studies within the Foreign Language Region (1 credit)

The Humanities courses (140, 240 and 340) include fine and performing arts, literature of the language, religion, and philosophy. These courses provide students a diverse cultural and artistic perspective in the target language.

Area Studies (3 credits)
Lower Division:
AS 140. Introduction to Foreign Language Culture (1 credit)

Upper Division:
AS 240. History and Geography of the Foreign Language Region (1 credit)
AS 340. Area and Intercultural Studies within the Foreign Language Region (1 credit)

The Area Studies (140, 240 and 340) presents information on the foreign language area including politics, economics, history, and geography.

The Area Studies courses each carry two credits which are equally divided between Humanities and Area Studies as the content covers outcomes relevant to both general education areas.

The transfer GE requirements are not taught at DLIFLC and must be completed at other regionally accredited institutions or by credit through examination (see Standard II.A.10). The transfer GE credits include English, mathematics, natural/physical science, social science, and technology. These GE courses provide learning outcomes to include competencies in the following:

1. Fundamental principles of analyzing literature and composition writing;
2. Mathematical and/or quantitative reasoning methods to solve problems;
3. Foundational knowledge of the natural and physical sciences;
4. Functioning of societies and social organizations; and
5. Hands-on technology applications.

Degree completion effectively contributes to a student's development of knowledge and employment preparedness in many areas, including, but not limited to: Foreign Language and Cultural Studies, Global Studies, Area Studies, International Business, Translation, Interpretation, Political Science, and Education.

In addition to DLIFLC and GE learning outcomes, students at the Institute have chosen to serve in the United States Military, demonstrating a personal commitment to civic duty. Students are encouraged to participate in volunteer service activities in the local community. Examples of service member volunteer events include: Big Sur International Marathon, First Night Monterey Bay, Toys for Tots, and the AT&T Pebble Beach Pro-Am golf tournament, all of which are charitable events.

Evaluation

DLIFLC meets this Standard. The transfer GE areas of study have remained constant since the inception of the AA Degree Program. However, the acceptable GE transfer course types

were reviewed and updated in 2008 to broaden the scope of GE courses accepted in the areas of study (Ev. 3).

DLIFLC continually reviews and updates its core curriculum (Ev. 4, 5, 6). Forming a curriculum committee specifically for the GE requirements may prove beneficial to DLIFLC in order to review the GE areas and consider possible requirement changes in an effort to realign the requirements to reflect a more well-rounded and transferable set of courses.

Further, the Institute has invested heavily in its technology infrastructure and technology-enhanced instruction since its last Self Evaluation Report. Survey results of students' incoming technology skills provide initial evidence that students enrolled in DLIFLC language programs generally possess adequate technology skills (Ev. 7). In addition, due to the ubiquitous use of technology during the instructional process at DLIFLC, graduating students' technology literacy is high. Given the educational environment, the Institute is in a position to reevaluate the GE technology requirement.

Action Plan

- The Office of the Registrar will coordinate a review of degree requirements with appropriate input from faculty in order to assure alignment between the Institute's language program credits and the GE credits.
- The Office of the Registrar will conduct a review to investigate the possibility of awarding/waiving the technology GE requirement.

Evidence
II.A.12-01: General Catalog 2017-2018
II.A.12-02: AA Degree Plan
II.A.12-03: Program Change Letter to ACCJC
II.A.12-04: External Curriculum Review Summary
II.A.12-05: Defense Language Curriculum Working Group Review
II.A.12-06: Persian Farsi Program Review
II.A.12-07: Technology Survey (Communication)

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Description

The DLIFLC Associate of Arts Degree Program is comprised of three main elements: the language coursework from DLIFLC, the Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI), and the General Education (GE) credits transferred into DLIFLC. The GE requirements provide students with a broad knowledge set while their language study or "major" provides their specialization.

The Basic Course program focuses the area of inquiry on a foreign language. Learning a foreign language to a certain proficiency level requires focused study in the established interdisciplinary core language as well as additional studies in culture, history, geography, and military topics related to the target language. Students complete a rigorous program of reading, listening, writing, and speaking in their target language to an appropriate level of mastery within the field of foreign language education.

For example, the French program final learning outcomes articulate that students will be able to:

> 1. Understand standardized written and spoken texts (i.e., articles, broadcasts, announcements, narratives, physical descriptions, procedures, conversations, commentaries, etc.) on concrete and abstract topics at level 2+ or higher.
>
> 2. Speak intelligibly and with confidence about events in the present/past/ and future, give detailed directions and descriptions of peoples/places, and role play in familiar real-life situations (i.e., on level 2 tasks).
>
> 3. Become knowledgeable about the culture and dominant social norms of the target culture (Ev. 1).

Student learning outcomes in a given language program results in students attaining language proficiency in four skill areas, with an emphasis on listening, reading, and speaking. To graduate, students must obtain a general working proficiency in their target language of 2 in listening and reading and 1+ in speaking, with an institution-set standard of 2+/2+/2 (see QFE).

Evaluation

DLIFLC meets this Standard. The Institute's Associate of Arts Degree includes focused study in an area of inquiry aligned with key theories and practices within the field of study. All programs at DLIFLC have articulated SLOs. Courses included in each academic program are appropriate to the degree level and common standards in higher education.

Evidence
II.A.13-01: French Syllabus

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Description

DLIFLC graduates possess foreign language skills that are in high demand providing them with highly specialized employment opportunities within the military, Federal Government, or private sector. Graduates receive a DLIFLC diploma and linguist certificate upon successful completion of the program. Students who complete additional GE credits receive the Associate of Arts Degree in their language.

After graduation, students are provided additional professional and technical training at other military bases. Many students serve as Cryptologic Linguists in Military Intelligence career fields (Ev. 1 page 228, 2 page 12, 3). They enter these fields already having linguistic and cultural competency gained through their education at DLIFLC. Students may choose to continue their higher education studies by participating in programs made available to them through the Institute's articulation agreements (see Standard II.A.10).

Institution-set standards outlining competency levels (i.e., language proficiency levels) and measureable student learning outcomes are driven by external stakeholder requirements (i.e., industry representatives). In 2015, DLIFLC received a new requirement for an increase in graduating students' language proficiency levels to ensure career-technical readiness. In response, the Institute has created a multi-year strategic plan developed with expert input from faculty (see QFE).

Evaluation

DLIFLC meets this Standard. The Institute prepares students with the linguistic and cultural skills needed for further academic or vocational training. DLIFLC graduates possess skills applicable to specialized careers requiring proficiency in critical foreign languages. These skills can transfer to the civilian workforce or other government agencies.

Evidence
II.A.14-01: AR PAM 600-25 NCO Professional Development Guide
II.A.14-02: AR PAM 600-3-35 Military Intelligence
II.A.14-03: CCAF Cryptologic Language Analyst

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

DLIFLC follows set policies regarding student enrollment. Students are not affected by the termination of academic programs, rather programs are phased in or out as class cohorts begin or end.

Language programs slated to undergo significant changes are determined in advance with the fiscal year planning cycle. The Scheduling Division publishes a Master Class Schedule and updates the schedule as needed (Ev. 1). Any modifications to the schedule can be monitored before students arrive at the Institute. Guidance regarding management of the Defense Foreign Language Program is explained in Army Regulation 350-20 and Army Regulation 11-6 (Ev. 2, 3).

Evaluation

DLIFLC meets this Standard. Student enrollments are determined two years in advance of the year of execution. The Institute staffs language programs according to these projections. Low enrollment language programs may be discontinued. The Italian language program was discontinued in 2014, and German, Hindi, Portuguese, Serbian-Croatian, and Turkish were discontinued in 2016 (Ev. 4). As stated above, these programs were phased out after the enrolled student cohorts graduated. No students are affected by program elimination or significant changes.

Evidence
II.A.15-01: Student Projections Example
II.A.15-02: Army Regulation 350-20
II.A.15-03: DA 11-6 Army Foreign Language Program
II.A.15-04: Information Paper Five Discontinued Language Programs

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.

Description

Regular Evaluation

DLIFLC regularly and systematically evaluates its Basic, Intermediate, and Advanced language courses/language programs through Quarterly Review and Analysis (QRA), Annual Program Reviews (APRs), academic program reviews, and After Course Reviews (ACRs). Students are also required to provide evaluative feedback by completing two official questionnaires: the Interim Student Questionnaire (ISQ) and the End-of-Course Student Questionnaire (ESQ). In addition, the school leadership (Dean, Associate/Assistant Dean, Chair, Academic Specialist) conducts regular group sensing sessions to elicit direct feedback from students.

Each Quarterly Review and Analysis (QRA) presents production, proficiency, total attrition rates (academic and administrative), the analysis of these data, and various language program initiatives to achieve higher proficiency levels. The production rate refers to the total number of students who meets the graduation requirements for Basic (2/2/1+), Intermediate (2+/2+/2) and Advanced (3/3/2+) courses. The proficiency rate is used to measure two different results: the percentage of students who just meet the graduation requirements and the percentage of those who exceed such requirements. Attrition rates account for the percentage of students who could not complete their assigned language course for either academic or administrative reasons. The analysis element of the QRA reports on a language program's performance in the current quarter compared to previous quarters (Ev. 1, 2 pages 12-15). In addition, the QRA includes identified issues, corrective actions, and ongoing initiatives taken by a language program to enhance learning outcomes and achievements for all students.

The Annual Program Review (APR) serves as a summative evaluation tool to analyze how a language program performs in a particular fiscal year. For an APR, each language program examines multiple aspects of the program, such as the syllabus, curriculum and teaching practices, overall student results, and initiatives to meet the program's set goals. For instance, the analysis of curriculum and teaching practices describes how the language program is structured to maximize student learning. It also highlights faculty training and other key initiatives. In addition, the APR proposes necessary future actions to resolve issues and/or strengthen areas identified and reported on throughout the QRA process (Ev. 3).

At the class level, each teaching team conducts a comprehensive review of student achievement data, student feedback, and lessons learned through the After Course Review process (ACR) (see I.B.5).

DLIFLC implements comprehensive academic program reviews for all language programs during which faculty and administrative leadership analyze the quality of the instructional program and identify the areas of improvement, including curriculum updates, to ensure relevance and course quality. An academic program review consists of an in depth evaluation of three major components: Curriculum, Students, and Faculty. Program reviews assess the effectiveness of each language program through data-driven and reflective processes (Ev. 4, 5). The content of the program review includes internal analysis of the management of the program, curriculum initiatives, faculty evaluation, and final student learning outcomes as measured by an Interim Diagnostic Assessment, Defense Language Proficiency Test and Oral Proficiency Interview. The review team identifies areas of improvement and continuously follows-up on areas with task completion dates and progress reports.

Program evaluation incorporates student input as a core element in the review process. The Language Proficiency Assessment Directorate (LPAD) administers computerized questionnaires (ISQ and ESQ) to students in Basic, Intermediate, and Advanced language courses to evaluate teacher and program effectiveness. LPAD analyzes and reports the results to the dean of the evaluated program. Results are carefully reviewed and followed up with any necessary actions and initiatives for improvement. In addition to these questionnaires, school leadership conducts regular group sensing sessions, or focus group, with students in each language program. The sessions provide students with an opportunity to reflect on their language training, to express concern, or to offer suggestions. Information and recommendations gathered during sensing sessions is addressed by the respective school leadership in a timely manner (Ev. 5, 6, 7).

Due to the Institute's rolling enrollment cycle, the administration monitors academic programs on an ongoing basis. The Directorate of Academic Affairs publishes a weekly report on the statistics for each graduate (Ev. 8). The senior administration holds a biweekly Academic Leadership Update (ALU) which includes updates on key academic issues and initiatives (Ev. 9). This forum facilitates information exchange and crosstalk among the Institute's organizations.

Enhancing Outcomes

In 2016, the Institute received new guidance from its external stakeholders that directs DLIFLC to raise the language proficiency levels in its graduates (see QFE). In addition to the regular and systematic evaluations described above, each academic program conducts Measure of Performance (MoP) and Measure of Effectiveness (MoE) assessments of the identified initiatives designed to reach the advanced goals. The MoP focuses on assessing

task accomplishment, whereas the MoE the effectiveness measure for the task. The results of these assessments allow schools to identify and implement best practices and propose necessary initiatives to achieve the new standard (Ev. 10).

Evaluation

DLIFLC meets this Standard. The Institute conducts regular and systematic evaluations that include computerized student questionnaires, school leadership sensing sessions, Quarterly Report and Analyses (QRAs), and Annual Program Reviews (APRs). These evaluations serve as the basis for course and program improvement and enhancement of student learning outcomes and achievement. LPAD and the Directorate of Academic Administration provide program administrators with comprehensive reports to monitor program outcomes. The ALUs serve to facilitate broad-based communication on initiatives and results. Ongoing key initiatives originating from these processes include:

- Open Architecture Curriculum: Tasked to produce Basic Course graduates with higher proficiency levels (2+/2+/2), DLIFLC is implementing the principles of a responsive curriculum called Open Architecture. This curricular framework aims at fostering transformative learning as opposed to the prescriptive learning. It also emphasizes quality of materials over quantity, which allows a language program to promote the use of multiple products and varying learning outcomes tailored to students' needs and interests. Open Architecture develops students to become self-aware, autonomous, and strategic language learners (Ev. 11).
- Advanced Language Academy (ALA): Reaching higher proficiency levels also requires changes in teaching practices. For this purpose, DLIFLC has mandated that all of its foreign language instructors, Academic Specialists, Chairs, and language school leadership attend and complete the ALA. The topics and practices covered at the ALA are those relevant to teaching to the higher levels, which include diagnostic teaching, content-, project-, scenario-, and strategy-based teaching, and the principles of transformative pedagogy (Ev. 12).
- Retooling Pre-Collegiate Curriculum (Introduction to Language Studies): As described in II.A.4, new DLIFLC students are required to attend and complete a five-day orientation program called Introduction to Language Studies (ILS). This course is designed to ensure that students are equipped with basic principles and strategies that will help them learn optimally and succeed. In order to increase its effectiveness, ILS curriculum is being revised to include additional strategy-based modules (see II.A.4).

DLIFLC has institutionalized processes to gauge relevancy, appropriateness, and currency of its courses and programs, contributing to the fulfilment of the mission.

Evidence
II.A.16-01: Quarterly Review and Analysis Basic
II.A.16-02: Quarterly Review and Analysis Intermediate and Advanced
II.A.16-03: Annual Program Review
II.A.16-04: UGE Program Review Procedures 2016
II.A.16-05: UGE Program Review Contents
II.A.16-06: ISQ
II.A.16-07: ESQ
II.A.16-08: Korean ISQ/ESQ Results
II.A.16-09: Sensing Session Results
II.A.16-10: DAA Graduation Statistics Report
II.A.16-11: Academic Leadership Update
II.A.16-12: MoP MoE Sample
II.A.16-13: Open Architecture Summit
II.A.16-14: Advanced Language Academy

Standard II.B Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Description

The Defense Language Institute Foreign Language Center (DLIFLC) supports student learning and achievement by continuing to provide for a variety of library and learning support services for students and all personnel responsible for student learning. These services include: Aiso Library (APAS-LI); Student Learning Services (APAS-SL); the Language Training Detachment (LTD) programs under Continuing Education (CE); the Professional Development Resource Center (PDRC) at Continuing Education (CE); and Language Technology Evaluation and Application (LTEA), which develops language technology software and applications designed to enhance student learning.

Library Overview

Aiso Library was constructed in 1987. It is named after Judge John Aiso, who was one of the first instructors at the Military Intelligence Service Language School established at the Presidio of San Francisco in 1941. The library building is 18,000 square feet with a seating capacity of 158. Three group study rooms, with a seating capacity of 10 each, and a conference room with a seating capacity of 30, bring the total capacity to 218. The Aiso Library is centrally located near the main instructional buildings and is open 62 hours a week. Library hours are posted on the front of the library building. They are also available on the library website, and are listed on informational brochures (Ev. 1).

Aiso Library serves approximately 2,000 Soldiers, Marines, Sailors, Airmen and a faculty of 1,800. Aiso Library is a highly specialized academic library focused on identifying, acquiring, managing, and providing access to language resources that support and enhance student learning at DLIFLC. In FY 2017, the library revised its mission statement to align itself more closely with the DLIFLC mission:

> *The mission of 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.

Library Collections

Aiso Library houses language collections that support the seventeen current target language and dialect programs taught at DLIFLC. Materials are selected to promote student achievement, to support a variety of topical interests, and to enhance cultural awareness and understanding. Currently, books in the language collections number 19,740 (Ev. 2). Aiso Library subscribes to more than 20 databases and acquires e-resources (e.g., books, audio, and video) through vendors (Ev. 3). Each language collection includes books, audio materials, DVDs, software, and, when it is possible to acquire them, such materials as flash cards and board games. Language collections contain a wide range of subjects including, but not limited to: religion, political science, folklore, grammars, readers, military history, literature, and travel. A strong emphasis is placed on acquiring native language materials written and published in the target language. Also included in each language collection is a substantial quantity of English language materials covering a broad range of subjects so that students can deepen their cultural understanding. The practice of acquiring English language materials serves the culturally-based language education approach at the Institute.

Aiso Library supports DLIFLC teaching faculty and professional staff. The General Collection has a total of 12,639 items. Housed separately from the language collections, the General Collection includes resources for such subjects as language teaching, educational measurement, educational technology, translation, and other topics critical to DLIFLC faculty responsible for student learning and support. Materials on management and educational administration as well as English as a Second Language are also included in this collection.

Periodicals

Aiso Library subscribes to approximately 200 print periodicals, the majority of which are in target languages. Sixty-six periodical titles are ordered for departmental use in the classroom. Thirty titles are ordered for Continuing Education to support Intermediate and Advanced language programs offered under Resident Education. Over 50 additional scholarly journals will be added to the FY 2017/2018 subscriptions in response to feedback from Language Technology Evaluation and Application (LTEA), the Language Proficiency Assessment Directorate (LPAD), and other faculty. Aiso Library orders duplicate copies where appropriate for out of classroom use. The library allows back-issues of periodicals to circulate for a period of one week.

Electronic Periodicals / Databases

Aiso Library supports student learning and achievement by providing access to a growing selection of electronic resources through a variety of database services. Aiso Library generally subscribes to electronic formats of periodicals when available. The library now subscribes to more than 20 databases, with access more than 2 million journal articles. Aiso Library currently uses two e-book vendors: Overdrive and EBSCO. Overdrive offers a catalog of more than 3.3 million titles from 5,000+ publishers, carrying a substantial number of foreign language resources. The library doubled allocation of funds for Overdrive in FY 2017 due to increased demand for Overdrive e-resources. EBSCO has an inventory of over one million titles from 1,500 publishers. Aiso Library uses EBSCO for materials not found in Overdrive, especially scholarly titles pertaining to the field of second language acquisition. Currently, the library offers over 16,000 titles to students and faculty. Additionally, Aiso Library provides links to online newspaper resources from its website. *Press Display* now provides access to more than 6,500 international newspapers (Ev. 4).

Catalog

Aiso Library's catalog resides on the EDU network (see Standard III.C.1). As libraries have shifted focus from print to OPACs (Online Public Access Catalogs) and e-resources, technology has emerged to facilitate the search experience for patrons, and to improve access to multiple library resources. In 2015, the library implemented Ebsco Discovery Service (EDS) which moves away from the traditional single source searching to a platform that searches across all resources simultaneously. All materials are fully catalogued and can be easily located using the online search function. Patrons can search the catalog by traditional search terms (e.g., title, publication) and/or by type of material (e.g. Persian / Videos). Bibliographic records for e-books, streaming video, and e-audio materials are uploaded into the catalog weekly, assuring currency.

Library Website

Aiso Library provides access to its resources through its home page on the DLIFLC website (Ev. 5). The Aiso Library website provides information about its resources and services in a clear and easily navigable format. In addition to links to the Catalog and Database, as well as the new Discovery search box, Aiso Library provides the following information on its website:

- Interlibrary Loan information, enabling researchers to submit ILL requests online;
- Multiple Open-Source periodicals pertaining to applied linguistics and language learning;
- Links to the major US language organizations and resource centers for faculty reference;

- Writing resources and citation guides;
- Copyright Clearance Center (a subscription service); and
- A link to library resources available on Army Knowledge Online (AKO).

Through AKO, Army students have access to a wide variety of digital resource including Zinio, a popular magazine database; Safari Books, an e-reference library; One-Click Digital, with over 5,000 books; Ebsco Military and Government Collection, with 300 periodicals; and perhaps the most useful resources to students, Peterson's Learning Resources, with access to electronic CLEP, DSST, ASVAB, and standardized test preparation guides.

The library supports students who are pursuing the DLIFLC AA degree by providing access to study guides (e.g., CLEP and Dantes). Aiso Library staff also serve as test proctors. Circulation statistics of Study Guides indicate that these clearly met a need, growing from 172 in FY 2015 to 1,156 in FY 2017 (Ev. 6, 7). Library staff informs students about test preparation materials available through Army Knowledge Online, the Army portal.

Aiso Library supports the educational mission of DLIFLC by offering additional support services. The front desk provides reference and research services at the front desk during library hours. For more extensive research and reference assistance, patrons may make appointments with librarians. Staff provide brief library orientations at the front desk. Library orientation or instruction workshops are available either one-on-one or to groups. Students and faculty may request class or group workshops at the library, in the classroom, or at a department facility. Class sessions are designed to focus on particular language resources. During FY 2016, the Electronic Resources Librarian provided 66 workshop sessions with a total attendance of 388. The library offered an additional four orientation briefings, with 120 attendees, to the DoD Command Language Program classes held quarterly at DLIFLC (Ev. 8).

Aiso Library proactively works to provide support services regardless of location or means of delivery. DLIFLC faculty support linguists in language sustainment and enhancement programs across the United States and abroad at 23 Language Training Detachments (LTDs) (see Standard IV.D). In 2016, Aiso Library began to inquire about library resources available to DLIFLC faculty at LTDs. The resources available at these locations vary substantially in quantity and quality because these are contracted programs (Ev. 9). In 2017, Aiso Library formally extended access to the library's electronic resources to DLIFLC faculty teaching at LTDs in order to better support their professional needs. Access to electronic resources is through Library ID Verification (Library Card ID) (Ev. 10). In addition, the Electronic Services Librarian conducted a library workshop via ZOOM to faculty teaching in San Antonio. As one faculty member wrote: "We are so excited. It is important to say that, in almost 10 years I have been working at this LTD, we have never had this level of attention

for any of our programs. Academic Resources like this are so important" (Ev. 11). Similar outreach activities to the other LTDs are being planned.

Aiso Library staff make weekly trips to the DoD Center located at the Fort Ord Community for delivery and pickup of library materials to facilitate materials accessibility. The Professional Development Resource Center (PDRC), a small library for Continuing Education (CE) faculty, is located in the DoD Center. Aiso Library has contributed numerous titles to the PDRC in support of CE faculty.

Interlibrary Loan

The library provides interlibrary loan (ILL) services to students and faculty. Aiso Library uses OCLC WorldSearch software for its ILL backbone which allows patrons to borrow items from libraries around the country. Aiso Library also loans materials through ILL. While the bulk of ILL requests are for materials owned by libraries in California, Aiso Library can borrow from any participating library. Statistics for FY 2016, show that Aiso Library made 210 requests to borrow and 155 of those were filled (73%). Aiso Library received 624 requests from other libraries to borrow items and filled 176 of those requests (28%). The low fill rate is due to a policy to fill requests only if Aiso Library is one of a few libraries that owns the item(s). Additionally, Aiso Library does not loan critical foreign language materials (Ev. 12).

In an arrangement with the Monterey Institute of International Studies (MIIS) and the Naval Postgraduate School (NPS), DLIFLC students and faculty may borrow materials from the MIIS and NPS libraries.

LoC Cooperative Acquisitions Program

The Library of Congress (LoC) Cooperative Acquisitions Program facilitates acquisition of books and periodicals from around the world. The LoC has acquisitions offices in Cairo, Islamabad, Jakarta, Nairobi, New Delhi, and Rio de Janeiro to develop LoC's research collections. In 2016, Aiso Library established accounts with the Cairo Office, the Islamabad Office, and the Rio de Janeiro Office. From these offices, Aiso Library is able to obtain language materials from geographically proximate countries, providing access to newspapers, magazines, books, videos, and other native language materials. For some languages, the LoC offices are the best means to access resources (Ev. 13).

Library Staffing

In 2013, a US Army manpower audit reduced authorized library staffing from 13 to eight, cutting professional librarians from seven to three and support staff from six to five. The loss of four librarians reduced professional work, in terms of hours, by almost 7,000 hours annually. During this time, the Aiso Library's materials budget doubled. The current Table of

Distribution and Allowances (TDA), which is the product of the USAAMA Manpower Review, however, recognizes only three librarians: a Chief Librarian, a Reference Librarian, and a Systems Librarian. There is no recognition of an Acquisitions Librarian or a Cataloging Librarian, two critical positions in any academic library. The TDA recognizes only five technicians. The Institute does not have administrative control over the library staffing model used by the Training and Doctrine Command (TRADOC). Indeed, TRADOC does not currently have a staffing model for academic libraries. Nonetheless, without an academic library staffing model, the Aiso Library continues to meet its requirements and mission support of DLIFLC students, faculty, and staff.

Learning Technology and Other Support Services

The library provides learning technology that is sufficient in currency and quantity to support educational programs. While the library does not offer computer labs, it does have 10 DSL workstations, 11 workstations on the military server, and 15 workstations on the EDU network. These are heavily used by students and faculty and the library recently adjusted its opening hours so students and faculty could access computers before classes start. All workstations are linked to printers. Basic software packages, such as Microsoft Office Suite, are available on all workstations. Smartboards are available for use in the three small group study rooms and the conference room. Concerns about aging technology have been reduced by the implementation of a new handreceipt system which will identify and automate the lifecycle replacement for computer workstations.

The selection of educational equipment happens through various working groups and committee structures. The Deputy Chief of Staff for Information Technology serves as the Institute's Chief Information Officer and holds primary responsibility for coordinating efforts for the identification and prioritization of needs for educational equipment and learning technologies (see Standard III.C).

Language Labs

Mobile devices (e.g., MacBook Pro, iPad, personal devices) have reduced the requirement for language labs; however, the need exists for onsite language labs allowing one-to-many student listening and speaking evaluation sessions. Language labs are not designed as self-access centers, rather as facilities that allow a large number of students to simultaneously complete listening exercises or take listening tests. See Standard III.C for a full description of learning technology support.

Learning Centers

Student Learning Services (SLS), under the Faculty Development Support Division of Academic Support Directorate, manages the Introduction to Language Studies classes (ILS101 and ILS102). ILS101 is a four day prelanguage class for students at the beginning of

their language program designed to address strategies for optimal learning at DLIFLC. ILS102, a one day class taken when students are four to six weeks into their academic program, introduces reading, listening, and speaking strategies (see Standard II.A.4 and II.A.7).

Evaluation

DLIFLC partially meets this Standard. Learning resources are sufficient in quantity, currency, depth, and variety to support the Institute's mission and educational programs. Special focus is paid to supporting students' success at all proficiency levels. Delivery of electronic information is efficient and access to resources is available to all students and faculty, regardless of location.

Aiso Library does not have administrative control over its webpage. Changes and updates go through a webmaster. More recent web capabilities have yet to be incorporated into the site (e.g. drop down menus which improve usability). Aiso Library is developing a working plan with the webmaster to better facilitate website updates.

Appropriate and adequate staffing will be critical as the library moves forward in meeting the Institute's higher language proficiency goals in the years ahead. Aiso Library ranks low when compared other military academic libraries and is at its lowest staffing levels since FY 1988 when five fulltime professional librarian positions and an additional seven staff positions were funded for a total of 12 library staff (Ev. 15, 16). The Aiso Head Librarian has begun and will continue to work with the TRADOC Librarian to articulate a required staffing model for Aiso Library. The library has a role to play in supporting the institution-set standard raising students' language proficiency levels (see QFE). By targeting acquisitions efforts strategically on the electronic delivery of resources, the library will be better able to meet students where they are in terms of their expectations of information technology. In addition, the library will be better able to deliver language resources to DLIFLC faculty where they work. Finally, the library can support the Institute's efforts to attract and retain teachers of exceptional quality by providing the academic resources that meet the faculty's professional needs.

Per Army Regulation, libraries are to collect data and feedback from patrons every two years (Ev. 14 see section 3-2). The new head librarian identified that the library has not conducted a survey since 2002. Routine and regular surveys of students and faculty are essential to measure how the library is being used and how it is perceived. Surveys will help the library to assess the quality, variety, and depth of the collections. Library staff is encouraged to let patrons know that feedback is welcome and many patrons who use the library on a regular basis freely offer information about titles, authors, subjects, and even vendors or bookstores. While this serves as ongoing informal feedback from patrons of the library, a formal survey would help to determine user needs.

Action Plan

- The Head Librarian will continue to work with the TRADOC Librarian to articulate a required staffing model for Aiso Library.
- Create and conduct a library survey. Deploy the survey every two years in accordance with Army Regulation 25-97.
- Based on survey results, address staffing shortages by investigating the possibility of future hires or reducing services.
- Continue to expand access to electronic resources in all languages taught by DLIFLC.
- Finish developing a working plan with Aiso Library's webmaster to address systematic website updates in a timely manner.

Evidence

II.B.1-01: Aiso Library Brochure
II.B.1-02: System Count of Items and Titles FY17
II.B.1-03: FEDLINK Vendors FY17
II.B.1-04: Press Reader Link (Screenshot)
II.B.1-05: Aiso Library Website Resources (Screenshot)
II.B.1-06: Report: Activity and Relative Use by Holdings Codes FY15
II.B.1-07: Report: Activity and Relative Use by Holdings Codes FY17
II.B.1-08: Outline: CLPM Briefing
II.B.1-09: LTD Resource Access (Communication)
II.B.1-10: Remote User Registration Form
II.B.1-11: Workshop Feedback (Communication)
II.B.1-12: Aiso Library Army Metrics Survey FY16
II.B.1-13: Overseas Cooperative Acquisitions (Screenshot)
II.B.1-14: Army Regulation (AR) 25-97. The Army Library Program.
II.B.1-15: MECC-LWG Staffing. (30 Nov. 2008)
II.B.1-16: DLIFLC Accreditation Self Study Report, p.18. 1989

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Collection Development

Collection development is a central function of Aiso Library. Aiso Library relies on the language and teaching expertise of faculty to assist in building the collections and encourages

faculty to engage in collection development. Faculty have provided critical assistance in the following areas:

- Identifying materials no longer needed in the Chinese, Korean, and Russian collections;
- Assisting with transliteration of Urdu, Pashto, Arabic, Chinese, and Persian Farsi books for cataloging;
- Reviewing a large quantity of materials sent by Guantanamo Bay Naval Base and sent to Aiso Library for consideration; and
- Assisting in ordering needed materials by phone from non-English speaking vendors.

To ensure that the library acquisitions support academic and institutional needs, the library works directly with faculty to develop the collections. Aiso Library has a Collection Development Policy which guides decision making about resources and allocation of funds (Ev. 1). The library encourages students and faculty to submit requests or suggestions for magazines, newspapers, DVDs, books, and other resources in support of the academic community. Requests for purchase may be submitted online or by filling out a form at the front desk (Ev. 2). The library endeavors to purchase requested materials within two weeks. Many requests are sent directly to librarians or staff for purchase after an informal inquiry or conversation at the front desk. This informal feedback mechanism between library staff and patrons is ongoing (Ev. 3, 4).

Aiso Library has helped support the establishment and growth of small departmental libraries as well. In 2016, one language department started a small library for their students to use during study hall and the department's faculty approached Aiso Library for support (Ev. 5). In 2014, the Chamberlin Library at the Ord Military Community closed; many titles were transferred to the Professional Development Resource Center (PDRC) at the Continuing Education Office. As additional resources have become available, Aiso Library has transferred these to the PDRC (Ev. 6). The PDRC also houses advanced language books to support the Resident Language Programs.

Library Advisory Acquisitions Board

In 2002, the Acquisitions Librarian established the Library Advisory Acquisition Board (LAAB). The Acquisition Librarian chaired the board which met on a quarterly basis. The Acquisition Librarian left the Institute in 2014 and the board ceased to function until the new Head Librarian was hired in 2016 and reestablished the LAAB in 2017.

The value of LAAB is recognized by the library and by the Institute. The composition of LAAB includes representatives from schools, departments, and other DLIFLC offices that have a need for current library resources. LAAB representatives serve as liaisons between the library and the patron community. In FY 2013 and FY 2014, LAAB participated in a long

overdue serials survey. The survey was disseminated to schools and departments asking faculty to provide feedback on the library's selection of serials titles. The survey identified a total of 67 titles to be cancelled, and 77 new titles to be added, consequently better aligning resources to teachers' and students' needs (Ev. 7).

Integrated Library System (ILS)

Aiso Library's current Integrated Library System (ILS) was evaluated, selected, and implemented by library staff in 2002. While this is not strictly equipment or materials, the evaluation and selection of an ILS relies on the expertise of librarians. A great part of library work is managed through the ILS (e.g., cataloging, circulation). The library catalog has both a staff mode and a public interface. Access to the ILS software is a subscription service. Aiso Library maintains and owns its information within the ILS.

In 2015, the TRADOC Librarian announced the intention of establishing an enterprise system for the TRADOC libraries, of which Aiso Library is an element. The enterprise system will include shared technology with a single Integrated Library System (ILS) that will communicate between libraries. The ILS will include various modules (e.g., cataloging, serials, circulation) for library functions as well as a shared online public access catalog (OPAC) so that TRADOC libraries can search a single catalog and develop cooperative collection strategies. Aiso Library anticipates a migration to this enterprise system in calendar year 2018. This migration will offer access to additional resources not currently available to DLIFLC patrons. TRADOC will be responsible for the acquisition and service costs of this new system (Ev. 8).

Educational Equipment

As described in II.B.1, Aiso Library has computer workstations available for patrons. Other equipment available in the library include: fax machine, shredder, television monitors, SmartBoards, and two Ricoh printer/copier/scanners. Technology equipment is provided by the Institute and is on a lifecycle replacement schedule. Selection and maintenance of instructional technology is further addressed in Standard III.C.

Evaluation

DLIFLC partially meets this Standard. Since 2014, acquisitions responsibilities have been shared by all staff. Library staff communicate regularly with faculty and students and encourage them to suggest or request materials for acquisition. The Deans' Council, the Chairs' Council, or the Academic Senate meetings are venues for formal communication and feedback about library services.

For many years, the focus of the library's collection development has been on providing resources and materials for students in the academic language programs. This focus has left

many faculty without the necessary academic resources needed to accomplish their professional work. Informal feedback from faculty has found that faculty members have to find resources elsewhere. The library has taken steps to try to better meet those needs; more formal communication and feedback is gathered to better assess library services and resources for the DLIFLC community. A newly established, systematic evaluation process that examines the selection, depth, and variety of materials to meet student and faculty needs better supports the needs of the Institute and improves resource allocation.

The head librarian reestablished the Library Acquisitions Advisory Board (LAAB) in November 2017. Composition of the Board includes representatives of the Directorates – UGE, CE, APAS – and the Board will continue to meet on a quarterly basis. LAAB will serve as a forum for discussion to ensure that the library continues to coordinate with, and meet the requirements of, the Directorates in support of the 2+/2+/2 goal. Additional meetings may be called to address specific needs for specific language resources or for professional development resources, or other library resources the Directorates may require. In addition, the Director will participate in Shared Governance opportunities to solicit feedback about library resources and services. Such opportunities may include the Faculty Advisory Councils, Academic Specialist Council, the Academic Senate, Chairs' Council, and the Deans' Council.

Action Plan

- Create and conduct a library survey. Deploy the survey every two years in accordance with Army Regulation 25-97.
- Revise the Collection Development Policy.

Evidence
II.B.2-01: Library Collection Policy
II.B.2-02: Aiso Contact: Item Request (Screenshot)
II.B.2-03: Request for Korean DVDs (Communication)
II.B.2-04: Request for Academic Journals (Communication)
II.B.2-05: Department Library (Communication)
II.B.2-06: Professional Development Resource Center (PDRC) (Communication)
II.B.2-07: Serials Review: A Report to LAAB
II.B.2-08: TRADOC Libraries Enterprise System-Army University Library Overview 2016

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

DLIFLC regularly evaluates the library and other learning services to ensure their adequacy in meeting student needs through two standardized student feedback surveys, the Interim Student Questionnaire (ISQ) and the End of course Student Questionnaire (ESQ), designed to elicit student feedback on all areas of student support and academic programming (Ev. 1, 2). While the surveys include items explicitly addressing Student Learning Services (Student Learning Center), specific items pertaining to library services are not included, though students can write in feedback (Ev. 2 pages 10 and 31).

Aiso Library evaluates its resources and services regularly to ensure that they continue to meet student needs using circulation data pulled from the Integrated Library System (ILS) and the annual Army METRICS Report (Ev. 3, 4). Standard metrics are a good measure of whether the library is meeting the patrons' needs and include: attendance counts, circulation statistics, database, numbers for short and long reference questions, interlibrary loans requested and filled, and books renewed. Internally, Aiso Library uses the following reports:

- Circulation Counts by Borrower Types to identify who is borrowing materials (Ev. 5);
- Circulation Counts by Borrower Types and Holdings Codes to identify who is borrowing different materials (Ev. 6);
- Activity Summaries with Comparison to Previous Year to track patterns (Ev. 7).

Evidence that the Library contributes to student learning can be found in attendance and circulation statistics. In fiscal year 2016, 105,000 visitors / 33,000 items circulated, which is approximately one out of every three visitors checking out an item. The most heavily circulating materials are study guides, used by students who are working towards their AA degree while at DLIFLC. Other popular resources are the books in the language collections and in the professional academic section (faculty). Circulation statistics can be broken down to measure item circulation frequency. For instance, a report used to track low use materials in the Russian Collection resulted in the identification of more than 3,000 items. Many of these books were dated, and others were too advanced for DLIFLC students. As a result, over 1,000 books were transferred to a Russian military linguist unit to support advanced language sustainment. Evaluating the collection by use statistics ensures the collections stay relevant.

Tracking use of electronic resources is also critical in measuring whether the library continues to meet the needs of its user community. Aiso Library collects statistics from a

variety of vendors through the expanded availability of digital resources. The latest reports indicate that in FY 2017 there were more than 1,700 database sessions. The average session was over 30 minutes (Ev. 5).

The ongoing requests for library workshops and orientations provide evidence that Aiso Library contributes to student learning. During fiscal year 2016, the reference librarian conducted 68 sessions for 388 students.

Evaluation

DLIFLC partially meets this Standard. Currently, the standardized ISQ and ESQ student feedback surveys offer a mechanism for student evaluation of Aiso Library and student learning services. Including questions on these surveys specifically to address Aiso Library would yield regular feedback data. Aiso Library relies on system generated usage reports to evaluate patron services. These reports have led to a realignment in the collections and demonstrate that students are clearly taking advantage of the opportunity to earn the AA degree while at DLIFLC. However, Aiso Library will need to develop a user survey for faculty, staff, and students to systematically evaluate library services and student resources.

Action Plan

- Develop a user survey to systematically evaluate library services.
- Give evaluation forms to participants in all workshops, to include bibliographic instruction and new patron orientations.
- Include specific questions about Aiso Library on ISQ and ESQ student surveys with the next revision cycle to the ISQ/ESQ feedback forms.

Evidence
II.B.3-01: ISQ
II.B.3-02: ESQ
II.B.3-03: Annual Army METRICS Report
II.B.3-04: Activity Holdings FY 2017
II.B.3-05: Circulation Counts by Borrower Types
II.B.3-06: Circulation Counts by Borrower Types and Holdings Codes
II.B.3-07: Activity Summaries with Comparison to Previous Year

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Description

DLIFLC relies on a variety of sources for library and learning support services. These services are adequate and easily accessible for the institution's intended purposes. All contractual arrangements for these services are fully documented.

The Department of the Army is one of twenty-five participating federal agencies in the Federal Library and Information Network (FEDLINK), which has procurement authority for the library and resource centers of all participating agencies. FEDLINK has authority to procure a variety of commercial library and information services, such as books, ebooks, and serials. In 2001, Congress established a statutory revolving fund under 2 U.S.C. §182c to support interagency procurement. FEDLINK complies with all federal acquisition regulations (Ev. 1). While Aiso Library works with several vendors each fiscal year, the contract is with FEDLINK. In FY 2017, there were over 130 participating FEDLINK vendors. Among the vendors Aiso Library has selected to work with are: Baker and Taylor for books and DVDs; Overdrive for ebooks; OCLC for bibliographic services; EbscoHost for databases; Eastview Information Services for databases and books; ProQuest for databases; and Basch for serials. Through FEDLINK, Aiso Library is also a member of the Online Computer Library Center (OCLC). OCLC provides member libraries access to WorldCat, the most comprehensive database of library collections globally with over 390 million records.

OCLC's cataloging function allows Aiso staff to search and download bibliographic records into the local catalog and to contribute new records to OCLC's database. Copying and downloading quality bibliographic records saves time in having to create original catalog records. Aiso Library catalogers are contributing original cataloging in WorldCat because a great percentage of the hard copy acquisitions are native language materials for which there is no existing bibliographic record. Additionally, Aiso Library staff use WorldCat to locate and request library materials for ILL requests.

Aiso Library purchases additional resources and services that are not available through FEDLINK vendors. For some of these, Aiso Library enters into formal annual contracts. Among them are the Copyright Clearance Center, the Library of Congress Cooperative Acquisitions Program (CAP), and Boopsie (an app).

The Copyright Clearance Center provides comprehensive coverage for permission to use and share information, streamlining the complicated verification process to determine copyright ownership and terms of permissions for academic resources in English. This service facilitates copyright compliance for electronic materials, research, photocopying, and dissemination (Ev. 2).

In 2016, Aiso Library contracted to participate with CAP. The Library of Congress maintains six overseas offices for the purpose of acquiring materials for its research collections. Each office manages a CAP which is open to academic institutions that would like receive publications for their own collections from geographically proximate countries (Ev. 3). While the focus of CAP is on academic materials, the offices also provide newspapers and magazines and they have been flexible in meeting the needs for DLIFLC students.

A recommendation from a member of the DLIFLC Board of Visitors led the library to acquire Boopsie. Boopsie is a mobile app that enables the library users to access the library's resources on smartphones and tablets. The library worked with technology services to have Boopsie automatically loaded on student iPads. Students also learn about Boopsie at library orientations (Ev. 4).

Aiso Library belongs to the Pacific Library Partnership (PLP), which is comprised of 42 libraries in counties in the San Francisco Bay area and the Central Coast (Ev. 5). PLP is a consolidation of four library systems: the Bay Area Library and Information System; the Peninsula Library System; the Monterey Bay Area Cooperative Library System (MOBAC); and the Silicon Valley Library System. This partnership is part of a statewide effort encouraged and supported by the California State Library to consolidate library systems throughout California. There is no cost for membership to PLP. PLP offers a variety of workshops and training opportunities for staff development. Occasionally there are opportunities to purchase resources at consortial prices or as a reduced offer to PLP members.

Aiso Library is also a member of MOBAC (Ev. 6). MOBAC operates as a local cooperative library system with an administrative council and five committees: Interlibrary Loan Committee, Literacy Committee, Reference Committee, School and Public Librarians Association of Monterey Bay Area (SPLAMBA), and Technology Committee. MOBAC offers staff targeted professional development opportunities. In addition, the MOBAC courier delivers interlibrary loans between MOBAC libraries.

Evaluation

DLIFLC partially meets this Standard. Aiso Library enters into formal agreements with vendors and service providers to increase access to library resources and services for patrons. All contracts or agreements are documented and in compliance with federal acquisition regulations. As mentioned in Standard II.C.1 and II.C.2, Aiso Library has not conducted

systematic, formal evaluations with regards to ensuring the use and effectiveness of these services.

Action Plan

- Create and conduct a library survey. Deploy the survey every two years in accordance with Army Regulation 25-97.

Evidence
II.B.4-01: FEDLINK Authority (Screenshot)
II.B.4-02: Copyright Clearance Center Overview (Screenshot)
II.B.4-03: CAP Overview (Screenshot)
II.B.4-04: Boopsie App (Screenshot)
II.B.4-05: PLP Overview (Screenshot)
II.B.4-06: MOBAC Overview (Screenshot)

Standard II.C Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Description

DLIFLC students have access to comprehensive support services as students and uniformed service members. These services are provided through several distinct operational chains-of-command including the Presidio of Monterey (POM) U.S. Army Garrison (USAG), DLIFLC, the four student service units, and others. These services are outlined in the General Catalog (Ev. 1, Chapter 3), and include:

- Army Community Service (ACS)
- Army Retention Office
- Army Substance Abuse Program (ASAP)
- Better Opportunity for Single Service Members (BOSS)
- Child Youth and School Services (CYSS)
- Civilian Personnel Advisory Center (CPAC)
- Education Services
- Emergency Services
- Equal Employment Opportunity
- Equal Opportunity
- Family, Morale, Welfare and Recreation (FMWR)
- Family Housing
- Fire Department
- Inspector General
- Legal Services (Staff Judge Advocate)
- Logistics Medical/Health Services
- Network Enterprise Center
- Plans, Training, Mobilization and Security
- Plans, Analysis and Integration Office
- Police
- Religious Support
- Retirement Services
- Office Safety
- School Liaison (K-12)
- Transportation Office

Local commands oversee these services on military installations throughout the world. As such, this system provides quality of life services to language students at DLI-Washington and Language Training Detachments (LTDs).

The Army and DLIFLC evaluate support services using three different tools: the Interactive Customer Evaluation (ICE) system, the Interim Student Questionnaire (ISQ), and the End of Program Student Questionnaire (ESQ) (Ev. 2, 3, 4). ICE is an online customer survey system managed by U.S. Army Garrison Operations to provide qualitative and quantitative data about all non-academic related base services, including, but not limited to: postal service, cafes, technical support services, bus/shuttle service, the education center, and the health and dental clinics. ISQs and ESQs, administered by DLIFLC, also provide the Garrison feedback on services. Procedures are in place to identify urgent and recurring issues identified in ISQs and ESQs. Comments are red flagged if they mention past, present, or future student issues that: 1) pose a danger to personal safety to oneself or others, and/or 2) pose a danger to personal or government property. Senior leaders investigate these 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.

Evaluation

DLIFLC meets this Standard. DLIFLC and the USAG monitor the delivery of services, both academic and quality of life, through standardized evaluation systems. Mechanisms are in place that allow for the quick elevation of repeat or critical issues. The Garrison, which functions as the primary support agency for student quality of life issues, has a broad approach that is customer focused and committed to exploring ways of improving its support to the Institute. Garrison's reliance on ICE and ISQ/ESQ data has resulted in improvements in the delivery of the broad range of services for which the Garrison Command is responsible. For example, in 2017 students provided feedback on limited public transportation for those attending evening study halls (Ev. 5). Effective September 2017, shuttle services now run to accommodate students in evening study halls (Ev. 6). The Institute is committed to identify student services aligned with student needs and employs established feedback systems to evaluate student services.

Evidence
II.C.1-01: General Catalog 2017-2018
II.C.1-02: Interactive Customer Evaluation (ICE) (Screenshot)
II.C.1-03: ISQ
II.C.1-04: ESQ
II.C.1-05: Bus Time Complaints (Communication)
II.C.1-06: New Bus Schedule, September 2017

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Description

DLIFLC offers comprehensive student support services that are evaluated using established feedback systems (see II.C.1). DLIFLC evaluates quality of life and student support services as follows:

Student Questionnaires(ISQ/ESQ)

DLIFLC administers standardized student feedback surveys to all students (Ev. 1, 2). Students fill out questionnaires once or twice a year depending on the length of the language program. Surveys are delivered electronically, use a 4-point Likert scale, and allow students to make written comments on student support programs and services. The items solicit responses on the following: barracks and housing, dining facilities, bus transportation, medical and dental services, and travel services. The questionnaires also address issues related to fraternization, sexual harassment, and discrimination. Service providers review ISQ/ESQ data and use it as a basis for service evaluations and remedial actions. One example prompted extending library hours to include Sundays (Ev. 3).

Interactive Customer Evaluation

Users regularly evaluate quality of life services through the Interactive Customer Evaluation (ICE) (Ev. 4). ICE is a U.S. Army Garrison survey that extends to all student support services. Customers can report their satisfaction for any interaction. The survey is available online to all community members in the Presidio of Monterey service area. Service providers rely on the comments to refine and improve service quality (Ev. 5).

Housing Complaints

Students housed in the on base dormitories (called barracks) may provide feedback on their ISQ/ESQ and ICE survey forms. Those with more pressing issues may bring them to their service unit for support. Students living in government sponsored public private venture housing with issues concerning their living quarters contact the Housing Services Office through the Army Housing website (Ev. 6).

Inspector General

The Inspector General serves as a third party to review institute related issues and their effect on community members (Ev. 7). Students, as well as staff, faculty, and permanent party

military, may bring their issues to the Inspector General if they do not feel responsible agencies are addressing their concerns properly.

Leisure Needs

The Directorate of Family and Morale, Welfare and Recreation uses data from ISQs, ESQs and ICE comments to monitor services. Survey feedback supports new programming development and modification of existing programs.

Miscellaneous Programs

The Army Community Services (ACS) program offers seminars to support service members and their families, such as financial planning and exceptional family member planning. ACS operates under the U.S. Army Community and Family Support Center Command Group (Ev. 8). ACS collects feedback through customer surveys, ISQs, ESQs and ICE comments (Ev. 1, 2, 4). The dining facilities and commissary are inspected regularly for compliance with health and safety standards. The DLIFLC Chaplain team uses a service evaluation card to collect feedback on a range of measures, from facility cleanliness and staff attitudes, to services provided (Ev. 9).

Evaluation

DLIFLC meets this Standard. The Institute has identified student support services and assesses these programs on an ongoing basis through standardized feedback mechanisms. Some service providers have their own evaluation methods that allow for more immediate feedback to the service provider. Fail safes exist in the form of the Inspector General who may intercede on critical issues.

Evidence
II.C.2-01: ISQ
II.C.2-02: ESQ
II.C.2-03: Aiso Library Hours (Screenshot)
II.C.2-04: Interactive Customer Evaluation (ICE) (Screenshot)
II.C.2-05: Education Center ICE Feedback 2015
II.C.2-06: Army Housing Website (Screenshot)
II.C.2-07: Inspector General (Screenshot)
II.C.2-08: AR 608-1 Army Community Services
II.C.2-09: Ministry Team Customer Service Survey

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Description

The Institute offers a wide variety of services that provide comprehensive support for single and married students alike. As mentioned in II.C.1, the POM Garrison provides services that address students' health, safety, fitness, social, military, housing, educational, legal, and financial needs. Support services offices are accessible to service members and their families via the internet, phone, or in person. The Institute surveys students on an ongoing basis to determine needs and resource allocation (II.C.1 and II.C.2).

DLIFLC does not currently offer for-credit distance or online academic courses (see IV.D.4). Military or government language students enrolled in nonresident programs receive comparable academic and student support services through providers overseen by their local commands (Ev. 1, 2).

Evaluation

DLIFLC meets this Standard. The Institute provides appropriate, comprehensive, and reliable information and services to students using multiple methods to assure equitable access for all students. The Garrison adequately ensures the comprehensive delivery of virtually all quality of life services for the Institute. Comparable services are available to military students taking noncredit bearing courses at locations outside of DLIFLC.

Evidence
II.C.3-01: DLI-Washington Organization Chart
II.C.3-02: Example Memorandum of Agreement, Remote Site

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Description

Quality of life programs at DLIFLC include sports and fitness, Outdoor Recreation, and community recreation programs. Army Regulation governs these programs and makes them available to students and their families (Ev. 1, 2 page 94).

The Price Fitness Center provides a full range of team sports (Ev. 3, 4). Emphasis is on unit participation at the intramural level with instruction, practice, and competition in Co-ed Softball, Co-ed Volleyball, Co-ed Flag Football, Co-ed Soccer, Men's Basketball, and Women's Volleyball. Co-ed sports programs encourage broad based participation consistent with patron interest, mission, and climate. These opportunities enhance individual morale and unit esprit de corps by promoting teamwork and cooperation, engagement in competitive recreation, and encouragement of individuals to attain and sustain high levels of physical fitness.

The Outdoor Recreation program provides a variety of recreation activities, such as Adventure White Water Rafting, Kayaking, and Camping/Hiking (Ev. 5). Students also have access to the Hobson Student Activity Center, which offers pool tables, sound proof rooms for music practice, two private movie theaters, computer stations, screening of sporting events, and talent contests. Students, families, and faculty can find an updated list of activities by visiting the Presidio of Monterey Family and Morale, Welfare, and Recreation website (Ev. 1).

The Better Opportunities for Single Service Members (BOSS) council is a student led activity group that meets bi-monthly. They may elect to participate in community programs or volunteer projects (Ev. 6). This service is voluntary in nature and in accordance with the installation volunteer program. Volunteer events may be in support of existing or established volunteer programs, or programs developed by the BOSS council. The BOSS website provides another avenue for students to voice their desires for events at DLIFLC or to report quality of life issues.

Evaluation

DLIFLC meets this Standard. Students can provide feedback through ICE customer surveys, or ISQ/ESQ questionnaires (Ev. 7, 8, 9). Installation leadership and service providers routinely reviews these feedback mechanisms for issues needing attention. The co-curricular programs offered by DLIFLC accurately reflect the trending interests of the student population. Students may express their preference for events or report quality of life issues via the BOSS website.

Evidence

II.C.4-01: Presidio of Monterey MWR (Screenshot)
II.C.4-02: Army Regulation on Morale, Welfare, and Recreation
II.C.4-03: Intramural Sports Program (Screenshot)
II.C.4-04: Price Fitness Center Activities (Screenshot)
II.C.4-05: Outdoor Recreation (Screenshot)
II.C.4-06: Army BOSS Program (Screenshot)
II.C.4-07: ISQ
II.C.4-08: ESQ
II.C.4-09: Interactive Customer Evaluation (ICE) (Screenshot)

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Description

DLIFLC provides comprehensive counseling/advising services to support student development and success and to ensure that students receive timely, useful, and accurate information about relevant academic requirements, graduation, and transfer policies (Ev. 1 pages 43-48). Academic advising is currently available to students through three formal sources. First, students receive formal counseling from their teaching team if the student: 1) earns a failing grade on a test, 2) begins Special Assistance, 3) receives a teacher recommendation for recycle or disenrollment, 4) misses more than 12 hours of class during one 30 hour academic week, or 5) turns in incomplete homework. During these sessions, teachers discuss individual overall progress, assessment performance, and skill strengths or deficiencies in accordance with institutional regulation. As needed, teachers will develop an individualized study plan for future action (Ev. 2). Second, every school has trained diagnostic assessment specialists who provide tailored advising based on a diagnostic assessment of students, generating a learning plan to improve students' academic performance (Ev. 3). Third, students have access to personalized academic counseling through the Education Center (Ev. 4). The Education Center provides information to students about academic programs to help them access military education benefits and to pursue a formal course of study leading to a degree.

DLIFLC students may be disenrolled from an educational program for academic or administrative (beyond student's control) reasons. Schools make every effort to minimize

attrition, and offer various early-intervention counseling and assistance to support anything that affects their focus and performance. Students who meet the DLIFLC Regulation 350-10 criteria for Academic Disenrollment will meet with an Academic Attrition Review Board (AARB) to determine appropriate course(s) of action. This board is made up of the Office of the Dean, Academic Specialist, Department Chair, Teaching Team Leader, and a nonvoting outside observer. The outcome of the board can vary from a get-well plan, disenrollment, or in rare circumstances, a recycle into a future class. Service units can further recommend that students change language, or that they be altogether reclassified into another career field (Ev. 5 page 44).

The Faculty Development and Integration Division (Faculty Development) and the School of Continuing Education offer faculty training workshops in academic counseling, during which faculty may further enhance their advising skills. Faculty Support also trains diagnostic assessment specialist trainers, certifies diagnostic assessment specialists, and ensures that advising specialists provide appropriate student advising (Ev. 6).

The Office of the Registrar under the Division of Academic Administration (DAA) offers academic advising related to course requirements and degree completion, similar to advising services found at a community college. A staff member from DAA provides an overview of the standardized degree completion requirements and informs students on where to find additional information during the mandatory student orientation (Ev. 1 pages 43-48). DLIFLC differs from the typical community college in that course requirements remain static from year to year. Major course revisions resulting in a change to the stated academic requirements would require a review by the Office of the Registrar to ensure alignment with graduation requirements and transfer policies. Revisions to academic requirements, including graduation and transfer policies, are updated annually through the 350-10, an institutional regulatory document distributed through the Chief of Staff (Ev. 5 pages 2 and 71).

In recognition of the unique needs of DLIFLC's student population, the Institute has several service providers that offer mental and spiritual counseling. The Army Community Service Family Advocacy Program assists students and families in meeting the challenges of student-military life by providing counseling that supports the strengthens interpersonal relationships. These programs provide assistance/education to complex challenges related to raising families, couples' communication, domestic abuse, child abuse, and family functioning (Ev. 7). The Presidio of Monterey U.S. Army Health Clinic provides confidential psychological counseling and other services through its Behavioral Health Clinic. Students can schedule appointments in person or online (Ev. 8).

The Department of Defense assigns chaplains to the Presidio of Monterey to provide spiritual and nonspiritual support. They support the DLIFLC mission by continually observing, evaluating, advising, and enhancing the spiritual fitness of DoD personnel assigned to the installation. Military chaplains ensure students can observe their right of free exercise of

religion. They also advise senior leaders on religious accommodation, moral conduct, and ethical decision making. Chaplains provide confidential counseling to students concerning a wide range of topics including: relationships, morale, career, finance, and religious devotion. Chaplains conduct, sponsor, or facilitate religious services for all faiths. Chaplains also hold seminars on many topics related to student wellbeing, to include: suicide prevention, moral and ethical conduct and decision making, personal finance, and religious education (Ev. 9).

Students may provide feedback on the above services via the ICE system or on their ISQs and ESQs (Ev. 10, 11, 12).

Evaluation

DLIFLC meets and exceeds this Standard. As military service members, students have access to comprehensive counseling and/or academic advising programs to support their unique needs. These include academic counseling and diagnostic assessment at the program level delivered by fully trained faculty, and access to mental health and spiritual support services offered by trained professionals. The Institute evaluates counseling and/or academic advising services using standardized student and client feedback surveys.

Evidence
II.C.5-01: Joint Service In-processing Brief (JSIB)
II.C.5-02: Counseling Form
II.C.5-03: Diagnostic Assessment Learning Plan
II.C.5-04: Education Center (Screenshot)
II.C.5-05: DLIFLC Regulation 350-10 FY 2018
II.C.5-06: DA Specialists Training Syllabus
II.C.5-07: Army Family Advocacy Program (Screenshot)
II.C.5-08: Presidio of Monterey U.S. Army Health Clinic (Screenshot)
II.C.5-09: Chaplains Office (Screenshot)
II.C.5-10: ISQ
II.C.5-11: ESQ
II.C.5-12: Interactive Customer Evaluation (ICE) (Screenshot)

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Description

All branches of the military (Army, Navy, Air Force, Marines, and Coast Guard) select students for admission based on that service's unique requirements. Potential students take

the Defense Language Aptitude Battery (DLAB) in order to predict their probability of successfully completing a foreign language program at DLIFLC. DLAB criteria are made available in various print and electronic sources, including the General Catalog and on the DLIFLC website (Ev. 1 pages 21-22, 2). The Board of Visitors serves in an advisory capacity and does not approve the Institute's admission policy (see Standard IV.C).

Rather than use the SAT and/or ACT examinations and an application for admission, the DLAB scores and mission needs are the basis for language program assignment. The military service units provide students' DLAB scores and language assignment to DLIFLC after the student arrives. Minimum DLAB scores for Basic Course enrollment are as follows:

- 95 for a Category I language: French and Spanish
- 100 for a Category II language: Indonesian
- 105 for a Category III language: Hebrew, Persian Farsi, Dari, Russian, Tagalog, and Urdu
- 110 for a Category IV language: Chinese, Iraqi Arabic, Japanese, Korean, Levantine Arabic, Modern Standard Arabic, Pashto, and Sudanese Arabic

All students receive an overview of the academic program, graduation requirements, degree requirements, and transfer credits during their initial student orientation (Ev. 3 pages 43-48). Students who complete their DLIFLC language program and successfully pass the DLPT graduation requirements receive a Linguist Certificate. Graduates are also eligible to receive the AA Degree in their language. Information about the AA Degree is outlined on the Institute's website and in the General Catalog (Ev. 1 pages 36-38 , 4). The Degree Plan is made available to students in person, online, and by email. Due to the nature of DLIFLC, students have a fixed instructional course load and do not have electives. This provides a clear and defined pathway for program completion.

Students can visit the Education Center for academic counseling on additional course credits required for degree completion (Ev. 5). DLIFLC accepts transfer credit or DANTES/CLEP tests results to meet the general education requirements. The Education Center provides students information on equivalency tests, equivalency success rates, and recommended test preparation materials (Ev. 6). The Office of the Registrar facilitates transcript requests for students to transfer earned credits to other institutions (Ev. 7).

Given the uniqueness and intensity of the academic language program at DLIFLC, students who apply for the AA Degree have the option to finish the general education credits after graduation and to receive their degree post-program completion. Students must still be a member of a military service or a federal employee to complete the DLIFLC issued Associate of Arts Degree (Ev. 1 page 36).

Evaluation

DLIFLC meets this Standard. DLIFLC has adopted and adheres to admission policies consistent with and appropriate for the Institute's unique mission. All students receive an orientation prior to the start of class on graduation and degree requirements as well as transfer credits. The Education Center and Office of the Registrar provide personalized academic counseling for students.

Evidence
II.C.6-01: General Catalog 2017-2018
II.C.6-02: General Catalog Website (Screenshot)
II.C.6-03: Joint Service Inprocessing Brief (JSIB)
II.C.6-04: DLIFLC AA Degree Information (Screenshot)
II.C.6-05: Education Center: Transferable CLEP/DANTES Tests
II.C.6-06: Education Center: CLEP/DANTES Success Rates
II.C.6-07: Transcripts and Records Request (Screenshot)

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

As described II.C.6, the students' DLAB score serves as the primary admissions and placement instrument. The Institute disaggregates students' DLAB scores and success rates to validate placement practices (Ev. 1 page 322).

Since 1971, the DLAB has been the primary assessment tool for admission to DLIFLC. The test reflects a range of grammar and phonological test items found in major world languages and a mixture of Western European and Asian language patterns within the structure of an artificial language. In 2015, the Institute and the University of Maryland Center for the Advanced Study of Language developed the DLAB2. The new DLAB2 placement instrument utilizes the existing DLAB as well as information from the Armed Services Vocational Ability Battery (ASVAB), which all military recruits take as part of their military in-processing, to predict a potential student's likelihood of success in foreign language acquisition at DLIFLC in the following areas:

- General Ability in Arithmetic Reasoning, Mathematical Knowledge, Paragraph Comprehension, Word Knowledge, and General Science;
- Foreign Language History;
- Grammatical Sensitivity;
- Abstract Reasoning; and
- Personality Assessment.

Military Entrance Processing Stations began piloting the new battery in fiscal year 2016. Once enough students who have taken both the old DLAB and the DLAB2 have graduated from DLIFLC, their success rates can be analyzed against the predictors of the DLAB and the DLAB2 to determine the new battery's predictive ability for student success (Ev. 3).

Beyond DLAB scores, admission to the DLIFLC is based on the needs of the military service branches and the security needs of the nation. The need for linguists in any of the languages taught at DLIFLC may change from year to year or even month-to-month based on military contingency operations requirements.

Evaluation

DLIFLC meets this Standard. Admission to DLIFLC is based on the needs of the military services and the security needs of the nation. The DLAB has consistently proven to be a reliable instrument for assisting with student placement in languages suitable to their aptitude. The Institute monitors student placement and success metrics on an ongoing basis and is in the process of evaluating the DLAB2 as an admissions and placement tool.

Evidence
II.C.7-01: Annual Program Summary
II.C.7-02: DLAB2

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

The Division of Academic Administration (DAA) Academic Records Office maintains enrollment records and grades in secure, password protected automated systems with backup systems. The Deputy Chief of Staff for Information Technology has responsibility for ensuring the security of the student database and student graduation or disenrollment data. DLIFLC maintains records back to 1947 when the Institute was named the Military Intelligence Service Language School. The DLI-Washington office has maintained records since its opening in 1976. The Academic Records division maintains all files and allows read only access in an electronic format by authorized personnel granted access by the Deputy Chief of Staff for Operations. The Presidio of Monterey Network Enterprise Center (POM NEC) backs up a copy of the full database nightly and can restore a copy upon request.

Students' academic grades are entered into a secure application program called Student Training Administrative Tracking System (STATS). Academic Records performs quality

control, converting the student data into a standardized format in accordance with U.S. Army standards for storing confidential information (Ev. 1, 2). Faculty send and receive grade corrections, non-Basic language program data, and changes in student status via encrypted email to be manually uploaded by DAA. Safeguards in accordance with the Privacy Act of 1974 are in place to protect students' personal information. The DLI-Washington office maintains its own records on a secure local database and sends a copy quarterly via encrypted military email or registered mail to the DAA data managers for addition to the DLIFLC database.

DLIFLC maintains and releases academic transcripts in accordance with all applicable privacy provisions. The policy is prominent on every DLIFLC transcript (Ev. 4). The Office of the Registrar conducts annual departmental meetings to review privacy practices related to student records processing and to ensure that staff remain in compliance with the Privacy Act (Ev. 5, 6).

Evaluation

DLIFLC meets this Standard. The Institute has established processes to maintain student records permanently, securely, and confidentially, with provisions for secure backup of all files. Staff involved with student records receive annual training on safeguarding personal information. The DLIFLC Registrar is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and complies with all standardized policies for release of student records (Ev. 7, 8). There have been no violations or data breaches.

Evidence
II.C.8-01: Personal Information Policy
II.C.8-02: Privacy Program 340-20
II.C.8-03: Privacy Act of 1974 (Screenshot)
II.C.8-04: Sample DLIFLC Transcript
II.C.8-05: DLIFLC Regulation 350-10, Chapter 9
II.C.8-06: DoD Privacy
II.C.8-07: DAA Registrar AACRAO Invoice
II.C.8-08: DAA Registrar AACRAO Confirmation 2017-2018

STANDARD III

Resources

Standard III.A Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Description

The Defense Language Institute Foreign Language Center (DLIFLC) ensures via its online job application process that the hiring process for its civilian administrators, faculty, and staff incorporates necessary education, training, and experiences that support the overall integrity and quality of the Institute's program and services. External job vacancies are posted through USAJOBS, the Federal Government web-based job advertisement and application program. The local human resources office sends a weekly email to all DLIFLC employees listing open positions on USAJOBS (Ev. 1, 2). A full description of the position and application procedures are detailed in each USAJOBS announcement (Ev. 3, 4). The Deputy Chief of Staff for Personnel and Logistics Office (DCSPL) announces internal vacancies to all current DLIFLC employees. Internal vacancy announcements include the position description, qualifications, hiring criteria, and application process (Ev. 5, 6). Current vacancies are physically posted on a bulletin board at the DCSPL office.

Developing the USAJOBS announcement content is a collaborative effort between the Human Resource specialists from the local Civilian Personnel Advisory Center (CPAC) and the DLIFLC hiring official. The hiring official (typically a Dean or manager) establishes the specific training and experience requirements. The CPAC specialists ensure that the education credentials match the intended rank and grade requirement and that application and vetting procedures meet established federal and equal opportunity hiring practices. Applicants' education must be accredited by an accrediting institution recognized by the US

Department of Education in order for it to be credited towards qualifications (Ev. 3 page 5, see III.A.4).

The hiring process includes panel interviews with a hiring board. Hiring boards convene prior to the interview to ensure that all board members are aware of the Institute's hiring policy, hiring needs, review process, and interview questions (Ev. 7, 8, 9).

Faculty are hired under the Faculty Personnel System (FPS). Administrators and support staff are hired under the General Service (GS) system. Specific job descriptions and education/experience requirements, as required, are specified in DLIFLC Regulation 690-1 for DLIFLC civilian faculty members (FPS) and FASClass (Fully Automated System for Classification) depending on job series and pay plan for GS employees (i.e., staff and administration) (Ev. 10, 11). Position descriptions are validated by the individual faculty or General Service employee during each annual rating cycle and further reviewed periodically by the supervisory chain and DLIFLC management. The position descriptions, along with individualized 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 (Ev. 10 page 3). Individualized duty descriptions and performance standards for faculty, however, are used and adjusted as required by job assignment changes (Ev. 12, 13, 14).

The institutional chief executive officer is a senior Army military officer (Colonel/O-6) who, as Commandant, is responsible for all aspects of the DLIFLC academic experience, outcomes, and institutional structure. DLIFLC is distinct from many other O-6 level commands in the U.S. Department of Defense. Its unique mission, size, scope, and breadth of activities require special consideration when selecting its leaders. The Commandant is a designated Army Centralized Selection List (CSL) Command position (see Standard IV.B.1).

Other military service members are selected for administrative, faculty, and staff positions based on their training and experience (Ev. 15, 16). Each language school is authorized one military Associate Dean and a varying number of Military Language Instructors (MLIs) who are 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 makes a unique contribution to mission accomplishment.

Evaluation

DLIFLC meets this Standard. External job announcements are published online using the Federal Government's primary job listing website. The Institute announces internal and external vacancies to all current DLIFLC employees by email and posts vacancies for physical review on a job announcement bulletin board. All vacancies include hiring criteria

and selection procedures. The Institute employs safeguards in the form of established policy and procedures to ensure hiring practices are consistent. Position authorizations are regularly reviewed and modified as necessary to meet mission requirements.

Evidence
III.A.1-01: Weekly Vacancy Announcement (Communication)
III.A.1-02: Open Positions Example Email Attachment
III.A.1-03: Faculty Vacancy Announcement
III.A.1-04: Administration Vacancy Announcement
III.A.1-05: Internal Vacancy Announcement Diagnostic Assessment Specialist
III.A.1-06: Internal Vacancy Announcement Academic Specialist
III.A.1-07: Structured Interview Guide
III.A.1-08: Faculty Personnel Hiring Guide
III.A.1-09: Candidate Selection Policy
III.A.1-10: DLIFLC Regulation 690-1
III.A.1-11: FASClass (Screenshot)
III.A.1-12: Teacher Elements and Standards
III.A.1-13: Team Leader Elements and Standards
III.A.1-14: Dean Elements and Standards
III.A.1-15: MLI Hiring Procedure Guidelines
III.A.1-16: MLI Position Announcement

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Description

Tenure, tenure-track, and adjunct faculty must meet the same minimum education and experience based qualifications cited on job announcements; these include professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the institutional mission (Ev. 1).

DLIFLC's human resources office, CPAC, reviews applicant transcripts to ensure that the minimum educational qualifications are met which verifies discipline expertise. A resume or curriculum vitae is required for all faculty placements. This allows the selection committee to review and assess professional experience, discipline expertise and scholarly activities.

Successful applicants must submit verifiable education transcripts. Language teaching faculty applicants must submit a written essay in both the target language and English, and take an oral proficiency interview. Education transcripts from foreign institutions are vetted by designated foreign credential evaluation services from which a US equivalent degree is verified. Position descriptions provide a general description of the expectations and various responsibilities for each rank, but more detailed and individualized job descriptions are established for annual performance evaluation purposes (Ev. 2, 3).

Under the legacy performance evaluation system, The Army Performance and Evaluation System (TAPES), and the newly introduced Defense Performance Management and Appraisal Program (DPMAP), all faculty member positions are explicitly linked to the DLIFLC and US Army mission through carefully developed standards and goals. Teaching faculty are evaluated for teaching, counseling (assessment of learning), teamwork and professionalism, effective use of technology, the development and adaptation of classroom and other teaching materials, and ongoing professional development (Ev. 3). Those faculty whose main focus is in assessment, curriculum or faculty development, or who are employed in other academic support areas, have job descriptions and performance evaluation standards reflecting those activities (Ev. 4).

Given the unique mission of DLIFLC, the Institute may hire faculty with professional backgrounds outside of the field of foreign language education. In recognition of this mission constraint, all newly hired teaching faculty attend a mandatory pre-service course, the Instructor Certification Course, to develop their subject matter expertise (see III.A.14).

Evaluation

DLIFLC meets this Standard.

Evidence
III.A.2-01: Faculty Vacancy Announcement
III.A.2-02: DLIFLC Regulation 690-1
III.A.2-03: Teacher Elements and Standards
III.A.2-04: Dean Elements and Standards

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Description

Qualifications for all administrators and other employees responsible for educational programs and services are clearly stated in position descriptions and job announcements and are developed with the intent of sustaining and/or improving the Institute's effectiveness and

academic quality (Ev. 1, 2). Each supervisor identifies desirable qualifications for administrative positions based on the scope of the assignment and the goals and priorities of the unit. These qualifications are reviewed and vetted by the CPAC to ensure compliance with hiring guidelines, standards, and regulations. Similar to faculty hires, the knowledge and skills required for each administrative position are identified in the respective job announcement.

Military administrators are selected by their respective service in accordance with Tables of Distribution and Allowances (TDA) authorizations and availability. Service members are assigned based on background, performance, and any linguistic or cultural expertise (Ev. 3).

Evaluation

DLIFLC meets this Standard. Administrators and other employees responsible for educational programs and services possess the necessary qualifications to perform duties required to sustain institutional effectiveness and academic quality.

Evidence
III.A.3-01: Administration Vacancy Announcement
III.A.3-02: Dean Elements and Standards
III.A.3-03: MLI Position Announcement

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

Under the United States Code Title 10 authority, DLIFLC faculty are hired into one of four ranks based on their education and experience: Instructor (to include Senior Instructor), Assistant Professor, Associate Professor and Professor. A bachelor's degree is the minimum degree required for a faculty member to be hired without a waiver. Currently, more than 76 percent of the faculty hold at least a master's degree. Hiring procedures are established by the Office of Personnel Management (OPM) and managed and monitored by local representatives of the Army Civilian Human Resources Agency (CHRA), also known as the Civilian Personnel and Advisory Center (CPAC). These professional HR specialists conduct all hiring actions, from the job announcement to on- and off-boarding.

Additional qualification guidance is contained in DLIFLC Regulation 690-1 (Ev. 1). The successful candidate must submit proof of education (i.e., an official transcript obtained from an accredited academic institution and mailed directly from the school to DLIFLC) in order to be hired at the minimum educational level for a specified rank. An HR specialist from

CPAC verifies the degree and the degree granting institute's accreditation and then determines if the school is recognized by the U.S. Department of Education using the most current Higher Education Directory. Candidates who received their education outside the U.S. have their transcripts validated through an approved member organization of the National Association of Credential Evaluation Services (NACES).

External job announcements outline this process for candidates (Ev. 2). CPAC conducts the initial review and forwards any questions or inconclusive transcript documentation to the Directorate for Personnel and Logistics for further review and adjudication. Once hired, the CPAC sends the employee's educational credentials to the Deputy Chief of Staff for Personnel and Logistics Office for inclusion in the local personnel file.

Evaluation

DLIFLC meets this Standard.

Evidence
III.A.4-01: DLIFLC Regulation 690-1
III.A.4-02: Faculty Vacancy Announcement

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DLIFLC evaluates its personnel on an annual basis in accordance with a systematic process regulated by the Department of Defense (DoD). The current system, DPMAP, is used across the DoD and serves as an enterprise-level personnel evaluation system (Ev. 1). DLIFLC faculty and staff transitioned to this new system on July 1, 2017. Following an abbreviated (nine month) transition period ending March 2018, all employees will be rated from April 1 through March 31 of each year. Annual appraisals are used together with the employees' Individual Development Plans to clearly define employer mission priorities, to identify expected performance standards of the employee, and to capture and document employee contributions (Ev. 2, 3).

Prior to the start of the evaluation period, employees work with supervisors to establish appropriate and achievable performance objectives. These objectives (elements with associated standards) are developed jointly following (or in concert with) a discussion of the Army core values and overall mission objectives, providing the employee with an explicit

understanding of how his/her position is directly linked to the DLIFLC mission (Ev. 1 page 3). Positions that are the same across the Institute may use the same criteria (Ev. 4).

Employees are given written performance objectives within 30 days of the start of the evaluation period. Established elements, standards, and the Individual Development Plan are recorded online for periodic review and modification within the online system. In addition to the preliminary and close out discussions between a supervisor and employee, a midpoint performance review is required. Supervisors counsel employees with documented performance issues throughout the appraisal period and provide detailed feedback on the particular area(s) needing improvement and assistance to achieve success. An employee placed on a Performance Improvement Plan is given 90-120 days to improve. All meetings, evaluation deadlines, standards, and ratings are recorded in the enterprise online system accessible to the employee at any time.

Annual appraisals (along with documented contributions) are the basis for performance awards. Performance awards are scheduled to be distributed within 60 days of the performance appraisal due date. Time off and on-the-spot awards may be distributed at any time during the appraisal period.

Evaluation

DLIFLC meets this Standard. The Institute completes evaluations for all employees annually. The initial performance evaluation cycle using the new enterprise-level system runs from July 1, 2017 to March 31, 2018 (nine months). Beginning April 1, 2018, the cycle returns to a 12 month evaluation period.

Evidence
III.A.5-01: DoD Instruction 1400.25, Volume 431
III.A.5-02: Annual Evaluation Form
III.A.5-03: Individual Development Plan
III.A.5-04: Teacher Elements and Standards

III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Description

Teaching faculty performance standards are directly tied to institutional goals and are reviewed by the Provost, Associate Provosts, Deans, and Academic Senate. Measures of teaching effectiveness are built into the evaluation process and used proactively by faculty

and administrators to assess student achievement. The faculty evaluation process begins with an initial meeting between the faculty member and the supervisor using performance standards that identify and document overall goals and measures of performance to determine effectiveness (Ev. 1 page 3).

Teaching faculty are responsible for student learning outcomes and for tailoring instruction to improve student learning. Evaluation is directly related to learning outcomes and includes several sources of input. Standardized student feedback surveys elicit input at the mid- and end-point of each language program (Ev. 2, 3). Midpoint feedback allows faculty to gauge teaching/learning effectiveness and adjust the classroom curriculum to maximize student learning. Supervisors also use student input data as one component of faculty evaluation. Second, class observations by Team Leaders, Chairs, and Academic Specialists are used to evaluate teaching effectiveness and student progress (Ev. 4). When necessary, observers recommend action to improve instruction, to include refresher training, professional development opportunities, and/or new course materials. Finally, student test results, grades and attrition rates are documented on the evaluation report by the faculty members to provide quantitative measures that validate that teaching goals were both clear and effectively met.

Input to the performance standards on the faculty support form is required within 30 days of the end of the rating period and incudes clear and focused effectiveness measures described within the document (Ev. 1 page 80). Faculty and supervisor input to the performance standards (elements) occurs throughout the appraisal cycle and helps faculty to track the current standards and to better identify any problem areas. The faculty member holds primary responsibility for providing input and identifying contributions.

The evaluation standards for academic administrators directly responsible for student learning includes engagement with student learning outcomes data and consideration of how that data can be used to improve teaching and learning (Ev. 5). Most recently, academic administrators in the Undergraduate Education programs are leading the institute-wide initiative to improve students' language proficiency outcomes. This initiative has resulted in close scrutiny of student learning outcomes and is reflected in academic administrators' standards (Ev. 5, see QFE).

Evaluation

DLIFLC meets this Standard. The annual evaluations for those personnel directly responsible for student learning includes elements that assess overall student learning outcomes. The process leads to faculty improvement of teaching methods and, by extension, support for improved student learning. The evaluation instrument documents quantitative and qualitative data on student learning outcomes.

Evidence
III.A.6-01: DoD Instruction 1400.25, Volume 431
III.A.6-02: ISQ
III.A.6-03: ESQ
III.A.6-04: Teacher Elements and Standards
III.A.6-05: Dean Elements and Standards

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Faculty staffing is driven by student enrollments, or student load (see Standard III.D.1). This set process identifies a military organization's permitted personnel strength in all aspects of its operations, from financial and human resource operations, to academic administration and teaching faculty. Enrollment are forecasted two years in advance and adjusted quarterly to identify the Institute's total teacher requirements.

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 teachers. 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 1 percent of total faculty and are typically utilized to handle peak load periods.

DLIFLC may hire contract faculty for short periods of time to cover unexpected staffing shortages due to the extended hiring process for federal employees. From September – December 2017, DLIFLC brought in 20 contract teaching faculty to cover staffing shortages in Russian, French, and Levantine (see Standard IV.D.16).

Evaluation

DLIFLC meets this Standard. DLIFLC's hiring practices ensure that the Institute hires qualified faculty (see III.A.1 and III.A.2). Faculty appointments are directly correlated to student enrollments ensuring that DLIFLC has a sufficient number of faculty to meet the institutional mission. DLIFLC may employ contract faculty for short periods of time to meet unexpected teacher shortages.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Description

The majority of DLIFLC faculty hold tenure or tenure track status. Less than one percent of current faculty hold part time or adjunct status. Regardless of status, once hired, all faculty receive the identical orientation, evaluation, and professional development opportunities as tenure and tenure track faculty members (Ev. 1). All faculty, regardless of employment status, receive an annual performance evaluation as long as they have 90 days of rated time within a rating period.

Evaluation

DLIFLC meets this Standard. Part time and adjunct faculty policies and practices are identical to fulltime employees. These policies provide for their orientation, evaluation and professional development. Part time employees are encouraged to participate in all areas of interest at the Institute through team and departmental meetings, professional development seminars, and other training offered.

Evidence
III.A.8-01: Faculty Onboarding

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Description

Administrative staffing levels are primarily determined by student load (see Standard III.D.1). Several administrative organizations support DLIFLC's operations, from the Directorate of Information Technology, to the Directorate of Resource Management. These functional organizations and positions therein are outlined in the Institute's Organization and Functions regulatory document (Ev. 1). Administrative staff for each language school is built on a standard model of 150 teachers. Between nine to fifteen nonteaching faculty are assigned to each school in administrative and nonteaching academic support roles (e.g., Academic Specialist) (Ev. 1 page 63). The Institute follows prescribed hiring procedures to ensure

employees in staff and administrative positions possess the appropriate qualifications to carry out the Institute's mission (see III.A.1 and III.A.3).

In 2013, DLIFLC staffing was audited by the U.S. Army Manpower Analysis Agency (USAMAA) for efficiency and effectiveness. The audit led to a net loss of positions across the Institute and resulted in the reorganization of several departments. Faculty, student, and curriculum support positions were transitioned under the language programs (see Standard IV.A.7). Aiso Library was also affected by the audit and lost its Acquisitions Librarian in 2014. The Training and Doctrine Command (TRADOC) does not have a set staffing model for academic libraries, and the Aiso Head Librarian is currently working with the TRADOC Librarian to identify a staffing model appropriate for DLIFLC's academic library (see Standard II.B.1).

The U.S. Army Garrison (USAG) provides physical support to DLIFLC to build, maintain, and secure the Institute's infrastructure, to include physical and technological security, internal transportation, roadwork, telephony, and material acquisition functions normally associated with university infrastructure. Similar to DLIFLC's staffing models, specific personnel numbers and skill sets are derived from the USAG's staffing models (see Standard III.B).

Evaluation

DLIFLC meets this Standard. The majority of the Institute's programs and services have sufficient staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the Institute. The DLIFLC Head Librarian DLIFLC is working with the TRADOC Librarian to establish a required staffing model for the Aiso Library.

Action Plan

- The Head Librarian will continue to work with the TRADOC Librarian to articulate a required staffing model for Aiso Library.

Evidence
III.A.9-01: DLIFLC Regulation 10-1

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services to support the institution's mission and purposes. (ER 8)

Description

DLIFLC's administrative structure is outlined in the Institute's Organization and Functions regulatory document (Ev. 1). This document covers faculty and General Service administrative positions. DLIFLC ensures that administrators have the preparation and experience to support the Institute's purpose and mission by employing rigorous hiring, reassignment, and evaluation practices (see III.A.2 and III.A.3). Of the 84 faculty holding Professor rank, 77 (92%) have served at DLIFLC for more than ten years, and 41 of those hold administrative positions, ensuring the continuity of leadership and expertise in support of the mission.

Evaluation

DLIFLC meets this Standard.

Evidence
III.A.10-01: DLIFLC Regulation 10-1

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Description

DLIFLC personnel policies are derived from the Code of Federal Regulations, Office of Personnel Management, Department of Defense and US Army regulations. Instructions and guidance and are reviewed and approved, at a minimum, every three years by the Commandant (Ev. 1). The proponent office for most personnel policies is the Deputy Chief of Staff for Personnel and Logistics (DCSPL) which staffs and coordinates policies and procedures with the Office of the Provost, the Office of Staff Judge Advocate, the Civilian Personnel Advisory Center, and other staff offices, as required, in order to be consistent with the overall educational mission and to ensure compliance with other related policies and statutes (Ev. 2 page 95).

The objective is that all directorates and staff offices provide input to personnel policies or the establishment of new procedures (Ev. 3). Policies and procedures that are reviewed and approved by the Commandant are examined by the Union. This gives an additional layer to help determine the impact and implementation of the policy or regulation. Approved policies

are sent to employees using campus wide email and posted on the Institute's intranet website (Ev. 4, 5). Faculty are advised of policies during the new employee orientation and through regular communication with leadership via electronic and static bulletin boards, staff meetings, and town hall meetings. All employees are provided copies of the current Collective Bargaining Agreement (CBA) (Ev. 6).

Evaluation

DLIFLC meets this Standard. The Institute's personnel policies and regulations provide faculty and staff with an equitably and consistently administered written procedure in accordance with all applicable regulations. Personnel policies and related information are available for review.

The Institute reviews personnel policies on a regular basis and updates them as appropriate. Most recently, the DLIFLC administration made a concerted effort to provide transparent guidance on faculty rank advancement processes. Although in the past the administration has been opaque regarding criteria and rubrics for rank advancement, the last competition for rank advancement was a model of transparency. The administration incorporated input from the faculty, and provided a rank advancement announcement with specific information regarding the process and qualifications required for rank advancement, along with the rubric used and weighted scoring criteria (Ev. 7).

Evidence
III.A.11-01: Policy Review Process (Communication)
III.A.11-02: DLIFLC Regulation 10-1
III.A.11-03: Policy Example, Telework
III.A.11-04: Command Policy Improper Relations (Communication)
III.A.11-05: Current DLIFLC Policies, Intranet (Screenshot)
III.A.11-06: Collective Bargaining Agreement
III.A.11-07: Rank Advancement Memorandum

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

DLIFLC maintains programs, practices and services that support its diverse workforce. The Institute is comprised of faculty who speak more than thirty languages and represent even more individual countries and cultures. More than 330 faculty are non-US citizens and at least 95 percent of the faculty are native speakers of the languages they teach. By necessity,

the Institute's mission over the past 75 years has been to recruit and hire a diverse faculty and to create a positive support structure necessary for a multicultural, multiethnic faculty to thrive.

External to the Institute, the US government protects the rights of its employees through various employment statutes and protected labor practices. In order to monitor the practices and to create and maintain programs that support its diverse staff, the Institute has an Equal Opportunity (EO) office for its military personnel and an Equal Employment Opportunity (EEO) office its civilian personnel (Ev. 1, 2). The EEO office reports to the DLIFLC Command Sergeant Major and Commandant while the EEO office monitors employment equity issues at DLIFL and reports to the U.S. Army Garrison. In accordance with command guidance, the Institute recently provided training on changes in military policy to protect the rights of transgender students. This mandatory training for students and faculty came in recognition of the changing nature of the Federal Government and the Institute's student body, and as an effort to support diversity (Ev. 5, 6 page 12, 7).

Both the EO and EEO offices work to promote and celebrate diversity programs throughout the year to ensure equal opportunity practices throughout the Institute, and to provide guidance and support to the different populations at DLIFLC. The military EO office hosts events that honor diverse community populations (Ev. 3, 4). The civilian workforce is invited to take advantage of these special emphasis program events.

Evaluation

DLIFLC meets this Standard. Complaints are monitored through the EEO office, Inspector General's office, and/or the Civilian Personnel Advisory Center. The Commandant is appraised of the ongoing scope of activity related to employment equity through monthly updates with representatives from the respective offices. These offices comply with all applicable regulations when responding to complaints.

Evidence
III.A.12-01: Equal Opportunity Office (Screenshot)
III.A.12-02: Equal Employment Opportunity Office (Screenshot)
III.A.12-03: Women's Equality Presentation 2017
III.A.12-04: Hispanic Heritage Month Presentation 2017
III.A.12-05: Transgender Guidance in Federal Employment
III.A.12-06: Commanders' Update – Transgender Training
III.A.12-07: Transgender Service Handbook

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Description

Ethical conduct for all personnel is a cornerstone of federal employee performance and behavior. As Department of Army Civilians, DLIFLC employees comply with the U.S. Army core values of Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. The U.S. Army Center for Army Profession and Ethic provides training materials and guidelines for all DLIFLC employees (Ev. 1). The Institute follows the Joint Ethics Regulation, the Standards of Conduct for Department of the Army Personnel, AR 600-50, and the DLIFLC Professional Code of Ethics (Ev. 2). It enforces the standards of conduct as described in the Civilian Employee Handbook (Ev. 3). These policies define the ethical conduct for DLIFLC employees.

Ethics are incorporated into the onboarding process starting with the Oath of Office for all new employees. In addition, new employees are provided a copy of the Civilian Employee Handbook and the Executive Order 12674 (Fourteen Principles of Ethical Conduct for Federal Employees) along with materials which stress ethical behavior in all aspects of employee conduct (Ev. 1, 3 page 32). Each year the military requires that unit commanders and directors review their subordinate duty positions to determine whether the duties of the position require filing of a Confidential Financial Disclosure Report. The purpose of the confidential financial disclosure system is to assist government employees in avoiding conflicts between official duties and private interests or affiliations. This process is completed online (Ev. 5, 6). Employees who file a financial disclosure report are required to take annual ethics training. Finally, the Board of Visitors (BoV) is required to receive ethics and conflict of interest training every year, and to submit a confidential financial disclosure report (Ev. 7).

The Commandant tasks the Inspector General (IG) to review aspects of the ethics program annually to determine compliance and to report on that compliance. The Commandant has overall responsibility to ensure completion of the annual ethics training program. Corrective actions, if required, are monitored by the Staff Judge Advocate (SJA). The SJA Office reports compliance of ethics training to the appropriate military departments.

Employees who fail to observe or uphold appropriate ethical standards are subject to a range of disciplinary actions up to and including separation from civilian service (Ev. 8).

Evaluation

DLIFLC meets this Standard.

Evidence
III.A.13-01: Ethics Pamphlet
III.A.13-02: Ethics Regulations

III.A.13-03: Employee Handbook
III.A.13-04: Executive Order
III.A.13-05: Ethics Training Evidence (Communication)
III.A.13-06: Confidential Financial Disclosure Report (Screenshot)
III.A.13-07: BoV Ethics Training
III.A.13-08: Disciplinary Actions, 5 CFR part 2635

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

DLILFC is organized and funded to support a wide range of professional development programs and activities for faculty (civilian and military), administrative support, and civilian management personnel.

The Instructor Certification Course (ICC) is a four week long (160 hours), mandatory faculty pre-service program for all civilian and military faculty members who are newly hired by the Institute to teach a foreign language (Ev. 1). 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 (Ev. 2). The purpose of this document is to provide school personnel with information for the teacher's continuing post-ICC development and mentoring as needed. Upon completion of the ICC, FD specialists closely monitor participant's classroom teaching through class observations and may provide ongoing mentoring for up to six months to assist teachers in meeting the certification requirements. Certification is given only after all requirements are met (Ev. 3).

DLIFLC offers a robust in-service professional development program through several organizations, to include the following:

- The Faculty Support Division offers ongoing in-service programs for professional development, to include the Post-Basic Instructor Certification Program, specialized workshops and visiting lecturer series (Ev. 4, 5, 6);
- The Center for Leadership Development offers training support to personnel in leadership and management positions (Ev. 7);
- The Academic Senate organizes an open faculty conference each year to promote

institutional dialogue on issues related to teaching and ongoing professional development (Ev. 8);

- Language programs schedule in-service professional development workshops specific to their program needs (Ev. 9);
- Externally, the Institute offers ongoing financial support for tuition assistance, conference travel, and the visiting lecture program for continued faculty development; tuition assistance is open to FPS and GS employees (Ev. 10); and
- The Army Training, Education and Development System (ACTEDS) is available to all personnel and offers a range of professional development courses for faculty, staff, and administrators, both FPS and GS (Ev. 11).

In addition to ICC, the academic language programs conduct regular program reviews. These program reviews serve as a mechanism to systematically evaluate curricular alignment, student learning outcomes (achievement), faculty readiness, and administrative support services (see Standard I.B.2). All academic language programs completed a program review in 2016 which identified ongoing areas of need, inclusive of faculty professional development. For example, the Persian Farsi program review found that teaching faculty needed additional familiarization with applied research on monolingual approaches to language teaching (Ev. 12).

The evaluation of professional development programs is conducted by the organizing unit via participant feedback surveys and/or observations. For example, Faculty Development Specialists and program managers periodically observe the current professional development programs run by the various directorates. Workshop participants are required to fill out the evaluation forms after each workshop. Observation data as well as useful suggestions collected from participant evaluations may be used to make adjustments in subsequent workshops.

Evaluation

DLIFLC meets this Standard. The Institute plans for and provides personnel with appropriate opportunities for continued professional development consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The pre-service ICC and in-service programs aim to fully certify language teaching faculty by providing them with the skills and knowledge needed to succeed in the DLIFLC teaching context. The criteria identified in the certification process are a direct measure of the teacher's abilities to use sound methodology in the DLIFLC classroom (Ev. 2). Faculty who cannot demonstrate mastery of the core principles are not certified.

The academic programs rely on student learning outcomes measures, classroom observations, and student feedback to coordinate appropriate in-service professional development opportunities at the program level (Ev.).

Evidence

III.A.14-01: ICC Schedule

III.A.14-02: Post ICC Feedback Report

III.A.14-03: ICC Certification Guidelines

III.A.14-04: Teacher Development through Class Observation Workshop

III.A.14-05: Plenary Presentation D. Davidson 2017

III.A.14-06: Advanced Language Academy Schedule

III.A.14-07: Center for Leadership Development Overview

III.A.14-08: Language Learning and Teaching Conference 2017

III.A.14-09: European and Latin American In-service Professional Development Calendar

III.A.14-10: FY17 Tuition Assistance, Conference, and Guest Lecture Funding

III.A.14-11: ACTEDS (Screenshot)

III.A.14-12: Persian Farsi Program Review, 2016

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

Since 2008, all federal employee records have been converted into electronic Official Personnel Folders (eOPF) and uploaded to an employee accessible database (Ev. 1). New documents or files are regularly scanned and uploaded into the eOPF and hard copies forwarded to National Personnel Records Center (NPRC) for long-term storage. Current and recently separated employees may request copies of their eOPF by contacting the Civilian Personnel Advisory Center (CPAC). Former and retired employees may request a copy of their records by writing to the National Archives and Records Administration (NARA). Limited access to an employee's record is provided to third parties with an audit trail recorded and maintained of all access provided.

The Faculty Personnel System (FPS) Office maintains a limited number of pertinent documents that are used for new job qualifications and rank advancement and tenure competitions that are available for employee review upon request (e.g., annual evaluations, language proficiency results, original hire documents, and degree transcripts). These documents are double secured within the FPS Office under cyber lock and key locked cabinets.

Evaluation

DLIFLC meets this Standard. Employee records storage containing sensitive information complies with regulatory requirements, to include physical and electronic security guidance.

Employees have adequate access to review information used for assignments within DLIFLC, to include advancement and tenure competitions.

<u>Evidence</u>
III.A.15-01: Employee Records Portal (Screenshot)

Standard III.B Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description

The Defense Language Institute Foreign Language Center (DLIFLC) has neat, clean and safe facilities spread across the Presidio of Monterey (POM or Presidio), the Ord Military Community (OMC) on former Fort Ord, and at its DLI-Washington (DLI-W) leased site in Washington, D.C. The U.S. Army Garrison, Presidio of Monterey (USAG POM) is the organization responsible for the land and facilities assigned to DLIFLC activities in Monterey. The Presidio sits between the cities of Monterey to the East and Pacific Grove to the West and contains classrooms, offices and other academic support facilities spread across 392 acres. The Army leases the Lower Presidio to the City of Monterey, which maintains a museum and historic park on that portion of the Presidio.

Like DLIFLC, USAG POM, normally referred to as the Garrison, reports to the Army Installation Management Command (IMCOM) and is commanded by an Army colonel. The Garrison Commander is responsible for all of the facilities and real property on OMC, POM and other Army properties in the area. DLIFLC is the largest of several independent tenant units on those properties; all depend on the Garrison for support. The facilities on the POM assigned to DLIFLC include academic buildings, numerous administrative facilities and dormitories, which the Army refers to as barracks. Evaluation criteria for classroom design and layout of lecture halls and laboratories on Army installations is covered by the Installation Management Command (IMCOM) Space Planning and Criteria Manual (Ev. 1).

The Presidio of Monterey Facility Utilization Survey gives floor plans, dimensions and other information for buildings assigned to DLIFLC as well as to the POM Garrison (Ev. 2). Due to force protection considerations, only the index of facilities in the survey with legends and floor plans for a single facility is shown as evidence. The facilities which contain the eight basic course language schools under the Associate Provost for Undergraduate Education (UGE) are physically located on the POM. The individual language schools are self-contained to include all classrooms, offices and administrative support areas under a single roof, although one school is spread across four buildings in the historic Buffalo Soldier barracks.

The inventory of DLIFLC buildings includes a number of wooden structures which date from 1903 on. Most of the early Twentieth Century buildings were originally constructed as barracks and surround Soldier Field. Over the years they have been reconfigured to serve as

administrative buildings and the Student Learning Services. The Civilian Personnel Office, the Weckerling Cultural Center, formerly the Officers Club, the Post Chapel and Chapel Annex, and the Post Theater also overlook Soldier Field. Sitting above these facilities are homes originally occupied by officers, now occupied by officers and senior enlisted personnel and their families. All of these buildings are listed on the National Historic Registry and are subject to protection and maintenance in accordance with the State Historic Preservation Office (Ev. 3, 4).

Further up the hill are the buildings that were built in the decades after World War II, when the school, then called the Military Intelligence Language School, was moved to the Presidio of Monterey. These facilities contain the DLIFLC headquarters (Rasmussen Hall), the Aiso Library, the offices of the Associate Provost for Undergraduate Education (Munzer Hall), several other staff office buildings, as well as seven of the eight undergraduate schools.

DLIFLC also occupies three floors of the Department of Defense Center (DoD Center) on the Ord Military Community (OMC) that house Continuing Education, Language Proficiency Assessment Directorate, and Scheduling. In addition, the Isolation Immersion Center and DLIFLC and POM Historic Records Center are located on OMC, as is housing for military families. The OMC encompasses 859 acres. All existing buildings at OMC belonging to the Department of the Defense are used to the fullest extent possible.

There are two independent safety offices on the POM which are co-located and work in cooperation with each other to ensure a safe and healthful work environment for the Institute. The Installation Safety Office (ISO) is a DLIFLC office focused on school operations and reports to the Commandant. The Garrison Safety Office is a USAG POM office which reports to the Garrison Commander. Core safety programs overlap and are synchronized by the ISO in support of the DLIFLC mission (Ev. 5).

Every organization on DLIFLC must undergo safety inspections conducted on a recurring basis by the Installation Safety Office. The criteria for the inspections are provided by the Installation Safety Office prior to visiting each facility (Ev. 6). When the inspectors note a discrepancy, the designated safety representative for the facility must take and document corrective action. Employees who find an unsafe condition in a facility can file a work request to the Garrison Public Works on DA Form 4283 (Ev. 7).

The Presidio of Monterey Fire and Emergency Services (POM FES) is charged with protecting life, property and the environment within the boundaries of the USAG POM, the OMC, and Satellite Command at Camp Roberts. The POM FES operates out of a fire station on General Jim Moore Boulevard on the OMC and provides full response to academic and housing buildings located on the OMC. The POM FES provides fire safety education, building inspection and other fire prevention support on the POM. The City of Monterey provides full response on the POM via formal support agreement with the USAG POM (Ev.

8). In addition, the POM FES maintains several automatic agreements with local fire agencies and is a part of the Monterey County Area Mutual Aid Plan (Ev. 9, 10, 11, 12).

The Directorate of Emergency Services (DES) is a USAG POM organization which includes Department of the Army Civilian Police (DACP) and Department of Army Security Guards (DASG), who patrol the POM, La Mesa Housing and the OMC in addition to conducting access control at the four access gates on the POM. They are responsible for law and order, facility security, access to the installation, and vehicle registration.

Access is a consideration in campus planning. The USAG POM leveraged monies to allow DLIFLC students and faculty transportation between work and home on Monterey Salinas Transit Authority buses at no cost. With members travelling as far as from Santa Cruz on the municipal buses, the vehicle traffic is dramatically reduced on the POM and members travel to work in comfort and safety (Ev. 13). For those employees who cannot take advantage of the bus service, the Army offers a van pool service (Ev. 14).

The City of Monterey Maintenance Department ensures compliance with the Americans with Disabilities Act (ADA) standards for parking and building access on the Presidio. The City of Seaside accomplishes the same tasks for facilities on the OMC. Parking for all construction projects on the Presidio take into account compliance with the ADA and Architectural Barriers Act. These actions contribute to a safe, healthful learning and working environment.

Space management duties for DLIFLC fall under the DLIFLC Deputy Chief of Staff for Personnel and Logistics. The space management technician is responsible for advising senior leadership on space requirements and current capacities. Other duties of the DLIFLC space manager include: acting as the liaison to the U.S. Army Corps of Engineers and to the USAG POM Public Works Engineering Branch for new facility construction projects; coordinating work requests with the Department of Public Works for sustainment, restoration and modernization of facilities; coordinating moves between organizations and schools for more efficient use of space; and acting as the contract officer representative on lifecycle replacement of furniture for classrooms and offices.

As described below in Standard III.B.2, in order to meet the educational needs since 2005, three new General Instruction Buildings (GIBs) were completed: Khalil Hall, Corpuz Hall, and Cook Hall. The third and last of the new GIBs, Cook Hall, was finished in September 2014. This allowed class sections assigned to buildings in the historic district around Soldier Field to move into the new facilities constructed specifically as technology equipped classrooms for smaller class sections. Subsequently, the historic buildings were made available for occupation by administrative organizations.

The DoD Center on the OMC that houses Continuing Education and the Directorate of Language Proficiency Assessment is managed by the Defense Manpower Data Center

(DMDC). The USAG POM Department of Public Works handles maintenance for this facility (Ev.15).

Evaluation

DLIFLC meets this Standard. Space for new construction at DLIFLC is extremely limited on the POM due to a number of environmental factors, historical sites, physical constraints and operational factors. Space requirements must be balanced to optimize the use of existing facilities and efficiently allocate open spaces for future construction.

To coordinate planning activities for land, facilities and other physical resources, the USAG POM convenes the Real Property Planning Board (RPPB) on a semi-annual basis. The members of the Executive Board consist of representatives from the various tenant organizations on the POM and OMC. The board members work collectively to coordinate and resolve complex issues in a manner that supports the mission of DLIFLC and other tenant organizations. The briefing notes give a snapshot view of the topics under discussion by this body (Ev. 16, 17, 18, 19).

The USAG POM and DLIFLC adhere to federal regulations for administering government properties that go far beyond merely providing safe and sufficient physical resources to support programs and services. The Army is required to prepare an Environmental Impact Statement (EIS) approved by the U.S. Fish and Wildlife Service before executing construction projects for new facilities which allows for public input on the environmental effects of those plans (Ev. 20). The EIS is a component of a larger document prepared by USAG POM, the Real Property Master Plan (RPMP) (Ev.21).

The USAG POM uses a variety of means to address the ongoing water shortages on the Monterey Peninsula (Ev. 22). The POM won the 2017 U.S. Department of Energy Federal Energy and Water Management Award for the second year in a row, as well as the Secretary of the Army Energy and Water Management Award for the fifth year in a row in recognition of the installation's concerted efforts for water conservation (Ev. 23, 24, 25).

Approved construction activities are carefully monitored and controlled to prevent storm water run-off into the adjacent community and ultimately into the Monterey Bay per federal and state environmental regulations. The federal government sets the overall requirements, but each state has its own rules and the State of California tends to be stricter than federal environmental regulations. To comply with the regulations, the Environmental Branch of the USAG POM Public Works Department directs an aggressive Storm Water Pollution Prevention Plan specifically tailored to every construction project.

Since the beginning of a dynamic period of renovation and construction in 2005, DLIFLC continues moving forward with short-term, mid-range and long-term plans to adapt and expand existing physical resources and to construct new facilities to meet the demands of

projected growth in student load. This entails careful evaluation of the current situation and prioritization of new requirements for structural renovations and repairs.

Evidence
III.B.1-01: IMCOM Space Planning and Criteria Manual
III.B.1-02: Facility Utilization Survey
III.B.1-03: Cultural Resources Management Plan
III.B.1-04: POM Historic Properties Preservation
III.B.1-05: DLIFLC and USAG, POM, Safety: Standard Operating Procedures (SOP)
III.B.1-06: Safety Inspection Checklist (Facilities)
III.B.1-07: Form 4283, Facilities Engineering Work Request
III.B.1-08: POM and City of Monterey Fire Support Contract
III.B.1-09: Mutual Aid Plan Monterey County Area
III.B.1-10: Exchange of Services: City of Marina and the POM Fire Department
III.B.1-11: Aid Agreement: City of Seaside and Ord Military Community Fire Dept.
III.B.1-12: CA Dept. of Forestry and Fire Protection, the Salinas Rural Fire Protection Dist. and the Ord Military Community Fire Dept. Agreement
III.B.1-13: MOA Monterey-Salinas Transit and Presidio of Monterey Bus Service
III.B.1-14: Army Transportation Application, Van Pool
III.B.1-15: Administrative Changes Memorandum to Support Agreement DMDC and POM
III.B.1-16: Real Property Planning Board (RPPB): Meeting Minutes, April 2017
III.B.1-17: Real Property Planning Board (RPPB): Briefing, April 2017
III.B.1-18: Real Property Planning Board: Executive Board Members
III.B.1-19: Real Property Planning Board (Duties)
III.B.1-20: Environmental Impact Statement, Volume II--Appendices
III.B.1-21: Real Property Master Plan
III.B.1-22: Revised Water Impact Analysis
III.B.1-23: U.S. Dept. of Energy Award Nomination
III.B.1-24: Secretary of the Army Energy/Water Nomination
III.B.1-25: POM Award Article

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Description

The primary body tasked with physical resource planning is the Real Property Planning Board (RPPB), a USAG POM organization consisting of a working group and an executive board comprised of voting members (Ev. 1). The RPPB addresses a wide number of issues

related to real property (Ev. 2). Through this venue, DLIFLC is able to integrate its institutional planning with physical resources planning in coordination with the USAG POM.

The Real Property Master Plan includes a list of actions to address facility priorities (Ev. 3). The USAG POM also maintains a Tabulation of Existing and Required Facilities that includes military construction projects, major sustainment, restoration and modernization projects, diversion, conversion, or demolition projects and real estate projects (e.g., leases, license, permits, etc.) (Ev. 4).

The POM Garrison completed a Real Property Vision Plan in 2015. The previous vision, "Evolve the installation into an Army top tier training and living community with state of the Art facilities and land usage that maximizes mission readiness and care of people while maintaining positive community relationships," was refined to, "Presidio of Monterey will provide adaptive mission-ready installations by investing in sustainable, regionally compatible facilities and infrastructure that enhance quality of life, existing cultural and natural resources, community partnerships, and a unique sense of place" (Ev. 5 page 46).

A portion of the Real Property Master Plan, Capital Investment Strategy (CIS) Section 5, covers facility development projects via a prioritized list of all real property actions and a Future Development Plan with general site locations for each new construction action (Ev. 6). In the short to midterm, the CIS focuses on improving the condition and quantity of specific facilities by correcting shortfalls identified in the Installation Status Report (ISR), a reporting tool to the Army Installation Management Command that helps to determine facility status for local planning purposes. The Department of the Army Assistant Chief of Staff for Installation Management (ACSIM) oversees the ISR program (Ev. 7). The USAG POM Commander certifies the results of the quarterly ISR inspections and submits those to the ACSIM. The information is used in funding prioritization for new facilities and as a budget tool for sustainment, restoration, modernization and repair decisions locally. IMCOM encourages the application of sustainment funding focused on a "worst-first" basis.

The Presidio of Monterey Facility Utilization Survey was delivered to USAG POM space planners in the Department of Public Works and DLIFLC in August 2015. The database features a collection of detailed floor plans for the academic and administrative facilities occupied by DLIFLC, the barracks facilities housing language students, and other facilities used by USAG to support the entire installation. The database contains color graphics for each floor of every academic building on the POM. It also includes an accessible database maintained by the U.S. Army Corps of Engineers, Sacramento District. Space planners use the database to maximize facility usage, identify shortfalls, and allocate space to the individual room level for faculty offices, classrooms and administrative areas (Ev.8). For security reasons, the specific floor plans are not included here.

The USAG POM Public Works, in conjunction with the U.S. Army Corps of Engineers (USACE), and City of Monterey maintenance division, and other contractors, plan and execute a large number of actions ranging from routine daily sustainment, restoration and modernization work, to multiyear military construction projects. On a monthly basis, the USACE Monterey Project Manager holds a review of current projects for the POM and OMC. The update is open to personnel from DPW, DLIFLC, USACE and other support agencies. Construction is underway on a project designed to replace Building 629. The project was funded in fiscal year 2011 and consists of three distinctive buildings, a 1,300 person dining facility, an administrative facility (for Navy and Marine personnel), and a 320 person barracks facility. When the new dining facility comes on line, it will allow the older of two current dining facilities to be repurposed (Ev. 9, 10).

A multiyear process begun in 2005 to increase the number General Instruction Buildings (GIBs) in support of the Proficiency Enhancement Program (PEP) was completed in 2013. A key component of PEP, in terms of space, is the commitment to extremely low student-to-teacher ratios in order for students to achieve higher language proficiency levels. Class sizes went from 10:1 to 8:1 in Category I and II languages and from 10:1 to 6:1 in Category III and IV languages. Funding for PEP was made available through Presidential Budget Decision (PBD) 753. The PBD enabled DLIFLC to hire more faculty and build new GIBs to house the increased number of class sections. Additionally, PEP funds were used to establish a dedicated immersion-style training facility on the Ord Military Community. The PEP program was fully funded for five years after which the funding for the increased faculty load was included in the Institute's annual congressional appropriations (Ev.11). Khalil Hall, the first of three new General Instruction Buildings (GIBs), opened in December 2010. Corporal Corpuz and Colonel Cook Halls opened in March 2012 and August 2013, respectively. The three new facilities provide a combined total of 197 additional classrooms and associated faculty and administrative offices.

Each DLIFLC school assigns a facility manager responsible for coordinating sustainment, restoration, and modernization actions on those facilities assigned to his/her organization. On a quarterly basis, the Department of Public Works provides training for building managers on how to process and submit work request packages for building maintenance (Ev. 12). For minor repairs to DLIFLC facilities on the POM and the OMC, facility managers submit service orders online or call in to the service order desk. The City of Monterey Maintenance Department provides support to the POM while the City of Seaside provides support to the OMC This support is detailed through Inter-Governmental Support Agreements (IGSA) with the USAG (Ev. 13). POM Garrison oversees equipment maintenance. Currently, equipment service needs, replacement, and maintenance is completed on an as needed basis (see III.B.3). Maintenance at DLI-W is handled through the lease contract with the lessor.

Recurring janitorial services for all facilities on the POM are performed under a service contract for trash removal from offices, vacuuming, sweeping, cleaning and stocking restrooms, and mopping of floors. Students are responsible for cleaning and emptying the trash in their classrooms. The military language instructors assigned to each school oversee classroom clean up duties.

Evaluation

DLIFLC meets this Standard. In the years that have passed since the last ACCJC site visit in 2012, DLIFLC has completed the following renovations or construction projects:

- General Instruction Building Corpuz Hall new construction for 36 classrooms;
- General Instruction Building Cook Hall new construction for 100 classroom;
- General Instruction Building 12 Weckerling Center cultural and large training venue renovation;
- Building 630 upgrade and modernization of barracks facility;
- Building 4385 at Ord Military Community construction of solar array in support of DoD Center Monterey Bay; and
- Building 4280 at Ord Military Community Zero Landscaping.

Parking on the POM for faculty, staff, and students remains an issue as shown in the Real Property Master Plan. The new GIBs added much needed classroom and office space but resulted a net loss of existing parking spaces. This is exacerbated on the POM due to complications with environmental concerns, such as endangered species, or historical concerns associated with the installation's historic sites. One potential solution under consideration is the construction of multilevel parking structures on the POM (Ev. 3 Section 3-49 through 50 and 2-32).

The planning process for physical resources continues to depend on interface between the DLIFLC and the USAG POM Plans and Integration Operations (PAIO) office. Planners in the PAIO office provide projected population figures for military and civilian employees. This information allows DLIFLC to determine specific requirements for physical resources. PAIO planners use the Army Stationing Installation Plan, the official Army database of populations on Army installations worldwide based on a manpower allocation system, for planning for a five year window beginning two to three years into the future. This document continues to set the point of reference to determine classroom and office space requirements for the Institute.

Evidence
III.B.2-01: Installations Real Property Planning AR 210-20
III.B.2-02: Real Property Planning Board Briefing, April 2017
III.B.2-03: Real Property Master Plan, November 2009
III.B.2-04: Tabulation of Existing and Required Facilities

III.B.2-05: POM Real Property Vision Plan
III.B.2-06: Real Property Master Plan, Capital Investment Strategy (CIS)
III.B.2-07: Installation Status Report (ISR) FY 2017
III.B.2-08: Facility Utilization Survey
III.B.2-09: Project Descriptions FY 2017
III.B.2-10: Real Property Planning Board (RPPB): Meeting Minutes, April 2017
III.B.2-11: PBD 753 Executive Summary April 2005
III.B.2-12: Form 4283, Facilities Engineering Work Request
III.B.2-13: Inter-Governmental Support Agreement (IGSA): Maintenance and Repair

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Description

To ensure fullest utilization of existing facilities, the Deputy Chief of Staff for Personnel and Logistics, Space Management Office calculates the number of classrooms available in each facility and updates the data as necessary to record any changes due to renovations, new construction, or repurposing. The information is presented and discussed in the monthly space meetings. These updates give specific details of the space management plans covering all DLIFLC organizations. The Chief of Staff chairs the meetings and reviews the briefing materials submitted by the space manager. The meetings are used to coordinate space usage between agencies (Ev. 1, 2, 3, 4, 5).

The Presidio Municipal Services Agency (PMSA) is administered under an Inter-Governmental Support Agreement (IGSA) with the USAG. The agreement includes a requirement for the City of Monterey Maintenance Division to produce PMSA Work Orders that provide details on repairs and maintenance completed or overseen by the city (Ev. 6).

In addition to maintenance activities, there are periodic scheduled inspections of facilities by the Safety Office and Fire Department, with occasional assistance from the Department of Public Works (DPW) engineers. Due to force protection concerns, only the Fire Department maintains documentation of these inspections, using their standard POM Fire Department Inspection Form (Ev. 7).

Many factors come into play with space planning as DLIFLC and USAG POM utilize a large number of buildings listed on the National Historic registry. Most of the Spanish American War era structures in the historic district serve as administrative facilities, although one language school is housed in the Buffalo Soldier Barracks. Other open areas fall under federal regulations covering archeological sites due to the presence of Native American artifacts and human remains on the lower POM near the shoreline of the Monterey Bay. The

archeological sites, historic district on Solder Field, and buildings built before 1967 fall under the purview of the State Historical Preservation Officer who is a key player in planning processes in coordination with the USAG POM. Every effort is taken to maintain the integrity of individual schools, language programs, departments and even teaching teams.

Evaluation

DLIFLC meets this Standard. The IGSA is a cost effective solution for the government as a result of hiring locally and employing economies of scale through the installation's partnership with the City of Monterey and City of Seaside maintenance divisions which are already in place to support the local city governments (Ev. 8).

Action Plan

- The POM Garrison has begun the process to develop a comprehensive equipment infrastructure plan that covers replacement and mandatory or normal servicing of HVAC, elevators, and other equipment related to physical resources. The plan will be developed with input from various advisory groups for close integration with the space management plan.

Evidence
III.B.3-01: Chief of Staff Space Meeting Aug 9, 2017
III.B.3-02: Chief of Staff Space Meeting July 12, 2017
III.B.3-03: Chief of Staff Space Meeting May 31, 2017
III.B.3-04: Chief of Staff Space Meeting April 26, 2017
III.B.3-05: Chief of Staff Space Meeting April 19, 2017
III.B.3-06: Completed Work Orders, February 2016 – April 2017
III.B.3-07: POM Fire Inspection Form
III.B.3-08: Monterey Model

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

The primary tool for long range planning is the Real Property Master Plan (RPMP) produced by the U.S. Army Garrison Presidio of Monterey (USAG POM) (Ev. 1). To connect the RPMP to DLIFLC operations, the RPMP convenes on a semi-annual basis (Ev. 2). The board approves and executes actions of the RPMP in support of the 20 year vision of the U.S. Army for the POM installation by providing proactive planning to integrate the local vision for real property planning with the short- and long-term mission requirements of all tenant organizations on the POM.

For permanent construction, the Capital Investment Strategy of the Real Property Master Plan is a prioritized list of real property actions and a Future Development Plan with the locations for those projects (Ev. 3). A section of the Real Property Master Plan shows the pros and cons for placing future construction on the Presidio as opposed to building the projects on the Ord Military Community (OMC). Land is limited on the POM and there are constraints due to terrain, availability of water credits, parking, and the presence of endangered or protected plant species as described in the master plan (Ev.4, Section 2.4.1 pages 2-11 through 2-13, and Section 2.7.2.1 page 2-32).

Within the constraints described above, efforts will be made to keep schools, barracks and student support facilities together on the POM. The advantage of cohesion and efficiency that come with close proximity outweigh the advantages of having those activities geographically separated, thereby avoiding the inefficiencies due to transportation and other logistical factors.

Evaluation

DLIFLC meets this Standard. The planning process for capital improvement (i.e., new construction or major renovation) for DLIFLC is regulated by U.S. Army and Department of Defense directives applicable to Army installations. Locally, the military construction approval process begins with a project brochure prepared by the tenant organization (DLIFLC) to define the scope. The brochure is presented to the USAG POM Master Planner for review and coordination with the U.S. Army Corps of Engineers. The Corps provides a cost estimate and begins the planning process that culminates with the Military Construction Project Data Department of Defense (DD) Form 1391 presented to the U.S. Congress for fund appropriation (Ev. 5).

Evidence
III.B.4-01: Real Property Master Plan (RPMP)
III.B.4-02: Real Property Planning Board Briefing, April 2017
III.B.4-03: Real Property Master Plan, Capital Investment Strategy
III.B.4-04: Installation Development Constraints
III.B.4-05: Military Construction Project for Cook Hall DD Form 1391

Standard III.C Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Description

The Defense Language Institute Foreign Language Center (DLIFLC) provides technology support aligned to the needs of learning, teaching, institute wide communications, professional development, research, and operational systems. Technology support is provided to faculty, staff, and students through directorates and divisions that oversee faculty, curriculum, and technology program development for all DLIFLC instructional locations that include the Presidio of Monterey (POM), Department of Defense Center (DoD Center), select Language Training Detachments (LTDs), and virtual learning environments. This infrastructure ensures support for existing technology requirements, new technologies, and base expansion.

The Deputy Chief of Staff for Information Technology/Chief Information Officer (DCSIT/CIO) organization serves as the central information technology support organization for DLIFLC, overseeing a dynamic infrastructure to support current and future technology requirements (Ev. 1, 2). DCSIT is responsible for maintaining all servers and network capability, working with end users to support and maintain applications.

DLIFLC has developed a five-year IT Strategic Plan which identifies goals, needs, and support (Ev. 3). DLIFLC considers factors such as number of incoming students, new faculty hires, and new technologies in its endeavors to improve and upgrade technological facility hardware and software for classrooms, language labs, and offices. Technology resources are purchased directly by DLIFLC or provided by contract services. Factors that influence the decision making process for technology procurement include:

- Cost effectiveness;
- Availability of technical support;
- Training time (i.e., length of time it will take for end users to be able to effectively use new technology);
- Ease of use;
- Justifiable need; and
- Applications for enhancing student learning outcomes.

DLIFLC is committed to providing technology services that are appropriate and adequate to support the Institute's mission. Between 2012-2014, the Institute transitioned from a military

network to an educational network (part of the California Research and Education Network (CALREN)), referred to as the EDU network (Ev. 4). This network is deployed in 84 buildings across campus. The EDU network increased Internet bandwidth from 1Gbps to 10 Gbps and most recently upgraded to 100 Gbps, exceeding what was possible within the Army military network (MIL). Additionally, the EDU network provides a more flexible cybersecurity posture that can allow faculty to develop authentic foreign language curricula content. Monitoring includes availability up to four nines, contingency and disaster plans for continuity of operations, and policies and programs to monitor privacy and security on a regular basis.

Evaluation

DLIFLC partially meets this Standard. The Institute recognizes the role of technology in twenty-first century learning and has invested a considerable amount of resources in technology infrastructure. The following are highlights of technology initiatives and implementations since the last accreditation cycle:

- Established the dliflc.edu academic network referred to as the "EDU network";
- Established a robust wireless network to all academic buildings; and
- Updated mobile devices for faculty, students and staff to Apple MacBook Pros and iPads (Ev. 5).

DLIFLC has benefited from unprecedented growth in instructional technology and support infrastructure over the past several years. While several organizations, committees and teams exist to evaluate and select technology solutions, the coordination between the various groups and DCSIT could improve. Sharing of information and ideas about innovative solutions, to include student input, will help the Institute reduce redundant solutions and ensure that resources are allocated appropriately (Ev. 6).

Additionally, previous assessments indicated inadequate staffing to provide the requisite level of services. DLIFLC uses contracts to cover needed services. While contracting alleviates shortages for service support, contracts are only awarded for a limited number of years because of DLIFLC's funding model with annual congressional appropriations. This results in personnel turnover and the loss of expertise leads to gaps in coverage and interrupts forward progress. To overcome these challenges, it is essential that the Institute's technology planning be fully aligned and supported by all other top-level strategic plans and that DLIFLC as a whole become more informed and understanding of the technology requisite to operating a twenty-first-century connected installation.

Action Plan

- By September 2018, DCSIT will initiate a system of communication to foster

communication between the various IT support organizations to reduce redundant efforts and concentrate resources. This will promote a greater level of internal dialogue regarding the evolving nature of the Institute's technology needs so that discussions about initiatives and functions foster a broader and more comprehensive understanding of the systems-level perspective necessary to properly support and administer institutional-level computing and technology needs, especially with regards to staffing services.

Evidence

III.C.1-01: Deputy Chief of Staff Information Technology Organization Chart
III.C.1-02: Deputy Chief of Staff Information Technology Services
III.C.1-03: IT Strategic Plan
III.C.1-04: 2012 Academic Network Historical Report
III.C.1-05: Summary of DLIFLC Technology Initiatives 2012–2017
III.C.1-06: Tiger Team 2022 Technology Subcommittee Outbrief

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Description

DLIFLC is aware of the importance of providing up-to-date technology resources that best support the needs of students, faculty and staff. These needs include access to new technology, maintenance for existing technology, wired and wireless networks, online learning resources, and reliable hardware and software that support language learning (Ev. 1). DLIFLC has a dynamic and flexible system for planning, acquiring, maintaining and upgrading or replacing technology infrastructure and equipment. The Institute also provides for management, maintenance, and operation of its technological infrastructure.

DLIFLC follows a set process to pilot new initiatives. Technology projects fall into two categories: those less than $100,000 and those greater than $100,000. For the former, DLIFLC uses a committee structure, or a Technology Tiger Team, with representatives from across the Institute meeting to discuss technology needs (Ev. 2). After deciding to move forward with a new piece of technology, a pilot is defined and a group of early adopters are identified to test the new resource and make recommendations. More costly projects use the Executive Technology Steering Committee guidance that identifies a functional owner (usually an academic organization or a business unit) and the technical lead (DCSIT) (Ev. 3). Resources allocation for major projects follow the standard Army contracting process for acquisition (see Standard III.D.16). Once the project is approved, a Contracting Officer

Representative is assigned and tracks the project through development and interfaces with DCSIT through the project's completion.

The process of maintaining technical infrastructure and equipment is ongoing. DCSIT follows DoD and Army governance for equipment lifecycle replacement every 3-4 years, with one third of the inventory replaced annually (Ev. 4). This practice allows the Institute to predict replacement costs and plan accordingly. DCSIT maintains a database of all IT assets and tracks devices by age. The annual budget workbook is developed based on the inventory of equipment. Replacement of equipment is also dictated by cybersecurity criteria that identify computers that pose a security risk.

The military network provider, Presidio of Monterey Network Enterprise Center (POMNEC), performs strategic planning as it relates the base telecommunications, physical external cable plant, and (.mil) email and network storage. These are considered baseline services. The POMNEC is responsible for the operation, maintenance and network management for DLIFLC users that require military accounts (Ev. 5).

The current Windows operating systems deployed on the EDU network are Windows 2007 and Windows 2010. DCSIT establishes and maintains these images. All systems have the latest image and are maintained over the network by DCSIT with regular patching and scanning. Mobile device images are also maintained by DCSIT and devices are reimaged when they are turned in upon an individual's departure from DLIFLC (e.g., student or faculty).

Wireless connections are well provisioned in 84 Academic buildings and a few barracks buildings. New wireless access points will be upgraded with regular lifecycle replacement in FY 2018 (Ev. 6). Lifecycle replacement will update the aging wireless devices and add EDU network wireless access coverage to the administrative areas and student common rooms in the new barracks.

The TEC III packages are designed to accommodate language studies and interactivity in the classroom (Ev. 7). Video, sound, and upgraded Smart Notebook 16 software have been an integral asset to the students' classroom experience. The TEC III project provides lifecycle replacement for more than 800 classrooms and conference rooms. The annual project entails replacing older technology that is considered outdated and failing within the DLIFLC classrooms, primarily the aging SmartBoard fleet. These are older interactive whiteboards whose service life has expired and parts are beginning to fail at an increasing rate throughout the campus. During the SmartBoard refresh, DCSIT also updates all of the older equipment in the classrooms, including PCs, monitors, and Apple TVs.

Mobile devices (e.g., MacBook Pro, iPad, personal devices) have reduced the requirement for language labs; however, the need exists for an onsite language lab allowing one-to-many student listening and speaking evaluation sessions. Despite the TEC-III setup in classrooms

intended to replace language labs, DLIFLC will continue to use and maintain the language labs so that a large number of students can simultaneously complete listening exercises or take listening tests.

Evaluation

DLIFLC meets this Standard. The Institute follows established processes to ensure ongoing resourcing in support of its technological infrastructure. The five year IT Strategic Plan identifies institutional goals, needs, and support. Language teaching requires a degree of freedom at the faculty level to integrate cutting edge curricula and teaching methodology into the classroom. This necessitates close communication between the Provost's organization and DCSIT to ensure that the infrastructure supports emerging classroom requirements and that faculty can leverage technology to optimize student learning. Overall DLIFLC meets this Standard, but should continue to coordinate the planning process. The Technology Subcommittee for the 2022 Tiger Team identified that the Institute would benefit from a defined dialogue between the academic programs and the DCSIT to ensure that the infrastructure can fully support instructional technology initiatives (Ev. 8).

Action Plan

- By September 2018, DCSIT will have reviewed its current technology requests and fulfillment processes and implement improvements as necessary. The various technology groups will be reengaged to assess the technology solutions and procurement process, and development/routing processes to ensure hardware/software compatibility, and to avoid redundancy.
- By September 2018, DCSIT will have developed mechanisms to extract and consolidate information pertaining to instructional technology during the annual unit planning and program review processes to provide a more comprehensive overview of the status of technology integration and use at DLIFLC.

Evidence
III.C.2-01: IT Strategic Plan
III.C.2-02: Technology Tiger Team Memorandum
III.C.2-03: Executive Steering Committee Charter
III.C.2-04: Lifecycle Replacement Budget
III.C.2-05: POMNEC (Screenshot)
III.C.2-06: Wireless Network Project Overview
III.C.2-07: TEC-III Contract
III.C.2-08: Tiger Team 2022 Technology Subcommittee Outbrief

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Description

DLIFLC enhances its operation and effectiveness through effective technology use and innovative approaches to its technology services, including: online learning technology, facilities, hardware and software.

The academic network provides connectivity to 84 buildings on the Presidio of Monterey and Ord Military Community within the Monterey location, and to two Language Training Detachments, one in Georgia and the other in Hawaii. Faculty at LTDs offer noncredit bearing courses to DLIFLC graduates. DLIFLC operates an extension of the dliflc.edu network at these locations to provide a wireless network and to enable access to DLIFLC instructional content.

Technology facilities, hardware, and software are important resources at DLIFLC. Technological facilities include Technology Enhanced Classrooms (TEC-III), language and training labs, curriculum and materials development areas, faculty and staff computers, mobile devices, and audio/video recording equipment.

Every classroom at the DLIFLC is equipped according to TEC-III requirements. All TEC III facilities utilize the EDU network. The EDU network hosts tools and applications for language education access on- and off post (Ev. 1, 2).

Language training labs are an integral part of DLIFLC's language program for student assessment. There are currently a total of three Multimedia Language and Computer Labs located throughout the Institute. In these labs, special servers allow interaction between students and instructors. This interaction ranges from dialogues between partners to the instructor feeding an audio stream to student work stations. The network bandwidth of language and training labs can be anywhere from 10MB to 1GB per second. Each lab is used for an extensive set of teaching and learning activities and includes: Listening Comprehension, Discussion, Model Imitation, and Reading Practice. Teachers can also monitor students' screens and project them onto SmartBoards. The Language Proficiency and Assessment Directorate utilizes language training labs for assessment, including unit and final tests.

Online learning technology, providing anytime and anywhere access, supports learning during and beyond the resident language programs and is used by students at LTDs and pre-deployment military personnel around the world. Online instructional technology includes the following:

- Sakai learning management system for course creation and delivery;
- SharePoint for collaboration, document sharing, planning and wiki capability;
- Acronis software allows users of iPads or MacBook Pros to access their files and folders on the EDU network remotely;
- Adobe Connect for video teleconferencing; and

Several technology products that support language learning are freely available on the Internet and include:

- Rapport,
- NetProf,
- Auto-ILR,
- Cultural Orientations,
- The Accents Library,
- Area Studies,
- Arabic Grammar Search,
- Country Profiles,
- Field Support Modules,
- GLOSS,
- Headstart2,
- Legends and Folktales,
- Phone Conversations, and
- Weekly Training Events (Ev. 2).

DLIFLC currently uses the Sakai learning management system and SharePoint, an online collaboration and communication system. These tools provided 24/7 access for nonresident users. Students obtain course materials and participate in discussions and other activities that promote language acquisition in an online learning environment. SharePoint operates as the Institute's intranet and provides 24/7 access to content for all staff, faculty, and students, both resident and remote, as well as over 40,000 linguists worldwide who need to maintain language proficiency.

DLIFLC uses a ticket system for technology support. Trouble tickets are managed through the DLIFLC Helpdesk as the primary means of initiating an IT service request. After a help ticket is generated, problems are prioritized and addressed according to the critical level and nature of the problem. Response times vary from acknowledgement within five minutes and resolution within two hours for urgent and important problems, to acknowledgement within four hours and resolution within 48 hours for noncritical issues. Critical issues include problems that disrupt classroom instruction. Noncritical problems concern those issues that do not interfere with classroom instruction but do require assistance or software upgrades.

The IT network device, email, server and application environment follows the industry best practices ensuring that data is available 24/7, is secure, and is backed up nightly. All users on the EDU network are required to use a unique login and password for network access Recovery of email and user files is possible through self-help instructions. In cases of larger data loss, a ticket to the IT Helpdesk initiates data recovery requests (see III.C.5).

Evaluation

DLIFLC meets this Standard. Resource allocation is sufficient and ongoing for the maintenance, lifecycle replacement, and operations of the Institute's technological infrastructure and equipment. The Institute follows best practices to maintain and ensure reliable access, safety, and security with appropriate backup systems.

Action Plan

- The EDU network project included some of the student living areas (barracks). DLIFLC plans on extending the EDU network to the common areas within the barracks buildings to support out-of-class assignments.

Evidence
III.C.3-01: TEC-III Description
III.C.3-02: DLIFLC Tools and Applications
III.C.3-03: Executive Steering Committee Charter

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Description

DLIFLC recognizes the critical importance of technology training for faculty, staff, and students to ensure optimal use of each resource. As new technologies are acquired, training programs are proactively incorporated into implementation plans. DLIFLC determines the need for technology training based on specific hardware or software programs. For technology solutions disseminated Institute wide, such as the Sakai learning management system (LMS) and SharePoint, introductory training is a requirement and provided for all users. Additionally, the training staff within DCSIT develops training materials for new technologies as they are deployed. For example, when Sakai was initially deployed, the DCSIT Office scheduled iterative training sessions and provided a Sakai Training Manual for reference (Ev. 1).

Three additional means for assessing technology training needs are: Technology Tiger Team recommendations, feedback from Academic Specialists, and requests from individual

academic programs and directorates. DCSIT has developed and made available self-help online training for some courses based on this feedback. Staff and faculty can reach out to the DCSIT Helpdesk for additional training requirements (Ev. 2, 3, 4).

Student technology training takes place at the beginning of their language program and continues through the duration of the course with planned training events and point-of-need mentoring. Training orientations ensure students understand how to use technology resources, features, and functionalities to support their language learning. The Student Learning Services (SLS) ensures that each student receives an initial technology training through their Introduction to Language Studies (ILS) course with a one hour module dedicated to technology that includes an overview of DLIFLC technology resources available to students and appropriate learning resources for language learners (Ev. 5).

The Faculty Development Support Division provides teaching faculty with training on technology enhanced teaching methodology. All new teaching faculty receive technology training during the mandatory pre-service Instructor Certification Course (ICC) (Ev. 6). Faculty Development Support also provides a Post-Basic Instructor Certification Course that includes refresher technology training (Ev. 7).

The Language Technology Evaluation and Applications (LTEA) Division supports all language schools with technology training on LTEA products. Workshops emphasize pedagogical uses supported by each technology program (Ev. 8, 9). At the end of each orientation/training session, participants complete a feedback form. Results are recorded and reviewed to improve future trainings (Ev. 10).

At the school and department level, Academic Specialists (AS) support individual faculty and departmental technology training needs, and may conduct weekly, bi-weekly or monthly technology workshops (Ev. 11).

Finally, DLIFLC supports ongoing professional development for lifelong technology learning through Atomic Learning and Lynda.com, online third party service providers. These platforms provide self-paced technology hardware and software training.

Evaluation

DLIFLC meets this Standard. Rapid growth in the acquisition and deployment of technology necessitates extensive student and faculty computer literacy training. DLIFLC provides online, in face-to-face group settings, and one-on-one technology training opportunities for students, faculty, and staff.

Several organizations provide training, orientation, and support to the different technology end users at DLIFLC. Each technology training service provider collects and analyzes its own feedback, incorporating suggestions for improvement as appropriate. The Institute has

not developed or deployed an Institute wide assessment or evaluation on the training and technical support provided to students and personnel because of there are multiple support organizations providing technology services and training as identified in III.C.1. Doing so would provide a comprehensive analysis of services, needs, and operations, and possibly reduce redundancies.

Action Plan

- The Institute is reviewing the need for additional Education and/or Instructional Technology support staff within the Provost's organization as part of its planning and resource allocation process through the 2022 Tiger Team Technology Subcommittee. The committee's recommendation plan is scheduled to be implemented by March 2018.
- By September 2018, DCSIT will initiate a coordinated review of the Institute's current technology support systems by leveraging existing evaluation mechanisms (e.g., TA, OSAE) to ensure that the Institute accurately identifies training needs and allocates resources strategically.
- Leadership will ensure that all teachers have the opportunity to attend training to meet their technology performance objective.

Evidence
III.C.4-01: Sakai Training Manual
III.C.4-02: Help Desk (Screenshot)
III.C.4-03: Lynda.com Description
III.C.4-04: DCSIT Courses (Screenshot)
III.C.4-05: Student Technology Orientation Schedule
III.C.4-06: Instructor Certification Course Schedule
III.C.4-07: Post Basic Instructor Certification (PBICC)
III.C.4-08: LTEA Brochure
III.C.4-09: NetProf Training Activity
III.C.4-10: Training Feedback Form
III.C.4-11: Academic Specialist Technology Summit

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Description

DLIFLC has implemented several policies and procedures to ensure the reliable, equitable, safe, and appropriate use of technology in teaching and learning processes (Ev. 1). The 2016 Information Technology Strategic Plan provides rationale and guidance for the distribution

and utilization of technology resources. This document outlines support for DLIFLC's vision to operate "on the cutting edge of language instruction and technology" with DCSIT's mission to provide comprehensive information technology support and infrastructure that facilitates an optimal environment for language acquisition (Ev. 2).

The Department of Defense (DoD) Risk Management Framework program is designed to address compliance and mitigate risks, and requires that all technology systems and applications meet requisite standards for certifications (e.g., Approval to Operate) (Ev. 3). This certification ensures that all technology applications, systems, devices, web services and hardware have the correct cybersecurity posture to protect the network, systems, and data. The Institute provides users with MacBook Pros and iPads that have a self-service area to upload approved applications.

Strict DoD password requirements are implemented to ensure that access to the EDU network is protected (Ev. 4). There is an extensive onboarding process for employees. The DoD Office of Personnel Management defines the standard process for hiring staff and faculty. Part of this process includes ensuring background checks are done for employees. Once the person successfully passes the security check, they are eligible for access to the EDU network. Background checks for the student body are handled by the students' military service units and students are required to follow the same Appropriate Use Policy as faculty and staff.

DCSIT has procedures for provisioning an account and IT resources for all users (Ev. 5). Additionally, the annual refresher on the Appropriate Use Policy, Privacy and Personally Identifiable Information Awareness Training, and annual Cybersecurity Awareness Training provide users with knowledge of policies and procedures and assigns responsibilities to each user for ensuring security. DCSIT provides security updates that are disseminated Institute wide to all users across the Institute regarding network outages, computer updates and other related issues (Ev. 6).

All policies are accessible on DLIFLC's intranet site (Ev. 7).

Evaluation

DLIFLC meets this Standard. In order to protect information and technology resources, DLIFLC has enacted several safeguards including access control, data handling, password, and other security procedures (Ev. 8, 9, 10, 11, 12).

The Institute's distribution and utilization of technology resources supports the development, maintenance and enhancement of its programs and services. The Institute ensures that planning and resources are available and that all technology needs are considered through technology meetings chaired by the Chief Information Officer. Procedures are reviewed annually to ensure currency and alignment with both local business processes and higher

level federal and DoD governance. Changes to policy are distributed through the Deputy Chief of Staff of Operations via Operational Orders and Updates.

Evidence
III.C.5-01: DLIFLC Acceptable Use Policy
III.C.5-02: IT Strategic Plan
III.C.5-03: DoD Risk Management Framework Program
III.C.5-04: Password Policy
III.C.5-05: EDU Network On-boarding Process
III.C.5-06: Network Outage (Communication)
III.C.5-07: Policy Portal (Screenshot)
III.C.5-08: Virtual Private Network Policy
III.C.5-09: Social Media Policy
III.C.5-10: Email Policy
III.C.5-11: Mobile Device Management
III.C.5-12: Personally Identifiable Information Procedures

Standard III.D Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER18)

Description

DLIFLC has sufficient financial resources to support and sustain student learning programs and services and to improve institutional effectiveness. The Institute's ongoing fiscal stability is critical for operations that support the mission. The Institute's overall budget for FY 2017 was $283.4 million. More information exists about the budget but is not releasable outside of Army Command channels.

The U.S. Army Training and Doctrine Command (TRADOC) directs the resource policies and procedures employed at the Institute. In 2010, the Army adopted the General Fund Enterprise Business System (GFEBS), a web-enabled financial, asset, and accounting management system which allows for audited financial statements. GFEBS is an Army wide enterprise resource planning system (Systems Applications and Products (SAP) software tailored for Army use) designed to comply with congressional mandates to ensure financial integrity and oversight (Ev. 1).

DLIFLC has sufficient funds to ensure financial solvency. DLIFLC training and/or teaching requirements and, by extension, the Institute's manpower, materials, and operational requirements, are identified through the annual Structure Manning Decision Review (Ev. 2). The SMDR is an annual training requirement determination and confirmation process chaired by the headquarters of the Department of the Army (Ev. 3 page 12). Conducted during October-November each year, the process 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 identifies future training quotas and student inputs. There is a quarterly internal process to further refine these training or mission projections, forecasting as much as a year and a half into the future through the Training Requirements and Arbitration Panel process. This methodical funding and manpower approach is a major determining factor on the amount of funding that the Army allocates in support of the DLIFLC mission each year and guarantees appropriate funding levels.

DLIFLC is committed to sustaining and improving institutional effectiveness. Most recently, the DLIFLC 2+/2+/2 initiative identified the need to attract and retain highly qualified faculty. In 2015, the Institute received approval to implement a faculty base wage increase

(Ev. 4). This plan was fully executed in July 2017, with an annual increase in faculty payroll costs of $24 million (Ev. 5). This initiative's execution required coordination between several key offices across the institution and higher headquarters. For FY 2017, funds from a hiring lag covered the payroll planning variance. Going forward, payroll obligations will be funded through the established Structured Manning Decision Review (SMDR) process (Ev. 6).

Other examples of revenue allocation in support of educational improvements and innovation include:

- Annual lifecycle replacement of classroom technology and end user technology devices (Ev. 7);
- Upgrading and maintaining technology infrastructure in support of the educational mission, to include migration from a .mil to a EDU network (Ev. 8, see III.C.1);
- Ongoing investment in faculty development through the Faculty Support Division (Ev. 9); and
- Ongoing support of the tuition assistance, conference travel, and guest lecture program for continued faculty development (Ev. 10).

The Institute has a defined process to identify priority setting and funding of institutional improvements. The Directorate of Resource Management (DRM) begins the annual budget planning cycle in July of each year by disseminating budget workbooks to capture organizations' operational requirements. Individual directorates categorize budget requirements and priorities for the coming fiscal year. DRM consolidates the budget requirements across the Institute and makes recommendations to the senior leadership on resource allocation (Ev. 11). The Commandant holds ultimate responsibility for prioritizing financial obligations.

Of note, the Garrison Command is responsible for funding capital planning and infrastructure maintenance (see Standard III.B).

Evaluation

DLIFLC meets this Standard. The Institute complies with all financial regulation systems and has not been audited by the Army. Further, the Institute manages its resources with integrity and has not been subject to any Antideficiency Act Violations which result from the over obligation of funds. The resource allocation process is appropriate and allows for the identification of priorities and for the ongoing funding of institutional improvements.

Evidence
III.D.1-01: GFEBS Portal
III.D.1-02: Fiscal Year 18-22 Budget Projections
III.D.1-03: SMDR Description, Army Regulation 350-10
III.D.1-04: Faculty Pay System Approval 2015
III.D.1-05: Future Payroll Obligations Memo 2016

III.D.1-06: Faculty Pay System Funding Memo 2017
III.D.1-07: Technology Lifecycle Replacement Funding FY17
III.D.1-08: 2012 Academic Network Historical Report
III.D.1-09: DLIFLC Organization Chart, Faculty Development and Integration
III.D.1-10: FY17 Tuition Assistance, Conference, and Guest Lecture Funding
III.D.1-11: Leadership Budget Meeting 2016 (Communication)

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Description

DLIFLC employs several planning mechanisms to support financial planning. The funding process for the Institute is distinct from that of academic institutions and private companies. DLIFLC is funded annually through Congressional appropriations to the Department of Defense (DoD) and the Army. The DoD follows the Planning, Programming, Budgeting, and Execution process (PPBE) which breaks down the resource allocation process into four phases (Ev. 1). This ongoing process requires that the Institute identify its upcoming mission and goals to support them accordingly, ensuring the integration of institutional planning with financial planning.

At the Institute level, the planning phase for the upcoming year begins in the fourth quarter of the current fiscal year. The planning phase identifies operational requirements, including ongoing and emerging needs. The Directorate of Resource Management (DRM) solicits resource priorities from divisions across the Institute. In the event that requirements exceed funding, the DRM contacts the affected units to see if requirements can be changed or reduced, allowing for input and participation from the constituents. This is a considered process and may include across the board decisions with freezes or a percentage decrease in a given spending category (e.g., travel or contracts) (Ev. 2).

DLIFLC's resource allocation process covers a five year period and ensures sufficient resources are available for ongoing operations (Ev. 3). This model facilitates planning as resources are directly linked to student enrollments, or student load, through set formulas. DLIFLC is not revenue generating and does not have unrestricted funds. If the funds are not obligated in the fiscal year in which they are allocated, the funding is withdrawn and cannot rollover to the next fiscal year.

DLIFLC generates a phased obligation plan (spend plan) at the beginning of each fiscal year that identifies obligation goals by month throughout the year. The phased obligation plan is

sent to TRADOC which provides additional oversight of ongoing expenditures to ensure that the Institute is in compliance with the Antideficiency Act (Ev. 3).

Funding levels can be adjusted to meet emerging needs. Most recently, DLIFLC identified the need to realign faculty pay scales with the local cost of living to be able to retain highly qualified faculty. This resulted in a $24M increase in the annual payroll obligations for the institution and is in direct support of the institutional plan to improve student achievement outcomes in the 2+/2+/2 initiative (Ev. 4, see QFE). The Board of Visitors, which serves in an advisory capacity, was involved in the ongoing discussion related to the faculty pay scale initiative (Ev. 5, page 22).

There are several mechanisms to cover insurance needs. The Installation Management Command (IMCOM), which operates as a separate entity from DLIFLC and manages all infrastructure and safety requirements, has set funds to cover unforeseen events and natural disasters. Additionally, the Institute follows all federal regulations with regards to the employer's share of workman's compensation. Finally, all federal agencies participate in the Judgement Fund for planning variances arising from lawsuit claims (Ev. 6).

Evaluation

DLIFLC meets this Standard. The Institute's mission and goals are the foundation for financial planning. The process uses established funding models which ensure sufficient resources for operational continuity and which do not pose a cash flow problem. The resource allocation process allows for emerging needs, as with the 2017 faculty pay scale realignment.

Evidence
III.D.2-01: PPBE Resource Allocation Process
III.D.2-02: FY17 Program Budget and Advisory Committee Agenda
III.D.2-03: Phased Obligation Plan FY18-23
III.D.2-04: Future Payroll Obligations Memo 2016
III.D.2-05: Board of Visitors Agenda, June 2016
III.D.2-06: Judgement Fund Website (Screenshot)

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description

DLIFLC develops its budget based on its annual resource allocation. The budget cycle consisting of planning, programming, budgeting, and execution (PPBE) are broken into three distinct stages: program years; budget development years and budget execution years (Ev. 1).

The program years refer to the two years prior to a budget being allocated or awarded to DLIFLC. It is during these program years that resource projections are created through various levels of responsibility, including the offices of the Secretary of Defense, Major Commands, the DLIFLC Commandant, and other various 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 that incorporates five fiscal "out-years" (Ev. 2).

The next stage involves the Structure Manning Decision Review (SMDR). Conducted 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 further refine these training or mission projections, forecasting as much as a year and a half into the future, called the Training Requirements and Arbitration Panel (TRAP).

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 and the feeding of these numbers into various funding and manpower models. This approach is a major determining factor on the amount of funding that the Army allocates in support of the DLIFLC mission each year. The Deputy Chief of Staff for Operations and the Provost Office communicate and implement the outcomes of the SMDR and TRAP.

Execution is the third stage. It involves the actual allocation and release of specific monies for explicit 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 in order to meet mission requirements in coordination with the Under Secretary of Defense for Intelligence (Ev. 3 page 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.

At the Institute level, constituents have several opportunities to provide input on financial planning and resource distribution as appropriate. The fiscal year in the federal government begins on October 1 and ends on September 30 of the following year. In July of each year, each directorate provides the Resource Management (RM) office with their projected budget requirements. This input is consolidated with the annual Campaign Plan to inform the work of the Program and Budget Advisory Committee (PBAC). The PBAC is comprised of

representatives from across the Institute. They meet at various levels (e.g., school, Provost or installation level) of responsibility during the year to review the allocation of funds expenditure rates, identify/validate unfinanced requirements, and recommend adjustments to the funding levels and/or priorities to the Commandant (Ev. 4).

Throughout the budget execution year, each directorate receives monthly budget reports from RM (Ev. 5). Additionally, each directorate has an assigned budget analyst to serve as a budget resource. In the event that requirements exceed funding, RM staff contacts staff at the affected directorates to see if requirements can be changed or reduced. This allows for input and participation from stakeholders (see III.D.2).

Evaluation

DLIFLC meets this Standard. The Institute follows clearly defined budget processes which are aligned with annual planning processes. The continuous cyclic planning and resourcing allocation process provides the Institute with fiscal stability and a degree of flexibility in adjusting financial plans to meet ever changing mission requirements rooted in national security interests. All constituencies have opportunities to participate in the development of budgets and resource allocation as appropriate.

Evidence
III.D.3-01: PPBE Resource Allocation Process
III.D.3-02: Phased Obligation Plan FY18-23
III.D.3-03: DoD Directive 5205.12
III.D.3-04: FY17 Program and Budget Advisory Committee Agenda
III.D.3-05: Status of Funds Monthly Report, Continuing Education

Fiscal Responsibility and Stability
III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

Allocation of Funds

DLIFLC's annual budget is developed based on a realistic assessment of financial resources available. The budget planning cycle begins after the Training and Doctrine Command Budget Guidance proposed funding levels are received for the following budget execution year. The DLIFLC Deputy Chief of Staff for Resource Management (DCSRM) coordinates a projected financial data call for the Institute's academic programs and support organizations.

The budget is an accurate reflection of institutional spending. The Institute receives funding guidance and subsequently creates a spend plan to fully execute the allocated resources.

	FY 2014	FY 2015	FY 2016	FY 2017
Appropriated	$272.9M	$270.3M	$275.3M	$283.1M
Obligated	$265.2M	$262.8M	$272.2M	$282.5M

DLIFLC uses the PPBE process as a continuous cycle of resource planning. Key elements used for developing the budget include projected enrollment data, faculty salary obligations, cost of living adjustments, support services, and contractual obligations (see III.D.3).

The PBAC is the main forum where key stakeholders can establish funding priorities to achieve the Institute's mission and goals. The PBAC is also the primary means to disseminate initial funding levels. Key stakeholders participate in the PBAC and provide feedback on requirements and mission goals (Ev. 1).

Budgets are approved at the beginning of the new fiscal year. DCSRM provides monthly status of funds to each organization that includes any funding changes, year-to-date expenditures, and a current balance (Ev. 2). If new requirements arise, or existing requirements change, funding levels may be adjusted accordingly based on emerging mission priorities.

Evaluation

DLIFLC meets this Standard. The budget development process builds a realistic picture of available resources that is based on the identification of key priorities. The budget is closely aligned to planning through deliberate processes to build the connection between planning and budgeting. These processes allow the Institute to consider planning needs and incorporate those needs into budget development at the institutional and departmental level. Accurate and timely information is communicated to those involved with institutional planning at the beginning of the fiscal year and on a monthly basis.

Evidence
III.D.4-01: FY17 Program and Budget Advisory Committee Agenda
III.D.4-02: FY17 Status of Funds Monthly Report, Continuing Education

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Description

DLIFLC uses the Army Manager's Internal Control Program (MICP) for its internal control systems. The MICP consists of the Internal Control Evaluation Plans process, requiring annual inspections by designated internal control evaluators (Ev. 1). Designated evaluators are trained and certified prior to assuming their duties (Ev. 2). Control areas include, but are not limited to, the following:

- Government Purchase Card Program
- Travel Operations
- Distribution and Execution of Appropriated Funds
- Army Travel Card Program

Evaluators complete compliance checklists which are aggregated and reported to DLIFLC's higher headquarters, the Combined Arms Center. All material weaknesses must be reported. No material weaknesses have been documented since the 2012 Self Evaluation Report to the ACCJC.

DLIFLC's financial management is tracked through the General Funds Enterprise Business System (GFEBS) which requires the Institute to be audit ready on a daily basis (see III.D.1). The Directorate of Resource Management disseminates monthly status of funds to each organization as described in III.D.4.

The evaluation of the Institute's internal control processes is an annual requirement overseen by the management section in the Directorate of Resource Management.

The estimated resource requirements for each program year are based on mission requirements, higher headquarters' priorities, cost estimating models, and historical expenditure data (see III.D.3).

Evaluation

DLIFLC meets this Standard. The Institute employs enterprise-level control mechanisms to ensure financial integrity. Accurate and timely information is reported regularly across the Institute to key stakeholders and decision makers.

Evidence
III.D.5-01: MICP Operations Order
III.D.5-02: MICP Certificate of Training

III.D.6. Financial Documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Description

DLIFLC has three main congressional appropriations: Training, Support of Training, and Training Development. By law, all appropriated monies must be spent for their designated purpose. The largest of the three appropriations, Training, reflects funds allocated for student learning. In FY 2017, Training funds totaled $227.4M, accounting for 80% of the total funds DLIFLC received. The appropriations process relies primarily on set funding models determined by student load (see III.D.2).

To ensure that funds are allocated in a manner that will realistically achieve the Institute's stated goals, DLIFLC uses several planning and input mechanisms. The Directorate of Resource Management initiates the draft budget process through the distribution of budget workbooks to each organization. Workbook requirements are consolidated and, when requirements exceed available funds, the PBAC makes final recommendations on priorities to the Commandant for approval ensuring appropriate allocation in support of student learning (Ev. 1). Once the allocation is finalized, they are put into the Status of Funds reports and Funds Available for each organization. Resource management updates the Status of Funds and populates expenditures from GFEBS (Ev. 2)

Evaluation

DLIFLC meets this Standard. The Institute's funding mechanisms ensure sufficient financial resources to meet stated student learning goals. The institutional budget is an accurate reflection of spending and is used to inform key stakeholders of expenditures and funds available throughout the fiscal year to facilitate strategic planning.

Evidence
III.D.6-01: Leadership Budget Meeting 2016 (Communication)
III.D.6-02: FY17 Status of Funds Monthly Report, Continuing Education

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

DLIFLC is not subject to audit as an independent organization, rather the Institute falls under the Department of Army's enterprise-level audit system in accordance with the CFO Act of 1990, along with subsequent legislation, requiring that federal agencies produce auditable financial statements. Currently, KPMG is the external auditor for the Department of Army. In

2015, the Department of Army received a Notice of Findings and Recommendations from KPMG. TRADOC, of which DLIFLC is a subordinate organization, had 155 samples mentioned in the Notice of Findings and Recommendations (NFR), of those DLIFLC had 3 NFRs. DLIFLC was required to submit three Corrective Action Plans in response. These included one request for additional documentation and two findings related to maintaining cost transfer logs. The Directorate of Resource Management responded with Corrective Action Plans to address the audit findings. Corrective Action Plans are reviewed by the Deputy Chief of Staff of Resource Management and disseminated as appropriate (Ev 1, 2).

As described in III.D.1 and III.D.6, budget information is distributed monthly to each organization through the Status of Funds report (Ev. 3). In addition, senior leadership holds a weekly meeting on the current fiscal year's budget execution attended by the Commandant, Assistant Commandant, Budget Officer, Chief of Staff, DLI-Washington representative, and Resource Management Officer (Ev. 4). The purpose of this meeting is for key decision makers to review the Institute's current fiscal condition and financial planning.

Evaluation

DLIFLC meets this Standard. The Institute provides timely corrections to audit exceptions and addresses them according to standardized policy and procedure. Updated budget information and reporting is ongoing and sufficient to support institutional and financial planning and financial management.

Evidence
III.D.7-01: Corrective Action Plan Report 1
III.D.7-02: Corrective Action Plan Report 2
III.D.7-03: FY17 Status of Funds Monthly Report, Continuing Education
III.D.7-04: Commandant's Weekly Budget Execution Update, Aug. 17

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of the assessment are used for improvement.

Description

As stated in III.D.7, DLIFLC is not audited as an independent organization, but rather as subordinate organization under the U.S. Army's enterprise audit process. Congress has required all government agencies to provide audited financial statements and the U.S. Army will be fully audited in 2018/2019 (Ev. 1).

DLIFLC uses the Army Manager's Internal Control Program (MICP), which reflects the processes and procedures outlined in the Federal Managers' Financial Integrity Act and

Army TRADOC regulations for management controls as described in III.D.5. The process requires an annual review of internal controls and timely response to any deficiencies.

DLIFLC does not have special funds or bonds. All funds are appropriated through Congress.

Evaluation

DLIFLC meets this Standard.

Evidence
III.D.8-01: U.S. Army Audit Timeline

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Description

DLIFLC does not have unrestricted funds; all funds are restricted. There are no cash reserves as DLIFLC is funded annually. Regarding reserves for emergencies, the continuing resolution mechanism is used in the event that Congress does not pass a budget by the end of the fiscal year.

DLIFLC receives its revenues through the Department of Army's Annual Funding Program. The program provides the Institute with monthly allotments that are deposited into GFEBS using a line of accounting procedure. This method of providing funding does not pose cash difficulties. In the event there are cash problems, DLIFLC does have the option of going to higher headquarters, TRADOC, for additional funds. Shortfalls can happen when a new mission requirement arises causing a planning variance, called an unfinanced request (UFR), during the budget execution year. In FY 2017, DLIFLC had an unforeseen requirement with the Security Forces Assistance Brigade training, which included language training support component for pre-deployment troops. Training costs were covered through a UFR. In the event that an additional mission requirement needs funding, a UFR is sent to TRADOC. Based on mission priority, TRADOC distributes additional funds to meet emerging requirements (Ev. 1).

Evaluation

DLIFLC meets this Standard. The Institute's funding process does not pose a cash flow problem. Existing mechanisms are available to provide additional funds in the case of unforeseen circumstances or emerging mission requirements.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description

DLIFLC practices effective oversight of finances through several financial control mechanisms, including the Manager's Internal Control Program (MICP) and the General Fund Enterprise Business System (GFEBS) described in III.D.1, 5, and 8. Additionally, DLIFLC must complete a quarterly accounting review to verify open lines of accounting in accordance with the Joint Reconciliation Program (Ev. 1).

The Institute uses Wide Area Workflow, a federal enterprise system, to execute and monitor contracts. Further, TRADOC regularly performs Command Directed Audits. These audits verify that the contracting processes used, as well as the Institute's oversight responsibilities as defined in the contract, comply with all applicable regulations (Ev. 2).

Regular budget monitoring by the Directorate of Resource Management, the Program and Budget Advisory Committee, and weekly budget meetings with senior leadership provide additional oversight at the Institute level and ensure that funds are dispersed appropriately.

DLIFLC is not a Title IV school and does not deal with financial aid or grant monies. The Institute does not hold investments or assets.

Evaluation

DLIFLC meets this Standard. Financial regulations and enterprise systems ensure that the Institute practices effective financial oversight.

Evidence
III.D.10-01: Joint Reconciliation Program, SOP
III.D.10-02: Ongoing Command Directed Audit, August 2017

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Description

DLIFLC considers long-range financial priorities to assure financial stability when making short-range financial plans. The Army's Institutional Training Resource Model (ITRM) is used to identify requirements for training programs in future years. For example, if a Military Service projects a need for 30 Russian linguists, the service will request the seats three years in advance using the Army Training Requirements and Resource System (ATRRS). This process happens at the Office of the Secretary of Defense (OSD) level. Student load numbers are entered into DLIFLC's budget models to obtain appropriate funding and personnel in support of the mission (Ev. 1).

Evaluation

DLIFLC meets this Standard. DLIFLC manages resource requirements several years in advance, receiving funding the year of execution.

Evidence
III.D.11-01: Phased Obligation Plan FY18-23

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine OPEB is current and prepared as requested by appropriate accounting standards.

Description

DLIFLC does not identify long-term liabilities and future obligations because congressional funds are appropriated for one fiscal year which must be obligated within that the same fiscal year. The Defense Finance and Accounting Services (DFAS) disperse and processes payments to various organizations, including DLIFLC. Planning for payments of long-term liabilities and obligations, including OPEB, is not handled by the Civilian Human Resource Activity (CHRA), the centralized civilian personnel agency. Calculation and payment of OPEB is the responsibility of the Federal Government, not DLIFLC.

Evaluation

None.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Description

The DLIFLC does not incur debt of any kind, so there is no need to allocate resources for repayment.

Evaluation

None.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Description

DLIFLC only receives appropriated funds. By law, all appropriated monies must be spent for their designated purpose (see III.D.6).

Evaluation

None.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Description

The students at DLIFLC do not pay tuition or have student loans that need to be repaid.

Evaluation

None.

Contractual Agreements
III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Description

Contracts are in direct support of the mission and goals of the Institute (Ev. 1). DLIFLC itself does not enter into contractual agreements directly, but works with the Mission and Installation Contracting Command (MICC) and other government contracting agencies as appropriate. These agencies enter into contractual agreements on DLIFLC's behalf.

SharePoint Contract Tracker, an online portal, is used to exert financial oversight of contracts and to monitor daily communication with the two external contracting authorities specifically designated to execute and administer legal contracts for DLIFLC (Ev. 2 pages 1 and 4). Contract proposals are generated by the requesting organization and submitted via the online portal to the appropriate agencies, such as the Office of Resource Management, which verifies or acquires the necessary funding, the Staff Judge Advocate for legal review, the Command Section which approves expenditures, and the Contracting Office which processes and awards the contract (Ev. 2 pages 5 and 6).

Managers requiring contractual support are required to prepare and submit a Performance Work Statement, Independent Government Cost Estimate, and other supporting contract documents to the appropriate contract support activity. To ensure compliance with the Federal Acquisition Regulation (FAR) and to ensure funding is provided, the Deputy Chief of Staff for Resource Management offers customer support to create these required contracting documents. The contractual support procurement services for commercial, off-the-shelf products as well as overall contractual services are provided through Mission and Installation Contracting Command. All contracted advisory and assistance services are routed through the DLIFLC's higher headquarters, the Combined Arms Center, for approval prior to initiating any contracting actions.

DLIFLC does use contract language faculty. DLI-Washington language programs are delivered exclusively by contract language teachers for less commonly taught languages and/or students enrolled in abbreviated language programs. As such, these are noncredit bearing programs (see Standard IV.D). Further, DLIFLC may bring in contract language faculty to fill faculty vacancies for short periods of time due to the lengthy hiring process for federal employment and an increase in student enrollments for a particular language. Most recently, DLIFLC used the DLI-Washington contract to bring in 20 faculty from September

18 - December 20, 2017 to fill in teacher shortages for Russian, French, and Levantine. These teachers are integrated into existing teaching teams with fulltime DLIFLC faculty.

Evaluation

DLIFLC meets this Standard. Contracting practices support the Institute's mission and goals. Contracting activities are monitored and executed to ensure compliance with federal guidelines.

Evidence
III.D.16-01: FY17 Contracts, Awarded
III.D.16-02: Contract Example

STANDARD IV

Leadership & Governance

Standard IV.A Decision-Making and Processes

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning, and implementation.

Description

DLIFLC actively encourages innovation initiated by members of all campus constituencies. Leadership support for innovation is manifested, first and foremost, through initiatives over the past several years to inculcate a culture and process of shared governance at DLIFLC, a term not often found in military or other federal degree granting institutions. This concept is embedded into the Institute's student learning outcome conceptual map, the Parthenon (Ev. 1, Appendix C). The Institute recognizes that an effective voice for students, faculty, administration, and Board of Visitors (BoV) are all critical to continuous improvement, as is the effective participation in all stages of innovation from planning to implementation.

In December 2015, the DLIFLC BoV received a brief on shared governance (Ev. 2). With the Board's support, the DLIFLC Commandant initiated a review and update of representative group bylaws (Ev. 3 page 12). All representative groups were to review their bylaws by the end of calendar year 2016 (Ev. 4). The Commandant also tasked an administrator to review each representative group for efficacy. Concurrently, the Institute researched shared governance concepts and developed a definition and organizational shared governance map outlining staff and faculty participation in the decision-making process and administrative accountability. The map encompasses representative groups of all campus constituencies, including the Academic Senate, Faculty Advisory Council, Deans' Council, operational

meetings, student input mechanisms, military service units, and staff offices. The model was rolled out during the DLIFLC Shared Governance Plenary Meeting in 2016. Along with a presentation and overview of the model, each staff section, directorate, and representative group individually presented its purpose, accountable areas, and preferred means of communication (Ev. 5). One outcome of this event was a consensus on the need to fully implement this mechanism to facilitate individual initiative for program improvement. The Institute codified the process into the Shared Governance Guide which systematically outlines topic areas and participative processes. Additional resources were created, including an updated Student Handbook (Ev. 6, 7).

Students

There are a variety of means available for student participation in the shared governance process. Beginning at the individual student level, student input is elicited through the Interim Student Questionnaire (ISQ) and Exit Student Questionnaire (ESQ) (Ev. 8, 9). These questionnaires are designed to survey students on matters of student academic support, academic rigor, faculty quality, and quality of life during their course of study, the results of which are used in an ongoing process improvement cycle (see Standards I.A.2 and II.C). In addition to these questionnaires, school leadership conducts regular group sensing sessions, or focus group, with students in each language program. The sessions provide students with an opportunity to reflect on their language training, to express concern, or to offer suggestions. Information and recommendations gathered during sensing sessions is addressed by the respective school leadership in a timely manner (see Standard II.A.16).

Within each class and section, a class or section leader provides students with a collective voice at the classroom-level. Students, as military service members, also utilize their chain-of-command through their respective military service unit which maintains ongoing communication with the schools through Military Language Instructors (MLIs). MLIs are former DLIFLC students who return to DLIFLC to train, coach, and mentor DLIFLC students.

Faculty

The faculty of each school and division has a collective voice through their Faculty Advisory Council (FAC). A collective voice at the institutional level is provided by the Academic Senate, comprised of representatives from the FACs, which function in accordance with its adopted bylaws (Ev. 10). To promote effective leadership through direct faculty and staff input, DLIFLC initiated a process of reverse evaluations in fiscal year 2013. The purpose of a reverse evaluation is to allow staff and faculty of a particular office or organization within DLIFLC to provide feedback on the performance of management and leadership in a nonattributional setting. The program facilitates communication through small and large group discussion, compiles ideas, and formulates recommendations and "due-outs" (specific

tasks to be accomplished). In 2015, the program's efficacy was examined, and a revised process named Leadership and Operations Review (LOR) was implemented in 2016 for the Basic Course language programs and DLIFLC senior leadership (Ev. 11, 12, 13). Faculty in nonsupervisory positions also have a collective voice on relevant issues available through union representation with the American Federation of Government Employees, Local 1263 (Ev. 14).

In addition to its explicit shared governance mechanisms, the Institute promotes individual initiative, faculty sharing of ideas, and collaboration for innovation through numerous means. These include an annual Language Learning and Teaching Conference, Open Architecture Summit, and InterACT, a new blog forum for sharing innovative teaching ideas (Ev. 15, 16, 17).

School Administration

School administration is empowered to innovate and improve services through several means. Most notably, each DLIFLC school conducts regular program reviews (Ev. 18, 19). The program review system is recurring and scrutinizes program performance and areas in need of continued development. In addition, the Quarterly Review and Analysis conducted by each school is designed to assess performance data and identify action items quarterly throughout each fiscal year (Ev. 20).

Senior Leadership

The DLIFLC Commandant and Provost actively support innovation and input from all constituencies and their individual members. The DLIFLC Commandant conducts a cycle of online Chat Sessions, a recent initiative enabling faculty to ask the Commandant questions and provide input anonymously (Ev. 21). A new Provost program, the Provost's Showcase, proactively rewards innovation observed during unannounced classroom observations (Ev. 22). The Provost also publishes a weekly newsletter, *Thoughts for Thursday*, which addresses innovation, faculty feedback, and institutional initiatives (Ev. 24).

In 2015, the Office of Standardization and Academic Excellence (OSAE) was established, one function of which is to ensure identification and cross-communication of innovation throughout DLIFLC, as well as connecting the Institute with innovative processes occurring elsewhere in the profession. OSAE is the lead office for DLIFLC's effort in improving institutional shared governance (Ev. 25).

The DLIFLC Board of Visitors is an advisory board which reports to the Army Education Advisory Committee (AEAC) (see Standard IV.C). The BoV encourages innovation through in depth review and analysis of a focus area or focus areas during their meetings. Meetings yield recommendations which are reviewed by the AEAC and forwarded to the Commandant for review and implementation (Ev. 3).

Evaluation

DLIFLC meets this Standard. The Institute has created and continues to foster a climate supportive of shared governance as a source of innovation in recognition that innovation comes from every level.

Evidence
IV.A.1-01: Parthenon: Culturally Based Professional Military Linguist
IV.A.1.02: Shared Governance Brief to BoV, Dec. 2015
IV.A.1-03: BoV Meeting Minutes, Dec. 2015
IV.A.1-04: Shared Governance CMDT Update 2016
IV.A.1-05: Shared Governance Plenary 2016
IV.A.1-06: Shared Governance Guide
IV.A.1-07: Student Handbook 2016
IV.A.1-08: Interim Student Questionnaire (ISQ)
IV.A.1-09: Exit Student Questionnaire (ESQ)
IV.A.1-10: AS and FAC Bylaws 2014
IV.A.1-11: Reverse Evaluation AAR 2015
IV.A.1-12: Leadership and Operations Review Operations Order
IV.A.1-13: Command Group LOR Memo 2017
IV.A.1-14: AFGE Union Agreement 2014
IV.A.1-15: LLTC Program 2017
IV.A.1-16: Open Architecture Summit 2016
IV.A.1-17: InterACT Site
IV.A.1-18: UGE Program Review Procedures 2016
IV.A.1-19: Korean Program Review Feb 2017
IV.A.1-20: Quarterly Review and Analysis
IV.A.1-21: Chat Session Transcript July 2017
IV.A.1-22: Provost Showcase Flyer, April 2017
IV.A.1-23: OSAE Overview
IV.A.1-24: Thoughts for Thursday

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning and special-purpose committees.

Description

DLIFLC has a multitude of policies and procedures that authorize, enable, and promote administrator, faculty, staff, and student participation in decision-making processes, operationalized through the DLIFLC Shared Governance Map (see below). Each method focuses on a particular purpose, issue, or aspect of the Institute.

DLIFLC Shared Governance Map
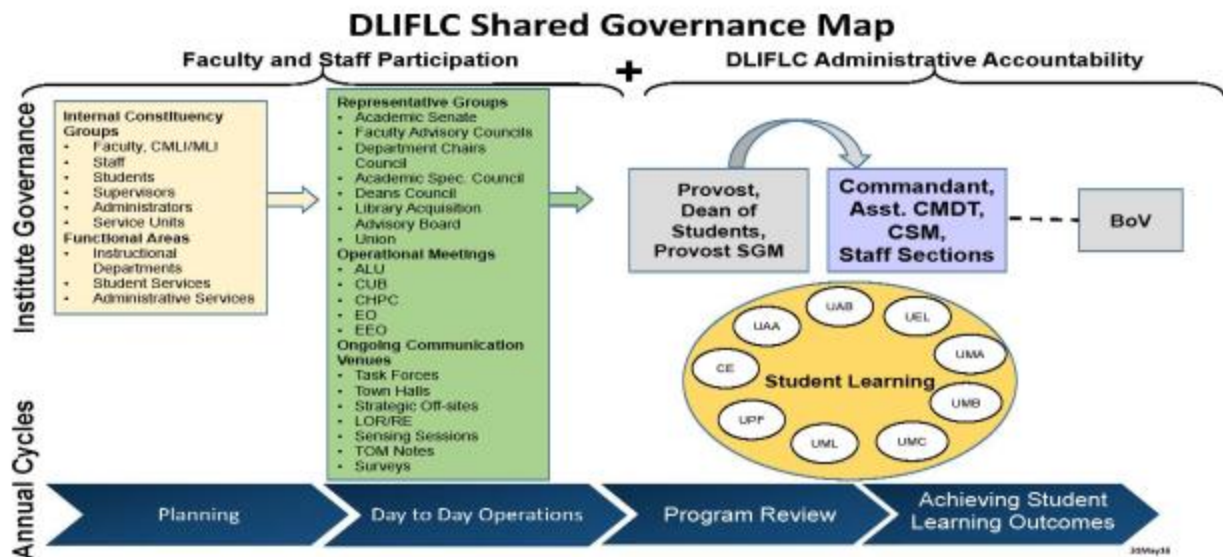
First, the DLIFLC 10-1 document (Mission and Functions) outlines the DLIFLC staff organizational purpose and scope. The document defines where an office is organizationally located, areas of responsibility, and number of personnel (Ev. 1).

Second, DLIFLC offsites are akin to an organizational retreat and have provided numerous actionable items for DLIFLC management to consider and implement. Offsites are designed to enable dialogue with colleagues and ultimately achieve in-depth discussion and analysis of relevant issues. Offsites produce due outs, which are expected deliverables on decisions made during the event (Ev. 2, 3, 4, 5).

Third, the Shared Governance Guide specifies staff, directorate, and representative group roles in decision-making processes (see IV.A.1). For example, each representative group has a charter or bylaws that specifies its purpose and role within the Institute (Ev. 6). In parallel, the DLIFLC Board of Visitors serves a Federal Advisory Board, chartered to provide recommendations to the DLIFLC Commandant through the Army Education Advisory Committee (Ev. 7).

Fourth, the Institute developed a task force model, or special-purpose committees, for solving a short-term problem or responding to a particular question. The intent of this method is to provide a mechanism for a cross-functional team to promptly engage and efficiently address a particular matter using an interdisciplinary approach, and then disengage upon conclusion (Ev. 8, 9). This has led to effective gains in small group productivity, to include course reviews for Military Studies (MS) 120, 220, and 320 courses (Ev. 10, 11).

Fifth, students have several opportunities to express their viewpoint. As stated in IV.A.1, students routinely utilize both the ISQs and ESQs. These provide input from the students in a host of academic, academic support, and support services (Ev. 12, 13). These surveys continue to be the primary source of student feedback to faculty and administration. A taskforce reviewed the surveys for relevancy in 2017 and modifications are being considered (Ev. 14). Additionally, as DLIFLC students are military students, they have a military-prescribed chain-of-command as well as access to additional resources, such as the Inspector General, to forward their ideas or concerns (Ev. 15 page 85). The IG serves as the "eyes and ears" of the Commandant, and provides assistance to all service members, families, civilians, and retirees to resolve their issues or problems. Additional provisions for student input are outlined in the DLIFLC Student Handbook (Ev. 16 page 30).

Sixth, operational meetings, such as the bi-weekly Commander's Update Brief (CUB) and bi-weekly Academic Leadership Update (ALU), provide leadership and representative group leaders an opportunity to become informed on Institute-level initiatives. The CUB focuses on topics that are primarily military in nature but affect student learning, to include: service member/student resilience, and student support services (e.g., medical/dental, chaplain), Academic leaders attend the CUB to receive information. Conversely, the ALU focuses on school and academic matters with military leadership present (Ev. 17, 18). The Office of the Provost holds a Top of the Month meeting for division leadership to facilitate dialog and information sharing on institutional indicatives (Ev. 19).

Evaluation

DLIFLC meets this Standard. DLIFLC has recently experienced a renaissance in the way it obtains, shares, and solicits information during the decision-making process. DLIFLC has embraced shared governance concepts and has outlined the process through an adaptable decision-making map as well as the DLIFLC Shared Governance Guide. Furthermore,

DLIFLC representative groups recently reviewed and updated their bylaws/operating procedures to promote currency, relevancy, and role clarity. These processes are codified in bylaws, operating procedures and guides which outline clear standards for constituent group participation in decision-making. The provisions of these bylaws and operating procedures are reviewed and updated to allow opportunity for stakeholder participation in decision-making.

Evidence
IV.A.2-01: DLIFLC Regulation 10-1
IV.A.2-02: Offsite Planning 2015
IV.A.2-03: Off-Site Agenda 2016
IV.A.2-04: Off-Site Presentations 2016
IV.A.2-05: DAA Off-Site Due Outs 2015
IV.A.2-06: Shared Governance Guide
IV.A.2-07: DLIFLC BoV Operating Procedure
IV.A.2-08: Task Force Charter SOP Aug 2016
IV.A.2-09: Task Force Charter Template
IV.A.2-10: Military Studies Task Force Charter 2017
IV.A.2-11: Military Studies Task Force Course Objectives
IV.A.2-12: Interim Student Questionnaire (ISQ)
IV.A.2-13: Exit Student Questionnaire (ESQ)
IV.A.2-14: Task Force Charter ESQ 2016
IV.A.2-15: General Catalog 2017-2018, p. 85
IV.A.2-16: Student Handbook 2017
IV.A.2-17: Commander's Update Brief
IV.A.2-18: Academic Leadership Update

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Description

DLIFLC has a military chain-of-command structure and has a number of policies and procedures for various constituent groups to provide input for institutional policies, planning, and budget. The policies, procedures, and operational documents can be grouped into three general categories: Administrators, Faculty, and both Staff and Faculty.

Administrators

The key document outlining the role of DLIFLC administration is the DLIFLC 10-1 publication. The publication describes office-by-office, the organization, mission, functions, staffing, and chain of command. The mission of each office is stated, such as the DLIFLC Protocol Office:

> *The DLIFLC Protocol Office provides guidance, plans and manages the Distinguished Visitor SOP in order to ensure proper customs and courtesies are rendered to dignitaries and special guests visiting DLIFLC and POM* (Ev. 1).

Faculty

Faculty consists of instructional and noninstructional faculty, each of which has a representative group, to include: Deans, Department Chairs, Academic Specialists, the Academic Senate, and Faculty Advisory Councils.

The Deans of each school are represented by the Deans' Council (Ev. 2). The purpose of the Deans' Council is to support the mission and vision of DLIFLC by promoting academic excellence and a positive work environment. Furthermore, the Deans' Council serves as a forum for Deans to share information with each other to improve the quality of undergraduate programs and to promote professional development among the Deans themselves. The Chair of the Deans' Council serves as a liaison between the Deans' Council and senior leadership at DLIFLC, commonly called the Command Group, which consists of the Commandant, Assistant Commandant, and Provost. The Chair routinely briefs DLIFLC senior leaders at the bi-weekly Academic Leadership Update (Ev. 3).

Department Chairs, Assistant Deans, Program Managers, and other first-line supervisors in the schools, organizations, and directorates, are represented through the Chairs' Council (Ev. 4). The purpose of the Chairs' Council is to provide a forum for first-line supervisors to share experiences and identify common concerns, as well as to promote communication between first-line supervisors and the Office of the Provost.

Instructional faculty are represented by two groups: the Faculty Advisory Councils (FAC) and the Academic Senate (Ev. 5, 6, 7, 8). FACs represent faculty at the school or directorate level to their Dean or Associate Provost. The Academic Senate represents all schools and directorates to the Command Group. Each FAC elects Senators to represent the FAC in the Academic Senate. The number of Senators—one, two, or three—that represent a FAC depends on the number of faculty in the school or directorate of the FAC in question. The Academic Senate also provides a forum for faculty to share their research and engage in professional development through its annual professional development conference open to all DLIFLC faculty (Ev. 9, 10).

Academic Specialists are represented by the Academic Specialist Council (Ev. 11). Academic Specialists are responsible for faculty development (i.e., training and mentoring of teaching faculty); they also support the mission of the Institute by providing leadership in curriculum development, immersion programs, test development, test review, and technology integration (Ev. 12). Academic Specialists play a role in student training and support. In addition to providing workshops and other training opportunities for teaching faculty, the Council holds periodic symposia on current topics of interest (Ev. 13).

Staff and Faculty

In terms of participating in institutional planning and decision making, staff and faculty are involved in the Institute's major initiative of increasing student foreign language proficiency (see Quality Focus Essay). The plans are collaboratively developed, school-by-school, with staff and faculty input, and are and shared among staff, faculty and DLIFLC leadership (Ev. 14).

Schools and directorates have a substantive voice in setting priorities for their budget allocations through an annual budget workbook process. Departments and faculty are able to submit purchase requests in support of their ongoing needs as they relate to their area of expertise (see III.D.3).

Last, DLIFLC continues to improve in providing opportunities for faculty to give meaningful input to rank advancement and tenure competitions. Although in the past the administration has been opaque regarding criteria and rubrics for rank advancement, the most recent competition for rank advancement in 2016-2017 was a model of transparency. The administration incorporated input from the faculty, and provided a rank advancement announcement with specific information regarding the information and qualifications required for rank advancement, along with the rubric used and weighted scoring criteria (Ev. 15).

Further descriptions of duties and relationships between different groups are found in operational regulations, such as the DLIFLC Regulation 10-1, Mission and Function and in the Shared Governance Guide (Ev. 1, 16).

Evaluation

DLIFLC meets this Standard. However, DLIFLC is a military/federal institution whereby major policy changes or requirements may come from agencies external to the Institute. Such changes or requirements must be implemented, and are made according to U.S. Army/Department of Defense policy. A parallel to this is a state community college receiving directives and new Education Code from the state's chancellor's office.

A top-down, chain-of-command leadership style permeates the military, and often transfers over into the civilian portion of DLIFLC. Until recently, the faculty has not had "a substantial voice in institutional policies" and planning. In past practice, institutional policies have been set by the administration without significant input from representative groups. Historically, whether or not input from the bottom up is sought or incorporated has depended upon the people comprising the senior leadership at DLIFLC which rotates regularly. However, under the current administration, there have been moves to incorporate stakeholder input from across the Institute at all levels, and the present leadership team has institutionalized procedures to include the faculty's voice in decision-making procedures as exemplified in the Shared Governance Guide (see IV.A.2).

Evidence
IV.A.3-01: DLIFLC Regulation 10-1
IV.A.3-02: Deans' Council Bylaws 2016
IV.A.3-03: Academic Leadership Update 22 March 2017
IV.A.3-04: Chairs' Council Bylaws
IV.A.3-05: AS and FAC Bylaws
IV.A.3-06: AS Meeting Minutes March 2014
IV.A.3-07: AS Meeting Minutes April 2015
IV.A.3-08: AS Meeting Minutes August 2016
IV.A.3-09: LLTC Program 2015
IV.A.3-10: FPDD Program 2014
IV.A.3-11: ASC Bylaws 2014
IV.A.3-12: Academic Specialist Training
IV.A.3-13: Academic Specialist Council Meeting April 2017
IV.A.3-14: Multi Language School 2+2+2 Plan Sept. 2016
IV.A.3-15: Associate Professor Rank Advancement Announcement

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Description

DLIFLC continues to strive towards higher proficiency goals as directed by the Office of the Secretary of Defense (OSD) (see QFE). Development of flexible curriculum is one of the main pillars which support the Institute's collective efforts to improve program quality (Ev. 1). The Institute has clearly-defined policies and structures for faculty and administrators to make recommendations about curriculum and other educational matters which are communicated annually to all levels of faculty and staff (Ev. 2).

Curriculum Development Principles

DLIFLC enables faculty and administrators to provide recommendations about curriculum through guiding principles derived from the DLIFLC Command Guidance (Ev. 2). The key principles for curriculum-related efforts include fostering adaptive curricula with a focus on the integration of all skills and the use of authentic language throughout the curriculum based on the principles of transformative pedagogy. These principles are tailored for each language program and made actionable through the regular program review process which involves input from both faculty and administration (Ev. 3).

Roles and Responsibilities

Developing effective language programs involves on-going shared responsibilities among faculty, administrators, and support organizations. The roles and responsibilities for improving instructional materials are defined in the performance elements and standards of each faculty position (i.e., position descriptions) reviewed and updated in 2017. These elements and standards were developed by committees consisting of teachers, Chairs, and Deans, along with extensive involvement of the Academic Senate. For example, course developers, teachers, and team leaders develop a variety of teaching materials to maximize the pedagogical effectiveness of content and delivery (Ev. 4, 5, 6). Chairs and Deans take responsibility as administrators for ensuring high quality instructional materials and their implementation in classrooms (Ev. 7, 8).

In addition to instructional faculty and staff providing input into curriculum and services, support organizations play an important role in providing tailored and specialized guidance for program improvement. The development of core curriculum is organized by each school with the guidance and support from the Curriculum Support Division (CS). Curriculum Support Advisors (CSAs) provide guidance and support needed for the Institute's curriculum improvement efforts (Ev. 9). CS is similar to a Curriculum Development Committee, but is permanently staffed. CS provides oversight and quality assurance of all development of UGE curriculum to support the 2+/2+/2 and beyond efforts (Ev. 10 page 5). DLIFLC has a clear process to foster on-going collaboration between schools and support organizations on all aspects of program improvement including curriculum related matters (Ev. 11, 12). Each school establishes a mechanism to monitor the progress of development and implementation of new materials. The academic programs collect student and faculty feedback to make adjustments on curriculum development projects (Ev. 13, 14).

DLIFLC makes an effort to improve its program effectiveness in support of student learning. In June 2017, the Institute formed a new sub-committee to review the current structure of curriculum development including the role of Curriculum Support. The cross-functional team is expected to submit its recommendations by March 2018 (Ev. 15).

Sharing Curriculum Initiatives

DLIFLC has a number of curriculum-focused sharing opportunities for faculty members, including the Curriculum Support Seminars, Universal Curriculum and Assessment Tool Summit, and the Open Architecture Summit, where a number of practical examples are presented and shared among teachers (Ev. 16, 17, 18). School-based training events also support specific needs of each program on curriculum-related matters (Ev. 19).

Academic Program Reviews

DLIFLC implements comprehensive academic program reviews for all language programs during which faculty and administrative leadership analyze the quality of the instructional program and identify the areas of improvement, including curriculum updates, to ensure relevance and course quality. An academic program review consists of three major components: Curriculum, Student, and Faculty. Program reviews assess the effectiveness of each language program through data-driven and reflective processes (Ev. 20, 21). The content of program review includes internal analysis of the management of the program, curriculum initiatives, faculty evaluation, and final student learning outcomes as measured by the Defense Language Proficiency Test and Oral Proficiency Interview. All programs identify the areas of improvement as and continuously follow-up with task completion dates (Ev. 3 page 42). This integrated data-informed and collaborative approach facilitates systematic and optimal decision making, whereby each program makes continuous modifications.

Evaluation

DLIFLC meets this Standard. The Institute has clearly-defined structures and procedures which outline responsibilities of all parties to develop, implement, and assess curricula and other educational matters. Responsibilities are outlined in the individual rating standards and elements, which were last updated in 2017 through collaborative review. Senior leadership relies on the expertise of faculty and administrators for recommendations for ongoing program improvement. This is seen in the most recent institutional effort to raise students' language proficiency levels (see QFE). Faculty and administrators work collaboratively to review and improve each program continuously and systematically. There is clear evidence of consistent communication and collaboration between the language programs and support organizations to enhance student learning. Pedagogical principles are communicated to faculty members through multiple venues and ongoing dialogue. Each academic program has a clear structure in place to monitor the development, implementation, and assessment of quality curricula through systematic program reviews and follow-up actions.

Evidence
IV.A.4-01: Annual Program Review 2016
IV.A.4-02: Command Guidance FY17
IV.A.4-03: Korean Basic Program Review 2017

IV.A.4-04: Teacher Elements and Standards
IV.A.4-05: Team Leader Elements and Standards
IV.A.4-06: Course Developer Elements & Standards
IV.A.4-07: Chair Elements & Standards
IV.A.4-08: Dean Elements & Standards
IV.A.4-09: Curriculum Support Specialist Elements & Standards
IV.A.4-10: OPLAN 16-02
IV.A.4-11: CS Standard Operating Procedure (SOP)
IV.A.4-12: CS CONOP
IV.A.4-13: Sample Needs Analysis Iraqi Basic Course
IV.A.4-14: Sample Student Feedback Spanish
IV.A.4-15: 2022 Subcommittees
IV.A.4-16: UCAT Summit Flyer
IV.A.4-17: Curriculum Support Seminar Flyer
IV.A.4-18: Open Architecture Summit Flyer
IV.A.4-19: UML Sample Professional Development Program
IV.A.4-20: UGE Program Review Procedures 2016
IV.A.4-21: UGE Program Review Contents

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Description

Given its evolving and complex mission, the Institute ensures that decisions are timely and made in accordance with appropriate perspectives and expertise under the principles of shared governance. Decision-making ranges from the departmental- to the institutional-level. The individuals, councils, or task forces making the decision are expected to do so in an open, participatory way, conferring with those affected by the decisions as appropriate and in accordance with the level and scope of operational decision. The DLIFLC Shared Governance Map serves as a visual guide that depicts opportunities for faculty, staff, and students to participate in the decision-making processes and administrative accountability (see IV.A.2). In particular, through various representative groups, operational meetings and ongoing communication venues, internal constituency groups work across multiple functional areas (Ev. 1, 2, 3, 4).

As an example, the Institute's most recent strategic roadmap toward achieving level 2+/2+/2 and beyond was developed with input from many internal DLIFLC organizations as well as external agencies, and approved by the DLIFLC Board of Visitors (BoV) (Ev. 5, 6, see QFE).

Faculty and Staff

Recognizing the central role of faculty in achieving mission success, the Institute's leadership has worked diligently to ensure that the faculty has an appropriate and active part in the shared governance process. The primary venues for faculty members to voice recommendations on academic matters and to participate in the decision-making process include the Academic Senate (AS) and the Faculty Advisory Councils (FACs).

The AS holds monthly meetings on institution-level academic matters and communicates via agendas, meeting minutes, reports, resolutions, and direct consultations with the Provost and the Command Group and assists the Commandant with meeting the professional needs of the faculty (see IV.A.3).

The FACs address matters that pertain directly to instructional and noninstructional faculty in their particular school or support organization. FACs provide monthly meeting minutes and elevate issues to the AS for inclusion in its agenda (Ev. 7, 8). Recently, the AS and FAC provided input to a draft policy pertaining to DLIFLC term-limited positions (Ev. 9). In December 2014, with input from the Academic Senate, the Office of the Provost, and others, the Commandant approved a new set of AS and FAC bylaws designed to further strengthen and facilitate shared governance processes (Ev. 10). The AS and FACs are currently re-examining their bylaws.

DLIFLC assembles cross-functional special-purpose committees, or task forces, from members of its staff and faculty to evaluate/assess a specific matter or process. Examples of task forces that review and propose new processes include the Tenure Task Force, Rank Advancement Tiger Team, and various school-led committees (see IV.A.2).

Last, faculty and staff are afforded the opportunity to interact directly with the Commandant during his recurring open Town Hall meetings and year-end State of DLIFLC briefings covering a wide range of matters of interest to the staff and faculty (Ev. 11, 12).

Students

Student perspectives on program effectiveness and student support services are monitored through standardized student feedback surveys. The Deans, Associate Deans, and Department Chairs receive survey results. School leadership follows-up with the teaching teams and individual instructors to discuss and take action as appropriate. The military units and the Presidio of Monterey Garrison also receive survey data pertaining to quality of life and student services. Surveys that contain comments indicating risk to self or others are

immediately referred to the service unit Commander for review and/or action (Ev. 13). These surveys and other means of student input are outlined in the Student Handbook (Ev. 14 page 30).

Another means to obtain student input and perspective is through routine open student feedback focus groups, or sensing sessions. The senior military and academic leadership hold these sessions to address issues pertaining to the academic program as necessary in a timely manner (Ev. 15, 16). Sensing sessions are outlined in the Institute's Management of Students and Resident Language Programs regulatory document which is updated annually (Ev. 17 see page 75).

Administrators

The Institute has developed structures of communication that demonstrate that it values the diverse perspectives of its respective community stakeholders. There is constant and thorough communication between the Institute's senior leadership and the administrators of its various divisions through weekly operational meetings and regular council meetings as described in IV.A.2. Information from these meetings is passed up and down the leadership chain as appropriate through faculty and staff meetings held at the directorate, school, and unit levels.

Military Service Units

The military service units provide operational and administrative oversight of DLIFLC students outside of the academic program. The 2016 Command Group Leadership and Operations Review (LOR) survey revealed that over 80 percent of the respondents believe that there is effective cooperation and collaboration between the military and the civilian sides of DLIFLC (Ev. 18). Additional venues for coordination and interaction have included the 2015 "2+/2+/2 Initiative Military Best Practices" conference involving leaders of the 229th Military Intelligence Battalion, Undergraduate Education (i.e., Basic Language Courses), and the Training Analysis Division under the Directorate of Academic Support. The stated goals of the conference included "developing a common mission among companies and schoolhouses to implement best practices," and, "fostering and reinforcing dialog between the 229th and school houses to increase production rates" (Ev. 19). Finally, the Institute convened the "Advanced Language Academy for Senior Leaders" in 2015 where key topics pertaining to the role of leaders in promoting the attainment of higher levels of proficiency were explored in depth through constructive dialogue among senior academic leadership and the military unit commanders (Ev. 20).

Military Language Instructors (MLIs) and Chief Military Language Instructors (CMLIs) are important members of the DLIFLC faculty and constitute yet another link between civilian and military personnel. Typically, MLIs are DLIFLC graduates who have spent time using their foreign language on the job and then return to DLIFLC to share their unique

combination of language skills and field experience. While they work closely with their civilian counterparts in their schools, MLIs are managed by the senior ranking enlisted service member in the Office of the Provost, who resides in the Military Language Instructor Management Office (MLIMO). The MLIMO provides input to the mission, manages personnel, coordinates program-related responsibilities with the unit senior enlisted leaders, and assigns MLIs to positions which best use their skills (Ev. 21).

Faculty, Staff, and Students

Faculty, staff, and students know essential information about institutional efforts to achieve goals and improve teaching and learning. Apart from faculty and staff meetings at the unit level, methods to transmit information across the Institute for coordinated effort and communication occurs through:

- Town Halls (Ev. 5),
- Operations Orders (OPORDS) (Ev. 11),
- DLIFLC Globe Magazine (Ev. 22), and
- Provost's Blog (Ev. 23).

Evaluation

DLIFLC meets this Standard. DLIFLC has significantly developed lines of communication and cooperation between its military and civilian personnel. Through the above means, and with emphasis on shared governance principles, there has been a steady increase in direct face-to-face contacts between the Commandant and the faculty and staff, through which institutional plans, policies, organizational changes, proficiency goal objectives, and other mission-related issues are discussed in an interactive manner. The DLIFLC Board of Visitors is kept informed on institutional governance, initiatives, and issues in accordance with its charter. The effectiveness of these efforts is evidenced by the implementation operational initiatives, program reviews, and strategic planning.

Evidence
IV.A.5-01: Shared Governance Plenary, 2016
IV.A.5-02: Associate Professor Rank Advancement 2016-2017
IV.A.5-03: Chairs' Council Bylaws
IV.A.5-04: Deans' Council Bylaws
IV.A.5-05: 2+2+ Operations Plan
IV.A.5-06: BoV Itinerary, Dec. 2016
IV.A.5-07: APAS Shared Governance
IV.A.5-08: FAC Meeting
IV.A.5-09: Academic Senate Leadership Operations Review
IV.A.5-10: AS and FAC Bylaws
IV.A.5-11: Town Hall 2016

IV.A.5-12: Commandant Year End Brief 2016
IV.A.5-13: Korean ISQs ESQs
IV.A.5-14: Student Handbook 2017
IV.A.5-15: Spanish Student Sensing Session
IV.A.5-16: Russian Student Sensing Session
IV.A.5-17: DLIFLC Regulation 350-10
IV.A.5-18: Command Group Leadership Operations Review 2016
IV.A.5-19: Military Best Practices Summit Agenda
IV.A.5-20: Advanced Language Academy 2015
IV.A.5-21: DLIFLC Regulation 600-2, MLI Program
IV.A.5-22: GLOBE Magazine, Summer 2017
IV.A.5-23: Provost's Blog (Screenshot)

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Description

Given its evolving and complex mission, the Institute considers it paramount to ensure that decisions are timely, documented, and disseminated through various means as appropriate. DLIFLC Regulation 10-1 Mission and Functions is the Institute's official publication that outlines the role, mission, and function of each office within the organization and each department's chain of command (Ev. 1).

As described in IV.A.1-IV.A.5, DLIFLC leverages the concept of shared governance whereby representative groups from various departments within the organization meet to define the lines of responsibility and authority to facilitate decision-making. These representative groups adhere to established bylaws which have undergone a systematic review to improve functionality and information sharing across the Institute.

The DLIFLC Command Guidance memorandum articulates the mission, vision and values, along with priorities for the year (Ev. 2, 3). The DLIFLC Campaign Plan is developed with input from several internal organizations as well as external agencies allowing for broad input from the community. The Campaign Plan identifies responsible parties and decision points (Ev. 4). Bi-weekly operational meetings at the senior academic and military levels provide civilian and military leaders a venue to keep abreast of the Institute's latest programs and initiatives; information from these meetings is passed down to the departmental level (Ev. 5, see IV.A.2).

The processes for decision-making and the resulting decisions are widely communicated across the Institute using the following means:

- Quarterly Review and Analyses (QRA) involve academic program leadership reports on key student metrics, operational and resource levels, faculty morale, and goals for the upcoming fiscal year to the Commandant, Provost and other DLIFLC leaders (Ev. 6);
- Program reviews play a pivotal role in identifying strengths and areas of improvement within a particular academic language program as they relate to curriculum, students and faculty (Ev. 7, 8, see IV.A.4);
- Town Hall meetings offer a venue for faculty and staff to learn the latest developments and initiatives at DLIFLC. Additionally, employees are able to ask the Commandant and the administrative staff questions of concern to the DLIFLC community (Ev. 9);
- The Academic Senate recently launched an intranet website which posts meeting notes, bylaws, and events (Ev. 10);
- The Commandant serves as the primary liaison between the BoV and the DLIFLC community. BoV meetings are announced and open to the public (Ev. 11);
- Interdisciplinary working groups, faculty, staff, and administrators collaborate on broad institutional planning initiatives, such as the current effort to increase student proficiency levels (Ev. 12, see QFE); and
- The Mission Public Affairs Office coordinates information to be distributed in all official publications, to include the Globe Magazine, public announcements, and social media (Ev. 1 page 98).

Evaluation

DLIFLC meets this Standard. DLIFLC has several procedures in place that document the Institute's decision-making processes and resulting decisions across the Institute. Communication among constituent groups, leadership, the BoV, and the broader community is regular and ongoing.

Evidence
IV.A.6-01: DLIFLC Regulation 10-1
IV.A.6-02: Command Guidance 2016
IV.A.6-03: Command Guidance 2017
IV.A.6-04: Campaign Plan 2016
IV.A.6-05: Academic Leadership Update
IV.A.6-06: Quarterly Review and Analysis
IV.A.6-07: UGE Program Review Procedures
IV.A.6-08: UGE Program Review June 2016
IV.A.6-09: Town Hall 2016
IV.A.6-10: Academic Senate Website (Screenshot)

IV.A.6-11: Tiger Team 2022 Outbrief Presentation
IV.A.6-12: BoV Minutes June 2016

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.

Discussion

DLIFLC systematically evaluates leadership roles, institutional governance, and decision-making policies, procedures, and processes. Since 2012, the Institute has conducted several evaluations in response to changes in senior leadership, including the appointment of a new Commandant, the hiring of a new Provost, and the completion of an external manpower audit conducted by the U.S. Army Manpower Analysis Agency (USAMAA) in 2013. The role of leadership Institute wide, as well as governance and decision-making policies and procedures, are evaluated through a variety of means, both external and internal to the organization.

Organizational Structure and Leadership Roles

In 2013, DLIFLC staffing was audited by the U.S. Army Manpower Analysis Agency (USAMAA) for efficiency and effectiveness. The audit was conducted across the Institute. The results, which led to a reorganization within the Office of the Provost and other directorates, were communicated in-person and by email to the leadership within affected organizations who then disseminated it to their respective departments (Ev. 1, 2, 3, 4).

More recently, DLIFLC was inspected by the U.S. Training and Doctrine Command (TRADOC) Quality Assurance team in 2017. This review focused on the Institute's processes to develop operationally ready forces. TRADOC's final report provided positive feedback on the Institute's operations (Ev. 5).

Other mechanisms exist to validate functions at DLIFLC as well. A Concept of Operations (CONOPs) is a document that contains an organization's purpose, staffing, and deliverables. The CONOPS is reviewed and approved by the organization's Associate Provost and can lead to a reorganization (Ev. 6). As an example, the DLIFLC Academic Support Division was reorganized into a more responsive structure by moving curriculum and faculty development specialists into the language programs to provide program support which is more fully integrated at the program level as opposed to operating as a separate division.

Governance Structure

The DLIFLC Commandant directed a shared governance review in May 2016. The initiative is ongoing and is monitored and briefed to the Commandant quarterly. The process included defining shared governance in a federal/military degree-granting institution and a comprehensive review of the mission and communication lines of each representative group. DLIFLC representative groups reviewed and updated their bylaws or operating procedures in accordance with organizational structure and missions (Ev. 7, 8, 9). The results of this process were shared in open meetings at the directorate level with the faculty (Ev. 10). DLIFLC values the input of its stakeholders and purposefully included "Shared Governance" as one of several means in the Institute's strategic plan to increase student proficiency (see QFE, Appendix C).

Evaluation

DLIFLC meets this Standard. The many internal and external assessments of the Institute's leadership are mandated through the Institute's higher headquarters. These assessments have provided opportunities for divisions, departments, and schools to evaluate leadership's role. The TRADOC Quality Assurance in 2017, as well as external manpower audit in 2013, have provided emphasis on maintaining the efficacy of DLIFLC's organizational structure. The Institute completed a review of shared governance structures in 2016 with a resulting update to representative groups' bylaws and ongoing monitoring to ensure integrity and effectiveness.

Evidence
IV.A.7-01: USAMAA Audit Results Memorandum 2013
IV.A.7-02: USAMAA Audit Results 2013
IV.A.7-03: Reorganization Mission Analysis 2013
IV.A.7-04: USAMAA Audit Email Communication
IV.A.7-05: TRADOC Evaluation 2017
IV.A.7-06: Curriculum Support CONOPS
IV.A.7-07: Shared Governance Update May 2016
IV.A.7-08: Shared Governance Update Jan. 2017
IV.A.7-09: Shared Governance Update April 2017
IV.A.7-10: APAS Shared Governance Brief

Standard IV.B Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Description

The institutional chief executive officer is the Defense Language Institute Foreign Language Center (DLIFLC) Commandant, a U.S. Army Colonel. The Commandant has primary responsibility for all aspects of the DLIFLC academic experience, outcomes, and institutional structure. The Commandant directly reports to the Commander of the U.S. Army Combined Arms Center (CAC), and indirectly to the Commander of the U.S. Army Training and Doctrine Command (TRADOC). TRADOC is the major U.S. Army Command responsible for all institutional training in the U.S. Army, and is commanded by a four star U.S. Army general officer. CAC provides leadership and supervision for leader development and professional military and civilian education, institutional and collective training, functional training, and training support (Ev. 1, 2 page 11).

The Commandant has initiated and played an active role in multiple efforts that demonstrate effective leadership in planning, organizing, budgeting, and assessing institutional effectiveness. These efforts include, but are not limited to, the initiatives and roles described below.

Planning

The Commandant leads institutional planning. In 2016, the Commandant provided the vision, goals, and strategic framework for the 2+/2+/2 initiative, conceptualized as the Parthenon (see Appendix C). The Commandant operationalized the goals outlined in the Parthenon into a five-year strategic plan (Ev. 3). Staff and faculty from across the Institute, as well as the service detachments, provided input into how to accomplish the goals depicted in the Parthenon. For example, the Commandant tasked each of the eight DLIFLC Undergraduate Education schools to conduct an analysis of the actions each would need to take in order to achieve key milestones and objectives (Ev. 4).

Outside of DLIFLC, the Commandant communicates regularly with external stakeholders regarding institutional planning. The Commandant is charged with chairing both the external Department of Defense (DoD) Language Curriculum Working Group and the Defense Language Testing Working Group, coordinating the outcomes of these working groups with the Defense Language National Security Education Office. The Commandant maintains a direct technical link with the National Cryptologic School that supports the National Security Agency. The Commandant briefs the Department of Defense Executive Agent for Foreign

Language Education and Training at least quarterly and conducts an Annual Program Review for the Defense Language Steering Committee (Ev. 5). These venues provide essential information regarding DLIFLC's efforts at the policy level within the DoD. Similarly, these forums enable senior officials within the DoD to provide the Commandant feedback regarding DLIFLC performance and guidance for future requirements and operations.

In terms of capital planning, the Installation Management Command, a separate functional organization, manages the Master Plan for construction. The Commandant has staff representatives monitor the planning of real property to ensure coordination between the two organizations (see Standard III.B).

Organizing

The Commandant directs the operations of DLIFLC and oversees coordination among elements of the Institute locally, around the world, with other schools and installations, and with higher headquarters. The Commandant also commands DLIFLC Army elements. Command of the other three military service elements is conducted through separate service command channels (Ev. 6).

Internally, the Commandant delegates responsibilities to senior staff and academic leadership to conduct their respective mission areas. The Deputy Chief of Staff for Operations (DCSOPS) provides the integrative function of ensuring that language teaching requirements, as presented by the DoD, are received, analyzed, resourced (in terms of teachers, classroom space, and budget), and subsequently scheduled through the appropriate planning mechanisms. The Deputy Chief of Staff for Resource Management (DCSRM), Deputy Chief of Staff for Personnel and Logistics (DCSPL), and the Deputy Chief of Staff for Information Technology (DCSIT) aid this effort. Notably, all staff efforts are coordinated closely with the DLIFLC Chief Academic Officer, the Provost (Ev. 6).

Selecting and Developing Personnel

The Commandant provides effective leadership in the selection and development of personnel. The Commandant sets and delegates authority to hire to the individual directorates for the majority of positions. However, the Commandant does not delegate the authority to hire for certain leadership positions, such as the Provost.

In recognition of the need to build leadership capacity at the Institute, the Commandant initiated the creation of the Center for Leadership Development in 2016 (Ev. 7). The focus at DLIFLC on achieving higher student language proficiency outcomes requires customized and innovative leadership skill sets to increase faculty collaboration in decision making. The Center's mission is to enhance DLIFLC's faculty leadership capacity by providing context-specific training and development for current and future leaders, as well as to promote a highly engaged and positive workplace that effectively supports the DLIFLC mission.

Resourcing

The Commandant provides oversight for the appropriate allocation of resources in support of institutional initiatives and student learning. DLIFLC employs enterprise-level control mechanisms in accordance with federal regulation to assure financial integrity (see Standard III.D). The Commandant can, and does, provide compensation budget information as determined by specific situations, such as moving to a new compensation system, limits on overtime, and merit payments. The Commandant retains authority to reprioritize fiscal resources based on mission needs. This is done in consultation with key stakeholders through the Program and Budget Advisory Committee (Ev. 8).

Communicating Values, Goals, and Standards

The Commandant communicates the importance of a culture of evidence and a focus on student learning through regular verbal and written updates. Information and guidance to all elements of DLIFLC are disseminated to leadership and key representatives through the Commandant chaired Commander's Update Brief and Academic Leadership Update meetings which each occur twice monthly (Ev. 9, 10). Throughout the year, DLIFLC publishes the GLOBE Magazine, an official publication authored through the Mission Public Affairs Office. Each issue of the Globe Magazine includes opening remarks from the Commandant highlighting the Institute's mission, values, goals, and progress made towards key initiatives (Ev. 11). Less formally, the Commandant regularly addresses the faculty, staff, and student population through opening remarks on Institute training days, initial student orientations, and student graduation ceremonies, highlighting DLIFLC's mission, values, and standards. The Commandant also uses regular faculty/staff town hall meetings and email correspondence, enabling direct communication with the nearly 4,000 uniformed military personnel and 2,000 civilians assigned to DLIFLC. Additionally, the Commandant holds real-time chat sessions, or Command Chats, to address the community. Chat transcripts are archived and freely accessible on DLIFLC's intranet (Ev. 12).

Assessing Institutional Effectiveness

DLIFLC has mechanisms in place to link institutional research, particularly research on student learning, to institutional planning processes and resource allocation through the Training Analysis directorate, which provides the Commandant a ready means to assess and promote improvements in instructional and organizational effectiveness by continuously conducting comprehensive program and student outcomes studies. This organization develops a research agenda each year based on the Commandant's and Provost's stated areas of emphasis and then provides analysis and recommendations (Ev. 13)

Additionally, Col. David Chapman, the DLIFLC Commandant in 2015, created the Office of Standardization and Academic Excellence (OSAE) to provide academic quality assurance

and improvement through the identification and standardization of practices in areas critical to mission success. OSAE focuses on administration, communication and governance, instruction and learning, academic support, and academic program management (Ev. 14).

Evaluation

DLIFLC meets this Standard. The Commandant has primary responsibility for the quality of the Institute and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. There is evidence of the Commandant's involvement in major initiatives that impact all aspects of the institution, including the selection of personnel for emerging leadership needs through the Center for Leadership Development, and allocating resources to assess institutional effectiveness through Training and Analysis and the Office of Standardization and Academic Excellence. The Commandant has had a positive effect on the institution during his tenure.

Evidence
IV.B.1-01: DLIFLC Reporting Chain Matrix
IV.B.1-02: DLIFLC Regulation 10-1
IV.B.1-03: DLIFLC 2+/2+ Language Proficiency Plan Operations Order
IV.B.1-04: Persian Farsi School 2+/2+ Proficiency Plan
IV.B.1-05: FY16 Annual Program Review
IV.B.1-06: DLIFLC Organizational Chart
IV.B.1-07: Center for Leadership Development Mission
IV.B.1-08: FY17 Program and Budget Advisory Committee
IV.B.1-09: Commander's Update Meeting 12 April 2017
IV.B.1-10: Academic Leadership Update Meeting 5 April 2017
IV.B.1-11: Commandant's Message, Globe Magazine
IV.B.1-12: Command Chat Archive, Intranet (Screenshot)
IV.B.1-13: FY17 Training and Analysis Research Agenda
IV.B.1-14: OSAE Overview

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The Commandant oversees a military and academic leadership and staff reflective of the Institute's purpose, size, and complexity, delegating authority to administrators consistent with their roles and responsibilities. The Command Group is comprised of the office of the Commandant of DLIFLC (Colonel), the Assistant Commandant (Colonel) and the Command Sergeant Major (CSM). The personal staff consists of several key positions that report

directly to the Commandant. Additional administrative offices are directed through the Chief of Staff (Ev. 1 page 95).

The Commandant has discretionary authority under Title 10 to take appropriate personnel actions to support the mission of DLIFLC, including noncompetitive appointments. The Commandant approves pay ranges and compensation for salary negotiations and approves or disapproves staff recommendations for hiring at the Associate Professor level and higher, rank advancements to Associate Professor and higher, tenure appointments, and pay levels for Faculty Personnel System (FPS) employees. The Commandant may delegate authority under this regulation to the Assistant Commandant or Chief of Staff via a by-name delegation letter. Any such delegation may not be further delegated. The Commandant is empowered to authorize employment, realign job responsibilities, create and abolish administrative positions, and perform other personnel actions. Authority is delegated appropriately and responsibilities of positions are clearly outlined (Ev. 1, 2). Leadership delegation includes the following:

- The Assistant Commandant, an Air Force colonel, reports to the Commandant. The Assistant Commandant provides recommendations to the Commandant on DLIFLC programs and priorities. The Assistant Commandant is also the Commander of the Air Force's 517th Training Group and is responsible for all airmen on the Presidio of Monterey (Ev. 2). The Assistant Commandant oversees the Provost, DLIFLC's chief academic officer.
- The Provost is the chief academic officer and senior language advisor to the Commandant with responsibility for the resident and nonresident foreign language instructional programs, research, evaluation, and other academic staff functions. The Provost provides direct supervision to the work of three Associate Provosts and a varying number of faculty associates. Under the Commandant's authority, the Provost: recommends and establishes academic policy; provides academic leadership, advice, and guidance on foreign language education for DLIFLC; and represents the Commandant on external academic councils and committees. The Provost is responsible for liaising on academic matters with federal departments, such as the Department of Defense, Department of State, and the Department of Education, as well as with universities, professional organizations, and the broader Intelligence Community. The Provost defines the current needs of the Institute, anticipates future requirements, establishes priorities, and sets the vision and direction for all defense foreign language programs (Ev. 1 page 30). The Provost may only delegate portions of this authority within her/his area of responsibility to the Associate Provosts or other offices in writing.
- The Director, Language Proficiency and Assessment Directorate (LPAD) develops the evaluation of student aptitude and proficiencies. In accordance with the U.S. Government's Interagency Language Roundtable scale, the Director manages the

language proficiency assessment of military personnel. The Directorate accomplishes this by designing, developing, and validating prototypes and standardized foreign language aptitude, proficiency, and performance tests (Ev. 1 page 82).

- The Chief of Staff is responsible for administrative policy, practices, and procedures in support of the mission (Ev. 1 page 95).
- The Deputy Chief of Staff for Personnel and Logistics (DCSPL), in coordination with the Provost, is responsible for drafting faculty personnel policies and procedures and for overseeing rank advancement and tenure competitions, including compensation and merit pay actions, consistent with regulation for approval by the Commandant. The DCSPL is also the primary office responsible for monitoring and reporting to the Commandant on the effectiveness of the faculty pay system (Ev. 1 page 102).
- The Deputy Chief of Staff for Operations (DCSOPS) is responsible for prioritizing mission activities and validating staffing authorizations based upon workload requirements (Ev. 1 page 110).
- The Deputy Chief of Staff for Information Technology (DCSIT) plans, manages and executes the DLIFLC Information Technology support for users, devices and enterprise systems throughout the Institute (Ev. 1 page 113).
- The Deputy Chief of Staff for Resource Management (DCSRM) assists the DCSPL and other staff in administering faculty pay actions, and provides resource management assistance to managers across the Institute (Ev. 1 page 116).

DLIFLC regularly evaluates its administrative structure to assess the effectiveness of its organization and to determine that staffing is aligned to the mission. The academic structure has evolved since 2012 in response to a 22 percent reduction in funding and an unexpected DoD manpower utilization study in 2013. As a result, DLIFLC reorganized the Language Science and Technology Directorate, which housed the Curriculum and Faculty Development Departments and the Student Learning Center, and created the Academic Support Directorate. The newly formed Academic Support Directorate took on the role of train-the-trainer, standardization, and certification for curriculum support, faculty development, and student learning services.

The administrative organization has also evolved in response to the Commandant's vision and institution-set standards, as depicted in the Parthenon structure for the 2+/2+/2 and beyond initiative (see IV.B.1, Appendix C). In direct support of the new standards, the Commandant added administrative positions to the Office of Standardization and Academic Excellence, as well as established the Center for Leadership Development (Ev. 2). The creation of these offices reflects an adjustment to the administrative structure to address institutional needs.

Evaluation

DLIFLC meets this Standard. The DoD provides the Commandant the authority to oversee the administration of the Institute to ensure the achievement of the institutional mission. The Commandant plans, oversees, and evaluates an administrative structure organized and staffed to reflect the Institute's purposes, size, and complexity. The Commandant and senior administrative and academic leadership continually review the administrative structure to ensure it is organized and staffed to meet DLIFLC needs. Within the administrative structure, authority is delegated appropriately and position responsibilities are outlined clearly.

Evidence
IV.B.2-01: DLIFLC Regulation 10-1
IV.B.2-02: DLIFLC Administrative Organization Chart

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning integrates resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Description

The Commandant maintains collegial processes to set values, goals, and institutional priorities through engagement in DLIFLC's committee structure and shared governance processes. The Commandant is responsible for ensuring that the Institute develops and implements the annual Campaign Plan, a comprehensive, systematic, and integrated planning process with input from appropriate stakeholders and community members. The Campaign Plan identifies institutional performance standards for student achievement, institutional priorities, and ongoing effectiveness measurements in achieving stated goals (Ev. 1). This process is followed by Quarterly Reviews and Analyses, the Annual Program Review, and the Annual Program Summary, ensuring evidence-based analysis and accountability across the Institute (Ev. 2, 3, 4).

The Commandant is actively involved in short- and long-range planning, which includes ensuring that resource allocation is based on identified priorities (see Standard III.D). Most recently, DLIFLC was charged with increasing student achievement standards. In response, the Commandant has engaged the community in a broad-based collegial dialogue to identify the ends, ways, and means to meet the new institutional goal. This strategic planning process has involved several working committees tasked with integrating institutional research, the analysis of external and internal conditions, and the identification and allocation of resources (see QFE).

Evaluation

DLIFLC meets this Standard. The Commandant guides the improvement of teaching and learning through established institutional planning and implementation efforts to achieve the stated mission. The Commandant is active in the shared governance structure at DLIFLC and effectively interacts with the Provost and the Deputy Chiefs of Staff to guide the establishment of goals and priorities for the Institute. The Commandant plays an active role in the comprehensive review of data to help evaluate DLIFLC and its position within the Department of Defense. The Commandant applies the annual planning priorities derived from the Command Plan to guide resource allocation accordingly in support of ongoing institutional improvement.

Evidence
IV.B.3-01: FY16 Annual Campaign Plan
IV.B.3-02: Quarterly Review and Analysis
IV.B.3-03: FY16 Annual Program Review
IV.B.3-04: FY16 Annual Program Summary

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Description

The Commandant holds the primary leadership role for accreditation at DLIFLC. The Commandant assigns the Accreditation Liaison Officer (ALO) to oversee the process and ensure that the Institute meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. The Commandant meets with the ALO to stay informed of eligibility requirements, accreditation standards, commission policies, and DLIFLC's accreditation standing,

including the status of the self-evaluation process (Ev. 1). During the 2017 self-evaluation process, administrators and faculty were assigned to serve on accreditation writing teams for Standards closely aligned to their areas of expertise (see Core Accreditation Self Evaluation Participants). In collaboration with the ALO, the Commandant effectively delegates authority within the academic, staff, and administrative structures to assure compliance with accreditation requirements.

The Commandant has been an active participant in the self-evaluation process, including chairing the Accreditation Steering Committee. Throughout the process, the Commandant received bi-weekly reports from the ALO on DLIFLC's accreditation activities during the Academic Leadership Updates (Ev. 2). In support of the 2017 self-evaluation process, the Commandant reached out to the DLIFLC community to communicate the purpose and import of the accreditation process (Ev. 3).

Evaluation

DLIFLC meets this Standard. The responsibility for ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies is the responsibility of the Commandant as directed by the Secretary of the Army. The Commandant remains informed of DLIFLC' s status as it relates to those Standards and is an active participant in DLIFLC' s accreditation processes. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements as delegated through DLIFLC' s administrative and committee structure.

Evidence
IV.B.4-01: Initial Accreditation Operations Order
IV.B.4-02: Bi-Weekly Update, 6 Sept. 2017
IV.B.4-03: Commandant's Communication

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Description

DLIFLC's Board of Visitors serves in an advisory capacity and does not set policy for the Institute (see Standard IV.C). Rather, the Commandant is responsible for implementing the policies directed by the Commanding General, Combined Arms Center (CAC), for executing all decisions requiring administrative action, and for ensuring compliance with all relevant laws and regulations that provide guidance on the Institute's management and operations (Ev. 1, 2, 3).

The Commandant assures that institutional practices are consistent with the mission and policies through a structured review and implementation process. Policies and procedures to be newly created, renewed, or repealed are disseminated to and reviewed by advisory aides and committees as appropriate (Ev. 4 pages 2 and 3). This process ensures that the Commandant is aware of, and an active participant in, the discussion surrounding the creation and revision of institutional practices and policies.

The Commandant maintains the fiscal management of the Institute rather than delegate it to the Deputy Chief of Staff for Resource Management (DCSRM). The DCSRM serves in an advisory capacity and action officer for fiscal management. The Commandant actively engages in the annual budget process and remains apprised of the Institute's budget through weekly meetings and periodic DoD audits. Further, enterprise-level systems ensure the effective control of the budget and expenditures (see Standards III.D.3 and III.D.7).

Evaluation

DLIFLC meets this Standard. As an advisory body, the Board of Visitors does not set policy. However, the Commandant assures that the implementation of statues, regulations, and CAC and TRADOC policies are consistent with the institutional mission and institutional practices through a structured review process which includes committee input, quarterly reports, and external audits.

Evidence
IV.B.5-01: Army Regulation 350-20
IV.B.5-02: DoD Instruction on the Mgmt. of DoD Language and Proficiency Capabilities
IV.B.5-03: DA 11-6 Army Foreign Language Program
IV.B.5-04: Policy Example, Telework

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Description

The Commandant communicates with the installation community and external stakeholders by notifying all interested parties of ongoing and current events impacting the Institute through inclusive information sharing processes. The Commandant holds regular online and face-to-face Town Halls, or Command Chats, to share information and answer questions from community members. Sessions are archived and made available through the Institute's intranet (Ev. 1). Further, all approved polices are posted on the Institute's intranet and follow federal, DoD, and Army regulations (Ev. 2).

As described above in IV.B.3, the Commandant seeks feedback from multiple stakeholders to provide input on mission priorities related to short- and long-range strategic planning. This

input is integrated into the Annual Campaign Plan and subsequently reviewed during the Annual Program Review (Ev. 3, 4).

To increase the effectiveness of, and communication within, the DLIFLC shared governance structure, the Commandant initiated a review of existing groups and practices in 2016. This resulted in the Shared Governance Guide which outlines topic areas and participative processes for representative groups across the Institute (see Standard IV.A.1).

The Commandant meets regularly with the communities served by DLIFLC. These include the Army Language and Culture Enterprise, the Defense Language National Security Education Office (DLNSEO), Culture Coordination Meeting, Cryptologic Language Advisory Committee, Defense Language Steering Committee, the Defense Language Curriculum Working Group, the Defense Language Testing Working Group, and stakeholders in the intelligence community (Ev. 5). Locally, the Commandant participates in Team Monterey, a gathering of local Department of Defense organizations and civic representatives throughout Monterey Country to promote cooperation between the community and military organizations and to enhance community relations (Ev. 6). Additionally, the Commandant strengthens community ties through outreach efforts as a frequent guest speaker at local service organizations, such as nearby Kiwanis Clubs, Monterey Rotary Clubs, and ROTC programs.

Evaluation

DLIFLC meets this Standard. The Commandant works and communicates effectively with the communities served by the Institute. The Commandant shares information with the community and incorporates input through various committees and feedback forums. The Commandant communicates regularly with the community through established planning and reporting practices. The Commandant actively represents DLIFLC to the external communities served by the Institute through involvement in various committees and outreach activities.

Evidence
IV.B.6-01: Command Chat Archive, Intranet (Screenshot)
IV.B.6-02: Current DLIFLC Policies, Intranet (Screenshot)
IV.B.6-03: FY16 Annual Campaign Plan
IV.B.6-04: FY16 Annual Program Review
IV.B.6-05: Defense Language Steering Committee Meeting, March 2017
IV.B.6-06: Team Monterey (Screenshot)

Standard IV.C Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Description

DLIFLC operates within a military chain of command; therefore, it does not have a governing board similar to other two-year 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) (Ev. 1, 2, 3).

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 (Ev. 4). As a subcommittee, the BoV is also a Federal Advisory Committee (Ev. 5, 6).

In accordance with the Federal Advisory Committee Act (FACA), board members serve a three year term which requires an annual reappointment (Ev. 7). At the time of this writing, DLIFLC has six BoV members.

As an advisory committee, the BoV does not make policy; therefore, it does not have a policy manual or other policy documents. In lieu of policy documents, the BoV has adopted formal operating procedures (Ev. 8). 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 are then approved by the AEAC. The BoV last reviewed its operating procedures in December, 2016 (Ev. 9).

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" (Ev. 8).

Evaluation

DLIFLC partially meets this Standard. The DLIFLC BoV was created in accordance with policy guidelines at the federal level. The BoV establishes and acts in accordance with its operating procedures to serve in an advisory capacity ensuring that DLIFLC continues to fulfill its stated mission. The BoV last reviewed its operating procedures in 2016. However, as of this writing, the BoV operating procedures do not call for regular review of the operating procedures.

Action Plan

- In the upcoming Fall 2017 meeting, the Board plans to review current operating procedures to ensure alignment with ACCJC Standards. The operating procedures will include a statement on the systematic review of the operating procedures every three years. This will become part of the operating procedures and will be reflected in the meeting's agenda and minutes (Ev. 10).

Evidence
IV.C.1-01: Update BoV 2007
IV.C.1-02: ACCJC Policy Military Institution Governing Board
IV.C.1-03: DoD Directives 5160.41E
IV.C.1-04: AEAC Charter 2016
IV.C.1-05: FACA Database Federal Advisory (Screenshot)
IV.C.1-06: FACA Federal Register, 2001
IV.C.1-07: AEAC Annual Renewal, June 2017
IV.C.1-08: Operating Procedures, December 2016
IV.C.1-09: BoV Minutes, December 2016
IV.C.1-10: Federal Registrar Announcement, December 2017 Meeting

IV.C. 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Description

Board members have distinct backgrounds in government, industry, and education, which is essential for them to fulfill their stated role. 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. Following discussion, each member reports his/her findings to the Board. If additional clarification or data is needed, the members consult with DLIFLC's staff at that time. The BoV reaches a decision and submits it collectively. If any member is not in support of the decision, the BoV votes before finalizing the recommendations. The chairperson of the BoV presents the final decision, recommendations, and/or observations to all DLIFLC (Ev. 1 page 19).

Evaluation

DLIFLC meets this Standard. The BoV is a Federal Advisory Committee, which is common in other federal degree granting institutions. The BoV takes an active role in the success of DLIFLC. Board decisions and recommendations are made as a collective entity.

Evidence
IV.C.2-01: BoV Minutes, December 2015

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Description

DLIFLC is a military institution and its unique mission, size, scope, and breadth of activities require special considerations when selecting its leaders. The Commandant of DLIFLC is a designated Army Centralized Selection List (CSL) Command position (Ev. 1). The Commandant is selected by the Centrally Appointed Senior Board of Officers through a process that is vetted by the Undersecretary of Defense for Personnel and Readiness. The BoV does not select or formally evaluate the Commandant (Chief Administrator) of DLIFLC. The BoV does provide feedback to the Commandant on leadership within the purview of its advisory capacity through the established meeting process (Ev. 2 page 33).

Evaluation

DLIFLC meets this Standard. In accordance with its mandate, the Board serves as an independent advisory panel and a guardian of institutional integrity, assisting the Commandant in ensuring that DLIFLC continues to fulfill its stated mission.

Evidence
IV.C.3-01: Commandant Selection Process
IV.C.3-02: BoV Minutes, December 2016

IV.C.4. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. It advocates for and defends the institution and protects it from undue influence or pressure. (ER 7)

Description

The BoV is an independent body that follows the Federal Advisory Committee Act (FACA) regulations which stipulate membership diversity (Ev. 1). Nominees are selected for their expertise in education, foreign language acquisition, government procedures and regulations, and knowledge of the private sector. The BoV may be comprised of men and women from academia, business, military, government, and other professional areas. Biographical data is used to determine members' eligibility. Once nominated, selection packets are vetted by the White House Liaison and appointed by the Secretary of Defense according to the Federal Advisory Committee Act to ensure compliance with FACA regulations (Ev. 2). Under the provisions of the U.S.C. App 2, Congress and the public are to be kept informed with respect to the number, purpose, membership, activities, and cost of advisory committees and subcommittees; background information used to determine eligibility is subject to public disclosure (Ev. 3).

DLIFLC is a military institute with a public mission to enhance the security of the nation. Accordingly, all official BoV activities reflect the public interest as they pertain to the Institute. The DLIFLC Staff Judge Advocate provides a Standard of Conflict and Conduct Review for each member and forwards the information to Secretary of the Defense (Ev. 4). BoV meetings are open to the public. Meeting announcements are published in a national record through the Federal Register (Ev. 5).

Evaluation

DLIFLC meets this Standard. Federal regulations stipulate the need for Board diversity and the external vetting process ensures compliance. The BoV has been able to maintain its independence and work in the public interest through an operating structure that promotes transparency. The BoV operates as an independent advisory advocating for the Institute at a federal level.

Evidence
IV.C.4-01: AEAC Diversity Statement
IV.C.4-02: FACA 1972
IV.C.4-03: BoV Nomination Packet Template
IV.C.4-04: Conduct and Conflict Review (Communication)
IV.C.4-05: Federal Register Notice April 2016

IV.C.5. The governing board establishes policies consistent with the college/ district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Description

As an advisory committee, the BoV does not hold ultimate responsibility 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 (Ev. 1, 2). The BoV makes formal observations and recommendations at the end of each meeting (Ev. 3, 4).

The BoV is aware of institution-set standards and ongoing initiatives related to student achievement and learning. For example, the BoV has discussed factors related to the Institute wide initiative to increase student proficiency levels on the final capstone exams (Ev. 4 pages 24-25, QFE).

The BoV is outside the Institute'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 (see IV.C.4). The BoV complies with the FACA as well as the ACCJC policies regarding the governing of boards and is subject to actions and limitations originating from the federal government.

Evaluation

DLIFLC meets this Standard. While the BoV does not directly write policies, their recommendations are taken into consideration by DLIFLC leadership. These recommendations are essential in enabling DLIFLC to adhere to quality, integrity, and improvement of programs and services. The BoV is aware of institution-set standards and ongoing progress towards key initiatives aimed at the improvement of student learning; however, the BoV does not receive regular data reports on student achievement. Providing this information annually will help the BoV accomplish its stated purpose.

Action Plan

- DLIFLC will forward the Annual Program Summary to BoV members upon the document's publication.

IV.C.5-01: BoV Operating Procedures, 2016
IV.C.5-02: BoV Recommendation Process
IV.C.5-03: BoV Meeting Minutes, June 2016
IV.C.5-04: BoV Meeting Minutes, December 2016

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

As with all Federal Advisory Committees, DLIFLC is required to post Board of Visitor operating procedures to the FACA database. DLIFLC does not have administrative control over FACA database updates and it was discovered during the self-evaluation process that the operating procedures had not been posted by the FACA administrator. In response, the Institute published the BoV operating procedures on the DLIFLC public-facing website.

Evaluation

DLIFLC meets this Standard. The BoV has adopted operating procedures which are published on the Institute's public-facing website.

Action Plan

- DLIFLC will publish and maintain the BoV operating procedures on the Institute's public-facing website (Ev. 1).

Evidence
IV.C.6-01: DLIFLC BoV Website (Screenshot)

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Description

The BoV consistently acts within its prescribed policy and procedures. Meeting minutes record the Board's review of different DLIFLC initiatives in order to provide constructive feedback. Each meeting concludes with the Board's observations and recommendations which are sent to the AEAC (Ev. 1, 2).

The BoV updated its operating procedures in 2016 (Ev. 2 page 12). The BoV did not revise its operating procedures to align with ACCJC Standards at that time. As a result, the BoV

will revisit its operating procedures in Fall 2017 to include a formal statement on the systematic evaluation and revision of its operating procedures (Ev. 3).

Evaluation

DLIFLC partially meets this Standard. Meeting agendas and minutes demonstrate that the BoV acts in a manner consistent with all applicable federal regulations and Board operating procedures (Ev. 1, 2). While the Board reviews its operating procedures on an as-needed basis, a standardized review process has not been established.

Action Plan

- In the upcoming Fall 2017 meeting, the Board plans to review current operating procedures to ensure alignment with ACCJC Standards. The operating procedures will include a statement on the systematic review of the operating procedures every three years. This will become part of the operating procedures and will be reflected in the meeting's agenda and minutes (Ev. 3).

Evidence
IV.C.7-01: Meeting Minutes, June 2016
IV.C.7-02: Meeting Minutes, December 2016
IV.C.7-03: Federal Registrar Announcement, December 2017 Meeting

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Description

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

- Overview of 2+/2+/2 initiative (Ev. 1 page 12)
- 2+/2+/2 supporting initiatives (Ev. 2 page 14)
- Effective leadership practices to improve learning outcomes (Ev. 3 page 19)

Evaluation

DLIFLC meets this Standard. The BoV is aware of institution-set standards and regularly reviews key initiatives aimed at improving student learning and achievement and strengthening academic quality; however, the BoV does not receive regular data reports on student achievement. Providing this information annually will help the BoV accomplish its stated purpose.

Action Plan

- DLIFLC will forward the Annual Program Summary to BoV members upon the document's publication.

Evidence
IV.C.8-01: BoV Meeting Minutes, December 2015
IV.C.8-02: BoV Meeting Minutes, December 2016
IV.C.8-03: BoV Meeting Minutes, June 2016

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

The BoV engages in regular, ongoing trainings and orientation for Board development that includes the following:

- A structured orientation for new Board members (Ev. 1);
- Formal ethics training on an annual basis from the Staff Judge Advocate (Ev. 2, 3,4); and
- Key presentations during each meeting on critical issues to ensure that the Board maintains a current understanding of said issues, to include academic initiatives, administrative structure, and accreditation (Ev. 2, 5).

New members on the BoV receive a comprehensive orientation by the Institute's Alternate Designated Federal Official (ADFO), an administrator certified to operate a Federal Advisory Committee and qualified to advise new members on FACA procedures and policies (Ev. 6). The two day orientation includes an overview of DLIFLC, the BoV's administrative structure, and the member's role on the BoV (Ev. 2).

Ongoing Board orientation takes place during regular BoV meetings. The BoV Chair and the Institute's leadership select a focus for review and examination by the BoV for future meetings. The BoV spends a significant amount of time developing its knowledge of the

selected focus area through site visits, briefings, demonstrations, documents, and presentations. The BoV concludes with a brainstorming session at the end of each daily meeting to share their observations with DLIFLC staff and faculty in order to make informed recommendations (Ev. 2, 5).

Board Continuity

According to the AEAC Charter, the Secretary of the Army certifies each Board member's appointment for a term of service of one to three years subject to annual renewals. The Federal Advisory Committee Act and Member Appointment Memoranda also state that an annual reappointment is required (Ev. 7, 8). The following board members have been reappointed for a one year term. The membership terms are as follows:

- Dr. Richard D. Brecht (Chair), reappointed April 2016, term expires March 20, 2018
- Dr. Galal Walker, reappointed April 2016, term expires March 20, 2018
- Dr. William T. Whobrey, reappointed June 2016, term expires May 31, 2018
- Mr. Craig L. Wilson, reappointed April 2016, term expires February 26, 2018
- Dr James M. Keagle, reappointed April 2016, term expires February 6, 2018
- Dr. Ervin J. Rokke, reappointed April 2016, term expires August 2, 2018

The AEAC charter allows a subcommittee to have up to 12 members; there is no minimum quorum required. DLIFLC follows an established practice of nominating one or more names on an annual basis. Accordingly, BoV terms and number of members may fluctuate, but this does provide for staggered terms. DLIFLC has forwarded five new member appointment packets for review and approval. Due to confidentiality concerns with the nomination and appointment process, these are not included as evidence, but can be made available for review upon request.

Evaluation

DLIFLC meets this Standard. DLIFLC provides Board members with an in-depth orientation and ongoing training opportunities in support of their roles as an expert advisory committee. Due to the one year reappointment cap, the current appointees all reflect terms ending in 2018 (Ev. 9). However, the Institute follows the standard practice of submitting renewal and new member appointment packets annually to ensure Board continuity (Ev. 10).

Evidence
IV.C.9-01: BoV Orientation Packet
IV.C.9-02: BoV Minutes, December 2016
IV.C.9-03: Ethics Guide
IV.C.9-04: DLIFLC Ethics Briefing
IV.C.9-05: BoV Agenda, June 2016
IV.C.9-06: Memorandum Designated Federal Officer

IV.C.9-07: AEAC Charter 2016
IV.C.9-08: FACA 1972
IV.C.9-09: BoV Membership (Communication)

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Description

The BoV's operating procedures function similarly to bylaws in that they provide instruction on the operation of the Board. Although not part of the operating procedures, members complete a self-evaluation form to assess individual performance and contributions to the Institute's quality and effectiveness at the end of each meeting. The results are shared with the DLIFLC leadership and used to improve the overall effectiveness of the Board (Ev. 1, 2).

Evaluation

DLIFLC partially meets this Standard. Unlike a typical community college board, the BoV is monitored by the AEAC for compliance. The Board regularly completes self-evaluation of its effectiveness and performance through a self-evaluation form. However, this process is not articulated in the 2016 operating procedures (Ev. 3).

Action Plan

- In the upcoming Fall 2017 meeting, the Board plans to review current operating procedures to ensure alignment with ACCJC Standards. The operating procedures will include a statement on self-evaluation following each BoV meeting. This will become part of the operating procedure itself and will be reflected in the meeting's agenda and minutes (Ev. 4).

Evidence
IV.C.10-01: Individual Board Member Self-Evaluation
IV.C.10-02: BoV Meeting Minutes, December 2016
IV.C.10-03: BoV Operating Procedures, December 2016
IV.C.10-04: Federal Registrar Announcement, December 2017 Meeting

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Description

Ethics for BoV members are addressed at several different levels. First, the Department of Defense Instruction 5105.04 describes the Federal Advisory Committee Management Program (Ev. 1). Paragraph 4.8 reminds Board members to only perform work for the DoD that is directly associated with the AEAC's Charter (Ev. 2). Second, BoV members receive formal ethics training (Ev. 3, 4, 5). Third, board members are required to disclose financial data to avoid a conflict of interest; the Designated Federal Official reviews disclosures prior to meetings, attends all meetings, and may recuse a member from BoV proceedings if a conflict of interest is either perceived or imminent. Members may also opt to recuse themselves from discussions if desired. Finally, prior to appointment, prospective members must complete the Office of Government Ethics Form 450 and accompanying training to mitigate a conflict of interest (Ev. 6, 7). Should a board member violate the code of ethics, the member is subject to the Joint Ethics Regulation, DoD Directive 5500.7-R (Ev. 8). No Board members have employment, family, ownership, or other personal financial interest in DLIFLC (Ev. 9).

Evaluation

DLIFLC meets this Standard. As stated, Board members' interests are disclosed and do not interfere with the impartiality of proceedings or outweigh the greater duty to secure and ensure institutional integrity. There are no recorded instances of unethical behavior by any Board member. All members follow a strict, federally-mandated code of ethics accompanied by regular financial disclosures. Members may recuse themselves or be asked to recuse themselves by the Designated Federal Official when a conflict arises related to the discussion of DLIFLC business. Members' affiliations are made public on the FACA website (Ev. 9).

Evidence
IV.C.11-01: DoD Instructions 5105.04
IV.C.11-02: AEAC Charter 2016
IV.C.11-03: Ethics Guide for BoV
IV.C.11-04: DLIFLC Ethics Briefing
IV.C.11-05: BoV Minutes, June 2016

IV.C.11-06: OGE 450, June 2015
IV.C.11-07: Financial Disclosure Management System
IV.C.11-08: DoD Directive 5500.7-R, 2011
IV.C.11-09: FACA Database Federal Advisory (Screenshot)

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Description

As an advisory committee, the BoV has limited authority and can only provide recommendations to a higher entity as is outlined in the operating procedures (Ev. 1). The BoV does not have authority to select, evaluate, or delegate to the chief administrator. The BoV routinely provides qualitative feedback to the Commandant on leadership and institutional initiatives, in addition to requesting further information on institutional performance, through the established BoV meeting process (Ev. 2).

Evaluation

DLIFLC meets this Standard. The BoV is limited by statute to serve as a policy recommending body. As a Federal Advisory Committee, the BoV makes observations addressing the Commandant's leadership as well as institutional performance.

Evidence
IV.C.12-01: Operating Procedures, December 2016
IV.C.12-02: BoV Meeting Minutes, December 2016

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Description

As per the operating procedures, BoV members may also be asked to participate in the DLIFLC accreditation process (Ev. 1). The Federal Designated Official informs members about the crucial role the BoV plays in institutional improvement and the accreditation processes, especially in the years leading up to a site visit. The Board expects presentations to be provided on accreditation; the latest such presentation occurred in December 2016 (Ev. 2, 3). The BoV has historically supported DLIFLC's regional accreditation efforts. During

the 2012 accreditation self-study, the BoV was actively involved, providing substantial feedback (Ev. 4).

The Board's past and ongoing actions reflect a clear commitment to supporting and improving student learning outcomes and overall institutional effectiveness that stem from the institutional self evaluation and directly support ACCJC Standards. Most recently, the BoV has made recommendations on issues such as faculty development, student preparedness, shared governance, and faculty compensation in direct support of DLIFLC's initiative to raise students' language proficiency outcomes (Ev. 3, 5, 6, QFE). These recommendations are intended to improve the overall quality of the Institute. One specific example of BoV recommendation is related to student class sizes at DLIFLC. Coefficient studies performed on teacher and management effectiveness revealed that one of the factors pertaining to teacher effectiveness was the optimal class size. Class size data showed, qualitatively, that students are pleased with smaller class sizes. Accordingly, the Board recommended that the DLIFLC conduct carefully controlled experiments to gain empirical evidence on whether or not any such increase in the student-to-teacher ratio degrades student success (Ev. 7). Since then, DLIFLC has been maintaining a maximum of eight students in each section for Category I and II (shorter length) languages and a maximum of six students in each section for all other Category (longer) languages.

Evaluation

DLIFLC partially meets this Standard. The BoV actively participates in the institutional self-evaluation process by reviewing relevant informational reports related to accreditation processes. Through its actions, the Board indicates a commitment to planned institutional improvements. The Board is kept informed of ongoing activities and reports due to the Commission, along with Commission recommendations made to the Institute. New board member orientation and board training materials do not include explicit information on ACCJC Evaluation Criteria, Standards, and Commission Policies.

Action Plan

- DLIFLC will include specific information on ACCJC regional accreditation, along with the BoV's participatory roles and functions in the accreditation process, during new member orientation.
- DLIFLC will brief the BoV about the accreditation self evaluation process during the December 2017 meeting and will seek approval of the Self Evaluation Report at that time.

Evidence

IV.C.13-01: BoV Operating Procedures 2016
IV.C.13-02: Accreditation Update, December 2016
IV.C.13-03: BoV Meeting Minutes, December 2016
IV.C.13-04: DLIFLC Signed Accreditation Midterm Report
IV.C.13-05: BoV Meeting Minutes, December 2015
IV.C.13-06: BoV Meeting Minutes, June 2016
IV.C.13-07: BoV Meeting Minutes, July 2013

Standard IV.D Multi-College Districts or Systems

DLIFLC engages in language program administration functions and foreign language instruction activities in support of its mission at locations across the United States and abroad. Primary activities are listed below. Of import, DLIFLC does not operate as a multi-college district or system.

> **DLI Washington.** DLI Washington (DLI-W) instructional services consist of contracted faculty. DLI-W courses are noncredit, noncertificate, and nondegree programs varying in length. Contracts for language instruction through DLI-W do not stipulate methodology or materials. The DLI-W office, situated in the District of Columbia, is a satellite office of DLIFLC headquartered in Monterey, California.

> **Field Support Division.** The Field Support division is composed of 12 remote sites located around the world that teach language and culture at a point of need. Each site belongs to one of four categories: Special Operations Forces (SOF), Professional Military Education (PME), General Purpose Forces (GPF), and Afghanistan/Pakistan Hands (AFPAK). Class sizes at these sites can vary from hundreds of service members to one-on-one instruction. Class durations at a site can vary between a few days to as many as 48 weeks. Currently, these courses are noncredit and nondegree programs.

> **Extension Programs Division.** The Extension Programs division manages a constellation of post-basic Language Training Detachments (LTDs) in several locations around world. Extension Program Division LTDs provide post-basic, on-site, tailored instruction in a variety of target languages through a mixture of formal courses and "just-in-time" training for linguists on a year-round basis. Extension programs may be taught by DLIFLC faculty or by contractors. Currently, these courses are noncredit, noncertificate, and nondegree programs.

DLIFLC exercises varying levels of administrative, faculty, curricular, and learning outcomes oversight at these locations. Due to these factors, DLIFLC does not award credit to students who are enrolled in and complete the above instructional programs at this time.

Quality Focus Essay

Quality Focus Essay

The Defense Language Institute Foreign Language Center (DLIFLC) prepares U.S. service members for service as military language professionals. Historically, DLIFLC has designed courses to train students to meet the requirements for job occupations with their respective military service branches and/or other government agencies. Previously, the expected language skill for a DLIFLC Basic Foreign Language Program graduate was 2/2/1+ on the Interagency Language Roundtable (ILR) scale, as tested by the Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview. This corresponded to 'limited working proficiency' in listening and reading skills, and 'elementary proficiency, plus' in speaking. Since the last accreditation visit, the Institute has engaged in a significant new initiative to raise students' final language proficiency levels.

Starting in the late 1990s, numerous U.S. government agencies which employ DLIFLC graduates began advocating for an increase to the minimum graduation proficiency requirements. The Institute received funding to decrease class sizes in support of enhancing language proficiency outcomes in 2006, but delayed an across the board increase to the graduation requirement due to the rollout of the new DLPT5. In early 2015, DLIFLC Commandant Col. David Chapman signed the DLIFLC "Plan to Achieve 2+/2+," which corresponds to 'limited working proficiency, plus' in listening and reading skills, and later expanded to identify an institution-set standard of a 2, or 'limited working proficiency,' in speaking. This plan was in response to a directive by the DoD Senior Sub-Committee established to improve learner outcomes at DLIFLC. While some students already reach the new proficiency requirements from the DLIFLC Basic Foreign Language Program, the current 2+/2+/2 achievement rate varies by foreign language program and graduating class. The new directive is more stringent and requires DLIFLC to re-evaluate its Basic Course programs and implement improvements.

DLIFLC must adjust the way it operates to consistently enable students to reach higher proficiency levels. The Institute has developed and deployed a multi-year strategic plan focused on improving student learning outcomes by involving stakeholders at all levels. This strategic plan subsumes multiple ACCJC Standards. To that end, the Institute identified DLIFLC's 2+/2+/2 Initiative for the Quality Focus Essay.

Process for the 2+/2+/2 Initiative Development

In response to the 2016 Office of the Secretary of Defense (OSD) directive to raise the language proficiency outcomes for DLIFLC's Basic Course language students enrolling in 2022, DLIFLC leadership realized that a comprehensive, strategic approach would be required to achieve the goal; not merely changes to teaching and learning, but a long-term, coordinated plan with measureable outcomes. In August 2016, the DLIFLC Commandant

issued *Operation Plan (OPLAN) 16-02: Defense Language Institute Foreign Language Center 2+/2+/2 Plan 2016-2020* (QFE. 1). This plan provides guidance on the broad-based coordinated effort between DLIFLC organizations to develop plans to support a 76 percent 2+/2+/2 student performance rate on the DLPT by fiscal year (FY) 2024 (students graduating from language programs in 2024 will have to satisfy the new requirement).

The initiative is a long-term, incrementally-measured, institutional goal for the next seven years. The Institute's overall strategic plan depicts ways to attain the goal as conceptualized through the Parthenon structure (see below) and operationalized through the Campaign Plan. The three Efforts in training and educating Culturally Based Professional Military Linguists are:

- Main Effort: Prepared Student
- Supporting Effort 1: Trained and Ready Faculty
- Supporting Effort 2: Improved and Flexible Curriculum

DLIFLC recognizes that improving student outcomes will require sustained and coordinated effort across functional organizations and has identified means to support the three Efforts. These means reflect multiple ACCJC Standards, crosswalked in Table 1.

Image 1. DLIFLC Goal: Culturally Based Professional Military Linguist
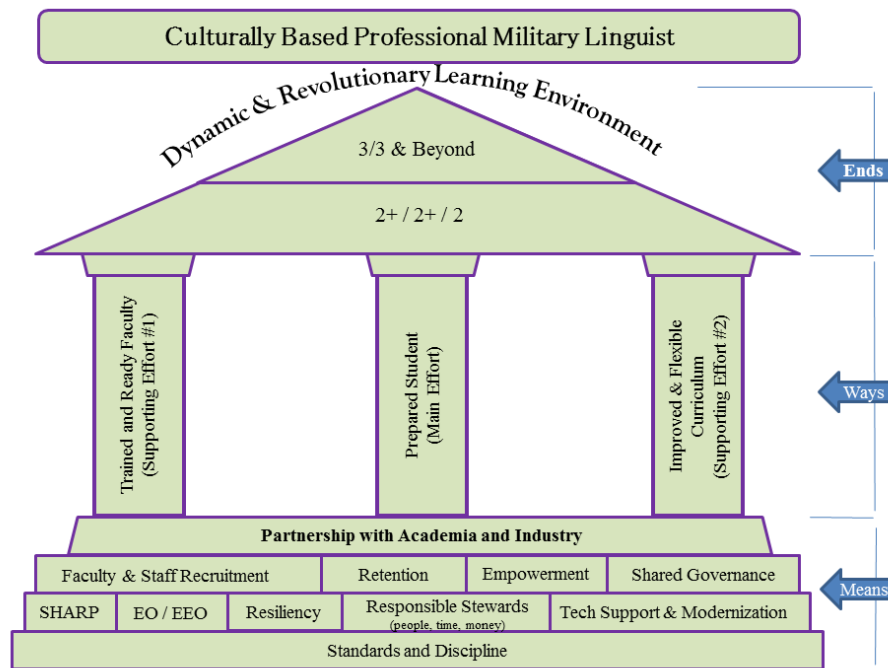
Table 1. 2+/2+/2 Plan and Related ACCJC Standards

Institution-Set Standard: Prepare students for higher-level employment requirements by coordinating and integrating multiple teams and DLIFLC organizations to increase institutional-level student learning outcomes (2+/2+/2 planning).

Effort	Goal/Intent	ACCJC Related Standards
Prepared Student	Comprehensive self-evaluation of administrative practices, student service organizations, and academic support practices to refine efforts to improve student outcomes. • Teach and Immerse Students • Incorporate Technology into Instructions and Operations • Provide effective Learner Preparation & Assessment • Support Institute Mission through Technology • Provide Resources for Approved Missions • Health and Welfare Promotion and Risk Mitigation	I.A.1 I.A.2 I.A.3 I.B.1 I.B2 I.B.3 I.B.4 I.B.5 I.B.6 I.C.1 II.A.4 II.B.3 II.C.2 IV.A.2
Trained and Ready Faculty	Comprehensive self-evaluation of administrative practices and professional development activities to support teaching excellence leading to improved student outcomes. • Conduct Faculty Development and Training • Administer and Evaluate Tests • Maintain Compliance with Accreditation Standards • Define and Implement Personnel and Logistics Strategy	I.B.1 II.A.2 III.A.1 III.A.2 III.A.3 III.A.6 III.A.7 III.A.14 III.D.2 III.C.4
Improved and Flexible Curriculum	Comprehensive self-evaluation of academic programs, to include existing curriculum, to identify gaps and reallocate resources as appropriate leading to improved student outcomes. • Develop and Refine Language Programs • Direct Language Learning & Testing Research • Conduct Institutional Reviews and Analyses • Develop Language Tests	I.A.2 I.B.1 I.B.2 I.B.5 I.B6 III.A.2 III.A.6 III.C.1 III.C.3 IV.A.4

Goal /Intent

DLIFLC strives continuously to improve. As stated above, DLIFLC's goal is to have 76 percent of students graduating with 2+/2+/2 at the end of their basic language course for students enrolling in fiscal year (FY) 2022. To reach this goal, DLIFLC put forth a multi-faceted effort to increase the linguistic skills of graduates. Following the OPLAN, the DLIFLC Commandant released further guidance through a coordinating document consisting of two major components. First, it specifically charges academic support organizations, student service organizations, faculty development organizations and DLIFLC language programs to self-evaluate and refine their efforts to improve student outcomes. Second, the coordinating document provided instruction and guidance to numerous staff offices and student support organizations (QFE. 2). This comprehensive coordinating document aligns with the three pillars as found in the above "Culturally Based Professional Military Linguist" framework, namely: Prepared Student, Trained and Ready Faculty, and Improved and Flexible Curriculum. As such, the remainder of this essay will utilize this framework to describe the Institute's action plans in achieving the new 2+/2+/2 institution-set standard.

Action Plan 1: Prepared Student

The Main Effort is a Prepared Student, which DLIFLC defines as a graduate who can successfully perform his/her follow-on mission as a foreign language professional. Developing this pillar, or Action Plan, involves ongoing collaboration among academic units and military service detachments.

As specified in the OPLAN and subsequent guidance, each office, both civilian and military, has designated responsibilities. For example, the Office of the Provost directs schools to employ counseling and intervention earlier and more often, starting no later than September 2016. Additionally, the Undergraduate Education Division is to develop models for student motivation enhancement; provide counseling and intervention early and often to improve academic effectiveness; identify testing and alternative assessment needs; and develop high-level English reading and listening to facilitate the development of critical thinking and discourse analysis activities.

Military service detachments monitor DLIFLC student military bearing, military requirements, and student well-being. In this capacity, the service detachments continue to: recruit students with higher language aptitude; expand efforts enabling students to choose their language of study; and implement pre-program efforts to prepare students for foreign language study.

Evaluation

Several evaluation metrics emerged from the OPLAN and subsequent guidance. First, each academic program developed a glide path, representing program goals for incremental improvement and corresponding actions in support of those goals (QFE. 3). Each glide path directs schools to increase their percentage of 2+/2+/2 graduates at a minimum of 5-7 percent each year. During its initial development, the DLIFLC glide path concept recognized that change is multi-faceted. The glide path empowers each academic program to improve at a rate that is agreeable to faculty and administration. The glide path is a measurement and accountability tool that will enable the Institute to identify performance gaps and realign institutional resources as needed in the coming years.

A second evaluation tool that supports the Prepared Student pillar is the Measure of Performance and Measure of Effectiveness (MoP and MoE, respectively) for Student Readiness (see Table 2). Every Line of Effort, or Pillar, has a Major Objective (MO) containing multiple Supporting Tasks (ST). Each Supporting Task has a Measure of Performance and a Measure of Effectiveness with progress indicated under the "Goal/Actual" column. Administrative leadership uses this tool to identify progress made towards goals and raise issues that may impede progress for timely redress. DLIFLC expects to continue to develop this assessment tool as it may be a model for other institutions to follow in that it seeks to define both quantitative and qualitative performance measures.

Table 2. Sample Measure of Performance (MoP) and Measure of Effectiveness (MoE) for the Multi-Language School

Major Objective Description		
Empowering students to fulfill the mission at the required proficiency level		
Major Objective Metric	**Issues for CMD Group**	
Metric	Inaccessibility of Sakai as a medium of implementing ICCCT	
Reduce academic attrition		
Supporting Tasks	**ST Metrics**	
	Metric	**Goal / Actual**
1.3. Implement timely early intervention through Attrition Prevention Board (APB). APB comprises MLIs and Academic Support Team members from within and outside the school, Unit representatives, and Teaching Team members	MoP: APB sessions	100% of teams will use APB/ 100% use APB
	MoE: Academic attrition stats reported quarterly on QRA	Percentage of Acad. attrition will be equal to or less than 10% | Current: Acad. attrition is less than 10%
1.4. Enhance student strategic learning skills by offering Strategy Training – ILS 101, 102	MoP: Completion rate of training	100% of students will complete training | Current: 100% have completed training
	MoE: Academic attrition stats	Percentage of Acad. attrition will be less than 10%
1.5. Empower student to apply language in job-related scenarios through Situational Training Exercises (STX) held at the immersion facility, one in each of 2nd and 3rd semesters for PV and UR (Indonesian to be created)	MoP: Convene STX sessions	100% of classes will complete the sessions
	MoE: Student questionnaire	80% of students will report improved confidence as a result of STX sessions | Current: 90% of students have reported improved confidence

Action Plan 2: Trained and Ready Faculty

The first Supporting Effort is Trained and Ready Faculty. The Institute recognizes that faculty play a key role in developing, motivating, and educating students. DLIFLC supports a diverse workforce to meet its unique mission. In recognition of this diversity, the Institute has implemented a robust training and professional development program. Ultimately, Trained and Ready faculty will improve student outcomes by integrating innovative instructional methodologies, increasing classroom engagement, and fostering student motivation.

DLIFLC has a comprehensive faculty development program focused on continuous improvement of professional skills over a career, encompassing both applied and theoretical knowledge in the areas of second language acquisition, adult learning and teaching, and leadership (in the classroom as teachers and as supervisors of teachers). The current formal professional development program consists of multiple certification and noncertification courses and programs that address content areas directly related to foreign language education in an outcomes-driven intensive language learning environment. The faculty development program focuses on helping teachers from diverse educational and cultural backgrounds develop the requisite knowledge and teaching skills needed to guide DLIFLC students in reaching their fullest potential as autonomous language learners and highly proficient foreign language speakers.

In addition to expanding current professionalization programs, DLIFLC has planned several new initiatives, some of which are already underway. These initiatives have the goal of developing well-rounded, "renaissance" faculty trained in many areas, including: student learning theory and practice, transformation, learner differences, diagnostic assessment, and curriculum development. These areas existed in stove-pipes/silos until four years ago when DLIFLC moved into a structure of placing specialists within the schools at the point of need. This represented a force multiplier approach of train-the-trainer courses to provide in-school trainers who can further develop teams and teachers, and led to the potential for development of a broader base of skills in individual faculty members. In support of the Trained and Ready Faculty, DLIFLC has initiated the following:

- The Advanced Language Academy (ALA) certification for teachers, a hybrid program consisting of: a three week online component on topics related to transformative learning and teaching and the development of learner autonomy, an intensive 24 hour workshop, and a program completion certification requiring a class observation by the department chair.
- The Center for Leadership Development (CLD), which focuses on the development of leadership skills, beginning at the level of the classroom teacher, and continuing through the level of Provost through an established ladder of coursework, learning,

and experience for each level of leadership. The CLD developed a standardized set of expected competencies and associated training for faculty in January 2017 and began providing resources and development courses in summer 2017.

- Plans to revise the Basic Course Certification to resemble the Post-Basic Instructor Certification Program, which has been the backbone of faculty professionalization in Continuing Education for a decade. This revision will culminate in a master teacher option that allows teachers to remain in the classroom but be competitive for promotion against peers that developed themselves in nonteaching areas (e.g., administration). DLIFLC is currently examining the programs and criteria developed by the U.S. Army Training and Doctrine Command training for the Instructor Badge and the Master Instructor identification criteria in use by the Air Force's Office of Standardization and Evaluation. Input from the Institute's representative bodies will inform and shape the revised certification program.
- Exploration of new opportunities for faculty development both outside the schoolhouse and DLIFLC. Within the constraints of the federal employment regulations, the Institute is developing a proposal for in-residence sabbaticals/fellowships with an anticipated December 2017 commencement. This program will allow teachers to work for 120 days outside of the teaching directorates and to explore research, curriculum development, or publication with optional mentorship. Additionally, DLIFLC is exploring a faculty exchange program with university flagship programs and other government teaching institutions.
- Exploration on the feasibility of the establishment of a lab school to facilitate faculty development through four-handed teaching.

Evaluation

DLIFLC will have several measurements of success in monitoring Trained and Ready Faculty future goals and initiatives, two of which are in Action Plan 1. The Institute will analyze glide path achievement rates and student production numbers. If there is an identified performance gap, then the next step will be for program administrators to check the respective program's Measures of Performance and Measures of Effectiveness. Based on these measures, senior leaders will identify if the language program has fully utilized faculty development opportunities.

DLIFLC will evaluate future goals and initiatives as they are accomplished using feedback from faculty participants. This includes the planned Basic Course Certification revision, sabbatical program, and faculty exchange. The Institute will ask participants in these programs to submit feedback. Based on this feedback, DLIFLC will judge the initiative's effectiveness in developing faculty and may fine-tune or revise the programs as necessary.

Action Plan 3: Improved and Flexible Curriculum

DLIFLC has invested significant effort towards improving its foreign language program curriculum. This support focuses both on directly improving the curriculum at the interaction point between teacher and student, and indirectly on improving this interaction by training teachers and identifying best practices. Efforts at the teacher-student level involve the Curriculum Support Division and the Immersion Language Office. Supporting efforts involve Training Analysis, the Office of Standardization and Academic Excellence, and the Center for Leadership Development.

Direct Efforts

Curriculum Support (CS) has and will continue to provide support and review of the Basic Undergraduate Education 2+/2+/2 curriculum with emphasis on open architecture. In 2016, CS developed an external and internal curriculum review plan in coordination with Undergraduate Education Associate Provost and Basic School Deans.

The Immersion Language Office is working to develop a strategy to implement alternative opportunities for languages where overseas immersions are not possible; to identify requirements to increase immersion opportunities for Basic students; and to develop an immersion plan to increase participation for all 3rd semester students by 2022

Support Efforts

Training and Analysis (TA) has played a pivotal role in supporting the 2+/2+/2 initiative by providing quantitative data, analysis, and review of institutional efforts. In 2016, TA reported on the effectiveness of study hall efforts as well as the usage of Student Learning Services. Collecting and monitoring data will continue to be essential as the Institute identifies best practices to support student learning.

The Office of Standardization and Academic Excellence (OSAE) monitors efforts to reach 2+/2+/2 and facilitates the sharing of best practices and standardization. OSAE began working with schools in 2016 to develop measures of performance and effectiveness for their 2+ plans. Additionally, OSAE has been instrumental in coordinating the ongoing institutional efforts in support of shared governance, fostering a climate of shared ownership and responsibility for institutional outcomes.

Evaluation

DLIFLC has already accomplished some of the efforts towards building flexible curriculum, but others will take several years or be persistent, ongoing practices. Success for this action plan will include:

- All DLIFLC curriculum to have undergone or are scheduled to undergo revision for

open architecture methodology;

- The Immersion Language Office successfully providing immersion opportunities to all 3rd semester students by 2022;
- The Immersion Language Office routinely reporting on their research to identify better immersion opportunities;
- Training Analysis providing regular reports on the 2+/2+/2 plan progress; and
- The Office of Standardization and Academic Excellence monitoring 2+/2+/2 efforts, continuing to research best practices and routinely facilitating methodology exchanges.

Structures to Monitor Progress and Overall Assessment of Success

Each academic language program has developed a comprehensive glide path to meet the institution-set standard spanning fiscal years 2016-2024. These serve as the foundational timeline used to monitor progress towards set goals. Additionally, DLIFLC has established several means for monitoring progress and assessing success towards improving student learning outcomes, including 2+/2+/2 Plan Reviews to evaluate measures of performance (MoPs) and measures of effectiveness (MoEs), regular leadership updates, and the Quarterly Review and Analysis. These are described below:

- Academic programs conduct internal 2+/2+/2 Plan Reviews to assess their performance in completing their tasks (see Table 2). One method of evaluating these tasks is through MoPs and MoEs. As part of the DLIFLC Campaign Plan (strategic plan), language programs will establish performance and effectiveness standards. Deans will periodically review their program progress and tasks, constraints, resources, and teams that need additional support (QFE. 4).
- The Academic Leadership Update (ALU) is a bi-weekly meeting between the Commandant and senior academic leadership. Directorate and department heads report issues and highlight student achievement results (QFE. 5, 6). The DLIFLC Associate Provost for Undergraduate Education reports the current fiscal year Defense Language Proficiency Test Listening and Reading results, comparing outcomes data against the previous fiscal year and the current goals (Table 4). Other academic organizations similarly utilize the ALU as a forum to provide updates on their tasks to the Commandant who may use the opportunity to give feedback or ask questions.
- The Commanders Update Brief (CUB) is the military service equivalent to the ALU. Each service commander and military support organization (i.e. Chaplain, Dental Clinic, Equal Opportunity Office, etc.) highlights issues, accomplishments and events affecting their service members' readiness, reflecting the Main Effort: Prepared Student (QFE. 7 pages 5 and 8, 8 pages 13-14).

- The Quarterly Review and Analysis (QRA) is a comprehensive review by UGE presented to the Commandant, Associate Commandant, and Provost on program progress towards achieving 2+/2+/2 goals (QFE. 9). The QRA reports on overall student achievement numbers and then analyzes results for individual language programs. The QRA provides an opportunity for language programs to report their progress, identify any new issues, make additional resource requests, and answer questions regarding their program.

Table 3. Sample DLIFLC School 2+/2+ Plan Excerpt

Primary Responsibility	Middle East School I Dean
Essential Tasks	• 76% 2+/2+/2 Graduation rate by FY 2024 • Foster learning skills and strategies • Train and Mentor students • Conduct Early Intervention • Produce and promote use of technology • Ensure new teachers acquire basic skills • Continually develop and train faculty • Provide training to promote leadership and management
Constraints	• Limited time to implement literacy skills • Technology tools are in flux • Faculty vary in technical aptitude • Student commitment • Faculty shortage • Training removes faculty from classroom • Shortage of potential faculty with required skills
Resources On-hand	• Curriculum Development Specialist • Subject Matter Experts in outside fields • Curriculum Support • Two Faculty trainers • Two Diagnostic Assessment trainers
Resources Required	• Curriculum development team • 35 new faculty to meet FY 2016 requirements • English editing needs for curriculum development • ESL resources for faculty development • Performance FLO coordinator required • LTS needed for school operations • Additional resources for training of new faculty

Table 4. Academic Leadership Update, Bi-weekly Graduate Rate Reporting

Language	FY 2016 2+/2+				FY 2017 2+/2+			
	LC		RC		LC		RC	
	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved
Arabic	36.00%	31.3%	52.00%	46.9%	39.00%	43.8%	55.00%	55.6%
Egyptian	20.00%	10.6%	47.00%	53.0%	25.00%	7.0%	52.00%	51.2%
Iraqi	37.00%	37.6%	53.00%	44.4%	41.00%	43.2%	56.00%	47.7%
Levantine	28.00%	20.5%	48.00%	49.1%	33.00%	16.8%	52.00%	43.1%
Sudanese					20.00%	44.4%	47.00%	40.7%
Chinese-Mandarin	66.00%	70.5%	60.00%	63.1%	67.00%	70.1%	63.00%	68.8%
French	44.00%	39.6%	70.00%	64.2%	53.00%	13.2%	75.00%	36.8%
Hebrew	71.00%	85.1%	75.00%	91.5%	72.00%	80.8%	76.00%	88.5%
Korean	35.00%	33.1%	48.00%	59.8%	41.00%	37.4%	54.00%	59.6%
Pashto	65.00%	70.3%	76.00%	70.9%	69.00%	63.0%	76.00%	72.2%
Persian Farsi	51.00%	45.6%	48.00%	39.6%	55.00%	48.6%	53.00%	46.7%
Russian	48.00%	45.4%	45.00%	54.0%	54.00%	51.4%	51.00%	52.1%
Spanish	43.00%	30.7%	48.00%	38.7%	48.00%	33.3%	53.00%	44.7%
Urdu	27.00%	33.3%	34.00%	36.8%	31.00%	43.8%	38.00%	43.8%

Conclusion

Together with a unified strategic plan, identified metrics, and oversight mechanisms, DLIFLC anticipates continuous improvement in the years ahead. The strategic-level plan includes transparent milestones and anticipated outcomes. The Institute recognizes that the appropriate allocation and reallocation of resources will be necessary over the coming years as programs identify strengths and emerging needs. To that end, the administration and faculty are actively engaged in a cross-institutional dialogue on the 2+/2+/2 plan. DLIFLC is fully committed to achieving significant, sustained improvement in student learning outcomes and achievement.

<u>Evidence</u>

QFE-01: OPLAN 16-02 (DLIFLC 2+2+ Plan)
QFE-02: Coordinating Document (FRAGO)
QFE-03: Glide Paths for 11 Language Programs
QFE-04: Measure of Performance, Measure of Effectiveness Multi-Language School
QFE-05: Academic Leadership Update July 2017
QFE-06: Academic Leadership Update April 2017
QFE-07: Commanders' Update Brief, Student Readiness
QFE-08: Commanders' Update Brief, 2+ Plan
QFE-09: Quarterly Review and Analysis

Changes & Plans

Arising Out of the Self Evaluation Process

Changes and Plans Arising Out of the Self Evaluation Process

Standard I.A.1 and I.A.4
Note: This plan is applicable to both I.A.1 and I.A.4.
Actionable Plan
DLIFLC regularly reviews its mission statement as part of its strategic planning cycle. As noted in Standard I.A.1, the Institute's 2015 mission statement did not reflect its commitment to student achievement or the degrees/certificates offered. Note: This plan is applicable to both I.A.1 and I.A.4.
Objective: To ensure currency, DLIFLC will review the mission statement during its annual Campaign Plan process to provide alignment with mission priorities as well as the ACCJC Standards, specifically as it relates to the types of certificates and/or degrees offered and that the commitment to both student achievement and student learning are explicitly addressed.
Outcome: Approved mission statement implemented and communicated to students and the Institute's community in print and online.

Standard I.B.1 Actionable Plan
Objective: Continue developing the Campaign Plan on a commonly accessible program management website.
Outcome: Progress updated asynchronously and tracked across all lines of effort simultaneously. Facilitate the sustained, substantive and collegial dialog about the continuous improvement of student learning and achievement

Standard I.B.7 Actionable Plan
Objective: Training and Analysis will evaluate the 2016 program review process to determine its efficacy prior to the next program review cycle.
Outcome: Regular academic program reviews using standardized, theoretically grounded frameworks.

Standard I.C.1 Actionable Plan
Objective: Mission Public Affairs Offices will create a Standardized Operating Procedure outlining its review cycle for the public-facing DLIFLC website by the end of FY 2018.
Outcome: A systematic process to review website information to ensure accuracy and information integrity.

Standard I.C.5 Actionable Plan
Objective: Organizations will review their SharePoint sites annually to ensure currency of information.
Outcome: To provide clarity, accuracy, and integrity of information on the DLIFLC internal website (SharePoint).

Standard I.C.10 Actionable Plan
Objective: The Institute will add information that addresses conformity to specific codes of conduct of staff and faculty on its public-facing website no later than January 2018.
Outcome: Clear prior notice to potential employees about the Institute's code of conduct.

Standard II.A.3 Actionable Plan
Objective 1: The Office of the Registrar will collect and archive each academic

program's syllabus on an annual basis starting in November 2017.
Outcome: Standardized syllabi updated annually to reflect DLIFLC courses to be archived for program review and transfer of credit.

Standard II.A.4 Actionable Plan
Objective 1: Student Learning Services will investigate and possibly formulate a proposal for the Office of the Registrar to convert the current non-credit Introduction to Language Studies (ILS) course to a credit-bearing course.
Outcome: To ensure alignment between instructional programs and institutional credits awarded.

Standard II.A.7 Actionable Plan
Objective 1: Faculty Development Support and Student Learning Services will systematically collect and analyze data on the redesigned ILS modules to determine whether the new modules meet the evolving students' needs.
Outcome: To provide appropriate learning support services that reflect the diverse and changing needs of DLIFLC students.

Standard II.A.10 Actionable Plan
To facilitate transfer-of-credit and student mobility, the Division of Academic Administration will do the following:
Objective 1: The Division of Academic Administration will pursue additional articulation agreements.
Objective 2: The Office of the Registrar will complete a full review of general education transfer credit requirements no later than September 30, 2018.
Outcome 1: To facilitate transfer of credit for DLIFLC graduates.

Outcome 2: To provide students more detailed transfer credit information, such as a breakdown of specific acceptable Advanced Placement tests and transfer credit courses.

Standard II.A.11 Actionable Plan
Action Plan
Objective: The ALO will work with academic program stakeholders to coordinate the mapping of DLIFLC course outcomes to ACCJC Core Competencies.
Outcome: To ensure that DLIFLC identifies SLOs aligned with ACCJC Core Competencies in all course offerings.

Standard II.A.12 Actionable Plan
Objective 1: The Office of the Registrar will coordinate a review of degree requirements with appropriate input from faculty.
Objective 2: The Office of the Registrar will conduct a review to investigate the possibility of awarding/waiving the technology GE requirement.
Outcome 1 and 2: To ensure alignment between the Institute's language program credits and the GE credits.

Standard II.B.1, II.B.4, and III.A.9
Note: This plan is applicable to II.B.1, II.B.4, and III.A.9.
Actionable Plan
As described in Standard II.B.1, the Aiso Library has not engaged in routine evaluations and needs assessments. Note that the Objective 1 action plan below applies to Standards II.B.2, II.B.4, and III.A.9.
Objective 1: The Head Librarian will continue to work with the TRADOC

Librarian to articulate a required staffing model for Aiso Library.

Objective 2: Aiso Library will conduct a library survey and deploy the survey every two years in accordance with Army Regulation 25-97.

Objective 3: Based on survey results, address staffing shortages by investigating the possibility of future hires or reducing services.

Objective 4: The library will continue to expand access to electronic resources in all languages taught by DLIFLC.

Objective 5: The library will finish developing a working plan with Aiso Library's webmaster to address systematic website updates in a timely manner.

Outcome 1: To articulate a required staffing model for Aiso Library recognized by TRADOC.

Outcome 2: To identify library patron needs and address staffing shortages by investigating the possibility of future hires or reducing services.

Outcome 3: To support the institution-set standard raising student language proficiency levels.

Outcome 4: To facilitate access to electronic resources for resident and nonresident library patrons.

Outcome 5: To ensure Aiso Library website accuracy of information and accessibility.

Standard II.B.2 Actionable Plan

Objective 1: Create and conduct a library survey. Deploy the survey every two years in accordance with Army Regulation 25-97.

Objective 2: Revise the Aiso Library Collection Development Policy.

Outcome 1: To ensure that faculty have the resources they need.

Outcome 2: To align current practices with the institutional mission.

Standard II.B.3 Actionable Plan

Objective 1: Aiso Library will develop a user survey to systematically evaluate library services and workshops.

Objective 2: Give evaluation forms to participants in all workshops, to include bibliographic instruction and new patron orientations.

Objective 3: Include specific questions about Aiso Library on ISQ/ESQ student surveys.

Outcome 1: To evaluate that services meet patron needs.

Outcome 2: To ensure that as many patrons as possible provide input regarding their needs.

Outcome 3: To ensure the systematic collection and analysis of student feedback.

Standard III.B.3 Actionable Plan

Note: Infrastructure falls outside of DLIFLC's administrative oversight. USAG provides support for the Institute's infrastructure and real property needs.

Objective: The POM Garrison has begun the process to develop a comprehensive equipment infrastructure plan that covers replacement and mandatory or normal servicing of HVAC, elevators, and other equipment related to physical resources. The plan will be developed with input from various advisory groups for close integration with the space management plan.

Outcome: Functional facilities that enable the Institute to meet its mission.

Standard III.C.1 Actionable Plan
Objective: By September 2018, DCSIT will initiate a system of communication between the various IT support organizations.
Outcome: To foster communication between support organizations, to reduce redundant efforts, and to concentrate resources.

Standard III.C.2 Actionable Plan
Objective 1: By September 2018, DCSIT will have reviewed its current technology requests and fulfillment processes.
Objective 2: By September 2018, DCSIT will have developed mechanisms to extract and consolidate information pertaining to instructional technology during the annual unit planning and program review processes.
Outcome 1: To implement improvements as necessary, to ensure hardware/software compatibility, and to avoid redundancy.
Outcome 2: To provide a more comprehensive overview of the status of technology integration and use at DLIFLC.

Standard III.C.3 Actionable Plan
Objective: The Institute will extend the EDU network to the common areas within the barracks buildings.
Outcome: To support students' work on out-of-class assignments.

Standard III.C.4 Actionable Plan
Objective 1: Complete the 2022 Tiger Team Technology Subcommittee review and recommendation plan.
Objective 2: By September 2018, DCSIT

will initiate a coordinated review of the Institute's current technology support systems by leveraging existing evaluation mechanisms (e.g., TA, OSAE).
Objective 3: Leadership will ensure that all teachers have the opportunity and time to attend training to meet their technology performance objective.
Outcome 1: To ensure that the Institute has key personnel in place to facilitate technology initiatives between the Provost organizations and the DCSIT.
Outcome 2: To ensure that the Institute accurately identifies training needs and allocates resources strategically.
Outcome 3: To ensure that all faculty have appropriate and adequate training to use DLIFLC's hardware and software.

Standard IV.C.1 and IV.C.7 Actionable Plan
Note: This plan is applicable to both IV.C.1 and IV.C.7.
Objective: In the upcoming Fall 2017 meeting, the Board plans to review current operating procedures. The operating procedures will include a statement on the systematic review of the operating procedures every three years. This will become part of the operating procedures and will be reflected in the meeting's agenda and minutes.
Outcome: To ensure alignment of the BoV Operating Procedures with ACCJC Standards.

Standard IV.C.5 and IV.C.8
Note: This plan is applicable to both IV.C.5 and IV.C.8.
Actionable Plan
Objective: DLIFLC will forward the

Annual Program Summary to BoV members upon the document's publication. **Outcome:** To provide the BoV members with regular data reports on institutional outcomes that will better enable the BoV to accomplish its stated purpose.

Standard IV.C.6 Actionable Plan
Objective: DLIFLC will publish and maintain the BoV operating procedures on the Institute's public-facing website.
Outcome: To ensure BoV operating procedures are publicly available.

Standard IV.C.10 Actionable Plan
Objective: In the upcoming Fall 2017 meeting, the Board plans to review current operating procedures to ensure alignment with ACCJC Standards. The operating procedures will include a statement on self-evaluation following each BoV meeting. This will become part of the operating procedure itself and will be reflected in the meeting's agenda and minutes.
Outcome: To establish a clear evaluation process that assess the BoV's effectiveness in promoting and sustaining academic quality and institutional effectiveness.

Standard IV.C.13 Actionable Plan
Objective 1: DLIFLC will include specific information on ACCJC regional accreditation, along with the BoV's participatory roles and functions in the accreditation process, during new member orientation.
Objective 2: DLIFLC will brief the BoV about the accreditation self evaluation process during the December 2017 meeting and will seek approval of the Self Evaluation Report at that time.

Outcome 1: To ensure that new BoV members receive appropriate orientation on the Institute's regional accreditation.
Outcome 2: To update the BoV on DLIFLC's Self Evaluation Report and Accreditation Standards.

Appendices

Appendices

Appendix A: Glossary of Acronyms

Acronym	Expanded Form
AA	Associate of Arts
AC	Assistant Commandant
ACCJC	Accrediting Commission for Junior and Community Colleges
ACE	American Council on Education
AD	Associate Dean
AE	Egyptian Dialect Language
AEAC	Army Education Advisory Committee
AFPAK	Afghanistan Pakistan
AS	Area Studies
ASD	Assistant School Dean
ATRRS	Army Training Resource and Requirements System
AFB	Air Force Base
AFSOC	Air Force Special Operations Command
AIT	Advanced Individual Training
ALA	Advanced Language Academy
ALU	Academic Leadership Update
AP	Levantine Dialect Language
AP-AS	Associate Provost for Academic Support
AP-CE	Associate Provost for Continuing Education
APO	Associate Provost Office
AP-UGE	Associate Provost for Undergraduate Education
APR	Annual Program Review
AS	Academic Senate
ASVAB	Armed Services Vocational Attitude Battery
ATRRS	Army Training Resource and Requirements System
BC	Branch Chief
BLTS	Broadband Language Training System
BoV	Board of Visitors
CAC	Combined Arms Center
CE	Continuing Education
CHEA	Council for Higher Education Accreditation
CLD	Center for Leadership Development
CLPM	Command Language Program Manager
CLP	Command Language Program
CM	Chinese Mandarin Language
CMLI	Chief Military Language Instructor
CONUS	Continental United States
CSC	Command Staff College
CTARS	Consolidated Team Activity Report System

CTS	Cryptologic Training System
CUB	Commanders' Update Brief
DA	Diagnostic Assessment
DAA	Division of Academic Administration
DCSIT	Deputy Chief of Staff for Information Technology
DCSOPS	Deputy Chief of Staff for Operations
DCSPL	Deputy Chief of Staff for Personnel and Logistics
DCSRM	Deputy Chief of Staff for Resource Management
DG	Iraqi Dialect Language
DLAB	Defense Language Aptitude Battery
DLCWG	Defense Language Curriculum Working Group
DLIFLC	Defense Language Institute Foreign Language Center
DLI-W	Defense Language Institute Washington, D.C.
DLPT	Defense Language Proficiency Test
DLTWG	Defense Language Testing Working Group
DoD	Department of Defense
DPMAP	Defense Performance Management and Appraisal Program
DPW	Department of Public Works
DRM	Directorate of Resource Management
DTRA	Defense Threat Reduction Agency
EEO	Equal Employment Opportunity
EO	Equal Opportunity
ESQ	End-of-Course Student Questionnaire
FAC	Faculty Advisory Council
FAO	Foreign Area Officer
FDS	Faculty Development Support
FL	Foreign Language
FR	French
FY	Fiscal Year
GAFB	Goodfellow Air Force Base
GE	General Education
GFEBS	General Fund Enterprise Business System
GLOSS	Global Language Online Support System
GPA	Grade Point Average
HE	Hebrew Language
ICC	Instructor Certification Course
ICE	Interactive Customer Evaluation
ICPT	In-Course Proficiency Test
IET	Initial Entry Training/Trainee
IG	Inspector General
ILR	Interagency Language Roundtable
ILS	Introduction to Language Studies
IMCOM	Installation Management Command

IRB	Institutional Research Board
ISQ	Interim Student Questionnaire
KP	Korean Language
L	Listening
LC	Listening Comprehension
LEA	Law Enforcement Agency
LNO	Liaison Officer
LOE	Lines of Effort
LPAD	Language Proficiency Assessments Directorate
LTD	Language Training Detachment
MARSOC	Marine Corp Special Operations Command
MIBN	Military Intelligence Battalion
MLS	Multi-Language School
MLI	Military Language Instructor
MLIMO	Military Language Instructor Management Office/Officer
MOA	Memorandum of Agreement
MOS	Military Occupational Specialty
MOU	Memorandum of Understanding
MS	Military Studies
MSA	Modern Standard Arabic Language
MST	Monterey Salinas Transit
MTT	Mobile Training Team
MWR	Morale Welfare and Recreation
NCO	Non-Commissioned Officer
NPS	Naval Postgraduate School
NSA	National Security Agency
NSWG	Naval Special Warfare Group
NTC	National Training Center
OCONUS	Outside the Continental United States
OD	Office of the Dean
ODA	Online Diagnostic Assessment
OPI	Oral Proficiency Interview
OSAE	Office of Standardization and Academic Excellence
PAO	Public Affairs Office
PBAC	Program and Budget Advisory Committee
PEP	Proficiency Enhancement Program
PF	Persian Farsi Language
PLTCE	Partner Language Center Europe
POM	Presidio of Monterey
POM	Program Objective Memorandum
PV	Pashto Language
QA	Quality Assurance
QB	Spanish Language

QFE	Quality Focus Essay
QRA	Quarterly Review and Analysis
R	Reading
RC	Reading Comprehension
RU	Russian Language
S	Speaking
SC	Serbian/Croatian Language
SCROM	Shareable Content Object Reference Model
SECDEF	Secretary of Defense
SES	Senior Executive Service
SJA	Staff Judge Advocate
SLS	Student Learning Services
SMDR	Structure Manning Decision Review
SOTF	Special Operations Task Force
T & I	Translation and Interpretation
TRADOC	Training and Doctrine Command
UCAT	Universal Curriculum and Assessment Tool
UCMJ	Uniform Code of Military Justice
UGE	Undergraduate Education
UR	Urdu Language
USSOCOM	US Special Operations Command
VLR	Very Low Range
VTT	Video Tele-Training
XO	Executive Officer

Appendix B: Definition of Terms

Academic Leadership Update (ALU). A bi-weekly meeting of DLIFLC senior academic and military leadership to review key initiatives and student metrics.

Academic Senate (AS). Serves to promote communication and consultation between the faculty and the administration at institutional, divisional and directorate level. The Provost serves as its executive official and is in direct contact with the Academic Senate's President. AS oversees the Faculty Advisory Councils hosted in each School or Division.'

Academic Specialist. At least one per school. Responsible for in-school faculty development and course and test development.

Annual Program Review (APR). Part of DLIFLC's effort to conduct an intensive self-assessment on an annual basis, the APR is published and presented to higher headquarters and DLIFLC's constituents.

Armed Services Vocational Aptitude Battery (ASVAB). Is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification of men and women for enlistment in the United States armed forces.

Army Education Advisory Committee (AEAC). Parent committee of DLIFLC's Board of Visitors (BoV), and through whom the BoV makes recommendations for DLIFLC leadership.

Army Training Resource and Requirement System (ATRRS). The Army database of record for all DLIFLC education. All DLIFLC education is scheduled, enrolled, tracked, and funded through ATRRS.

Assistant Dean (ASD). One or two civilians per School. Provides the Dean with support in the formulation of instructional objectives, methods, and procedures. Works directly for the Dean on budgetary, logistical, pedagogical, personnel, and other issues essential to the day-to-day operation of the school. The Assistant Dean also assists with long-range strategic planning and immersion programs. Member of the Office of the Dean.

Associate Dean (AD). One military officer per School. The senior military service member officer in each school's staff. Supervises administrative, disciplinary, and logistical activities of the students and military staff within the school in support of academic activities. Member of the Office of the Dean.

Chief Military Language Instructor (CMLI). One per Basic Course School and Continuing Education (Intermediate/Advanced Courses). Appointed by the Military Language Instructor Management Officer (Provost SGM). Senior enlisted member on each school staff. Non-Commissioned Officer-in-Charge (NCOIC) of student and military staff

administration within the school. NCOIC of Military Language Instructors within each school. Subject Matter Expert for military language skills. Member of the Office of the Dean.

Class Leader. The highest-ranking military member of each class and section is appointment the class leader (student leader) at the start of each class in writing by the appropriate Military Language Instructor, Chief Military Language Instructor, or Associate Dean. Class leaders assist faculty members in maintaining classroom discipline and accountability. They also act as spokespersons for student and as points of contact (POCs) for military and academic authorities. They are not authorized to academically advise other students or implement corrective training.

Commanders' Update Brief (CUB). A bi-weekly meeting of DLIFLC senior military leadership to review key military initiatives. Senior academic leadership attends for informational updates.

Consolidated Team Activity Report System (CTARS). Tracks teaching hours and other related teaching functions, testing, advising, class preparation, and training. Also accounts for Institute services, EEO, accreditation, and leave.

Council for Higher Education Accreditation (CHEA). Association of 3,000 degree-granting colleges and universities and the largest U.S. institutional higher education membership organization which serves as the primary national voice for voluntary accreditation and quality assurance to the U.S. Congress and U.S. Department of Education.

Curriculum Support (CS). The Curriculum Support Division supports DLIFLC resident and nonresident missions by consulting with the academic programs in their efforts to maintain modern curriculum built on state-of-the-art learning and teaching principles and by using an optimum combination of existing and emerging technologies.

Dean. One per school. Senior civilian educator responsible for his/her school. Senior member of the Office of the Dean.

Defense Language Curriculum Working Group (DLCWG). Assists members of the Defense Language Steering Committee in performing their advisory role to the DoD Senior Language Authority in overseeing the Defense Foreign Language Program. The DLIFLC Commandant chairs the DLCWG which is comprised of representative stakeholders for the Defense Foreign Language Program.

Defense Language Proficiency Test (DLPT). The foreign language test produced by DLIFLC and used by the U.S. Department of Defense. It assess the reading and listening proficiency of native English speakers in a specific foreign language. The DLPT serves as the final test of record for DLIFLC graduates.

Defense Language Testing Working Group (DLTWG). Obtains stakeholders' input on the identification, prioritization, and validation of test development, as well as to assist the members of the Defense Language Action Panel in performing their advisory role to the Defense Language Steering Committee.

Department. First tier of the school under the Office of the Dean. The Department Chairperson reports directly to the Dean. Each department is divided into Teaching Teams for management and educational purposes.

Department Chairperson. The supervisor of all teachers within his/her department. Provides leadership and management to enhance the quality of education and manages teacher and student resources within the department. Responsible for the professional development of all teachers within the department.

Deputy Chief of Staff for Operations. The principle coordinator and advisor to the DLIFLC Command Group for planning, directing, and controlling ongoing operations for a variety of divers programs in the areas of policies and procedures, mission support, and current operations. The single point of contact for policy, requirements development and planning issues regarding DLIFLC language programs, to include all resident and nonresident training. Responsible for the development of Institute strategic planning.

Directorate of Academic Administration (DAA). Responsible for administrative matters pertaining to resident education and educational development. Consists of the Academic Records Division that maintains and generates reports from all student records and the Office of the Registrar, which tracks enrollment actions, development of transcripts, and oversight of the Associate of Arts degree program.

Disenrollment. Removal of a student from a language program for academic or administrative reasons. Schools and service units coordinate closely on disenrollment actions.

End-of-Course Student Questionnaire (ESQ) and Interim Student Questionnaire (ISQ). Surveys completed by students to provide feedback to the schools, Office of the Dean, and instructors on course content and programming effectiveness. ESQs and ISQs also provide data on installation policies and garrison support services.

Executive Officer/Operations Officer (XO). One per school. The military officer in each school who is responsible for all facilities management, supply operations, support personnel and implementation of programs, such as safety training and operational security. A member of the Office of the Dean.

Faculty Advisory Council (FAC). One of two governance structures used by teachers to share their ideas concerning administration and programming with the Command Group.

Faculty Development Support (FDS). The FDS Division develops and implements pre-service and in-service train-the-trainer foreign language teacher education programs.

Final Course Grade. The grade each student receives at the end of each course. It is the weighted average of all grades each student receives during a given course, including the final exam.

Fiscal Year (FY). Term used to differentiate a budget or financial year from the calendar year. The federal fiscal year runs from October 1 of the prior year through September 30 of the year being described.

Immersion. Training, both in and out of the classroom, which provides students with the opportunity to function exclusively and continuously in the target language. The amount of time varies according to the stage of language learning.

Initial Entry Training (IET). Training presented to new enlistees with no prior military service. It is designed to produce disciplined, motivated, physically fit service member who are ready for operational assignments.

Institutional Research Board (IRB). Committee that has been formally designated to approve, monitor, and review biomedical and behavioral research involving humans with the aim to protect the rights and welfare of the research subjects.

Instructor Certification Course (ICC). Mandatory pre-service training for all teaching faculty at DLIFLC (military and civilian). Emphasizes teacher development through a cycle of lesson planning, teaching, observations, and feedback. Includes orientation to the DLIFLC mission and teaching context.

Interagency Language Roundtable (ILR) Scale. The ILR scale represents a geometric progression in communicative language ability. There are 5 levels with intermediate levels designated using a "plus" (+).

Military Language Instructor (MLI). Enlisted military personnel assigned to the schools to teach students and serve as role models and mentors. They are assigned to multiple classes within the school and are integral members of the teaching teams. They teach, counsel students, and coordinate with the military units as necessary. They work directly with Department Chairs and Team Leaders on student issues.

Morale, Welfare and Recreation (MWR). Serves as a primary organization for active and retired service members to enjoy recreational and leisure activities.

Non-Commissioned Officer (NCO). Rank designation indicating the service member is in the middle tier of enlisted management. In the U.S. Army, Air Force, and Marine Corps, all

ranks of sergeant are termed NCOs, as are corporals in the Army and Marine Corps. In the U.S. Navy, all ranks of petty officers are NCOs.

Office of the Dean (OD). Refers to the Dean, AD, ASD, XO, and CMLI of each school.

Office of the Registrar. The Office of the Registrar is the Institute's administrative office for academic issues. The office serves all students (past, current, present), in all programs. The Office of the Registrar resolves course credit and graduation issues, establishes and maintains student enrollment and transcript records, processes student actions, maintains the student database, and certifies students for graduation and the AA degree.

Oral Proficiency Interview (OPI). The speaking proficiency assessment counterpart to the Defense Language Proficiency Test. Serves as the final speaking test of record for DLIFLC students.

Probation. An individual student academic status in which the school provides tailored instruction for a specific period, after which the student's probation status may be extended, ended, or the student may be recycled or disenrolled. A student is placed on probation after failing to make appropriate progress while on special assistance status. Probation also informs the student that, unless there is significant improvement, disenrollment is a possibility.

Program. The entire set of educational courses included for a language sequence. For example, the Basic Arabic program is 63 weeks long and consists of 15 courses.

Provost. Senior civilian academic official at DLIFLC. The Provost focuses on teaching, testing, curriculum design, faculty development, language program administration, and research and evaluation at DLIFLC. The Provost serves as the academic liaison to all stakeholders and the field of foreign language education.

Recycle. Return of a student to an earlier point within the same language program. Students are recycled to a point in the program no later than the onset of the problem that caused the recycle. Schools and military service units coordinate on recycle actions. The goal of recycling is to save resources, enhance student proficiency, and provide the services with as many qualified foreign language specialists as possible.

Relanguage. A form of recycle whereby a student is transferred from one language in which s/he has already begun studies into a new language. The student starts the new language at the beginning of the program. A relanguage action is the decision of the military service unit in coordination with the school. Relanguaging is appropriate when a student has shown some aptitude for language learning but is unable to learn the most difficult languages (Category III or IV), or when the services determine an unanticipated need for a new language.

Restart. A form of recycle whereby a student returns to the beginning of the same language program in which s/he was originally enrolled. Teaching Teams, MLIs, and Ads work together to determine if a restart is appropriate, then coordinate with the military service unit to implement a restart.

School. Basic operational unit providing Basic Language program foreign language instruction. Each school is led by a Dean and composed of departments.

Special Assistance. An individual student academic status that requires the Teaching Team to provide tailored instruction tot that student, or possibly to a small group of students, for a specific period of time.

Split Section. Any time a section of students is divided into two or more groups of students to decrease the student to teacher ratio in an effort to enhance the educational experience.
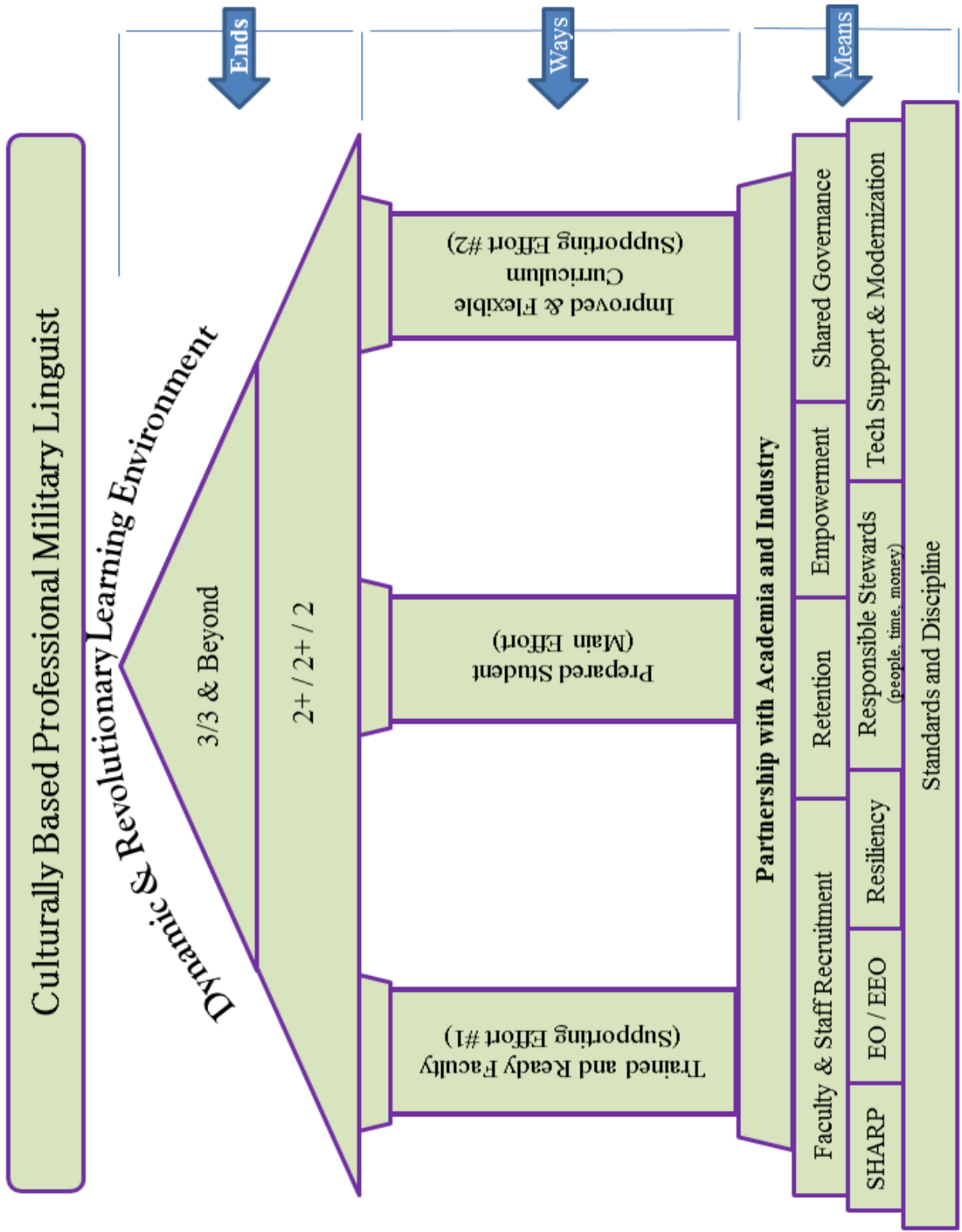
Teaching Team. A group of language teachers assigned to educate a specific group of students.

Teaching Team Leader. The teaching team member who leads the teaching team in achieving student learning objectives. The faculty member is responsible for creating the weekly class schedule and learning objectives. S/he is the primary link between the Military Language Instructor, Department Chair, and the rest of the teaching team.

Top of the Month (TOM). A monthly meeting hosted by the Office of the Provost and attended by academic leadership to facilitate information sharing on institutional initiatives and program updates.

Training and Doctrine Command (TRADOC). The official command component that is responsible for training and development of the U.S. Army, headquartered at Fort Eustis, Virginia. Charged with the development of operational doctrine and the development and procurement of weapons systems through its 33 schools and centers at 16 Army installations.

Appendix C: The Parthenon

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Institutional Self Evaluation Report
2017