



# Midterm Report

Submitted by:

Defense Language Institute Foreign Language Center

Presidio of Monterey, California 93944

Submitted to:

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

Date Submitted:

15 March 2015

## Midterm Report – Certification Page


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

**From:** Colonel David K. Chapman  
Commandant  
Defense Language Institute Foreign Language Center  
Presidio of Monterey, California 93944

The below certify that there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

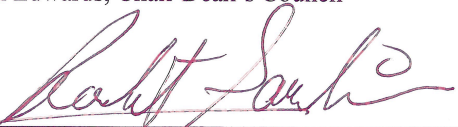
**Signatures:**   
\_\_\_\_\_  
COL David K. Chapman, USA, Commandant

  
\_\_\_\_\_  
Dr. Richard Brecht, Chair, Board of Visitors

  
\_\_\_\_\_  
Dr. Betty Lou Leaver, Provost

  
\_\_\_\_\_  
Dr. Mahera Harouny, President, Academic Senate

  
\_\_\_\_\_  
Dr. Jan Edwards, Chair Dean's Council

  
\_\_\_\_\_  
Dr. Robert Savukinas, Accreditation Liaison Officer

## Table of Contents

Midterm Report Certification.....	1
Table of Contents.....	2
Statement on Report Preparation.....	3
Response to Commission Action Letter.....	4
Recommendation 1.....	5
Recommendation 2.....	7
Recommendation 3.....	10
Recommendation 4.....	13
Recommendation 5.....	17
Recommendation 6.....	20
Response to Self-identified Issues.....	22
Appendices: Evidence List.....	78

## Statement of Report Preparation

This Midterm Report was prepared by Robert Savukinas, Ed.D., Associate Dean of Academic Affairs and Accreditation Liaison Officer, and Jack Franke, Ph.D., Institutional Researcher with the assistance of numerous DLIFLC personnel. As the Follow-Up Report and Midterm Report had overlapping areas and are due five months apart, the DLIFLC addressed the two reports concurrently and added additional evidence to support the Midterm Report's Recommendation Section and Self-identified Issues.

Dr. Jack Franke conducted meetings with representatives from various departments, including Academic Affairs, Academic Senate, Dean's Council, Training Analysis, Test Development, Military Operations/Plans, and Dean of Students. These meetings, conversations, and subsequent evidence form the core of this Report. Through the end of 2014, the groups met with Dr. Franke every two to three weeks to review Self-identified Issues from the Self-Study, gather evidence, and collaborate. Some teams met individually with Dr. Franke or Dr. Savukinas to clarify issues, others communicated via email.

This Report was reviewed by the Provost DLIFLC, Betty Lou Leaver, Ph.D., Academic Senate, Dean's Council, and Colonel David K. Chapman, Commandant of DLIFLC. The final review was conducted by the DLIFLC Board of Visitors.

Faculty and staff members providing input to this report include:

Dr. Betty Lou Leaver, Provost, DLIFLC

Dr. Christine Campbell, Associate Provost, Continuing Education

Mr. Steve Koppany, Assistant Provost, Academic Support

Mr. Detlev Kesten, Provost, Academic Support

Dr. Ra'Ed Qasem, Dean, Field Support, Continuing Education

Mr. Mowafiq Alanizi, Associate Dean, Field Support, Continuing Education

Mr. Luis Martinez, Field Support, Continuing Education

Ms. Sandy Wagner, Language Technology Evaluation & Application, Continuing Education

Mr. Phillip Thimell, Academic Affairs

Dr. Gary Hughes, Director, Training Analysis

Dr. Wendy Ashby, Evaluation Specialist, Training Analysis

Mr. George Yousef, Assistant Dean, UMA

Dr. Janette Edwards, Dean, Asian School I

Dr. Hiam Kanbar, Dean of UMA

Dr. Hyekyung Sung-Frear, Director, Student Learning Services

Dr. Tamas Marius, Director, Language Technology, Continuing Education

Dr. Shen Zhu, Dean, Persian Farsi School

Dr. Mica Hall, Academic Specialist, Arabic School

Dr. Mahera Harouny, President of DLIFLC Academic Senate

Ms. Ruth Mehr, Director, Test Development

Mr. Mike Vezilich, Dean, Distance Learning Division, Continuing Education

Mr. Ronald Nelson, Assistant Provost for Undergraduate Education

Dr. Anjel Tozcu, Academic Specialist, Consolidated Language School

Mr. Mark Pool, Budget Officer, Resource Management

Ms. Asham Mangla, Accreditation Coordinator

## **Response to Commission Action Letter**

The Defense Language Institute Foreign Language Center (DLIFLC) completed its last Self Study in 2012. Upon review of the Self Study and a 12-member accreditation team visit to DLIFLC, ACCJC reaffirmed DLIFLC's accreditation and requested a Follow-up Report for six recommendations due fall 2014. Below is an outline the events in DLIFLC's accreditation cycle leading up to this Follow-up Report.

- January 2012: DLIFLC submitted its Self-Study.
- March 2012: DLIFLC hosted the ACCJC visiting team and received their evaluation report, which includes six recommendations and nine commendations.
- April 2012: DLIFLC submitted the Annual Report and Annual Fiscal Report to ACCJC.
- July 2012: The ACCJC issued an action letter to DLIFLC that reaffirmed DLIFLC's accreditation and requested a Follow-up Report for the six recommendations in the Fall, 2014.
- March 2013: DLIFLC submitted the Student Learning Outcomes Report to ACCJC.
- April 2013: DLIFLC submitted the Annual Report and Annual Fiscal Report to ACCJC.
- April 2014: DLIFLC submitted the Annual Report and Annual Fiscal Report to ACCJC.
- October 2014: DLIFLC submitted a Follow-up Report to ACCJC.
- January 2015: The ACCJC met to consider DLIFLC's Follow-up Report.
- February 2015: The ACCJC accepted DLIFLC's Follow-up Report and reaffirmed the institute's accreditation.

## Response to Recommendations

The following section describes how each of the six recommendations were resolved leading up to the Follow-up Report submitted in fall 2014. In fulfilling the Midterm Report requirements, this section also reports additional progress made on each recommendation since the Follow-up Report.

### Recommendation 1: Mission Statement

*To fully meet the standards, the team recommends that the institution evaluate and consider revisions to the mission statement in light of its degree-granting status (I.A.1).*

### Summary of the October 2014 Follow-up Report

In July 2012, upon receipt of the ACCJC Action Letter, DLIFLC initiated steps to evaluate and consider revisions to the mission statement. Systematic and institution-wide steps consisted of:

1. Technical assistance from the Training and Doctrine Command Analysis Center—Monterey (external review) [TRAC-MTRY];
2. DLIFLC Staff and Faculty Offsite Planning Session (internal review);
3. Campaign Plan (strategic plan) Fiscal Year 2013-2017 (integration).

In Fall 2012 DLIFLC specifically charged TRAC-MTRY to evaluate the DLIFLC Mission Statement and research and gather information to develop lines of effort, major objectives, and metrics for the strategic plan and make recommendations. Upon conclusion of the five-month study and among other recommendations, TRAC-MTRY proposed that DLIFLC consider the following revised mission statement:

*“In FY2013-2017, DLIFLC executes DoD’s [Department of Defense] foreign language instructional program and conducts linguist certification at the Presidio of Monterey and at designated locations around the world in order to meet the foreign language capability requirements of the services.”[1.1]*

DLIFLC conducted an Offsite Planning Session in follow-up to the TRAC-MTRY evaluation findings on June 24, 2013. The purpose of the Offsite Planning Session was to evaluate and consider changes to the Mission Statement. A total of sixty-nine participants attended this one-day planning session, representing administration, staff, and faculty and including members of the Academic Senate, Faculty Advisory Councils, and Deans’ Council. [1.2] The existing DLIFLC Mission Statement was evaluated in light of the below framework:

1. ACCJC Recommendation #1.
2. TRAC-MTRY study findings.
3. DLIFLC Academic Senate recommended Mission and Vision Statement.
4. External factors to DLIFLC.

After the consolidation of input from ACCJC, TRAC-MTRY, and DLIFLC Offsite (Academic Senate, Faculty & Staff), the DLIFLC Commandant derived the following Mission Statement:

*DLIFLC's mission is to provide culturally-based foreign language education, training, evaluation, and sustainment to enhance the security of the nation.* [www.dliflc.edu/mission.html]

In addition to reviewing the Mission Statement, the Offsite also provided a means of campus-wide dialogue regarding the Institute's Vision Statement and Values. Discussion followed the same methodology as used with revision of the Mission Statement.

After the Offsite Planning Session, the DLIFLC Board of Visitors reviewed and supported the Statements during their subsequent meeting held December 2013. [1.3] The updated Mission and Vision Statements, and Values are prominently posted on the Institute's website and in other high-visibility areas.

### **Conclusion of the October 2014 Follow-up Report**

DLIFLC has fully resolved the deficiencies in College policies, procedures, and practices, which led to noncompliance with Standard I.A.

### **Response to Recommendation 1: Mission**

The offsite meetings that were renewed in 2013 (based on the recommendations from the ACCJC Visiting Committee), the external review, and the internal review of the Academic Senate and BoV, have all contributed to the new mission, vision and value statements. In order to build on a systematic review of the Mission Statement, the Board of Visitors routinely reviews the Mission Statement during Campaign Plan presentations. The most recent review took place September 2014 with another review to take place in 2015. [1.4]

### **Evidence - Recommendation 1:**

<b>Evidence</b>
1.1-Support to Defense Language Institute Campaign Plan, TRAC Monterey Study, 1 April 2013, page 10
1.2-DLIFLC Offsite Campaign Plan Reformation Handout, 24 June 2013
1.3-DLIFLC Board of Visitors Meeting Minutes, December 2013
1.4-Board of Visitors Campaign Plan Preview Sep 2014

## **Recommendation 2: Institutional Planning**

*To meet the standards and achieve a level of Sustainable Continuous Quality Improvement in planning, the team recommends the institution evaluate its planning processes and systems evaluation mechanisms to ensure they are effective in improving instructional programs and services (I.B.5, I.B.6, IV.A).*

### **Summary of the October 2014 Follow-up Report**

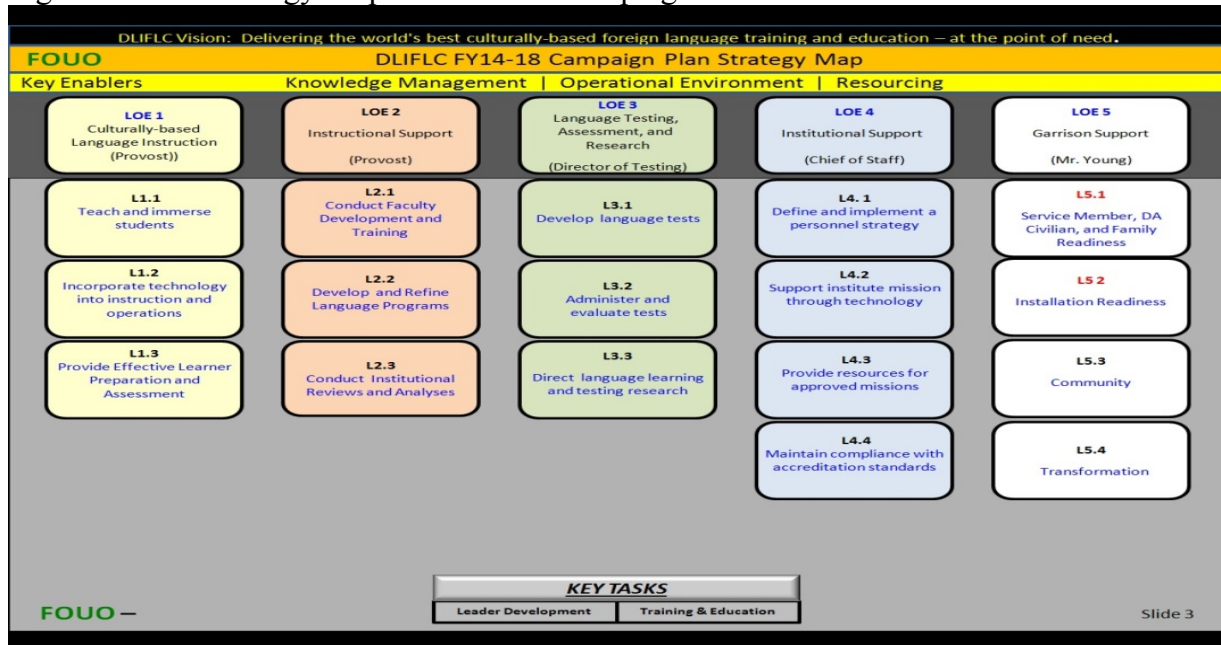
DLIFLC initiated its strategic plan evaluation in 2013, named Campaign Plan Reformation Offsite. The DLIFLC Planning Office led the initiative in conjunction with DLIFLC leadership and functional area experts. The need to evaluate the plan was placed to the forefront due to DLIFLC reorganization efforts and DLIFLC entering a fiscally constrained period, namely sequestration and government budget cuts. [2.1] During the June 2013 Campaign Plan Offsite, participants were asked to develop Major Objectives, create Supporting Tasks, and propose metrics. The Campaign Plan Strategy Map was also evaluated and modified to reflect the new organizational structure and relevant metrics. [2.2] In short, each Line of Effort (LOE) on the Campaign Plan Strategy Map was shifted from the prior organizational structure.

### Creation of the DLIFLC FY2014-18 Campaign Plan

Upon prior DLIFLC review of the Strategy Map and receipt of the TRAC-MTRY Report and its recommendations, DCSOPS Plans began a working group in conjunction with the Provost's Restructuring Working Group. [2.3] This working group was implemented as part of the Institute's ongoing need to restructure in light of a constrained resource environment and efforts by the Department of the Army to address the need to reduce the number of personnel in over hire status positions at DLIFLC by 767. [2.4] [2.5] In conjunction with the Provost's Restructuring Working Group, DCSOPS Plans not only reviewed the previous approach to the Strategy Map as a reflection of the organizational structure, but also worked with the Provost's Working Group. The outcome combined the new organizational structure with a cross-collaborating approach to the Campaign Plan structure that works within but not strictly tied to the organizational structure of the Institute. [2.6]



Figure 1: New Strategy Map for 2014-18 Campaign Plan



### Evaluating Systems Evaluation Mechanisms

DLIFLC has several evaluation mechanisms in place to assess the degree to which objectives and goals are met. The assessment and evaluation of those mechanisms are equally important. As such, DLIFLC implemented the following initiatives as outlined below:

1. Curriculum Review Integration into Program Review Process
2. Meta-Evaluation of DLIFLC Program Review
3. Defense Language Proficiency Test Version 5
4. Tenure Review Process
5. Student Questionnaires Review – Interim and Exit Questionnaires

DLIFLC has reassessed its evaluation mechanism for program review. The program review process was first introduced at the Continuing Education Division at DLIFLC several years ago with the aim to provide a forum for self-assessment and reflection on program quality and development of improvement strategies. It is now adapted and implemented in the undergraduate (basic) foreign language programs. In organizations in DLIFLC other than DLIFLC Continuing Education, approximately 6-8 language curricula were reviewed each year. The Provost Office, along with the Curriculum Development Division, determined that the Continuing Education's program review model and curriculum reviews required more currency and robustness. Now, each language undergoes an annual Program Review where the curriculum, syllabi, tests, student profiles, teacher evaluation (sanitized for personal identifiable information), immersions, technology, and faculty development are analyzed. The implementation and evaluation of the Program Review process is ongoing with the intent of programs independently initiating, managing, and documenting their own reviews. [2.7]

The reorganization compelled the Institute to question how it conducts its business and, equally important, how it evaluates itself under a new structure. Concurrent with

reorganization efforts, the Institute has reviewed and revised many evaluation mechanisms through expanding effective program practices, meta-evaluating, updating the foreign language proficiency test, and reviewing and updating its tenure evaluation process. The procedure includes ongoing reviews, annual Offsite Sessions, and updates to its Board of Visitors. The Institute believes this demonstrates a systematic and robust approach to program evaluation.

**Conclusion of the October 2014 Follow-up Report**

DLIFLC has fully resolved the deficiencies in its policies, procedures, and practices, which led to noncompliance with Standards I.B.5, I.B.6, and IV.A.

**Response to Recommendation 2: Institutional Planning**

DLIFLC continues to adapt and enhance its institutional planning. DLIFLC was engaged in the Army’s Training and Doctrine Command (TRADOC) Quality Assurance/Accreditation process. The Institute took all twenty-eight (28) standards from the TRADOC Accreditation Standards [2.8] and mapped them to the ACCJC standards. [2.9] TRADOC Quality Assurance Office awarded DLIFLC “Full Accreditation” on November 14, 2014. [2.10] To ensure standards are tracked, the Institute is re-mapping the standards to ACCJC’s newly revised standards.

The DLIFLC Commandant continues to reiterate the institute’s goals through vimeo.com announcements and town halls as the institute strives for ever-increasing proficiency and student learning outcomes in pursuit of national defense objectives. [2.11] Planning, system evaluation mechanisms and program reviews reveal DLIFLC’s ongoing commitment to its mission.

**Evidence - Recommendation 2:**

<b>Evidence</b>
2.1-OPORD 14-31 Provost Restructuring
2.2-DLIFLC Offsite Campaign Plan Reformation Handout, 24 June 2013
2.3-Provost Reorganization Plan (Draft)
2.4-Provost Restructure In Process Review (IPR), 28 January 2014
2.5-Provost Restructure In Process Review (IPR), 24 February 2014
2.6-DLIFLC Campaign Plan (Strategic Plan) 2014-2018
2.7-Hebrew Program Review Fiscal Year 2014
2.8-Army Enterprise Applicability Standards Chart
2.9-Map of TRADOC and ACCJC Accreditation Standards (Crosswalk)
2.10-TRADOC Accreditation Certificate
2.11-Commandant Vimeo: Exit Examination Standards

### **Recommendation 3: Off-site Programs and Services**

*To improve meeting the standards, the team recommends that the institution design, implement and assess a system of periodic evaluation of the instructional and support services provided to students in DLIFLC programs at locations outside the Monterey campus (II.A.2; II.B.2; II.B.3.a, II.C.1.c).*

#### **Summary of the October 2014 Follow-up Report**

DLIFLC offers non-degree, non-certificate, and non-credit courses at several sites outside the Monterey campus. The sites are referred to as Language Training Detachments (LTDs) and DLI-Washington. The sites are managed by DLIFLC and are systematically assessed through the DLIFLC Campaign Plan and several other mechanisms that are also implemented at the Monterey campus (DLIFLC).

The below evaluation instruments are cyclical, and several were expanded from instruments used at the Monterey campus. They include:

1. Sensing Sessions
2. Reverse Evaluation Process
3. End-of-Course Student Questionnaire (ESQ)
4. DLIFLC Program Review-Annual Program Summary

##### 1. Sensing Sessions

Since the courses taught at the LTDs are short (four to six weeks), sensing sessions have proven to be indispensable to program improvement and success. Obtaining student feedback within the first two weeks of instruction enables both instructor/staff and student to identify needs early on. The sensing session is designed to be extremely concise consisting of a meeting with the LTD Director and students who share what is working and what is not working with the respective language program. [3.1] The LTD Director then shares the information gathered from the students with the faculty to develop an action plan.

##### 2. Reverse Evaluation (RE) Process

DLIFLC institutionalized the Reverse Evaluation Process to specifically include the LTDs starting in 2013. The evaluation model proved effective at the Monterey campus in that it covers topical areas found at both the Monterey campus and LTDs. In short, the RE is conducted to collect and analyze inputs from faculty and staff regarding organizational performance. The goal is to find solutions to organizational challenges, create team unity, ensure management responsibility, foster employee empowerment, and contribute to shared governance. [3.2] [3.3]

The RE Process covers numerous evaluative sections to include instructional and support services. Reflecting RE practices at the DLIFLC/Monterey campus, the final product is a “due-out” list containing suggested courses of action and followed up with actions taken. To facilitate this, an action officer is assigned to each due-out, and progress is reviewed monthly by a joint faculty-management team, with the Site/School Reverse Evaluation coordinator (a faculty member selected by colleagues) responsible for maintaining the due-out list in a current status and uploading it to a share file for all management and employees. [3.4] Issues raised that require

DLIFLC/Monterey campus attention are directed to the DLIFLC Continuing Education Division at Monterey, the office that oversees LTDs. For example, personnel issues are coordinated through the personnel office at the Monterey campus. By contrast, RE also covers items that are outside DLIFLC/LTD Director's control. In particular, if the issue involves logistics and infrastructure, then DLIFLC personnel work with the designated non-DLIFLC/LTD personnel to provide the support. The data from the LTD RE Surveys includes a variety of domains such as technology, resources and logistical support (Questions 30, 31, 32). [3.5]

### 3. End-of-Course Student Questionnaire (ESQ)

Whereas the sensing session takes place early on in an academic program, student questionnaires are administered upon course completion. Like the ESQs at the Monterey campus, End of Course Questionnaires (ESQs), provide feedback about a program to include teacher performance throughout the course. [3.6]

### 4. DLIFLC Program Review

Every LTD conducts an annual Program Review on each of its language programs. The Program Review is conducted by the LTD director, together with the faculty, and is attended minimally by the Dean of Extension Programs. Others in attendance may include the Associate Provost for Continuing Education, the Provost, and support personnel from the Divisions of Training Analysis, Curriculum Development, Student Learning Support, and Faculty Development. DLIFLC also assesses LTD student capstone performance through the Defense Language Proficiency Test. The data is part of the Institute's Annual Program Summary, which contains qualitative and quantitative data on Institutional student learning outcomes. [3.7]

## **Conclusion of the October 2014 Follow-up Report**

DLIFLC has fully resolved the deficiencies in its policies, procedures, and practices, which led to noncompliance with Standards II.A.2; II.B.2; II.B.3.a, and II.C.1.c.

### **Response to Recommendation 3: Off-site Programs and Services**

DLIFLC continues to design, implement and assess a system of periodic evaluation of the instructional and support services provided to students in locations outside the Monterey campus.

DLIFLC added "Summits" and workshops to facilitate dialogue and evaluation. DLIFLC conducted a Language Training Detachment Summit on 12-14 November, 2014 in Anchorage, Alaska and conducted a workshop in January 2015 with the Extension Program and Language Training Detachment Site Directors. The workshop addressed leadership, teaching methods and other items and produces "taskings". [3.8]

Day 1—Servant Leadership;

Days 2 and 3—Required "Advanced," targeted CPAC training;

Days 4 and 5—FD leadership workshops;

Day 6—DA/Recall Protocol/MBTI/Invisible Classroom, in Split Groups, for Experienced and Novice levels;

Days 7-9—Teaching Methods (Approaches to Teaching the Higher Levels; Classroom Observations, with 4-handed teaching conducted with star teachers);  
 2-hr. session with Manager of Faculty Education and Training on how to fill out the Tuition Assistance forms.

Also, an additional Language Training Detachment Summit will take place in San Antonio, Texas in March, 2015. The Summit will include a program review with National Security Agency (NSA) to ensure the same student and instructional support is provided to students outside of the Monterey campus.

Finally, through taskings, the Summits have revealed needs to include ensuring that all LTDs are provided MacBook Pros and iPads for teachers and iPads for students, as also provided at the DLIFLC Monterey campus. [3.9]

**Evidence - Recommendation 3:**

<b>Evidence</b>
3.1-Fort Meade LTD Sensing Session Template (Sample)
3.2-Operation Order, Field Support LTD Reverse Evaluation 2013
3.3-Operation Order, Field Support LTD Reverse Evaluation 2014
3.4-RE LTDs February 2014
3.5-RE Survey Non-Supervisory
3.6-End of Course Evaluation, Aug 2013, June 2014 Sample
3.7-Annual Program Summary: 2012, 2013 Excerpts
3.8-Taskings from the Extension Programs LTD Summit Anchorage, AK, 12Nov2014
3.9-Taskings from the Miami and Tampa LTD Visit, 28 Oct 2014

## **Recommendation 4: Aptitude Assessment**

*To fully meet the standards, the team recommends that the institution establish a schedule on which the DLAB is periodically reviewed and revised as necessary to ensure the accuracy of its placement scores and to minimize gender and racial/ethnic testing or cultural bias (Standard II.B.3.e).*

### **Summary of the October 2014 Follow-up Report**

The Defense Language Aptitude Battery (DLAB) is used to screen military service members for foreign language aptitude. Although the current DLAB has worked well in screening potential DLIFLC language students for several years, DLIFLC initiated multiple approaches in reviewing the DLAB; namely students receiving DLAB waivers, CASL review, historical demographic data, and modifying student data to capture additional demographic data.

#### 1. DLAB Test Validity and Waivers

DLIFLC tested the DLAB validity against waived and non-waived students. As the military services fund classroom seats at DLIFLC for their service members, the military services also have the authority to waive DLAB scores for admission to DLIFLC. [4.1] [4.2] In 2012, DLIFLC experienced an increase in DLAB waivers from the service units. Through a comprehensive review of DLIFLC attrition, the Attrition Reduction Initiative, DLIFLC reviewed the data on DLAB waivers. [4.3] Data showed that the DLAB-waived students have a higher attrition rate than non-waived students. [4.4] The data is encouraging in that it lends validity to the DLAB in placing students into the appropriate foreign language category (Category 4 being most difficult; Category 1 being least difficult for a native speaker of English to acquire). Presently, military service units are either not waiving students DLAB scores for admission (e.g., U.S. Marine Corps) or have significantly reduced the number of waived DLAB students. [4.5] The Institute anticipates very few DLAB waivers and is setting institutional goals accordingly. [4.6]

#### 2. Center for the Advanced Study of Language (CASL)

DLIFLC contracted with CASL to review and design a new DLAB that includes measures of cognitive and non-cognitive factors (i.e., motivation). As one of several participants in the DLAB2 review, DLIFLC has been coordinating the following tasks as part of the DLAB2 effort:

- (1) Investigate the optimal way to select students without ASVAB<sup>1</sup> scores for DLIFLC;
- (2) Conduct preliminary validity analyses for proposed new DLAB2 subtests of phonemic discrimination and English listening comprehension;
- (3) Plan for the future analysis of operational DLAB2 data; and
- (4) Determine how to equate the forms of the DLAB and DLAB2. [4.7]

As part of ongoing DLAB review, the contract calls for the preparation of a roadmap for future use and updating of the DLAB. [4.8] In short, as an analysis is still being conducted, the goal of

---

<sup>1</sup> Armed Services Vocational Battery is a multiple choice test used to determine qualifications in the U.S. Armed Forces. It is managed by the U.S. Department of Defense.

the DLAB2 will be improved student selection and placement, as well as more consistent predictive information.

### 3. Historical Data Review-Race, Ethnicity, Gender, Military Service and Other Demographic Data

To acquire race, ethnicity, gender and other demographic data, the Institute sought historical DLAB data spanning 2009-2013 from the All-Military Service Dataset from the Defense Management Data Center (DMDC). DMDC manages and maintains DLAB data for the Department of Defense. The data is collected and merged with institutional records. [4.9] Aggregated reports, such as the below, are based from data acquired by this means:

- (1) Total number taking the DLAB and receiving a qualifying DLPT (Exit Exam) by Race, Ethnicity, and Service, and;
- (2) Total number who attended DLI during that time period by Race, Ethnicity, Gender, and;
- (3) Service Total number who graduated by Race, Ethnicity, Gender, and;
- (4) Service Total number who qualified by Race, Ethnicity, Gender, and Service.

### **Conclusion of the October 2014 Follow-up Report**

DLIFLC has fully resolved the deficiencies in its policies, procedures, and practices, which led to noncompliance with Standard II.B.3.e.

### **Response to Recommendation 4: Aptitude Assessment**

DLIFLC recently established the capability to review the accuracy of the DLAB placement through ongoing test data analysis as students matriculate and complete their academic program. As of the Follow-up Report submitted October 2014, historical demographic data was available and that data was not maintained by DLIFLC. Now, DLIFLC has developed its data systems to acquire, track and analyze DLAB data. Information derived from the historical data established a baseline for future data collection. Future reports will be summarized and demographic data for DLIFLC students will be collected continuously using a revised DLIFLC Form 90A<sup>2</sup>. [4.10]

The Institute has data on the characteristics of military candidates who took the DLAB, those who passed the DLAB to qualify for language study at DLIFLC<sup>3</sup>, and those students who actually attended DLIFLC – including their outcomes. The capabilities provide distributions by military branch of service (Army, Air Force, Marine Corps, Navy, Other/Coast Guard), gender, and race for active duty and ready reserve personnel in the U.S. Armed Forces.

The breadth and depth of the data are revealing. For example, both gender and race distributions among the three groups were placed side by side for comparison. Groups included individuals who took the DLAB (n=73,035); individuals who qualified to attend DLIFLC (n=36,405), and individuals who attended DLIFLC (n=10,653). It is important to note that not all qualified students were selected or decided to attend DLIFLC. The results showed that gender distributions were fairly similar, although females comprised a larger proportion of DLIFLC students than the proportion of females who passed the DLAB. Gender distributions for those

---

<sup>2</sup> DLIFLC Form 90A is a student in-process and demographic survey administered at admission.

<sup>3</sup> The minimum DLAB score for language study at DLIFLC is 95.

who took the DLAB and those who passed the DLAB and qualified to attend DLIFLC were close. Similarly, there was not a significant difference in race distributions across the three groups. These observations indicated that the distributions did not reveal gender or racial bias in the DLAB. [4.11]

The following tables provide demographic information for those who attended DLIFLC and took its capstone test, the Defense Language Proficiency Test from 2009-2013.

DLPT/OPI Pass Rate	Branch of service					Gender	
	Army	Air Force	Marine Corps	Navy	Other	Female	Male
2009 (n=621)	48.7%	56.8%	57.9%	55.2%	60.0%	54.9%	53.1%
2010 (n=2,032)	50.3%	52.7%	62.9%	52.6%	38.1%	54.9%	52.1%
2011 (n=2,541)	44.3%	52.9%	62.9%	56.7%	66.7%	51.3%	51.6%
2012 (n=2,232)	52.1%	57.5%	63.5%	58.8%	42.9%	55.6%	56.2%
2013 (n=1,511)	43.7%	52.5%	60.5%	60.5%	37.5%	52.7%	50.3%

DLPT/OPI Pass Rate	Race							
	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic	Native Hawaiian/other Pacific Islander	White	Multi-racial	Other/ Unk.
2009 (n=621)	64.2%	50.0%	60.0%	49.1%	50.0%	53.9%	50.1%	51.5%
2010 (n=2,032)	44.4%	54.1%	50.5%	51.6%	42.2%	53.7%	56.1%	51.6%
2011 (n=2,541)	55.6%	52.2%	50.5%	49.5%	44.4%	53.0%	55.8%	48.6%
2012 (n=2,232)	62.5%	62.1%	55.1%	58.0%	35.7%	56.3%	57.2%	54.7%
2013 (n=1,511)	41.2%	66.1%	37.7%	52.8%	58.4%	51.3%	52.7%	49.3%

**Evidence - Recommendation 4:**

Evidence
4.1-Army Foreign Language Program, Army Regulation 11-6
4.2-DLIFLC Regulation 350-10 Excerpt
4.3-DLIFLC Attrition Reduction Initiative Excerpt
4.4-DLAB Waivers vs. Non-Waivers Comparison



4.5-DLAB Information Sheet, U.S. Marine Corps, Camp Lejeune, NC
4.6-Provost Academic Vision for Getting to 2+/2+ Defense Language Proficiency Test (DLPT)
4.7-Improving DLAB's Prediction, CASL Research Fact Sheet September 2013
4.8-Interim Technical Reivew-DLAB2, Oct 2014
4.9-Merged DMDC and DLI DLAB Historical Data 2009-2013, Merged Data Field List
4.10-Form 90-A Student Questionnaire
4.11-Military Demographics Study 2015

## **Recommendation 5: Decision Making**

*To meet the standards, the team recommends the institution document and evaluate the decision-making processes and system including with regard to the role of faculty and staff in institutional decision-making (IV.A.2; IV.A.5).*

### **Summary of the October 2014 Follow-up Report**

DLIFLC has a battery of instruments used to evaluate the decision-making process and systems. The Institute recently adopted several initiatives that occur at multiple levels within the Institute that capture faculty and staff feedback on decision-making and other relevant areas. Initiatives include re-instating and evaluating faculty and staff participation in the Offsite (see Recommendation #2 above), reviewing and changing the rank advancement procedures to obtain greater faculty input, institutionalizing the Reverse Evaluation Program, and revising the Collective Bargaining Agreement (CBA).

#### 1. Re-instating the DLIFLC Offsite

Not only was the Offsite re-instated, but also the core processes that enable faculty and staff involvement were revised as noted in Recommendation 2 above; specifically, the Campaign Plan Reformation and Synchronization Matrix. [5.1] [5.2] [5.3] Faculty, staff, and administration evaluated the 2013 and 2014 Offsite planning process. [5.4] [5.5] The Board of Visitors was also briefed on the latest Campaign Plan and as a subcomponent, the latest Offsite (July 2014) focused on reviewing and developing institutional metrics. [5.6]

As the Offsite model proved effective, the model was applied to Division/Directorate level DLIFLC organizations. For example, within the Office of Academic Support, the Faculty Development Division (FD), Student Learning Center (SLC), and Curriculum Development (CD) conducted Offsites in January 2014. During these Offsites, faculty and staff reviewed their organization's mission statement, business processes, resources and other relevant areas. [5.7] The next Division/Directorate level Offsites are scheduled for December 2014.

#### 2. Rank Advancement Procedures-Increased Faculty Voice

DLIFLC periodically provides rank advancement opportunities for its faculty. Prior rank advancement procedures included Deans and supervisors reviewing faculty rank advancement applications and making the rank advancement decision with little faculty/peer input. In a Faculty Personnel System (FPS) Sensing Session Report, issues such as faculty involvement in the process surfaced. In fact, the report indicated that “a perception that Rank, Tenure, and Merit Pay competitions are implemented improperly” and recommended “a committee of administration, faculty (including some tenured faculty), the union and FPS may want to engage in conversation aimed at setting a high, but achievable set of standards that can be held consistent over time.” [5.8]

As a direct result, the Institute has proposed a more transparent and participative process in the Rank Advancement Application Review Process, to include a multi-tiered process involving both supervisory personnel and faculty peers who hold the Professor rank to evaluate applicants for

rank advancement to the Professor level and faculty peers who hold the Associate Professor and Professor rank to evaluate applicants for rank advancement to the Associate Professor level. The process is under review. [5.9]

### 3. Reverse Evaluation Program (RE)

DLIFLC implemented the Reverse Evaluation (RE) program which is a process by which faculty and staff review and evaluate the performance, decisions and policies of management; a “bottom-up” evaluation. It is an opportunity to collect and analyze input from faculty and staff regarding DLIFLC’s performance. The program is designed to develop a responsive and communicating organization of servant leadership, shared governance and empowerment in policy making and change. [5.10]

The process originated at the Continuing Education Division and was developed to include other programs and offices at DLIFLC. Finally, faculty comments and open communication is encouraged through several measures to include “non-attribution” and “non-retaliation” clauses. The results are presented by the School Dean with the School Reverse Evaluation Coordinator at a meeting of the whole school. The school’s RE coordinator continues to meet with the School Dean (and/or Directorate’s Associate Provost) to track accomplishment of the due-outs and to share updated tracking sheets with the faculty.

### 4. Collective Bargaining Agreement (CBA)

DLIFLC administration has enjoyed a collaborative relationship with its union for some time. However, the Institute and Union have been operating with a CBA that was last signed in 1991. Updated sections in the new CBA, signed August 2014, include sections pertaining to Labor-Management Partnership Cooperation, Employee Rights and Personal Rights. [5.11]

### 5. Ongoing Initiatives

DLIFLC continues to evaluate decision-making processes and systems. Two upcoming initiatives include the Leadership Survey and Academic Senate and Faculty Advisory Councils By-Laws revision.

## **Conclusion of the October 2014 Follow-up Report**

DLIFLC has fully resolved the deficiencies in its policies, procedures, and practices, which led to noncompliance with Standards IV.A.2 and IV.A.5.

## **Response to Recommendation 5: Decision Making**

As planned, DLIFLC conducted Offsites for Academic Support (APAS) division which consists of Academic Affairs, Student Learning Services, Library, Curriculum Support, Faculty Development Support, Training Analysis, Immersion Language Office, and Academic Journals in January 2015. Additional Offsites for other offices are planned. The product of the Offsite yields a list of collaboratively developed objectives, identifies who is responsible, and contains action plans and status. [5.12]

DLIFLC completed both a Supervisor and Non-Supervisor survey as part of the TRADOC Quality Assurance Office (QAO) Site Visit in June 2014. The surveys are conducted as part of QAO three-year review cycle. [5.13]

In addition, the Reverse Evaluation Program contains a bottom-up approach to obtaining additional data on supervisor and organization-related matters. The Dean’s Council is working on addressing concerns pertaining to data bias and overall quality of input.

Last, the DLIFLC Academic Senate and Faculty Advisory Council By-Laws were revised and approved in December 2014. The new by-laws contain standing committees that better reflect faculty collaboration on major institutional areas such as planning and budget. [5.14]

**Evidence - Recommendation 5:**

<b>Evidence</b>
5.1-DLIFLC Offsite Campaign Plan Reformation Handout, 24 June 2013
5.2-DLIFLC Campaign Plan 2014-2018 Narrative
5.3-FY 2015-2019 Campaign Plan Offsite Presentation July 2014
5.4-After Action Review (AAR): Campaign Plan 2013
5.5-FY 2014 Campaign Plan Offsite After Action (AAR) August 2014
5.6-DLIFLC Board of Visitors Campaign Plan Brief, 11 September 2014
5.7-CD (Curriculum Development), FD (Faculty Development), SLC (Student Learning Center) Offsite Minutes, January 2014
5.8-Report on Faculty Feedback from FPS Sensing Session, 12 July 2014
5.9-Faculty Personnel System (FPS) Update 30 September 2014
5.10-Reverse Evaluation (RE) OPORD (Sample), Orientation Training, Purpose, Data, Rules; Agenda (Sample), RE-Personnel Issues; RE-Management
5.11-Presidio of Monterey Negotiated Agreement (Collective Bargaining Agreement) August 2014
5.12-2015 Offsite Due outs APAS
5.13-TRADOC QAO Survey Supervisor, Non-Supv. Survey 2014
5.14-Academic Senate and FAC By-Laws

## Recommendation 6: Governance

*To fully meet the eligibility requirements and the standards and ensure continued accreditation, the team recommends that the institution work with appropriate higher authorities to ensure timely appointment/reappointment of BOV membership (ER3; IV.B. & ACCJC Policy on Governing Boards for Military institutions).*

### Summary of the October 2014 Follow-up Report

DLIFLC took a proactive approach in ensuring board continuity by effectively working with appropriate higher authorities. The institute has sought additional BoV members and has addressed process concerns up the chain-of-command. Although DLIFLC is subject to BoV member nomination and reappointment processes and procedures that are time consuming, the institute continued to solicit board members with staggered terms. [6.1] [6.2] [6.3] [6.4] [6.5] [6.6]

### Conclusion of the October 2014 Follow-up Report

DLIFLC has fully resolved the deficiencies in its policies, procedures, and practices, which led to noncompliance with Standards ER3, IV.B, and the *ACCJC Policy on Governing Boards for Military institutions*.

### Response to Recommendation 6: Governance

DLIFLC continues to work diligently with its higher headquarters to ensure board continuity. At times, the institute has worked with not only its direct higher headquarters, but *through* its higher headquarters to Headquarters, Department of the Army. Also, in aim to keep an active BoV membership, the institute routinely forwards at least one nomination per year to serve on the BoV. Since the Follow-up Report, DLIFLC approached one individual who expressed interest in serving, and is in the process of approaching an additional nominee with the intent to approach another three potential BoV members by the end of the year. [6.7] [6.8] [6.9]

### Evidence - Recommendation 6:

Evidence
6.1-Membership Matrix, Army Education Advisory Committee (Parent Committee) and Subcommittees (Command and General Staff College, Defense Language Institute, Army War College, Army Historical Advisory Subcommittee)
6.2-Consolidated AEAC Subcommittee Membership Appointments and Renewals since 2012.
6.3-BoV Member Letters of Interest and Reply (Representative Sample)
6.4-DLIFLC BoV Operating Procedures, December 2013
6.5-Email to AEAC Executive Secretary and Office of Special Programs, Secretary of the Army, CC ALOs at Command and General Staff College, Army War College

6.6-Army Education Advisory Committee Annual Renewal and Member Processes
6.7-Headquarters Department of the Army Coordination
6.8-New BoV Nominee Interest
6.9-New BoV Member Solicitation

## Response to Self-identified Issues

The following section describes the current status of each of the Self-identified Issues (formerly Planning Agendas) as indicated in the DLIFLC 2012 Self Study.

### STANDARD IA: The Institutional Mission

**IA.3. Using the Institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

**Self-identified Issue:**

Although a military organization, future mission statement revisions should be shared with the Academic Senate leadership for their consideration.

**Actions:**

In 2013, DLIFLC reviewed its mission and vision statement. The Institute actively involved the campus community to include the Academic Senate leadership in providing input to the Mission Statement. The Academic Senate participated in the development of the new DLIFLC Mission Statement by providing its recommended DLIFLC Mission Statement. The recommendation was shared and discussed with the DLIFLC leadership, staff and faculty during the June 24, 2013 Offsite (Retreat). This was the last time the DLIFLC mission statement was modified. [IA.3.1]

The Board of Visitors reviewed the mission statement in December 2013 and again in September 2014.

This issue has been fully resolved.

Evidence
IA.3.1-DLIFLC Offsite Campaign Plan Reformation handout, 24 June 2013
IA.3.2-Dec 2013 DLIFLC BoV Minutes Package
IA.3.3-Campaign Plan Preview to BoV Sep 2014

### STANDARD IB: Improving Institutional Effectiveness

**IB.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Self-identified Issue:**

The DLIFLC leadership should refer to the results of the 360° Program Evaluation and evaluate the overall communication, span of control and cultural context of the Institute at all levels.

**Actions:**

DLIFLC has several evaluation mechanisms to evaluate the overall communication, span of control and cultural context of the Institute at all levels which include the Reverse Evaluation

(formerly called 360° Program Evaluation), Annual Offsite, Annual Program Summary, and Quality Review and Analysis. Each evaluation planning committee has an explicit charge that helps DLIFLC constituencies work together to fulfill the institute mission.

Reverse Evaluation program created new feedback loops with the leadership, the supervisors and the representatives of DLIFLC faculty and staff, focusing specifically on collection and analysis of input from faculty and staff members to decrease control and cultural gap among constituencies and to improve institutional processes, and student learning. [IB.1.1] [IB.1.2] [IB.1.3] [IB.1.4]

Second, over 60 participants took part in last annual Campaign Plan Off-sites in July 2014, providing a diverse cross-section of the Institute and its stakeholders for transparency and collaboration to further effective instruction and improved production. [IB.1.5]

Third, the Annual Program Summary brings constituents and stakeholders—both within and outside the college—to examine the accomplishments of the Institute, school-by-school, language-by-language ensuring their effectiveness in improving student learning. [IB.1.6] [IB.1.7]

Fourth, the Quality Review and Analysis (QRA) is conducted quarterly and focuses specifically on improving instructional programs in each school through detailed analysis of each program and language. [IB.1.8] [IB.1.9] [IB.1.10]

This issue has been fully resolved.

<b>Evidence</b>
IB.1.1-Reverse Evaluation OPORD; Orientation Training, Data, RE-Personnel-Mgmt
IB.1.2-Reverse Evaluation LTDs February 2014
IB.1.3-Reverse Evaluation Survey Non-Supervisory
IB.1.4-Reverse Evaluation UMA Due-Out
IB.1.5-DLIFLC Offsite OPORD 14-69
IB.1.6-Annual Program Summary 2012
IB.1.7-Annual Program Summary 2013
IB.1.8-Quality Review and Analysis, Q1, FY2013 UGE
IB.1.9-Quality Review and Analysis, Q3, FY2013 UGE
IB.1.10-Quality Review and Analysis, Q4, FY2014 UGE

**IB.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**



**Self-identified Issue:**

DLIFLC will create direct tie-in between metric and goal, while making metrics more meaningful to the goal. The Institute will continue to critically assess the strategic planning process. Additionally, it will encourage more communication about goals and objectives throughout the institute—not only between senior leadership and middle management, but input from faculty and staff utilizing existing communication structures.

**Actions:**

The DLIFLC assessed and reformed its strategic planning process that provides input about goals and objectives from and for all constituencies and stakeholders including faculty and staff.

The Campaign Plan Reformation has become a collaborative tool to analyze the institute’s strategic planning process and form goals. Once the goals are determined, the individual groups meet quarterly and discuss major objectives for each goal, create metrics for these objectives and their corresponding supporting tasks to measure the extent to which goal was achieved. [IB.2.1] [IB.2.2]

This issue has been fully resolved.

<b>Evidence</b>
IB.2.1-DLIFLC Offsite Campaign Plan Reformation Handout, 24 June 2013
IB.2.2-Offsite OPORD and DLIFLC Campaign Plan Metrics Review, 8Jul14

**IB.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

**Self-identified Issue:**

Significant effort has been made in developing communication between and among faculty, staff of the schools and the administrative leadership. However, the Academic Senate and the Faculty Advisory Councils should continue their efforts to improve communication between the Command Group and faculty and staff.

**Actions:**

Over the past year, DLIFLC leadership and Academic Senate Leadership have worked together to review the communication and relationship between the faculty and administration. Several initiatives were implemented. First, the Academic Senate President has dedicated office space in the Provost’s Office with full information technology (IT) and supply support. Second, the Institute granted generous release time (20 percent FTE) for the Academic Senate President to conduct AS work. This has enabled greater Academic Senate representation in the headquarters (main administration) building. Third, and most significant, was the revision of the Academic Senate and Faculty Advisory Councils By-Laws adopted in December 2014. [IB.3.1]

This issue has been fully resolved.

<b>Evidence</b>
IB.3.1-Academic Senate, Faculty Advisory Councils By-Laws, Revised 2014

**IB.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

**Self-identified Issue:**

To encourage more broad-based participation and opportunities for input in planning, DLIFLC leadership will conduct a “State of DLIFLC” to inform staff and faculty on major accomplishments, challenges, goals and strategic plans.

**Actions:**

The Institute has reviewed and revised its strategic planning instrument to better suit the institute’s structure since the Institute’s reorganization in 2012. (ACCJC deemed the reorganization as not a substantive change). The “State of DLIFLC” is best captured through the Revised Campaign Plan and Annual Program Review, the two main processes for planning that provides input from and for all constituencies and stakeholders.

Campaign Plan is a collaboratively developed plan consisting of input from stakeholders including faculty and staff via quarterly meetings. Action Plans and Lines of Effort consisting of measurable outcomes are reviewed during these meetings. The purpose of Campaign Plan meetings is to have open and transparent assessment of the ‘State of DLIFLC’ by discussing its current processes, accomplishments and challenges and plans to improve them for the future. [IB.4.1]

The Annual Program Summary contains organizational accomplishments, and the next Fiscal Year’s challenges/goals as identified by members of each respective organization. The purpose is to document institutionalized progress in imparting language skills in military linguists, utilizing new technologies, and strengthening communication between various groups of DLIFLC. [IB.4.2]

This issue has been fully resolved.

<b>Evidence</b>
IB.4.1-Offsite OPORD and DLIFLC Campaign Plan 14-69
IB.4.2-Annual Program Summary 2013

**IB.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**Self-identified Issue:**

The DLIFLC will continue to provide a more inclusive and decentralized means to gather feedback and input into their planning and resource allocation priorities. Allowing faculty to express opinions and ask questions about planning and resource allocation priorities provides varied input. It also gives the faculty a sense of ownership and understanding that their thoughts are valued by DLIFLC leadership.

**Actions:**

The DLIFLC continues with a number of systemic measures to ensure the effectiveness of its ongoing planning and resource allocation processes. These include, but not limited to, Annual Program Review (APR), Board of Visitors (BOV), Reverse Evaluation, and Academic Senate Committees.

First, APR analyzes DLIFLC achievements from the past year, plans for the current year and issues for discussion and guidance for the future. [IB.6.1]

Second, BoV reviews DLIFLC plans and provides an objective perspective. In the last BoV meeting, held September 10-11, 2014, the DLIFLC Resource Management presented a financial update to the BoV. One of the observations made by the BoV was for the commandant to formally apprise his chain of command of the facts about civilian pay restrictions and its direct effect upon faculty morale and retention at DLIFLC. [IB.6.2]

Third, The Reverse Evaluation is a bottom-up approach to collect, and examine data collected from faculty and staff in each division regarding its performance, administration's strengths and weaknesses, as well as propose changes and improvements by empowering employees and ensuring management responsibility to achieve the division's and DLIFLC's mission. [IB.6.3]

Fourth, The DLIFLC Academic Senate and Faculty Advisory Councils By-Laws recently established a standing committee pertaining to Budget and Resource Management. The committee is changed to make recommendations regarding DLIFLC budget and resource infrastructure of DLIFLC. [IB.6.4]

This issue has been fully resolved.

<b>Evidence</b>
IB.6.1-APR DLIFLC FY14
IB.6.2-BoV Minutes September 10-11 2014
IB.6.3 -Reverse Evaluation OPORD; Orientation Training, Data, RE-Personnel-Mgmt.
IB.6.4-Academic Senate, Faculty Advisory Councils By-Laws, Revised 2014

**IB.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services.**

**Self-identified Issue:**

**Increase Cross Communication/Collaboration of Program Assessment Efforts**

Garrison and educational communities will increase the level of collaboration and cross-communication across the DLIFLC to develop a broad array of student, educational, operational, staff and military metrics that meet the organization's need to comprehensively understand past and current performance characteristics. Metrics derived from common educational, military and financial data sources will be identified, integrated and coordinated through the educational and military agencies into sound evaluative measures supporting educational, military, fiscal and strategic planning requirements. These metrics must support student proficiency outcomes, measures of operational/military effectiveness and program efficiency and improvement initiatives. Particular attention will be given to improvement initiatives that integrate military, cost, operational, instructional, and student outcome metrics.

**Coordinate Program Evaluation Effectiveness Assessments through Quality Assurance**

All current and future institutional assessment initiatives through the DLIFLC will develop internal reporting rubrics to measure and document the effects of evaluation efforts that support program, process or outcome improvements. These rubrics will be applied and communicated to all levels of the organization (e.g., educational and student support services, directorate, department, schools, Garrison and leadership). This specific function may best be developed and coordinated through the Garrison Quality Assurance (QA) program. Development of a common nomenclature, units of measure, assessment rules, reporting functions/formats and requisite DLIFLC-wide training and orientations should also be guided by the DLIFLC QA program

**Actions:**

Military base facilities and soldier support services are commonly managed by Garrison Installation Management Command. Even though Garrison is an organization outside DLIFLC chain of command, DLIFLC and Garrison have worked collaboratively to assess and coordinate quality assurance.

DLIFLC Campaign Plan meetings routinely have Garrison representatives. In addition, Garrison metrics and objectives are purposefully integrated in the DLIFLC Campaign Plan. This single action facilitates both cross communication and quality assurance. Another summit is scheduled for April 2015. [IB.7.1]

As DLIFLC is a military institution with its students assigned to military units, DLIFLC understands the importance of collaborating with the service units. The institute conducted its first Soldier Success Summit in 2013 which detailed areas where the academic and military organizations can better support its soldiers/students. [IB.7.2] [IB.7.3]

In addition, a DLIFLC conducted the meta-evaluation study between October 2013 and April 2014. The purpose of the study was to evaluate current language program review procedures

within all Directorates and make informed recommendations. The findings will be utilized to make learnt suggestions for improvements in utility, feasibility, propriety, accuracy, and accountability of self-evaluation processes in the language schools. [IB.7.4]

Last, DLIFLC, to include Garrison Services were evaluated by TRADOC Quality Assurance Program. The Institute achieved full accreditation in all areas. [IB.7.5]

This issue has been fully resolved.

<b>Evidence</b>
IB.7.1-Offsite OPORD and DLIFLC Campaign Plan Metrics Review, 8 Jul14
IB.7.2-229th Project Brief edited Final Draft
IB.7.3-Evaluation Report of Field Interviews and Survey
IB.7.4-Meta-Evaluation Study Program Review 2014
IB.7.5-TRADOC Quality Assurance Certificate 2014

## **STANDARD IIA: Student Learning Programs & Services**

**IIA. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

### **Self-identified Issue:**

Continue to conduct internal evaluations of the language programs and external consultations with stakeholders.

### **Actions:**

The DLIFLC continues to employ variety of measures to ensure that the institute is achieving its desired educational, support and training goals throughout the time in which students are enrolled in their courses while also complying with DoD and Department of Army directives.

Each DLIFLC’s directorate conduct Quarterly Review and Analysis of the language programs and services they are providing [IIA.1] [IIA.2] [IIA.3] to ensure that the programs are achieving DLIFLC’s desired high quality instructional goals. Based on the results, the programs and services are assessed, reassessed, and modified to improve teaching and learning strategies during the Annual Program Review meetings [IIA.4] [IIA.5].

The Students and their language programs are carefully and systematically monitored throughout their time at DLIFLC from the day they start their language course to the day they graduate to

ensure they are progressing toward their program’s student learning outcomes. The student learning outcomes are measured by the Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI) using the Interagency Language Roundtable (ILR) proficiency scale. [IIA.6]

The DLIFLC holds regular meetings with its stakeholder to determine expectations, and current and future needs to include exit examination and curriculum. [IIA.7] [IIA.8]

This issue has been fully resolved.

<b>Evidence</b>
IIA.1-QRA CE Apr 2014
IIA.2-APR SLS Info Paper FY14
IIA.3-QRA UGE FY14
IIA.4-APR FY14
IIA.5-DLIFLC Program Summary FY13
IIA.6-Exhibit 3 Interagency Language Roundtable
IIA.7-DLTWG Charter and representative membership
IIA.8-DLCWG Agenda CY14

**IIA.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

**Self-identified Issue:**

The DLIFLC will maintain its commitment to delivering the best foreign language education. Language program evaluations by evaluation specialists and student course evaluations will continue to be administered.

**Actions:**

DLIFLC has many internal standards, procedures and controls, such as Campaign Plan and Program Review and Analysis [IIA.1.1] [IIA.1.2] within each academic program at the Basic and Post-Basic resident and non-resident levels to ensure that the programs fulfill the mission of the institution.

In addition, the institute implemented several new mechanisms to evaluate the language program that were also expanded to non-degree, non-certificate, and non-credit program and courses. These courses are offered outside the Monterey campus and the sites are referred to as Language Training Detachments (LTDs) and DLI-Washington. Many of the evaluation instruments used at these sites were piloted and expanded from the instruments used at the Monterey campus and are cyclical.

The instruments used at both DLIFLC Monterey, CA and LTDs site include: Sensing Session, Reverse Evaluation Process, End of Course Student Questionnaire [ESQ], DLIFLC Program Review-Annual Program Summary and Inspector General Reports.

### **1. Sensing Sessions**

The sensing session is designed to be extremely concise consisting of a meeting with the LTD Director and students who share what is working and what is not working with the respective language program. The LTD Director then shares the information gathered from the students with the faculty to develop an action plan. These sessions take place within the first two weeks of instructions as the courses taught at the LTDs are short (four to six weeks). Sensing sessions have proven to be indispensable to program improvement and success. [IIA.1.3]

### **2. Reverse Evaluation (RE) Process**

DLIFLC institutionalized the Reverse Evaluation Process to specifically include the LTDs starting in 2013. The evaluation model proved effective at the Monterey campus in that it covers topical areas found at both the Monterey campus and LTDs. In short, the RE is conducted to collect and analyze inputs from faculty and staff regarding organizational performance. The program was implemented in 2013 at the Monterey campus and was expanded to LTDs. The goal is to find solutions to organizational challenges, create team unity, ensure management responsibility, foster employee empowerment, and contribute to share governance. [IIA.1.4] [IIA.1.5]

The RE Process covers numerous evaluative sections to include instructional and support services. The final product is a “due-out” list containing suggested courses of action and, an action officer is assigned to each due-out. The progress is reviewed monthly by a joint faculty-management team, with the Site/School Reverse Evaluation coordinator (a faculty member selected by colleagues) responsible for maintaining the due-out list in a current status and uploading it to a share file for all management and employees. [IIA.1.6]

Issues raised that require DLIFLC/Monterey campus attention are directed to the DLIFLC Continuing Education Division at Monterey, the office that oversees LTDs. RE also covers items that are outside DLIFLC/LTD Director’s control. In particular, if the issue involves logistics and infrastructure, then DLIFLC personnel work with the designated non-DLIFLC/LTD personnel to provide the support. The data from the LTD RE Surveys includes a variety of domains such as technology, resources and logistical support (Questions 30, 31, 32). [IIA.1.7]

### **3. End-of-Course Student Questionnaire (ESQ)**

Student questionnaires are administered upon course completion ESQs at the Monterey campus, which provide feedback about a program to include teacher performance throughout the course. [IIA.1.8]

### **4. Inspector General Reports**

DLIFLC Inspector General (IG) inspects student sensing sessions, class observations, and review of other elements of DLI-W on a five year cycle. The primary mission of the IG is to gather data about student experiences at the contract vendors’ school. Investigative topics include

military as well as academic issues [IIA.1.9]. The final report is forwarded to the DLIFLC Commandant in Monterey for approval. And the feedback is used to improve program or change policy and procedures if necessary.

DLIFLC has applied its best practices in designing, implementing and assessing evaluation mechanisms for its LTD and DLI-W programs. The institute frequently reviews its programs, consisting of information from various perspectives over time. The data is used for program improvement.

This issue has been fully resolved.

<b>Evidence</b>
IIA.1.1-Offsite OPORD and DLIFLC Campaign Plan Metrics Review, 8Jul14
IIA.1.2-APR DLIFLC FY14
IIA.1.3-FT Mead LTD Sensing Session Template
IIA.1.4-OPORD Field Support LTD Reverse Evaluation 2013
IIA.1.5-OPORD Field Support LTD Reverse Evaluation 2014
IIA.1.6-LTD Reverse Evaluation February 2014
IIA.1.7-Reverse Evaluation Survey Non-Supervisory
IIA.1.8-End of Course Evaluation Aug 2013 June 2014 Sample
IIA.1.9-Inspector General Agenda for DLI-W Sensing Sessions

**IIA.1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

**Self-identified Issue:**

While DLIFLC currently provides a very systematic curriculum with ample opportunity for individualized, tailored instruction, the institution continues to commit personnel and other resources to support development and/or revision. Regular review and revision ensures that base curricula are current and based on current technology and teaching. The basic and advanced language programs will continue to be evaluated by internal evaluation specialists.

**Actions:**

The institution continues to provide a minimum of 30 hours per week instruction all students and basic, intermediate and advance level courses plus tailored instructions as needed. Many internal evaluation systems are used to assess the quality and objectives of language programs and instructions by internal evaluation specialists.



The institute first prepares its basic course students through the Student Learning Support Services Introduction to Language Studies course, and initial training on the use of technologies. Intermediate and advanced students are assumed to possess these skills to support advance language study. [IIA.1a.1] [IIA.1a.2]

The Student Learning Support, formally called Student Learning Center initiated technology by converting all learning and administrative material into fillable and downloadable form. It incorporated interactive online learning modules as well as online feedback survey. [IIA.1a.3]

Diagnostic Assessment is utilized in Basic and Post-Basic language programs to assess student’s progress towards achieving stated proficiency outcomes. [IIA.1a.4]

The Attrition Reduction Study aims to identify factors not only within the classroom, but in all areas that encompass student life. This research helps institute in determining factors that impacts student success and attrition rate. [IIA.1a.5]

In addition, the Student Learning Center (SLC), currently SLS, conducted an Academic Intervention project as part of the Commandant’s Attrition Reduction Study initiative. The purpose of this project was to explore and examine the potential impacts of strategic academic interventions from the Student Learning Center (SLC) on the outcomes of students. Two groups of students participated in 5-day -30 hour orientation. One group received a series of academic interventions from SLC at various points during the workshop while the other group received no additional training or help unless requested by the student of teaching team. [IIA.1a.6]

This issue has been fully resolved.

<b>Evidence</b>
IIA.1a.1-SLS Course Overview
IIA.1a.2-SLS ILS101 Course Descriptions
IIA.1a.3-SLS Technology Initiatives
IIA.1a.4-Exhibit 19 Diagnostic Assessment Center brochure
IIA.1a.5-DLIFLC Attrition Reduction Initiative Report
IIA.1a.6-SLC Intervention Project Final Report

**IIA.1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**Self-identified Issue:**

Faculty Development will continue to train DLIFLC faculty on designing current, engaging, proficiency-based activities to enhance traditional core materials that focus on translation, transcription and gisting. This dual-pronged approach will ensure that students are better

prepared for externally normed proficiency exams such as DLPT and OPI while also delivering needed instruction in vocational, military-specific final learning outcomes. The DLIFLC will continue to strive to ensure that course syllabi and student learning outcomes are clearly tied to educational needs, proficiency goals and testing. Schools will continue to use diverse teaching methods to break up the learning day and to keep students actively engaged.

In order to enhance students’ global proficiency and train linguists who are more able to navigate language situations in real time, curriculum developers and academic specialists will work more closely with teaching teams to develop lesson activities that increase students' contextual awareness, build their tolerance for linguistic ambiguity and improve their accuracy in assessing situations when information is missing or unclear.

Language, Science and Technology (LS&T) and Technology Integration (TI) directorates plan to increase their presence in DLIFLC classrooms and conduct systematic, awareness-raising training on the technology-mediated products and support services they offer teachers. This increased presence will provide instructors with more current and engaging instructional enhancement materials. Furthermore, LS&T and TI plan to conduct a more thorough inquiry into the support needs of classroom teachers to incorporate findings when designing future products.

**Actions:**

Since the DLIFLC reorganization, no longer trains faculty directly, instead it conducts Train-the-Trainer workshops, and perform control functions. [IIA.1b.1] [IIA.1b.2] [IIA.1b.3] [IIA.1b.4] [IIA.1b.5]

The Introduction to Language Studies (ILS) and Autonomous Language Sustainment (ALS) are mandatory to all UGE students. From March 2014 UGE teachers started teaching these courses along with a designated Student Learning Specialist at each School. The SLS Core team provided the support to make this transition smooth via workshops, class observations, 4-handed teaching, and continuous mentoring. [IIA.1b.6] [IIA.1b.7]

Many plenary & workshops from visiting scholars are offered regularly to the faculty throughout the year on various topics to enhance student’s global proficiency and train linguists to navigate Language situations in real time. [IIA.1b.8] [IIA.1b.9] [IIA.1b.10]

Technology Integration (TI) division was moved from Language, Science and Evaluation (LS&T) Directorate to Continuing Education during reorganization. The division has metric system to evaluate, and identify language technology products and services need for teachers and students.

This issue has been fully resolved.

<b>Evidence</b>
IIA.1b.1-Faculty Development (FD) Support Services Overview
IIA.1b.2-FD Catalog 2014
IIA.1b.3-FD Workshop Calendar FY13 and FY14

IIA.1b.4-FD Monthly Quarterly Report FY14
IIA.1b.5-Holiday Program 2014
IIA.1b.6-SLC Transition Plan to UGE
IIA.1b.7-SLS Workshop Schedule Jun-Sep FY14
IIA.1b.8-UEL VSP Peter Shaw
IIA.1b.9-VSP 2011 2014
IIA.1b.10-VSP flyers
IIA.1b.11-TI Metrics on Usage

**IIA.1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

**Self-identified Issue:**

Although the institute makes regular and thorough use of a wide variety of standards to measure program success, the DLIFLC will continue to seek input from the Defense Language Curriculum Working Group, the Defense Language Advisory Panel, the Defense Language Steering Committee, the Cryptologic Language Advisory Council, the Cryptologic Training Council and the branches of the armed services in its continued quest to improve program outcomes. This is particularly true at the internal level, as the DLIFLC moves toward fuller use of the Training Improvement Certification Program (TICP), Chairs' Council, Academic Senate, schools' faculty advisory councils, academic specialists and language technology specialists in identifying and filling program gaps that affect student performance.

**Actions:**

DLIFLC continues to seek input from the Defense Language Curriculum Working Group (DLCWG), the Defense Language Advisory Panel (DLAP), the Defense Language Steering Committee (DLSC), the Cryptologic Language Advisory Council, the Cryptologic Training Council and the branches of the armed services in its continued quest to improve program outcomes.

The DLIFLC conducts meetings every other month with the DLCWG who identifies and coordinates language curriculum requirements [IIA.1c.1]. In executing its functions, the DLCWG draws on its membership expertise, as well as that of other subject matter experts. The DLCWG provides input, as requested by the Defense Language Office (DLO), to the DLAP and the DLSC. DLCWG meeting has provided DLIFLC a fertile ground for productive discussion to improve student performance. [IIA.1c.2]

This issue has been fully resolved.

<b>Evidence</b>
IIA.1c.1-DLCWG Agenda CY14
IIA.1c.2-APR LST DLCWG Info Paper FY13

**IIA.2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

**Self-identified Issue:**

The Proficiency Enhancement Plan (PEP) standards will be fully implemented in all DLIFLC basic course language programs. To accomplish this, the DLIFLC leadership will seek to increase and retain teacher staffing to levels that allow PEP standards to be achieved in all languages.

**Actions:**

PEP has been fully implemented. The goal of the Institute’s Proficiency Enhancement Plan was to raise basic course graduates’ overall proficiency scores and lower attrition. The Proficiency PEP standards have been successfully implemented in all programs. Since the implementation of PEP, the overall test scores on all levels of proficiency tests have gone up by more than 5%, DLIFLC is striving to meet DLPT PEP standards in all its basic foreign language programs.

[IIA.2c.1] [IIA.2c.3] [IIA.2c.3]

One of the challenges for DLIFLC to meet PEP standards was military service units sending students to DLIFLC with lower Defense Language Aptitude Battery (DLAB) test scores. The goal to meet PEP standards has been accomplished in two ways. First, raising the minimum entry level Defense Language Aptitude Battery (DLAB) scores for placement in foreign Language Programs as a component of the PEP Program. Second, proving to military service unit leaders that DLAB waived students adversely affect student outcomes. This reduces overall student attrition rate and allows teachers and students to focus more individual time on task, which assists in meeting DLPT PEP standards. [IIA.2c.4]

DLIFLC conducted an Attrition Reduction Initiative Study. The major objective of the study was to reduce student attrition through comprehensive program evaluation, action planning and follow-up. One of the major findings of the study was the DLAB waiver impact on attrition. Attrition review board’s data supports that the DLAB-waived students have a higher attrition rate than non-waived students. [IIA.2c.5] [IIA.2c.6] [IIA.2c.7]

DLIFLC proposed a plan to achieve a 2+/2+ graduation standard in order to assist the force in achieving 3/3 to meet cryptologic operational requirement identified by the client. In order to achieve the new standard the institute studied its production rates and took a systems approach to analyzed individual Service policies. The institute has made some changes to the policies and is focusing on five areas to achieve the Cycle of Excellence. These changes are having dramatic positive effect on student outcomes, mentioned above. [IIA.2c.8]

This issue is ongoing.

<b>Evidence</b>
IIA.2c.1-FY15 1Q DLPT and OPI Results
IIA.2c.2-FY08 PBD Annual Report

IIA.2c.3-FY09 PBD 753 Annual Status Narrative
IIA.2c.4-DLIFLC Waiver Rate
IIA.2c.5-DLIFLC Attrition Reduction Initiative Report
IIA.2c.6-Attrition Review Board Packet Sample
IIA.2c.7-Basic Course Attrition Stats FY14
IIA.2c.8-DLIFLC Plan to Achieve 2+/2+

**IIA.2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**Self-identified Issue:**

The criteria for classroom observations could be adjusted to address student learning styles in a more explicit way. To help meet the needs of student learning styles, students attending the Introduction to Language Studies should couple learning styles self-discovery with congruent compensatory strategies.

**Actions:**

The Student Learning Services Division, formally Student Learning Center, trains teachers to provide Cultural /Area Study and Introduction to Language Study early so the student can use learning styles and compensatory strategies to their fullest during their language program. With the advent of the new .edu network, students are also taught technology as part of ILS.

The goal of teaching about learning styles is to provide opportunity to the students to think and record their strengths as learners and the areas in which they can improve as they go through the language course. The students apply strategies introduced during the Introduction to Language studies to improve the areas of difficulty. [IIA.2.d.1] [IIA.2.d.2] [IIA.2.d.3] [IIA.2.d.4]

With the advent of the new .edu network, students and teachers have more efficient and consistent access to authentic material. Students are also able to participate in online interactive activities to enhance their language proficiency. [IIA.2.d.5]

The Student Learning Services Division has converted all of its implementation of technology by converting all learning and administrative material into fillable and downloadable form. These include interactive online learning modules as well as online feedback survey. [IIA.2.d.6] [IIA.2.d.7]

The classroom observation rubrics also address student learning styles to help teachers meet the student's specific learning needs. [IIA.2.d.8]

This issue has been fully resolved.

<b>Evidence</b>
-----------------

IIA.2d.1-Barsch Learning Style Inventory
IIA.2d.2-Downloading ILS Learning Materials
IIA.2d.3-ILS Language Learning Strategies
IIA.2d.4-ILS Student Learning Plan
IIA.2d.5-Authentic Materials- News in Russian
IIA.2d.6-Authentic Materials- News in Urdu
IIA.2d.7-Technology Proficiency Survey
IIA.2d.8-UCL Class Observation Form (Sample)

**IIA.3. The institution requires of all academic and vocational programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated outcomes for the course.**

**Self-identified Issue:**

The DLIFLC will incorporate into its Faculty Development program, Academic Senate or similar faculty orientation presentation, a presentation concerning the breakdown of courses, credits and degree program. This presentation may be a briefing with informational handouts given during a Faculty Professional Development Day event, or through another medium as needed to ensure faculty are informed.

**Actions:**

DLIFLC’s General Catalog contains a wealth of program information to include credits and degree program requirements. It is prominently available to faculty on the institution’s website. [www.dliflc.edu](http://www.dliflc.edu)

Faculty receive integrated course and program syllabi prior to instruction. All program faculty use the syllabus. [11A.3.1]

This issue has been fully resolved.

<b>Evidence</b>
IIA.3.1-DLIFLC Catalog 2015-2016

**IIA.3a. The Institute demonstrates an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

**Self-identified Issue:**

In collaboration with Curriculum Development Division, Deans and Academic Specialists, DLIFLC leadership will continue to update curricula and material to reflect constantly changing situations in the target culture and region.

**Actions:**

DLIFLC strives to adhere to both its mission and values statements. DLIFLC’s Vision Statement is, “Delivering the world's best culturally based foreign language education and training – at the point of need.” As such, maintaining and updating curricula and material to reflect constantly changing situations is paramount to this vision.

Under the reorganization at the end of 2013, Undergraduate Education (UGE) School has taken the responsibility to develop its curriculum. The Curriculum Support Division (henceforth CSD) was organized in February 2014 to give guidance and to support UGE’s need to succeed in their curriculum development efforts. [IIA.3a.1] [IIA.3a.2] [IIA.3a.3]

All syllabi are updated annually. Syllabi explain the general pattern of the language program, including the step-by-step outcomes, the organization of all the classes within the overall program of studies. [IIA.3.a.4]

The Quality Review and Analysis (QRA) also conduct a needs analysis on the curricula and material. QRA is performed quarterly and the curricula, courses and syllabi are revised if needed. [IIA.3a.5]

Last, DLIFLC’s network migration from a .mil (military) network to a .edu network has enabled faculty and students to stay up to date with current events in the target culture and region. [IIA.3a.6]

This issue has been fully resolved.

<b>Evidence</b>
IIA.3a.1-Curriculum Development Report
IIA.3a.2-Hindi Support Request Form
IIA.3a.3-Russian Curriculum Dev. notes to Cmd Group
IIA.3a.4-Korean BC Syllabus
IIA.3a.5-QRA CE Apr 2014
IIA.3a.6-Authentic Materials, News in Russian

**IIA.3c. The Institute recognizes what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

**Self-identified Issue:**

The institute will continue to build ethical human beings and effective citizens who possess qualities of ethics, civility, respect for cultural diversity, historical and aesthetic sensitivity and the willingness to assume civic, political and social responsibilities locally, nationally and globally.

**Actions:**

The institute has continued to build ethical human beings and effective citizens who possess qualities of ethics, civility, respect for cultural diversity, historical and aesthetic sensitivity and the willingness to assume civic, political and social responsibilities locally, nationally and globally. DLIFLC students and faculty continue to meet annual training requirements such as Anti-Discrimination and Retaliation training, Sexual Harassment, Drug and Alcohol Awareness and many more. Students are exposed to diverse culture, ethnicity, and religion due to the fact the majority of the faculty at the institute is foreign born [IIA.3c.1] [IIA.3c.2].

Through their military service, DLIFLC students have shown their willingness to assume civic responsibility on the national and global level. In addition, DLIFLC service unit also offers many events, activities and training programs where students have the opportunity to learn to appreciate and respect the history, aesthetic sensitivity, and cultural diversity. [IIA.3c.3] [IIA.3c.4] [IIA.3c.5] [IIA.3c.6] [IIA.3c.7] [IIA.3c.8] [IIA.3c.9] [IIA.3c.10] [IIA.3c.11]

This issue has been fully resolved.

<b>Evidence</b>
IIA.3c.1-FY14 DAA TRAINING PROGRESS
IIA.3c.2-Sexual Harassment Assault Response and Prevention Training
IIA.3c.3-Black History Month 2014
IIA.3c.4-Domestic Violence The Musical 2014
IIA.3c.5-Ethnic Observances Schedule FY15
IIA.3c.6-Hispanic Heritage Month Flyer 2013
IIA.3c.7-Mogadishu Run Flyer 2014
IIA.3c.8-NAIHMO Flyer 2014
IIA.3c.9-National Preparedness Month POM 2014
IIA.3c.10-Political Activities Quick Reference
IIA.3c.11-Stress Management 2014

**IIA.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**



**Self-identified Issue:**

The DLIFLC will continue to work closely with its field units and end-users to determine if graduates are able to perform in their assigned jobs and to make curricular updates as needed. The institute continues to pursue articulation agreements with other colleges and universities.

**Actions:**

The DLIFLC has continued to work closely with its field units and end-users to determine if graduates are able to perform in their assigned jobs and to make curricular updates as needed. DLIFLC Annual Program Review meetings are attended by many stakeholders included end users. During the meeting they assess the language program and services and make recommendation for programs and curriculum updates if needed based on their requirements. [IIA.5.1]

The Technology Integration division of continuing education directorate produces various tools for general purpose forces such as pre-deployment language materials to support field units and other Federal Agencies’ global missions. The courses include Language and Cultural information that are offered at various locations throughout the country. The material can also be found at [www.DLIFLC.edu](http://www.DLIFLC.edu) site. [IIA.5.2] [IIA.5.3]

The institute continues to pursue articulation agreement with other colleges and universities, which enables students with the linguistic, cultural and analytical skills needed to complete further accredited vocational training, and also to pursue civilian educational paths of their choosing [IIA.5.4] [IIA.5.5]. Two new articulation agreements are in progress as of March, 2015; namely, North Georgia University and the University of California at Pennsylvania.

<b>Evidence</b>
IIA.5.1-APR DLIFLC FY14
IIA.5.2-Online Instructional Material
IIA.5.3-Online Language Resources
IIA.5.4-DLI Bellevue Articulation Agreement 2012
IIA.5.5-DLI NGCSU Articulation Agreement 2012

**IIA.6a. 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 in accordance with policy. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

**Self-identified Issue:**

As appropriate to its mission, the DLIFLC should continue to renew and create new articulation agreements throughout academia to promote and facilitate DLIFLC credit acceptance into other institutions.

**Actions:**

DLIFLC is in the process of reviewing an articulation agreement with the California University of Pennsylvania and North Georgia University and is reviewing its existing agreements to promote and facilitate DLIFLC credit acceptance into other institution. [IIA.6a.1] [IIA.6a.2]

As appropriate to its mission, DLIFLC’s Capstone test (Defense Language Proficiency Test) was reviewed by the American Council of Education (ACE). ACE reviews both military and civilian education programs and examinations for college credit. DLIFLC has collaborated with ACE General Education Credit Program since 1989. Next, ACE review is tentatively scheduled for July 2015 [IIA.6a.3]. This is a Department of Defense program managed by DLIFLC.

This issue has been fully resolved.

<b>Evidence</b>
IIA.6a.1-DLI Bellevue Articulation Agreement 2012
IIA.6a.2-DLI NGCSU Articulation Agreement 2012
IIA.6a.3-DLPT Credit Policy

**IIA.7a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and accurately.**

**Self-identified Issue:**

The DLIFLC will continue disseminating the policy documents to incoming new faculty and staff. Leadership at all levels will endeavor to create a culture through which academic freedom is integral to innovation and feedback.

**Actions:**

The DLIFLC continues disseminating all policies to incoming new faculty and staff. Leadership at all levels endeavors to create a culture through which academic freedom is integral to innovation and feedback.

The DLIFLC publicizes its policies, such as Academic Integrity, Sexual Harassment, and other rules and regulations, and procedures through various publications [IIA.7a.1] [IIA.7a.2] [IIA.7a.3] [IIA.7a.4] [IIA.7a.5] [IIA.7a.6] [IIA.7a.7] [IIA.7a.8]. DLIFLC Command Policies can be found at DLIFLC website [http://www.monterey.army.mil/Leadership/command\\_policy.html](http://www.monterey.army.mil/Leadership/command_policy.html) and the SharePoint site. Academic policies are discussed by Deans and at the faculty professional development events.

New faculty receive the Faculty Handbook at the New Employee Orientation. In addition, the employees attend mandatory training, such as the annual Civilian Ethics training and on-line training as required. [IIA.7a.9] [IIA.7a.10]

This issue has been fully resolved.

<b>Evidence</b>
IIA.7a.1-Cmd Policy Academic Integrity 2012
IIA.7a.2-Cmd Policy Prev of Sexual Harassment
IIA.7a.3-Cmd Policy IRB 2014
IIA.7a.4-Cmd Policy Prohibited Relationships 2013
IIA.7a.5-Conducting Research at DLIFLC
IIA.7a.6-DLIFLC Assurance Renewal
IIA.7a.7-HRPP Rules and Regulations
IIA.7a.8-UCL Share Point Site with 44 Cmd Policies
IIA.7a.9-UAA Faculty Handbook
IIA.7a.10-FY14 DAA Training Progress

**IIA.7b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

**Self-identified Issue:**

As the senior authority over all CMLIs, the Assistant Provost Sergeant Major or his or her designate will ensure that any DLIFLC 350-10 updates (e.g., cheating or dishonest acts using technology) are forwarded and incorporated into individual school academic honesty briefings and MOUs to ensure students and MLI staff are aware of those updates in a timely manner.

**Actions:**

350-10 (Student Administration Regulations) has been revised. The Assistant Provost Sergeant Major ensured that any DLIFLC 350-10 updates (e.g., cheating or dishonest acts using technology) are forwarded and incorporated into individual school academic honesty briefings [IIA.7b.1].

As an Army based entity, the DLIFLC emphasizes the Army’s Six Articles of the Code of Conduct, add the Seven Army Values. Also, DLIFLC students are subject to Military Code of Conduct, namely the Uniform Code of Military Justice (UCMJ). In addition, DLIFLC 350-10 and the Student In-Brief presentation are utilized as guidelines concerning academic honesty and the consequences for policy violations. [IIA.7b.2]

This issue has been fully resolved.

<b>Evidence</b>
IIA.7b.1-350-10 27OCT2014
IIA.7b.2-SLS ILS Student In-Brief (note slide #25)

**STANDARD IIB: Student Support Services**

**IIB.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

**Self-identified Issue:**

The institute will seek ways to ensure that Pinnacle Management Company fulfills its reconstruction contract in a timely manner.

**Actions:**

U.S. Army Garrison leadership improved off campus housing coordination with Pinnacle Management Company. This will increase access to quality, affordable off-site housing for married and higher ranking military students who do not live in the Presidio of Monterey barracks. The project included replacing all non-historic homes with new, high-quality homes at both the Fort Ord Military Community and La Mesa Village. [IIB.1.1]

This issue has been fully resolved.

<b>Evidence</b>
IIB.1.1- Pinnacle Development 2003-2013

**IIB.2. The institution provides a catalog for its constituencies with precise, accurate, and current information.**

**Self-identified Issue:**

DLIFLC will identify resources and a proponent office to be responsible for creating the DLIFLC General Catalog across the Institute to include Garrison support offices.

**Actions:**

The DLIFLC General Catalog is managed by the Directorate of Academic Affairs. It contains pertinent information on DLIFLC academics, administration and student support services. The General Catalog also includes requirements stated in ACCJC Eligibility Requirement #20. When required information is not contained within the catalog, such as faculty names and degrees, the instructions on how to obtain the information is provided. [IIB.2.1]

This issue has been fully resolved.

<b>Evidence</b>
IIB.2.1-DLIFLC Catalog 2015-2016

**IIB.3f. 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.**

**Self-identified Issue:**

The directorate of Academic Affairs will lead the effort to create a new STATS system or integrate processes in the current STATS system into new technologies and will continue to manage and maintain the Academic Database system.

**Actions:**

The STATS 1.0 system is currently in the process of being updated by contractors working for DLIFLC. The DLIFLC Deputy Chief of Staff for Information Technology is managing the process. STATS 1.0 was reviewed to include current and new requirements for STATS 2.0. [IIB.3f.1]

This issue is ongoing.

<b>Evidence</b>
IIB.3f.1-STATS Update

**STANDARD IIC: Library and Learning Support Services**

**IIC.1a. 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 of the institution.**

**Self-identified Issue:**

SLC leadership will seek out and invite DLIFLC and non-DLIFLC experts in various educational fields of study (e.g., foreign language learning, portfolio use and classroom management) to augment their teaching skills and competencies. The Faculty Development Division has a Visiting Scholar’s Program that could be shared with the SLC. Like all DLI faculty, SLC faculty will be encouraged to participate in professional growth through obtaining their master or doctoral degrees in Education, Teaching Foreign Language, or other pertinent subjects.

As part of their professional development, the SLC will continue to require class observations in UGEs. This will be particularly insightful for new faculty.

**Actions:**

The institute continues to utilize the Visiting Scholar’s Program. [IIC.1a.1] [IIC.1a.2]

The library has continued to expand its holdings and maintain existing operating hours in spite of budget austerity. Access to the library collection is a web-based catalog from Library Solutions

Integrated Library System. This system provides circulation, cataloging and online user-account access for many user services, including renewals, hold requests and e-mails to staff. [IIC.1a.3] [IIC.1a.4,]

SLS has transitioned from conducting instruction to quality assurance and faculty training. As part of their professional development, the SLS members have attended workshops and conducted a series of class observation of SLS courses taught by UGE faculty for quality assurance and certification program preparation. In addition, Faculty Development Support has class observation rubric to support student learning. [IIC.1a.5] [IIC.1a.6] [IIC.1a.7]

This issue has been fully resolved.

<b>Evidence</b>
IIC.1a.1-VSP 2011 2014
IIC.1a.2-VSP flyers
IIC.1a.3-Aiso Library Website
IIC.1a.4-Aiso Library APR2013
IIC.1a.5-SLS Workshop Schedule Jun-Sep FY14
IIC.1a.6-APR SLS Info Paper FY14
IIC.1a.7-UCL Class Observation Form

**IIC.1b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**Self-identified Issue:**

**Libraries**

The libraries will continue outreach to faculty to increase the number of new students receiving orientations and increase outreach for library orientation classes and information literacy to include orientations for new faculty and staff. The library will continually review and revise its Library website to ensure the library resources and services listed are current [IIC.1b.3].

**Student Learning Center**

Portfolio sessions for faculty will be revamped to offer interactive activities to increase the teaching team’s understanding of their student’s learning context. These sessions will offer interactive presentations and tasks on how to utilize each student’s learning context in instruction, monthly academic counseling and more. Additionally, the SLC will seek out ways to determine teaching team use of portfolios and aid in their increased use [IIC.1b.7].

In order to reach out to students effectively, the SLC will complete and implement its ALS-LEAD program currently under development. Webinars on student interest academic topics will be planned and implemented. The ISM program will publicize its eVising curriculum and plans prior to its formal launch once the DLIFLC securely obtains the .edu domain on the internet.

**Actions:**

The library continually reviews and revises its Library website to ensure the library resources and services listed are current [IIC.1b.1]. In addition, orientations are on going for students and faculty. The library has asked the Academic Senate to collect more input from faculty and staff regarding their needs of relevant academic materials. This includes the program booklet available at [https://dliflc.rsmart.com/access/content/group/fdhp/HP/Holiday\\_booklet.pdf](https://dliflc.rsmart.com/access/content/group/fdhp/HP/Holiday_booklet.pdf) link and communication between academic senate and the library Informational Video is will soon be available on the website for the use and availability of library material. [IIC.1b.2] [IIC.1b.3] [IIC.1b.4]

SLS continues to provide ALS teaching support to UGE schools. It offers hands-on session via a collaborative learning management system called Edmodo in which participants explore module syllabus and content, create engaging activities, and outline teaching plans. Easy to use tools allow registered members to work together in different stages of the lesson planning process, from brainstorming to activity development and lesson planning. In addition, these tools offer easy, practical, and meaningful ways to share new ideas resulting from collaborative work. [IIC.1b.5]

The Autonomous Language Sustainment (ALS) and Introduction to Language Studies (ILS) courses are now taught by the faculty in the schools. A DLI-W representative and the Academic Training Adviser form DLIFLC Air Force have also been trained to teach these courses. ILS and ALS are mandatory courses with two-components designed to guide UGE students to develop, sustain, and enhance their target language skills through the use of self-directed learning strategies. [IIC.1b.6]

ALS- Language Enhancement After DLI (LEAD) program has been completed and implemented. The LEAD workshop is designed to teach students to maintain, apply and enhance their target language skills in the field through self-directed, independent, and language maintenance strategies. The primary objectives of LEAD are based on the understanding that language learning and the application of what is learned, requires a systematic and purposeful approach. [IIC.1b.7] [IIC.1b.8] [IIC.1b.9]

The .edu computer network is fully implemented. Due to the reorganization and DLIFLC budget constraints, plans to implement Webinars have not been realized. Individual Study Management (ISM) program has also been discontinued. Instead mandated programs are embedded in the student ILS workshops and Lectora, an interactive authoring tool, is being used to create online modules of ILS courses. The online modules are under beta testing and should be fully implemented starting June 2015 for all UGE students as part of the ILS course. [IIC.1b.10] [IIC.1b.11]

This issue has been fully resolved.

<b>Evidence</b>
IIC.1b.1-Aiso Library Website
IIC.1b.2-DLIFLC 2014 Holiday Professional Development Program
IIC.1b.3-Aiso Library Tour SD

IIC.1b.4-AS Meeting 26Jan15 Minutes
IIC.1b.5-SLS Workshop Schedule Jun-Sep FY14
IIC.1b.6-APR SLS Info Paper FY14
IIC.1b.7-A Linguist's Guide to Language Enhancement After DLI (LEAD)
IIC.1b.8-ALS-Eo3 Presentation
IIC.1b.9-ALS-Eo3 Syllabus
IIC.1b.10-EDU Academic Network History
IIC.1b.11-Lectora Online Tool

**IIC.1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of deliver.**

**Self-identified Issue:**

The library provides a wireless service in Aiso library for student use of laptop notebooks, and will continue to strive for a .edu network to make resources even more accessible. The SLC will seek out ways to publicize its services and increase student use of its services, including innovative cultural experiences, like movie night.

**Actions:**

The library has also moved to both wired and wireless .edu network. This migration makes resources more accessible to students. The library has shown a spike in student use of its services. The library has transitioned from standard ‘log in’ process that requires ID and password to card number log in via EZ Proxy from any part of the world. All library databases and holdings can be searched with single click through EBSCO Discovery Service. [IIC.1c.1] [IIC.1c.2] [IIC.1c.3] [IIC.1c.4]

SLS has transitioned from conducting instruction to providing quality assurance and faculty training as a result of the 2013 reorganization. It has reviewed its outreach programs in DLIFLC schools to train the trainer, a more decentralized approach, which was required due to the reorganization. The SLS Core team provides the support to make this transition smooth via workshops, class observations, 4-handed teaching, and continuous mentoring. [IIC.1c.5] [IIC.1c.6]

This issue has been fully resolved.

<b>Evidence</b>
IIC.1c.1-Library Metric Report on Usage
IIC.1c.2-EZProxy Log in
IIC.1c.3-Library EBSCO Discovery Service
IIC.1c.4-Library Website



IIC.1c.5-SLC Transition Plan to UGE
IIC.1c.6-SLS Workshop Schedule Jun-Sep FY14

**IIC.1e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

**Self-identified Issue:**

The library will continue to explore vendor services and new sources with emphasis on electronic source availability, cost effectiveness and user-friendliness. It will research online database providers in mission areas with emphasis on specific language providers to ensure that the most innovative and linguist-applicable resources are discovered, researched and incorporated into the online systems. The library will continue to survey areas of collaboration with army libraries for sharing of library resources, while also providing wireless service within the library for user laptop access during duty hours.

**Actions:**

The library continues to explore vendor services and new sources, as well as research online database providers in mission required areas. The DLIFLC library has good relationships with many services and vendors to adequately provide the support needed to acquire materials and services and meet learning support needs. One recent addition is EBSCO Discovery Service. [IIC.1e.1]

The library is collaborating with other Army libraries for sharing resources, and actively utilizes the interlibrary loan program [IIC.1e.2] [IIC.1e.3]. The library has expanded wireless service within the library for user laptop access during duty hours.

This issue has been fully resolved.

<b>Evidence</b>
IIC.1e.1-Aiso Library EBSCO Discovery Service
IIC.1e.2-Aiso Library Website
IIC.1e.3- DLIFLC-Inter-Library Loan

**IIC.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluations of these services provide evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

## **Self-identified Issue:**

### **Libraries**

The library will implement a formal collection building plan that will recruit teacher inputs into determining the most desirable or needed materials that will affect student learning. This program's meeting minutes will be recorded to reward teacher and student involvement, and to allow for teachers and students to actively become part of the search for new and innovative materials. Because students are more actively involved in current mobile technologies (e.g., iPads, iTunes, etc.), their knowledge and expertise should be recruited to find technologies, programs and materials with which they can work most effectively and directly.

The Library should continue to expand its orientation classes and information literacy sessions to include orientations for new faculty and staff. The library staff will use feedback from new teachers' supervisors on suggested changes to better focus orientation class curriculum to teacher needs.

Through Language Day, Faculty Professional Development Day and an open house display and presentation, the library will publicize its classes for instruction on library sources to promote faculty, staff and student awareness and to promote faculty and staff's more active role in promoting library services. This will also provide informal venues for feedback and improvement.

The library will design a semi-annual formal survey to be sent to all faculty and staff. Survey results will be the focus of meetings with library staff and LS&T. Library circulation data base reports will be run on a quarterly basis to assess use of specific areas of the collection. This information will be used to inform the acquisitions board.

### **Continuing Education**

The directorate of Continuing Education's Faculty Advisory Council is currently outfitting all CE sites with Kindles or the equivalent. Given physical limitations (geographic as well as space), beginning in 2012 book purchases will be in the form of e-books whenever available. Sufficient e-book numbers (or licensing) will be purchased to ensure that all sites have a copy of all books ordered for the CE Resource Materials Development Center.

### **Student Learning Center**

The Student Learning Center is currently evaluated by the Evaluation and Standards division at the DLIFLC. The ultimate goal of the evaluations is to assist in making the SLC responsive to the ever changing needs of the DLIFLC faculty, staff, programs and students.

### **Actions:**

The library's Library Acquisition Advisory Board (LAAB) board members encourage faculty and students to participate and request material needed along with their individual titles needs. The library continues to expand its holdings and collections, especially in current mobile technologies, to enhance student learning outcomes. The library is currently in the process of purchasing Boopsi App which will allow students and staff to access library e-resources on tablets and smart phones. The library continually reviews and revises its Library website to ensure the library resources and services listed are current. [IIC.2.1] [IIC.2.2] [IIC.2.3]

Orientations are on-going for students and new faculty and staff. DLIFLC library has asked the Academic Senate to invite teacher input into determining the most desirable or needed materials that affect student learning in its collection building plan. The program’s meeting minutes are recorded which may be used by teachers in their annual performance appraisal inputs. [IIC.2.4]

The library information and material is also distributed to faculty and staff through the holiday program, by Faculty Development Support division. The program booklet is available at the link below:

[https://dliflc.rsmart.com/access/content/group/fdhp/HP/Holiday\\_booklet.pdf](https://dliflc.rsmart.com/access/content/group/fdhp/HP/Holiday_booklet.pdf)

Informational Video will soon be available on the website for the use and availability of library material. [IIC.2.5]

The SLS and the Library are now under the Academic Support directorate, and are better poised to be responsive to the ever changing needs of the DLIFLC faculty, staff, programs and students. One example is SLS’ recent conversion of all of its educational and administrative services into electronic form. Students and teachers now can access learning and teaching material online. Online student feedback survey is conducted at the end of each course to evaluate and ensure the quality of the courses. [IIC.2.6]

Continuing Education course materials are posted in Sakai Learning management system and/or DLIFLC Share folders. A variety of paper books are also being utilized as reference books.

This issue has been fully resolved.

<b>Evidence</b>
IIC.2.1-Collection Policy
IIC.2.2-Aiso Library Website
IIC.2.3-Boopsie Library App Request
IIC.2.4-AS meeting 26Jan15 Minutes
IIC.2.5-Holiday Program Booklet
IIC.2.6-SLS Technology Initiatives

### STANDARD IIIA: Human Resources

**III.A.1b. 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. Any action taken following evaluations is timely and documented.**

**Self-identified Issue:**

Ensure that a process is in place, led by the Provost Office, to provide transparency and timely notification of Merit Points and pay allocations to personnel under the FPS system.

**Actions:**

On 12 July 2014, DLIFLC conducted a study of faculty concerns. In assessing faculty concerns, the study’s findings revealed issues in the FPS Merit Points system. [IIIA.1b.1] In resolving faculty concerns, DLIFLC took three steps to ensure transparency and prompt notification of Merit Points and pay allocations:

First, faculty personnel’s annual performance evaluation period was shifted 30 days prior to the original end date. Process efficiencies will be realized upon conclusion of the rating period this year. The purpose of the shift is to enable time for Merit Pay point calculations to take place. In particular, the existing rating period ended while the exodus (holiday season) for staff and faculty started. This shift in timing of events will enable Merit Pay Boards to meet before the holiday period begins. [IIIA.1b.2]

Second, as Merit Pay involves calculations for each faculty member, DLIFLC strove to ensure faculty were more timely notified of their points and compensation. In the past, letters to personnel notifying them of their merit points earned and new salary took place as late as June, six months retroactive. Most recently, letters went out in January. [IIIA.1b.3]

Third, the Assistant Commandant and Provost’s Office have disseminated information regarding not only Merit Pay processes and points but rank advancement and other faculty-related concerns through “Town Hall” meetings with faculty. [IIIA.1b.4]

This issue has been fully resolved.

<b>Evidence</b>
IIIA.1b.1-Report on Faculty Feedback from FPS Sensing Session-12 July 2014
IIIA.1b.2-Rating Cycle Adjustment Memo 25 Sep 2014
IIIA.1b.3-Sample Merit Pay Letter to Faculty 2015
IIIA.1b.4-Town Hall-FPS Matters 10 Dec 2015

**4a. The Institution creates and maintains appropriate programs, practices and services that support its diverse personnel**

**Self-identified Issue:**

The Equal Opportunity (EO) Office has required senior leader training scheduled for January 2012.

**Actions:**

Equal Opportunity training is required for all DLIFLC faculty, civilian and military staff, and students. The training requirement is captured through official tasking (OPORD) and is consolidated with other mandatory training. [IIIA.4a.1]

This issue has been fully resolved.

<b>Evidence</b>
IIIA.4a.1-EO and other Mandatory Training FY15, FY14

**IIIA.4c. The institution subscribes to, advocates and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

**Self-identified Issue:**

The Institute will acquire feedback from the IG, EO and EEO offices to maintain integrity in the equitable treatment of faculty, staff, students and administration.

**Actions:**

The Institute continues to acquire feedback through multiple sources to include the Inspector General (IG) and Equal Opportunity (EO) and Equal Opportunity Offices (EEO) to maintain integrity in the equitable treatment of faculty, staff, students, and administration. In addition, the Provost Office administered an Employee Climate Survey in 2013 to obtain data on employee empowerment and voice, performance management, leadership, team membership, resources and areas of improvement. [IIIA.4c.1] [IIIA.4c.2] [IIIA.4c.3] [IIIA.4c.4]

This issue has been fully resolved.

<b>Evidence</b>
IIIA.4c.1-Inspector General Command Policy
IIIA.4c.2-Inspector General Inspection OPORD 15-15
IIIA.4c.3-Equal Opportunity Command Policy
IIIA.4c.4-Employee Climate Survey

**IIIA.6. Human Resource planning is integrated with institutional planning. The institution systematically assesses the elective use of human resources and uses the results of the evaluation as the basis for improvement.**

**Self-identified Issue:**

As the DLIFLC employs additional requirements for reimbursable programs, establishment of clear policy will be necessary for the management of human resources when the reimbursable programs are terminated.

**Actions:**

DLIFLC manages its faculty personnel in accordance with policies under Title 10, U.S. Code. As reimbursable programs expand and if required, DLIFLC hires term employees with a Not-to-Exceed (NTE) date. The NTE date may be enforced or extended based on the reimbursable program's mission needs. This enables DLIFLC to meet expansion and contraction of its reimbursable programs. [IIIA.6.1] [IIIA.6.2]

This issue has been fully resolved.

<b>Evidence</b>
IIIA.6.1-Title 10 U.S. Code DLIFLC
IIIA.6.2 Workforce Strategy

### **STANDARD IIIB: Physical Resources**

**IIIB.1.1a. The Institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

**Self-identified Issue:**

The first of three General Instruction Buildings (GIBs), Khalil Hall, with 61 classrooms, came on line on the Presidio of Monterey in December 2010. The others, Corporal Corpuz and Colonel Cook Halls, will come on line in March 2012 and August 2013 respectively. Upon completion, the last two of the new facilities will provide a combined total of 136 additional classrooms and associated faculty and administrative offices.

To support the model defined in the Consolidated Teaching Concept (CTC) with student class sections of six or eight students and two teachers per class section, the design for new academic facilities provides classrooms of 240 sq. ft. The two teachers assigned to each class section are part of a team of six instructors covering three class sections. The teaching teams share a common office. Offices and classrooms in the new facilities are designed to be interchangeable so that, depending on needs, a room can be converted from classroom to office or vice versa.

Planning is also underway by the U.S. Army Corps of Engineers for two barracks projects to hold 720 students. These military construction projects are slated to be funded in fiscal years 2012 and 2015 respectively. The first also features an administrative building and dining facility to replace an older, outdated, unsuitable building on the POM currently used as a barracks and unit administrative facility for the Navy and Marines. When the new dining facility comes on line, it will allow the older of two current dining facilities to go off line.

**Actions:**

Corporal Corpuz Hall came on line in March 2012. Colonel Cook Hall has been completed and occupied for general instruction, and language program meetings and conferences. [IIIB.1.1a.1] [IIIB.1.1a.2] [IIIB.1.1a.3]

The size of each classroom in these building is 240 square feet which supports the model defined in the Consolidated Teaching Concept (CTC); student class sections of six or eight students and two teachers per class section. The teaching teams share a common office. Offices and classrooms are designed to be interchangeable.

DLIFLC planned funding and initial stages of two barracks construction projects. Additionally, the funding and planning for the repair for existing barracks and renovation for instruction

building and classrooms are in progress. [IIIB.1.1a.4] [IIIB.1.1a.5] [IIIB.1.1a.6] [IIIB.1.1a.7] [IIIB.1.1a.8]

This issue has been fully resolved.

<b>Evidence</b>
IIIB.1.1a.1-New Construction Overview
IIIB.1.1a.2-DD1354 Colonel Cook Hall
IIIB.1.1a.3-DD1354 Corporal Corpuz Hall
IIIB.1.1a.4-Barrack Complex Phase 1
IIIB.1.1a.5-Barrack Complex Phase 3
IIIB.1.1a.6-Repair Barrack 630
IIIB.1.1a.7-Classroom Renovation - B619-B623
IIIB.1.1a.8-GIB Renovation B624

**IIIB.1.1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

**Self-identified Issue:**

Architects and engineers will continue to develop and implement a phased landscaping plan for the two new barracks and the dining facility so that parking will be constructed first before construction begins on the facilities themselves.

Future plans also address ADA access in support of programs to accommodate wounded and disabled service members who remain on active duty. For the Corporal Corpuz Hall and Colonel Cook Hall GIBs, the Corps of Engineers landscape planners have designed suitable and sufficient parking to meet all needs, including ADA access. During the building phase, those plans will be monitored and adjusted if necessary prior to commissioning dates.

**Actions:**

The institute has added sufficient parking to meet all necessary needs, and is continually strategizing to mitigate parking issues by offering free van pool transportation and free Monterey-Salina transit services to and from DLIFLC. Since 2012, DLIFLC has constructed three new buildings, Corporal Corpuz Hall, Colonel Cook Hall and Khalil hall. All these buildings have added facilities for a green healthful learning and working space including ADA access. [IIIB.1.1b.1]

This issue has been fully resolved.

<b>Evidence</b>
IIIB.1.1b.1-Green Building Plaque-Certification

**IIIB.2.2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**Self-identified Issue:**

The Military Construction Project Data DD Form 1391 for the Khalil Hall construction project number 60269 signed by the United States Army Garrison (USAG) Commander is an example of the planning process which will be used for any future construction projects. The DD Form 1391 will be the product of a planning conference known as a charrette conducted by the U.S. Army Corps of Engineers (USACE) during the earliest stage of a project. Future charrettes will be attended by representatives from the USACE, USAG and the DLIFLC in collaboration to identify and resolve issues of standardization, functionality, location, scope and cost which will impact the project execution.

**Actions:**

DLIFLC continues to add necessary learning and resident facilities with assistance from the USACE. The DD Form 1354, formally called DD Form 1391, is in place for planning stages of barracks, instructional building constructions and renovations. The representatives from the USACE, USAG and the DLIFLC continue to stay involved in the project to resolve any on-going issues of standardization, functionality, location, scope and cost which has impact on the project execution and completion. [IIIB.2.2a.1], IIB.2.2a.2] [IIIB.2.2a.3] [IIIB.2.2a.4]

This issue has been fully resolved.

<b>Evidence</b>
IIIB.2.2a.1-Repair Barrack 630
IIIB.2.2a.2-Classroom Renovation - B619-B623
IIIB.2.2a.3-DD1354 - Khalil Hall
IIIB.2.2a.4-GIB Renovation B624

**STANDARD IIIC: Technology Resources**

**IIIC.1. The institution assures that any technology support it provides is aligned to the needs of learning, teaching, college-wide communications, research, and operational systems.**

**Self-identified Issue:**

The Language, Science and Technology Directorate and its divisions will continue to monitor student and teacher needs in order to provide new technology and updates to existing technologies that best support language acquisition. Plans to create an online Pashto dictionary will address the need and request of Pashto teachers to have Pashto vocabulary lists online for students to access at the point of need.



The LTEA division will send out quarterly surveys to all LTSs to assess technology usage while also eliciting more detailed LTS feedback. Other actions will include a newsletter focusing on technology resources that can be accessed by the entire institute. The newsletter will provide an additional communication tool to disseminate information and updates.

IT support for operational systems will need to be evaluated in order to proactively increase helpdesk staff to efficiently provide support and service to a growing user population.

**Actions:**

DLIFLC developed not only the Pashto dictionary but also developed a mobile computing capability that allows DLIFLC students and Department of Defense (DoD) linguists to access training content at the point of need. The Technology Integration (TI) was moved from Science and Technology Directorate to Directorate of Continuing Education. The division identifies, develops and evaluates technology products and services needed by teachers and students. Pashto online dictionary has been developed by utilizing NetProf capability tool. [IIC.1.1] [IIC.1.2] [IIC.1.3] [IIC.1.4] [IIC.1.5]

TI delivers many language and cultural instructional materials utilizing cutting-edge technology such as Online Diagnostic Assessment, post-basic materials including GLOSS and pre-deployment language materials that include Language Survival Kits, Countries in Perspective (CiP) and Cultural Orientations (COs) series, as well as a wide variety of online resources for the foreign language learner. [IIC.1.6] [IIC.1.7] [IIC.1.8]

Since the last accreditation, DLIFLC completed a three-year project to establish an academic network and migrate all academic related activities to the newly established .edu network on 31 January, 2014 DLIFLC. [IIC.1.9]

.edu network has completely isolated from NIPRNET network.

DLIFLC .edu establishes several capabilities not previously available to DLIFLC via NIPRNET. These capabilities include:

- (1) Robust wireless connections to all academic areas
- (2) Largest mobile device management system currently operating within the DOD
- (3) Virtual datacenter to allow for rapid prototyping of new learning systems
- (4) Robust web presence to allow for faster external downloads of language learning material
- (5) Shorter waits for account creation, logins, downloads, and material uploads, resulting in more meaningful classroom contact hours. [IIC.1.10] [IIC.1.11]

Helpdesk staff response time is based on the reporting issues that are classified into low, medium and high priority. The staff has been efficiently providing support and service to all member of DLIFLC. [IIC.1.12]

This issue has been fully resolved.

<b>Evidence</b>
IIC.1.1-TI Metrics on Usage

IIIC.1.2-Russian Data NetProf
IIIC.1.3-Sharefolders and Restructuring
IIIC.1.4-NetProf Recording Tutorial Russian Data
IIIC.1.5-PashtoDictionary-ScreenShot
IIIC.1.6-Online Instructional Material
IIIC.1.7-Online Language Resources
IIIC.1.8-Language Day Tech Specs
IIIC.1.9-EDU Academic Network History
IIIC.1.10-EDU Proof of Concept Results
IIIC.1.11-Benefits of EDU
IIIC.1.12-DCSIT Service Level Agreement

**IIIC.1a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

**Self-identified Issue:**

TEC-II

TEC-II classrooms that have not yet been upgraded to TEC-III will eventually transition to the updated technologically-enhanced classroom setup as soon as the new Wi-Fi system through .edu is established.

TEC-III

Language labs have been largely replaced with a technologically-enhanced classroom setup whereby language lab functions are implemented through software-based simulation, effectively creating language lab functions in each classroom. The use of traditional language laboratories is changing due to opportunities provided by improved technological capabilities of ubiquitous, multifunctional Wi-Fi-supported Tablet PCs. In line with its vision of teaching language “at the point of need”, the DLIFLC is striving to enable students to support their language learning processes through technology and to help maintain and increase proficiency using the Tablet PCs and supplemental devices such as iPods and other handheld units that combine multiple capabilities. This learning takes place not only in classrooms and at home but also in the field, in the barracks, in temporary encampments, motor pools, downrange and other at-a-distance locations. The goal is to provide and make all learning activities and materials available on the internet to support face-to-face, distance- or blended learning (synchronous / asynchronous) environments to help students achieve, increase and sustain proficiency.

Tablet PC

The DLIFLC will continue to provide students with the Lenovo X61 ThinkPad model.

### iPod Touch

The DLIFLC has procured the iPod Touch v4 model, a portable media player, which allows students to download cultural and language learning applications and internet access as well. Electronic vocabulary flash cards, dictionaries, useful language learning programs, YouTube and many more applications will also be available through this device through the .edu network.

### Blackboard

The current version of Blackboard is accessible and has been used by most divisions to share materials with students. However, the system will eventually be replaced by the Sakai Collaborative Learning Environment which offers a similar online learning environment as Bb. This learning management system is more reliable and less restrictive, while not compromising language learning features of Blackboard.

The action to migrate to Sakai is based primarily on the capability to enroll an unlimited amount of users without any cost, including DLIFLC alumni who wish to continue to access documents and maintain and further increase their language proficiency.

### Sakai

Sakai will become the DLIFLC's LMS as part of the .edu network setup. Additionally, as Sakai is an Open Source LMS, new components will be researched and developed that meet specific teaching and learning needs for language acquisition.

### SharePoint (SP)

SP has been available for over two years for the faculty to store and share material online. The DLIFLC SharePoint site will continue to be available as an intranet service on the NIPRNet.

### Sanako

Renewal of the Sanako contract will require further evaluation and recommendations from LTS feedback regarding its usefulness and other options for language lab programs.

### .edu Network

All schools migrated to .edu academic network which is 30-times faster than previously used NIPRNET network, and has remote wipe capability anywhere in the world. Additionally, wireless networks WIFI has been installed in the barracks to ensure anytime, anyplace accessibility for students to complete homework assignments and further enhance language learning.

### **Actions:**

The goal is to make all learning activities and materials available on the internet to support all blended learning environments to help students achieve, increase and sustain proficiency. Each student is issued a mobile device which they can use for their duration at DLIFLC.

### TEC-II

Language labs have been largely replaced with a technologically-enhanced classroom second generation (TEC-II) setup whereby language lab functions are implemented through software-based simulation, effectively creating language lab functions in each classroom. [IIC.1a.1]

### Tablet PC-Macbook Pro

In line with its vision of teaching language “at the point of need”, and to help maintain and increase proficiency, the DLIFLC provide students with improved cutting edge technological capabilities by replacing Tablet PCs with 13” Macbook Pro laptops. [IIC.1a.2]

### iPod Touch-iPad

iPods have been replaced with iPads and other handheld units that combine multiple capabilities. The DLIFLC has procured the iPad, an iOS-based tablet computer, allowing students to have access to cultural and language learning applications and internet. [IIC.1a.2]

### Blackboard –Sakai

Blackboards was replaced by a more reliable and less restrictive learning management system, the Sakai Collaborative Learning Environment while ensuring language learning features of Blackboard were not compromised. Sakai also has the capability to enroll an unlimited amount of users without any cost, including DLIFLC alumni who wish to continue to access documents and maintain and further increase their language proficiency. [IIC.1a.1]

### SharePoint (SP)

The DLIFLC SharePoint site has migrated to the DLIFLC.edu domain. [IIC.1a.1]

### .edu Network

DLIFLC has fully migrated to .edu network. This allows students to have access to all learning material and activities via internet anywhere and everywhere not just in classrooms. In addition, this provides students with face-to-face, distance- or blended learning (synchronous / asynchronous) environments to help them achieve, increase and sustain proficiency. [IIC.1a.2] [IIC.1a.3]

### Sanako

Sanako Language labs have been discontinued throughout the schools. DLIFLC’s classrooms are filled with many computing devices designed for differing purposes and are used in the same ways as pencils, paper and books were used in the past. Perhaps more important, classrooms with mobile computers differ fundamentally from more traditional desktop computing environments in that users interacting with mobile computers can interact with each other and other computing devices at the same time thus supporting both personalized and collaborative learning. [IIC.1a.1]

This issue has been fully resolved.

<b>Evidence</b>
IIC.1a.1-Sharefolders and Restructuring
IIC.1a.2-Mobile Device Brief
IIC.1a.3- EDU Proof of Concept Results
IIC.1a.4-Benefits of EDU

**IIIC.1b. The institution provides quality training in the effective application of its information technology to students and personnel.**

**Self-identified Issue:**

DLIFLC will continue to train students, faculty and administrators on the use of new technologies through train-the-trainer, instructional workshops, mentoring and Language Technology Specialist (LTS) support.

**Actions:**

DLIFLC continues to train all students and faculty on the use of new technology through the Student Learning Support, Faculty Development Support services, in-house training and workshops. [IIIC.1b.1] [IIIC.1b.2] [IIIC.1b.3]

In addition, DLIFLC uses Atomic Learning online system to support student and teacher training material. [IIIC.1b.1] [IIIC.1b.1]

This issue has been fully resolved.

<b>Evidence</b>
IIIC.1b.1-Language Day Tech Specs
IIIC.1b.2-2014 Unlocking Language Learning Opportunities
IIIC.1b.3-Faculty Development Course Catalog
IIIC.1b.4-Atomic Learning DLIFLC 2014-15 Renewal
IIIC.1b.5-Atomic Learning DLIFLC TechSkillsSupport2014-15Renewal

**IIIC.1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

**Self-identified Issue:**

As technology is increasingly integrated into language instruction, students will have a corresponding increase in the need to access material outside the classroom. DLIFLC network will need to be extended to cover areas such as the barracks, library, cafeterias, and other common areas. Much of this coverage has been accomplished via wireless technology. However, for efficient and reliable communication, wired connections are still superior, thus, especially for the Tablet PCs, a more robust Wi-Fi network is desired. This need is reflected in the five-year phased network implementation and enhancement plan. TEC-IIs will remain the backbone technology for classroom teaching [IIIC.1c.9].

Vista will remain the operating system for the foreseeable future on the NIPRNet system. The Office of the Chief Information Officer (OCIO) is planning to test Windows 7 for compatibility with programs already installed in computers at DLIFLC. The NPS-supported .edu system has already introduced Windows 7 (W7) as its mainstay system on all .edu connected computers. Eventually with the two-year phase-in plan, W7 will replace all Vista systems on the .edu network. PCs that stay on the NIPRNet will follow the NIPRNet regulations.

TEC-IIIs, which have wireless capability, will be the next focus area. DLIFLC will need to increase the wireless network connection speed in order to facilitate large file transfers. The NPS supported .edu provides a more robust wireless network that has already been setup in the Dari department at the Undergraduate Consolidated Languages (UCL) school; other schools will follow within the next 18 months.

Language labs are still in use, especially in the larger language programs, despite the TEC-II and TEC-III setup in classrooms which were intended to replace them. A large number of students can simultaneously complete listening exercises or take listening tests. DLIFLC will continue to use and maintain the language labs; however the issue of CAC login, which sometimes does not allow the user to login due to POMNEC- imposed network security measures, remains a problem to be addressed.

DLIFLC will need to continue to search for alternatives to the SANAKO program which is unable to operate at optimum capacity within the DLIFLC network. One possible alternative is to use Respondus lockdown browser, accessible through Bb or Sakai in order to administer tests securely, which would eliminate the need for the SANAKO system.

DLIFLC will collaborate with POMNEC and explore possibilities to resolve wireless connection issues and increase bandwidth and speed.

Additionally, the institute will explore alternative funding sources to support technology acquisition, deployment and support. DLIFLC also needs to increase the number of technology support staff as part of its planning and resource allocation process. Finally, the institute will review its current support request and fulfillment processes and implement improvements. A technological committee will assess the technology procurement process and development/routing processes to ensure compatibility and avoid redundancy.

DLIFLC will explore and develop mechanisms to extract technological information from both the unit planning process and program review and will consolidate this information to provide a more comprehensive overview of the status of technology on campus.

**Actions:**

DLIFLC network has been extended to cover areas such as library, cafeterias, and other common areas and is in progress its full expansion in the barracks. Much of this coverage has been accomplished via wireless technology. In 2014, DLIFLC culminated a three year project to establish a migration of all academic services to an educational (.edu) network, separate from the installation network aka the NIPRNET. This has a number of advantages, with the most

important being to maximize productive time for student, no matter where they may be.  
[IIIC.1c.1]

Vista has been replaced with the Microsoft operating system for the foreseeable future on the NIPRNet system. The Deputy Chief of Staff for Information Technology (DCSIT) has deployed Windows 7 on the DLIFLC.edu network. Windows 7 has replaced all Vista systems on the .edu and .mil network.

TEC-IIs remain the backbone technology for classroom teaching but have wireless capability and DLIFLC now has a robust wireless network that is 30-times faster than former wireless network on the .mil network. Therefore, the issues associate with CAC log in has been resolved.  
[IIIC.1c.3] [IIIC.1c.4]

Sanako

Sanako Language labs have been discontinued throughout the schools. Please see standard IIIC.1c.

Academic network infrastructure is completely air-gapped from NIPRNET with a 10Gbps backbone and Internet connection. DLIFLC now has wireless network in all academic areas and is the primary network for 95% of DLIFLC. The DLIFLC.edu is built to leverage mobile technology and offers a private cloud virtual datacenter and network. . [IIIC.1c.5]

DLIFLC .edu network is operated through collaboration with local Naval Postgraduate School (NPS) in order to reduce operating costs. NPS and DLIFLC share the following:

- (1) Select academic and operational software license and maintenance costs
- (2) ISP Connection
- (3) Cyber-security operations center and monitoring costs
- (4) Datacenter
- (5) Storage Area Network [IIIC.1c.6] [IIIC.1c.7]

Currently, DCSIT employs 60 CME contract to provide IT support and the DLIFLC helpdesk response time is based on the reporting issues that are classified into low, medium and high priority. The staff has been efficiently providing support and service to all member of DLIFLC.

Increasing DLIFLC Information Technology (IT) support staff is an on-going process as hiring to IT positions is difficult in the Monterey area due to high cost of living and proximity to Silicon Valley, which generally offers higher rates of pay for technology related positions.

This issue has been fully resolved.

<b>Evidence</b>
IIIC.1c.1-EDU Academic Network History
IIIC.1c.2-Mobile Device Brief
IIIC.1c.3- EDU Proof of Concept Results

IIIC.1c.4-Sharefolders and Restructuring
IIIC.1c.5-Benefits of EDU
IIIC.1c.6-2734-ATO-EDU-EMASS-4458-MEDU
IIIC.1c.7-Monterey DOD Shared Network
IIIC.1c.8-DCSIT Service Level Agreement

**IIIC.1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

**Self-identified Issue:**

**Decision-making Process for Use and Distribution of Technology Resources**

As the decision-making process follows CIO guidelines, a technology climate survey will be distributed to all DLIFLC faculty and staff to provide an additional input to inform future decisions in the use and distribution of technology resources. This survey will provide end user input and considerations for technology needs.

**Policies and Procedures for Updating Technology**

Collaboration with the CIO and a consideration of future needs will be the basis for updating technology and services related to accessing materials through the internet while working within the framework of the DLIFLC’s policies and procedures. For example, based on the need to consolidate all language learning resources, the Language Materials Distribution System-(LMDS)-International Security Assistance Force (ISAF) material ordering and delivery project was implemented in 2010. This project addressed the mission requirement to provide distance education support in the form of command language program manager proficiency training materials. While materials were accessible on the DLIFLC.edu website via a link to the LMDS, there was a need to aggregate all language and cultural materials so users would not have to browse materials storage in disparate locations on the site. The LMDS underwent system updates to make it more accessible to the field user and a language access portal was created for use by in order to centralize with an ISAF language access portal for centralization of materials and ease of ordering and delivery.

A Knowledge Information System Study (KISS), through the OCTO, is in the discovery phase and will inform Enterprise Portal software development so that administrative and academic information processing is brought up to the highest standards. Process maps provide the flow of information for topics related to technology use such as student grade processing, SLC student portfolio and curriculum review.

**Consideration for Equipment Selection for Distance Learning**

Continuing Education will continue to monitor hardware and software for distance learning in order to maintain Sharable Content Object Reference Model compliance and interoperability of the system. Upgrades will be installed as needed. Online language learning support will continue to be available from the DLIFLC.edu website. The LTEA division will continue to provide support for distance learning through research initiatives and updates to existing research



such as the Language Technology Study for machine translation devices and foreign language and cultural learning resources, to keep up with the dynamic nature of new technologies that support language acquisition.

### **Effectiveness of Technology Use and Distribution**

#### SCOLA

Materials needed be will be included in new contracts. Review of SCOLA programs by the Language Technology Evaluation and Application (LTEA) division will continue along with recommendations for modifications and the addition of new materials.

#### Transparent Language

New materials that support the DLIFLC language requirements will be requested through new contracts.

Materials for Online Lesson Repository, Global Language Online Support System (GLOSS), HeadStart and Online Diagnostic Assessment will be updated with the addition of new materials and will be made available for new platforms when the latest technology devices become available. Language Technology Evaluation and Application (LTEA) was tasked with the creation of an online digital Pashto dictionary. This dictionary will allow online access for faculty and students and will support additions to expand its database. Future plans include the development of parallel online support dictionaries for other languages taught at the DLIFLC. The Pashto dictionary should go online within six months and other languages should follow in four to six months intervals using a similar format.

Technology research projects will be ongoing. In 2011, LTEA conducted Distributed Language and Culture Training to Diverse Audiences: A Survey of Technologies and Applications research. In progress is the iPad Project, a study of the iPad and applications for language acquisition.

#### **Actions:**

DLIFLC migration to .edu network required establishment of a centralized Information Technology support organization, known locally as the Deputy Chief of Staff for Information Technology (DCSIT), therefore, the decision-making process follows DCSIT guidelines. [IIC.1d.1]

A Knowledge Information System Study (KISS) doesn't exist within DCSIT.

Current mobility program offers students and faculty MacBook Pro laptops which are configured as dual boot i.e. users can use both Windows and OSX. iPads are also issued to both faculty and students. Annualized savings are 7.72% of previous tablet PCs and iPod for students and faculty desktops and peripherals. Imaging process throughput increased from 4 per hour to 20 per hour resulting in a time savings for students. Capabilities, time on task, and student satisfaction all increased while reducing budget. [IIC.1d.2] [IIC.1d.3] [IIC.1d.4]

Continuing Education (CE) continues to monitor hardware and software for distance learning. Language Technology Evaluation and Application (LTEA) division transitioned to CE during

reorganization process continues to provide support for distance learning through research initiatives and updates to existing research such as the Language Technology Study for machine translation devices and foreign language and cultural learning resources, to keep up with the dynamic nature of new technologies that support language acquisition. [IIC.1d.5]

SCOLA

Given the availability of multiple online alternatives, the SCOLA contract will not be renewed beyond the current period of performance, which ends in June 2015. Currently, it is being used to access to copyright-cleared video resources for required languages, newspaper material and text material for specified language in an editable format. [IIC.1d.6]

Transparent Language

Per Provost’s decision, the use of Transparent Language has been discontinued. Instead DLIFLC utilizes NetProf capabilities to enhance student’s target language vocabulary and pronunciation proficiency. [IIC.1d.7]

Materials for Online Lesson Repository, Global Language Online Support System (GLOSS), HeadStart and Online Diagnostic Assessment are available at <http://www.dliflc.edu/network>. NetProf has been developed for online support dictionaries for many languages taught at the DLIFLC. NetProf was extended to iPad for iPad usage. [IIC.1d.7]

This issue has been fully resolved.

<b>Evidence</b>
IIC.1d.1-Share Folder Restructuring Brief
IIC.1d.2-Mobile Device Brief
IIC.1d.3-Benefits of EDU
IIC.1d.4-EDU Proof of Concept Results
IIC.1d.5-QRA FY2014 Q4 V01 SB
IIC.1d.6-SCOLA PWSFV
IIC.1d.7-NetProf Recording Tutorial Russian Data (Sample)

**IIC.2. Integrated Planning and Evaluation**

**Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Self-identified Issue:**

OCTO

Office of Chief Technology Officer will continue to oversee the migration to the .edu network and its timely completion.

### POMNEC

The Presidio of Monterey Network Enterprise Center will continue to ensure that technology support needs are met through maintaining help desk and operational support in addition to software updates and installation and mission support services to language schools.

### LS&T

LS&T divisions will work collaboratively with LTEA to provide feedback and make recommendations for future planning in order to provide direction for future studies aligned to the utilization of technology resources that support development, maintenance, and enhancement of programs and services.

LTEA future technology contracts will include:

- SCOLA
- Transparent CL-150
- Atomic Learning
- MIT (Massachusetts Institute of Technology language translation contract)
- Automated ILR text leveling
- Automated ASR
- BBN Broadcast Monitoring System (automated foreign language video exploitation tools)

### LTS Support

LTS support will continue to ensure that new technologies are utilized by faculty and staff through in-house training, workshops and one-on-one support. Additionally, with the migration to the .edu network, LTSs will be required to provide necessary information such as personnel lists, equipment lists and data sources, and nomination of .edu point of contact. LTS will also submit feedback from technology training to better inform the effectiveness of technology resources by end users.

### .edu network

The .edu network will be migrated across the DLIFLC in phases with one phase encompassing 250 users. Dari, CD, and TI will be migrated in the first phase. The migration of phases will overlap for completion in a timely manner and to minimize downtime. The first step in the process will be to build the .edu (June-August, 2011). The next step will be to add resources to .edu (July-September 2011) and the final phase will be to connect users to .edu (September, 2011-September 2012). Information Assurance training will be mandatory for all users and Sakai training will be strongly recommended. User emails will change to a dliflc.edu address; however, users will be able to retain their us.army.mil address or mail.mil. With the approval of the .edu budget, routers, security, firewalls and other necessary items will be purchased to ensure the migration schedule is met.

### **Actions:**

A centralized Information Technology support organization, known locally as the Deputy Chief of Staff for Information Technology (DCSIT) was established due to improved network. DCSIT oversee the migration to the .edu network in partnership with Naval Post Graduate School (NPS). [IIC.2.1]

Language Technology Evaluation and Application (LTEA) continues to provide feedback and make recommendations for future planning in order to provide direction for future studies aligned to the utilization of technology resources that support development, maintenance, and enhancement of programs and services. [IIC.2.2]

LTEA current technology contracts include:

- Atomic Learning
- MIT (Massachusetts Institute of Technology language translation contract)
- Automated ILR text leveling
- Automated ASR (Speech Recognition) [IIC.2.3] [IIC.2.4] [IIC.2.5] [IIC.2.6] [IIC.2.7]

LTS positions were not validated under the USAMAA study. The new technology training to faculty and staff is provided through in-house training, workshops by Faculty Development and one-on-one support and online Atomic Learner Application. [IIC.2.8] [IIC.2.4]

.edu migration has been completed. [IIC.2.9]

DLIFLC DCSIT currently relies on 60 CME (Contract Manpower Equivalent) contract to provide IT support, and the helpdesk response time is based on the reporting issues that are classified into low, medium and high priority. The staff has been efficiently providing support and service to all member of DLIFLC. [IIC.2.10]

USAMAA, Army Personnel Audit, validated twenty-two positions for DLIFLC DCSIT Department in FY13. On 22 FEB 2014, TRADOC approved exception to hire for fourteen GS-2210 series IT positions in order to bring DCSIT staffing level to validated requirement, twenty-two. However, hiring to Information Technology (IT) positions is difficult in the Monterey area due to high cost of living and proximity to Silicon Valley, which generally offers higher rates of pay for technology related positions.

DLIFLC plans on conducting USAMAA insourcing study in FY17 to determine if nay contract workload should be insourced to GS positions for improved IT support.

This issue has been fully resolved.

<b>Evidence</b>
IIC.2.1-2734-ATO-EDU-EMASS-4458-MEDU
IIC.2.2-QRA FY2014 Q4 V01 SB
IIC.2.3-SCOLA PWSFV
IIC.2.4-Atomic Learning DLIFLC 2014 DLIFLC Activity Report

IIC.2.5-NetProf Recording Tutorial Russian Data
IIC.2.6-LTEA ILR PWS FY15 2014 11 14
IIC.2.7-Pronunciation Feedback System Survey
IIC.2.8-Faculty Development Course Catalog
IIC.2.9-EDU Academic Network History
IIC.2.10-DCSIT Service Level Agreement

### STANDARD IIID: Financial Resources

#### IIID.1.1a. Financial planning is integrated with and supports all institutional planning.

##### Self-identified Issue:

The DLIFLC will assertively continue to maintain and enhance interaction with TRADOC and the Defense Language Office.

The DLIFLC will continue efforts to provide professional development for mid and senior level management in the areas of the budget and contracting. Such efforts will enhance its ability to plan, program, budget and execute its fiscal resources. Mid and senior level management must understand its assigned budget, given that the budget reflects the institute’s mission and goals and the Commandant’s priorities. Mid and senior level management must evaluate its performance, adjust available funding and/or request/justify additional funds to meet mission-essential requirements. Mid and senior level management must also understand how best to exploit contract vehicles. In the coming years, there will be constrained budget and management thresholds that will need rapid and timely implementation and integration into budgetary and strategic planning to prevent loss of critical language training capabilities.

##### Actions:

In August, before the start of the next fiscal year, TRADOC sends out the Training Budget Guidance (TBG) along with the TBG Audit Trails (Funding Amounts) to DLIFLC. This guidance gives DLIFLC its starting budget numbers. The Guidance and Audit Trails allow DLIFLC to plan out the budget for the coming FY to ensure that the mission is accomplished. [IIID.1.1a.1] [IIID.1.1a.2]

DLIFLC then takes the guidance and audit trails and forwards it as a Budget Book to each DLIFLC organization. Organizations complete and return the Budget Book to the DLIFLC Budget Office. The organization’s budget book is reviewed and approved, thereby requiring the organization to adhere to the approved budget throughout the year. [IIID.1.1a.3]

This issue has been fully resolved.

<b>Evidence</b>
-----------------

IIID.1.1a.1-FY 15 TBG Narrative Guidance (final)
IIID.1.1a.2-FY15 TBG Audit Trails
IIID.1.1a.3-Sample Budget Workbook

**IIID1.1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Self-identified Issue:**

It is critical to improve the Program and Budget Advisory Committee (PBAC) process and the Annual Budget processes through timelier scheduling of the Program and Budget Advisory Committee meetings and more active use of the new General Fund Enterprise Business System, a fiscal records repository that was adopted by the DLIFLC on October 1, 2010. The Army goal is to eventually allow complete access to the General Fund Enterprise Business System process.

**Actions:**

The Program and Budget Advisory Committee process has been changed to reflect more relevancy and currency. In particular, the PBAC process which was intended to review budget-items on a monthly basis was changed to a weekly update called Commandant’s Update on Fiscal Year XX Budget Execution. [IIID.1.1b.1]

DLIFLC implemented the General Fund Enterprise Business System (GFEBS). It is the official accounting system for Army organizations to include DLIFLC as mandated by higher headquarters. [IIID.1.1b.2]

This issue has been fully resolved.

<b>Evidence</b>
IIID.1.1b.1-Commandant’s Update
IIID.1.1b.2-Sample Budget Workbook

**IIID.2.2a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Self-identified Issue:**

Given the DLIFLC is a complex organization with a considerable number of offices associated with each of its core competencies, its PPBE System, the framework for fiscal planning and resourcing, is also complex. It is critical that the DLIFLC promote among the directorates a more robust participation in and understanding of the PBAC process to increase the directorates’ capability to execute mission.

The Resource Management Office will provide a workshop for mid and senior level management on the Planning, Programming, Budgeting, and Execution System, and receive further training in the use of the General Fund Enterprise Business System (GFEBs). Ultimately, DLIFLC should review its Management Control Program and strive to make it more efficient and effective.

**Actions:**

DLIFLC’s funding is provided by Congress for specific missions. The funds can only be used for its intended purpose as started in DFAS regulation 37-100. Budget workbooks prepared by directorates and other DLIFLC organizations contain instructions and definitions of terms.

Budget workbooks are consolidated to create the master budget. The master budget is reviewed and modified, if necessary, during the weekly budget meetings. The weekly budget meetings are attended by the Commandant, Chief of Staff, Assistant Commandant, Resource Manager, Budget Officer, and Provost. This process replaced the PBAC process. [IIID.2.2a.1]

This issue has been fully resolved.

<b>Evidence</b>
IIID.2.2a.1-Commandant’s Update

**IIID.2.2b. Appropriate financial information is provided throughout the institution.**

**Self-identified Issue:**

It is imperative that more personnel at the DLIFLC use GFEBs.

**Actions:**

DLIFLC is using the GFEBs system. The system is the official accounting system for DLIFLC. Financial data is in real-time and organizational managers are provided with a monthly status report that shows how they are executing their budgets.

This issue has been fully resolved.

<b>Evidence</b>
IIID.2.2b.1-FY15 Monthly Report Rollup

**IIID.2.2e. The college utilizes its financial resources, including those from auxiliary activities, fund raising efforts and grants, in a way consistent with its mission and goals.**

**Self-identified Issue:**

There will be an external audit performed in FY13 once the General Fund Enterprise Business System (GFEBs) is fully implemented. Continue the training referred to in the evaluation above.

**Actions:**

In FY 13 and FY 14, the U.S. Army conducted partial audits with GFEBs. The audit identified discrepancies across various Army organizations. DLIFLC has fully implemented GFEBs and is pending the Army’s full audit. In December 2014 the Office of the Assistant Secretary of the Army (Financial Management and Comptroller) published an audit schedule and what to expect from the audit. [IIID.2.2e.1, slides 5 and 9]

This issue has been fully resolved.

<b>Evidence</b>
IIID.2.2e.1-Audit-What to expect from an Audit and Schedule

**IIID.2.2g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Self-identified Issue:**

In FY12, the DLIFLC will ensure its staff learns how to use the General Fund Enterprise Business System modules more effectively, specifically, the key historical information under the Business Intelligence rubric. In FY13, DLIFLC will conduct an external audit.

**Actions:**

DLIFLC is pending Army guidance as indicated in IIID.2.2e. Anticipated “audit ready” dates for external audit for budget existence and completeness is 1 October 2016, and all financial statements by 1 October 2017. DLIFLC organization budget books and weekly Commandant’s Updates allow DLIFLC to monitor its budget and adapt to Department of Defense guidance.

This issue has been fully resolved.

<b>Evidence</b>
IIID.2.2g.1-Audit-What to expect, Audit Ready Schedule

**STANDARD IVA: Leadership and Governance**

**IVA.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.**

**Self-identified Issue:**

The DLIFLC must continue to develop and monitor appropriate assessments of student and faculty performance and continue to foster venues that encourage participation, discussion,



planning and implementation. Overall, at each level of leadership there needs to be improvement in communication methodologies to ensure that ideas can be better generated across the Institute.

**Actions:**

The institute continues its program of monitoring and developing institutional performance metrics. (See response to Recommendation #2, Campaign Plan [strategic plan] reformation.)

In fiscal year 2013, Reverse Evaluation was initiated at DLIFLC to enhance communication and institutional performance. The purpose of a reverse evaluation is to allow staff and faculty in a particular office or organization within DLIFLC to evaluate the performance of their superior and to make recommendations in a non-attribution setting. The program facilitates communication through small and large group discussion along with forwarding ideas and recommendations. [IVA.1.1] [IVA.1.2] [IVA.1.3]

Quarterly, DLIFLC organizations hold a Quality Review and Analysis (QRA). The purpose is to assess organizational performance. The reviews are consolidated into an annual report that is shared within the particular DLIFLC organization and leadership. [IVA.1.4] [IVA.1.5]

This issue has been fully resolved.

<b>Evidence</b>
IVA.1.1-Reverse Evaluation OPORD; Orientation Training, Data
IVA.1.2-Reverse Evaluation Due Outs UMA School
IVA.1.3-Continuing Education Reverse Evaluation Survey Data
IVA.1.4-UGE Quarterly Review and Analysis (QRA) Rollup FY 2014
IVA.1.5-Continuing Education QRA Rollup FY 2014

**IVA.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

**Self-identified Issue:**

Additional venues and mechanisms for positive and proactive initiatives by individuals should be developed. A feedback system for faculty similar to the institute’s existing Interactive Customer Evaluation (ICE) survey could be developed to focus on getting good ideas in front of senior leadership.

**Actions:**

Venues and mechanisms for positive and proactive initiatives by individuals have been developed. The aforementioned Reverse Evaluation (IVA.1) serves as one venue to provide positive and proactive feedback.

Other initiatives include expanding the existing DLIFLC Offsite to include office-level Offsites. The office-level Offsites (office retreat) have provided numerous actionable items for DLIFLC management to consider and implement. Whereas the existing Interactive Customer Evaluation (ICE) survey is used by faculty and staff, offsites are designed to enable dialogue with colleagues and ultimately achieve in-depth discussion and analysis of an issue. This is not available through the ICE survey. Offsite “Due Outs” capture expected deliverables. [IVA.2a.1] [IVA.2a.2] [IVA.2a.3] [IVA.2a.4]

In addition, as DLIFLC is a military organization, military service unit involvement (Army, Navy, Air Force, Marines) is essential to service member/student success. Both the service unit and institute have mutual goals. As such, DLIFLC conducted a Soldier Success Summit in 2013 and has another scheduled for April 2015. The purpose of the collaborative meetings are to: 1) Identify best student learning practices at DLIFLC and apply those practices across military units and DLIFLC schools; 2) Develop a common mission among companies and schoolhouses to implement best practices; 3) Foster and reinforce dialogue between the 229th and schoolhouses to increase production rates. [IVA.2a.5]

Another initiative involved revising the Academic Senate’s By-Laws. The process included recurring feedback from faculty, staff and administration. The new by-laws replace the 2012 version and were effective December 2014. The by-laws have additional reporting requirements and standing committees, promoting participation and communication. [IVA.2a.6]

Last, students continue to utilize both, Interim Student Questionnaire (ISQ) and End of Student Questionnaire (ESQ) and have a military-prescribed structure (chain-of-command) as well as access to the Inspector General to forward their ideas or concerns. The questionnaires continue to be the primary source of student feedback to faculty and administration.

This issue has been fully resolved.

<b>Evidence</b>
IVA.2a.1-Academic Affairs 2015 Offsite Due Outs
IVA.2a.2-Faculty Development 2015 Offsite Due Outs
IVA.2a.3-Curriculum Support 2015 Offsite Due Outs
IVA.2a.4-Library 2015 Offsite Due Outs
IVA.2a.5-Military Best Practice Summit Conference Agenda
IVA.2a.6-Academic Senate, Faculty Advisory Councils By-Laws, Revised 2014

**IVA.2.b. The Institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

**Self-identified Issue:**

The DLIFLC should continue to encourage professional development through local and external academic events which include interactive presentations on innovative foreign language teaching

techniques and theory. Successful innovations should be expanded upon, implemented and rewarded. The institute should also continue to enhance the role of the DLCWG and DLTWG and other interactions with the wider academic community.

**Actions:**

DLIFLC has several mechanisms in place to encourage professional development. First, DLIFLC has a Faculty Development Support Division that continually develops, implements, and maintains a quality assurance process for an innovative, customized professional development program resulting in effective FL teaching. The division conducts train-the-trainer, workshops, analyses/discussion of course evaluations, mentoring, visiting scholar program, and other training-related events. The Division also supports the DLIFLC Faculty Holiday Professional Development Program which has grown to a three-day professional development event each December. The purpose of the event is to specifically share best practices among faculty and staff regarding effective methods and resources in teaching and learning.

[IVA.2.b.1] [IVA.2.b.2]

In addition, the DLIFLC Academic Senate conducts an annual professional opportunity known as the Faculty Professional Development Day. Now in its 16<sup>th</sup> year, the Academic Senate Professional Development Day takes place each July with approximately 60 presentations. The venue, similar to the Holiday Professional Development Program, provides keynote speakers and enables DLIFLC faculty and staff to share their best practices with their colleagues. [IVA.2.b.3]

DLIFLC also conducts on-going professional development through the leadership and administration of the school deans. In particular, DLIFLC schools conduct faculty professional development sessions based on their school’s need. [IVA.2.b.4]

Externally, DLIFLC funds education opportunities for DLIFLC faculty to take college-level and graduate courses at various institutions. The program is operated through the Provost’s Office and typically manages the funding and enrollment of approximately 135 DLIFLC faculty members per semester. [IVA.2.b.5] [IVA.2.b.6]

DLIFLC has several interactions with the academic community, primarily manifested through a consortia called the Monterey County Competitive Clusters: Higher Education and Research. DLIFLC is one of ten degree-granting institutions that is dedicated to increasing awareness of the educational and research assets of Monterey County and the surrounding area and to increase partnerships among the diverse institutions. The core working group of the Cluster consists of several higher education and research institutions. [IVA.2.b.7]

This issue has been fully resolved.

<b>Evidence</b>
IVA.2b.1-Faculty Development Support
IVA.2b.2-Faculty Professional Dev Program Dec 2014 Program
IVA.2b.3-Academic Senate Faculty Prof Dev July 2014
IVA.2b.4-Training Conducted in Middle East School-2014
IVA.2b.5-External Academic Training Guidelines

IVA.2b.6-External Faculty Development Courses Fall 2014
IVA.2b.7-Academic Community Partnership

**STANDARD IVB: Board and Administrative Organization**

**IVB.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

**Self-identified Issue:**

Forward annual renewals of BoV member appointments upon receipt of the individual’s initial appointment.

**Actions:**

The DLIFLC BoV is a federal advisory committee. As such, the BoV falls under ACCJC's policy on Governing Boards for Military Institutions. Six (6) annual renewals were made, and two (2) new 3-year appointment were made. Total membership is eight (8) with ongoing membership solicitation. DLI BoV membership consists of staggered terms thereby facilitating continuity.

This issue has been fully resolved.

<b>Evidence</b>
IVB.1.1-BoV Operating Procedures 12 Dec 2013
IVB.1.2-Membership Matrix AEAC
IVB.1.3-AEAC Charter 2012-2014
IVB.1.4-Board Member Appointment and Renewal Approvals

**1e. The Governing Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.**

**Self-identified Issue:**

A description and purpose of the BoV with a link to minutes and other pertinent documents should be posted at the DLIFLC’s website ([www.dliflc.edu](http://www.dliflc.edu)) under the “About DLIFLC” section. This provides a greater level of transparency.

**Actions:**

The BoV is not a policy-making body. The BoV last reviewed and revised its Charter in December 2013. A webpage on the DLIFLC.edu website was created with link to additional information upon request. A webpage for DLIFLC BoV is also on the Federal Government

Federal Advisory Committee Database hosted by the U.S. General Services Administration (GSA).

This issue has been fully resolved.

<b>Evidence</b>
IVB.1e.1-Website BoV Page
IVB.1e.2-BoV Federal Advisory Committee Website

**IVB.1f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Self-identified Issue:**

The BoV and the institute should consider initiating the annual reappointment process no later than one year before a member’s term expires. In cases of initial appointment to a three-year term, the annual renewal should be forwarded upon confirmation of the initial appointment as a BoV member. The nomination of one or more names on an annual basis is suggested since the AEAC charter allows a subcommittee to have up to 12 members. As a result, BoV terms and number of members may fluctuate; however, this method responds to the need of staggered terms.

**Actions:**

Annual reappoints to serve on the BoV are tracked and initiated upon initial appointment. Since 2012, there have been three more members nominated to the BoV with ongoing solicitation of additional members. Member terms are staggered.

This issue has been fully resolved.

<b>Evidence</b>
IVB.1f.1-Annual Nominations and Member Solicitation

**IVB.1g. The governing board’s self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies or bylaws.**

**Self-identified Issue:**

Create a formal process to enable BoV members to conduct a self-evaluation in addition to the existing mechanisms in place. The self-evaluation process will be included in the BoV Operating Procedures.

**Actions:**

The BoV evaluates itself at least one time every 12 months. The self-evaluation survey asks about individual member performance, group performance, meeting agenda, facilities and areas to improve. In lieu of placing the self-evaluation process in the Charter, the self-evaluation is a

line item in the official meeting agenda. This ensures that time is allocated for the self-evaluation.

This issue has been fully resolved.

<b>Evidence</b>
IVB.1g.1-Self Evaluation BoV Meeting

## **Appendices: Evidence List**

### **Recommendations**

#### **Recommendation 1**

- 1.1-Support to the Defense Language Institute Campaign Plan TRAC-Monterey 1 April 2013
- 1.2-DLIFLC Offsite Campaign Plan Reformation Handout, 24 June 2013
- 1.3-DLIFLC Board of Visitors Meeting Minutes, December 2013
- 1.4-BoV Campaign Plan Preview

#### **Recommendation 2**

- 2.1-OPORD 14-31 Provost Restructuring
- 2.2- DLIFLC Offsite Campaign Plan Reformation Handout, 24 June 2013
- 2.3-Provost Reorganization Plan (Draft)
- 2.4-Provost Restructure In Process Review (IPR), 28 January 2014
- 2.5-Provost Restructure In Process Review (IPR), 24 February 2014
- 2.6-DLIFLC Campaign Plan (Strategic Plan) 2014-2018
- 2.7-Hebrew Program Review FY14
- 2.8-Army Enterprise Applicability Standards Chart
- 2.9-Map of TRADOC QA and Western Association
- 2.10-TRADOC Accreditation-2014
- 2.11-Commandant Vimeo Exit Examination Standards

#### **Recommendation 3**

- 3.1-FT Mead LTD Sensing Session Template
- 3.2-OPORD Field Support LTD Reverse Evaluation 2013
- 3.3-OPORD Field Support LTD Reverse Evaluation 2014
- 3.4-LTD Reverse Evaluation February 2014
- 3.5-Reverse Evaluation Survey Non-Supervisory
- 3.6-End of Course Evaluation Aug 2013 June 2014 Sample
- 3.7-Annual Program Summary 2012-2013 Excerpts
- 3.8-Taskings EPLTD Summit 12-14Nov2014
- 3.9-Taskings Tampa LTD Visit 28Oct2014

#### **Recommendation 4**

- 4.1-Army Foreign Language Program-Army Regulation 11-6
- 4.2-DLIFLC Regulation 350-10 Excerpt
- 4.3-DLIFLC Attrition Reduction Initiative Excerpt
- 4.4-DLAB Waivers vs. Non-Waivers Comparison
- 4.5-DLAB Information Sheet, U.S. Marine Corps, Camp Lejeune, NC
- 4.6-Provost Academic Vision for Getting to 2+ and 2+ DLPT
- 4.7-Improving DLAB's Prediction, CASL Research Fact Sheet
- 4.8-Interim Technical Reivew-DLAB2- Oct 2014
- 4.9-Merged DMDC and DLI DLAB Historical Data 2009-2013
- 4.10-Form 90-A Student Questionnaire

#### 4.11-Military Demographics Study

##### **Recommendation 5**

- 5.1-DLIFLC Offsite Campaign Plan Reformation Handout 24Jun13
- 5.2-DLIFLC Campaign Plan 2014-2018 Narrative
- 5.3-FY 2015-2019 Campaign Plan Offsite Presentation July 2014
- 5.4-After Action Review (AAR)- Campaign Plan 2013
- 5.5-FY 2014 Campaign Plan Offsite After Action Review (AAR) August 2014
- 5.6-DLIFLC Board of Visitors Campaign Plan Brief- 11 Sep 2014
- 5.7-CD Curriculum Dev), FD (Faculty Dev), SLC (Student Learning Center) Offsite Minutes, Jan14
- 5.8-Report on Faculty Feedback from FPS Sensing Session-12 July 2014
- 5.9-Faculty Personnel System (FPS) Update 30 September 2014
- 5.10-Reverse Evaluation OPORD-Sample; Orientation Training, Data, RE-Personnel-Mgmt
- 5.11-Presidio of Monterey Collective Bargaining Agreement August 2014
- 5.12-DLIFLC Due-Outs by Directorate
- 5.13-TRADOC QAO Survey-Supv and Non-Supv 2014
- 5.14-AS and FAC CMDT Approved By-Laws 2014

##### **Recommendation 6**

- 6.1-Membership Matrix AEAC Balance Criteria Spreadsheet
- 6.2-Consolidated AEAC Subcommittee Appointments, Renewals since 2012
- 6.3-BoV Member Letters of Interest and Reply Sample
- 6.4-DLIFLC BoV Operating Procedures, December 2013
- 6.5-Email to AEAC Executive Secretary and Office of Special Programs
- 6.6-Army Education Advisory Committee Annual Renewal
- 6.7-Headquarters Department of the Army Coordination
- 6.8-New BoV Nominee Interest
- 6.9-New BoV Member Solicitation

#### **Self-identified Issues**

##### **Evidence**

- IA.3.1-DLIFLC Offsite Campaign Plan Reformation handout, 24 June 2013
- IA.3.2-Dec 2013 DLIFLC BoV Minutes Package
- IA.3.3-Campaign Plan Preview to BoV Sep 2014

##### **Evidence**

- IB.1.1-Reverse Evaluation OPORD; Orientation Training, Data, RE-Personnel-Mgmt
- IB.1.2-Reverse Evaluation LTDs February 2014
- IB.1.3-Reverse Evaluation Survey Non-Supervisory
- IB.1.4-Reverse Evaluation UMA Due-Out
- IB.1.5-DLIFLC Offsite OPORD 14-69
- IB.1.6-Annual Program Summary 2012
- IB.1.7-Annual Program Summary 2013



IB.1.8-Quality Review and Analysis, Q1, FY2013 UGE  
IB.1.9-Quality Review and Analysis, Q3, FY2013 UGE  
IB.1.10-Quality Review and Analysis, Q4, FY2014 UGE

**Evidence**

IB.2.1-DLIFLC Offsite Campaign Plan Reformation Handout, 24 Jun13  
IB.2.2-Offsite OPORD and DLIFLC Campaign Plan Metrics Review, 8Jul14

**Evidence**

IB.3.1-Academic Senate, Faculty Advisory Councils By-Laws, Revised 2014

**Evidence**

IB.4.1-Offsite OPORD and DLIFLC Campaign Plan OPORD 14-69  
IB.4.2-Annual Program Summary 2013

**Evidence**

IB.6.1-APR DLIFLC FY14  
IB.6.2-BoV minutes September 10-11 2014  
IB.6.3 -Reverse Evaluation OPORD; Orientation Training, Data, RE-Personnel-Mgmt.  
IB.6.4-Academic Senate, Faculty Advisory Councils By-Laws, Revised 2014

**Evidence**

IB.7.1-Offsite OPORD and DLIFLC Campaign Plan Metrics Review, 8 Jul14  
IB.7.2-229th Project Brief edited Final Draft  
IB.7.3-Evaluation Report of Field Interviews and Survey  
IB.7.4-Meta-Evaluation Study Program Review 2014  
IB.7.5-TRADOC Quality Assurance Certificate 2014

**Evidence**

IIA.1-QRA CE Apr 2014  
IIA.2-APR SLS Info Paper FY14  
IIA.3-QRA UGE FY14  
IIA.4-APR FY14  
IIA.5-DLIFLC Program Summary FY13  
IIA.6-Exhibit 3 Interagency Language Roundtable  
IIA.7-DLTWG Defense Language Testing Working Group Charter, representative membership  
IIA.8-DLCWG Defense language Curriculum Working Group Agenda CY14

**Evidence**

IIA.1.1-Offsite OPORD and DLIFLC Campaign Plan Metrics Review, 8Jul14  
IIA.1.2-APR DLIFLC FY14  
IIA.1.3-FT Mead LTD Sensing Session Template  
IIA.1.4-OPORD Field Support LTD Reverse Evaluation 2013  
IIA.1.5-OPORD Field Support LTD Reverse Evaluation 2014  
IIA.1.6-LTD Reverse Evaluation February 2014  
IIA.1.7-Reverse Evaluation Survey Non-Supervisory  
IIA.1.8-End of Course Evaluation Aug 2013 June 2014 Sample  
IIA.1.9-Inspector General Agenda for DLI-W Sensing Sessions

**Evidence**

IIA.1a.1-SLS Course Overview  
IIA.1a.2-SLS ILS101 Course Descriptions  
IIA.1a.3-SLS Technology Initiatives  
IIA.1a.4-Exhibit 19 Diagnostic Assessment Center brochure

IIA.1a.5-DLIFLC Attrition Reduction Initiative Report

IIA.1a.6-SLC Intervention Project Final Report

**Evidence**

IIA.1b.1-Faculty Development Support Services Overview

IIA.1b.2-FD Catalog 2014

IIA.1b.3-FD Workshop Calendar FY13 and FY14

IIA.1b.4-FD Monthly Quarterly Report FY14

IIA.1b.5-Holiday Program 2014

IIA.1b.6-SLC Transition Plan to UGE

IIA.1b.7-SLS Workshop Schedule Jun-Sep FY14

IIA.1b.8-UCL VSP Peter Shaw

IIA.1b.9-VSP 2011 2014

IIA.1b.10-VSP flyers

IIA.1b.11-TI Metrics on Usage

**Evidence**

IIA.1c.1-DLCWG Agenda CY14

IIA.1c.2-APR LST DLCWG Info Paper FY13

**Evidence**

IIA.2c.1-FY15 1Q DLPT and OPI Results

IIA.2c.2-FY08 PBD Annual Report

IIA.2c.3-FY09 PBD 753 Annual Status Narrative

IIA.2c.4-DLIFLC Waiver Rate

IIA.2c.5-DLIFLC Attrition Reduction Initiative Report

IIA.2c.6-Attrition Review Board Packet Sample

IIA.2c.7-Basic Course Attrition Stats FY14

IIA.2c.8-DLIFLC Plan to Achieve 2+/2+

**Evidence**

IIA.2d.1-Barsch Learning Style Inventory

IIA.2d.2-Downloading ILS Learning Materials

IIA.2d.3-ILS Language Learning Strategies

IIA.2d.4-ILS Student Learning Plan

IIA.2d.5-Authentic Materials- News in Russian

IIA.2d.6-Authentic Materials- News in Urdu

IIA.2d.7-Technology Proficiency Survey

IIA.2d.8-UCL Class Observation Form (Sample)

**Evidence**

IIA.3.1-DLIFLC Catalog 2015-2016

**Evidence**

IIA.3a.1-FR Curriculum Development Report

IIA.3a.2-Hindi Support Request Form

IIA.3a.3-Russian Curriculum Dev. notes to Cmd Group

IIA.3a.4-Korean BC Syllabus

IIA.3a.5-QRA CE Apr 2014

IIA.3a.6-Authentic Materials-News in Russian

**Evidence**

IIA.3c.1-FY14 DAA Training Progress

IIA.3c.2-Sexual Harassment Assault Response and Prevention Training  
IIA.3c.3-Black History Month 2014  
IIA.3c.4-Domestic Violence The Musical 2014  
IIA.3c.5-Ethnic Observances Schedule FY15  
IIA.3c.6-Hispanic Heritage Month Flyer 2013  
IIA.3c.7-Mogue Flyer 2014  
IIA.3c.8-NAIHMO Flyer 2014  
IIA.3c.9-National Preparedness Month POM 2014  
IIA.3c.10-Political Activities Quick Reference  
IIA.3c.11-Stress Management 2014

**Evidence**

IIA.5.1-APR DLIFLC FY14  
IIA.5.2-Online Instructional Material  
IIA.5.3-Online Language Resources  
IIA.5.4-DLI Bellevue Articulation Agreement 2012  
IIA.5.5-DLI NGCSU Articulation Agreement 2012

**Evidence**

IIA.6a.1-DLI Bellevue Articulation Agreement 2012  
IIA.6a.2-DLI NGCSU Articulation Agreement 2012  
IIA.6a.3-DLPT Credit Policy

**Evidence**

IIA.7a.1-Cmd Policy Academic Integrity 2012  
IIA.7a.2-Cmd Policy Prev of Sexual Harassment  
IIA.7a.3-Cmd Policy IRB 2014  
IIA.7a.4-Cmd Policy Prohibited Relationships 2013  
IIA.7a.5-Conducting Research at DLIFLC  
IIA.7a.6-DLIFLC Assurance Renewal  
IIA.7a.7-HRPP Rules and Regulations  
IIA.7a.8-UCL Share Point Site with 44 Cmd Policies  
IIA.7a.9-UAA Faculty Handbook  
IIA.7a.10-FY14 DAA Training Progress

**Evidence**

IIA.7b.1-350-10 27OCT2014  
IIA.7b.2-SLS ILS Student In-Brief (note slide #25)

**Evidence**

IIB.1.1- Pinnacle Development 2003-2013

**Evidence**

IIB.2.1-DLIFLC Catalog 2015-2016

**Evidence**

IIB.3f.1-STATS Update

**Evidence**

IIC.1a.1-VSP 2011 2014  
IIC.1a.2-VSP flyers  
IIC.1a.3-Aiso Library Website  
IIC.1a.4-Aiso Library APR2013  
IIC.1a.5-SLS Workshop Schedule Jun-Sep FY14

IIC.1a.6-APR SLS Info Paper FY14  
IIC.1a.7-UCL Class Observation Form

**Evidence**

IIC.1b.1-Aiso Library Website  
IIC.1b.2-DLIFLC 2014 Holiday Professional Development Program  
IIC.1b.3-Aiso Library Tour Video  
IIC.1b.4-AS Meeting 26Jan15 Minutes  
IIC.1b.5-SLS Workshop Schedule Jun-Sep FY14  
IIC.1b.6-APR SLS Info Paper FY14  
IIC.1b.7-A Linguist's Guide to Language Enhancement After DLI (LEAD)  
IIC.1b.8-ALS-Eo3 Presentation  
IIC.1b.9-ALS-Eo3 Syllabus  
IIC.1b.10-EDU Academic Network History  
IIC.1b.11-Lectora Online Tool

**Evidence**

IIC.1c.1-Aiso Library Metric Report on Usage  
IIC.1c.2-Aiso EZProxy Log in  
IIC.1c.3-Aiso Library EBSCO Discovery Service  
IIC.1c.4-Aiso Library Website  
IIC.1c.5-SLC Transition Plan to UGE  
IIC.1c.6-SLS Workshop Schedule Jun-Sep FY14

**Evidence**

IIC.1e.1-Aiso Library EBSCO Discovery Service  
IIC.1e.2-Aiso Library Website  
IIC.1e.3- DLIFLC-Inter-Library Loan

**Evidence**

IIC.2.1-Collection Policy  
IIC.2.2-Aiso Library Website  
IIC.2.3-Boopsie Library App Request  
IIC.2.4-AS meeting 26Jan15 Minutes  
IIC.2.5-Holiday Program Booklet  
IIC.2.6-SLS Technology Initiatives

**Evidence**

IIIA.1b.1-Report on Faculty Feedback from FPS Sensing Session-12 July 2014  
IIIA.1b.2-Rating Cycle Adjustment Memo 25 Sep 2014  
IIIA.1b.3-Sample Merit Pay Letter to Faculty 2015  
IIIA.1b.4-Town Hall-FPS Matters 10 Dec 2015

**Evidence**

IIIA.4a.1-EO and other Mandatory Training FY15, FY14

**Evidence**

IIIA.4c.1-Inspector General Command Policy  
IIIA.4c.2-Inspector General Inspection OPOD 15-15  
IIIA.4c.3-Equal Opportunity Command Policy  
IIIA.4c.4-Employee Climate Survey

**Evidence**

IIIA.6.1-Title 10 U.S. Code DLIFLC

### IIIA.6.2 Workforce Strategy

#### **Evidence**

IIIB.1.1a.1-New Construction Overview

IIIB.1.1a.2-DD1354 Colonel Cook Hall

IIIB.1.1a.3-DD1354 Corporal Corpuz Hall

IIIB.1.1a.4-Barrack Complex Phase 1

IIIB.1.1a.5-Barrack Complex Phase 3

IIIB.1.1a.6-Repair Barrack 630

IIIB.1.1a.7-Classroom Renovation - B619-B623

IIIB.1.1a.8-GIB Renovation B624

#### **Evidence**

IIIB.1.1b.1-Green Building Plaque-Certification

#### **Evidence**

IIIB.2.2a.1-Repair Barrack 630

IIIB.2.2a.2-Classroom Renovation, B619, B623

IIIB.2.2a.3-DD1354 - Khalil Hall

IIIB.2.2a.4-GIB Renovation B624

#### **Evidence**

IIIC.1.1-TI Metrics on Usage

IIIC.1.2-Russian Data NetProf

IIIC.1.3-Sharefolders and Restructuring

IIIC.1.4-NetProf Recording Tutorial Russian Data

IIIC.1.5-PashtoDictionary-ScreenShot

IIIC.1.6-Online Instructional Material

IIIC.1.7-Online Language Resources

IIIC.1.8-Language Day Tech Specs

IIIC.1.9-EDU Academic Network History

IIIC.1.10-EDU Proof of Concept Results

IIIC.1.11-Benefits of EDU

IIIC.1.12-DCSIT Service Level Agreement

#### **Evidence**

IIIC.1a.1-Sharefolders and Restructuring

IIIC.1a.2-Mobile Device Brief

IIIC.1a.3-EDU Proof of Concept Results

IIIC.1a.4-Benefits of EDU

#### **Evidence**

IIIC.1b.1-Language Day Tech Specs

IIIC.1b.2-2014 Unlocking Language Learning Opportunities

IIIC.1b.3-Faculty Development Course Catalog

IIIC.1b.4-Atomic Learning DLIFLC 2014-15 Renewal

IIIC.1b.5-Atomic Learning DLIFLC Tech Skills Support 2014-15 Renewal

#### **Evidence**

IIIC.1c.1-EDU Academic Network History

IIIC.1c.2-Mobile Device Brief

IIIC.1c.3-EDU Proof of Concept Results

IIIC.1c.4-Sharefolders and Restructuring

IIC.1c.5-Benefits of EDU  
IIC.1c.6-2734-ATO-EDU-EMASS-4458-MEDU  
IIC.1c.7-Monterey DOD Shared Network  
IIC.1c.8-DCSIT Service Level Agreement

**Evidence**

IIC.1d.1-Share Folder Restructuring Brief  
IIC.1d.2-Mobile Device Brief  
IIC.1d.3-Benefits of EDU  
IIC.1d.4-EDU Proof of Concept Results  
IIC.1d.5-QRA FY2014 Q4 V01 SB  
IIC.1d.6-SCOLA PWSFV  
IIC.1d.7-NetProf Recording Tutorial Russian Data (Sample)

**Evidence**

IIC.2.1-2734-ATO-EDU-EMASS-4458-MEDU  
IIC.2.2-QRA FY2014 Q4 V01 SB  
IIC.2.3-SCOLA PWSFV  
IIC.2.4-Atomic Learning DLIFLC 2014 DLIFLC Activity Report  
IIC.2.5-NetProf Recording Tutorial Russian Data  
IIC.2.6-LTEA ILR PWS FY15 2014 11 14  
IIC.2.7-Pronunciation Feedback System Survey  
IIC.2.8-Faculty Development Course Catalog  
IIC.2.9-EDU Academic Network History  
IIC.2.10-DCSIT Service Level Agreement

**Evidence**

IID.1.1a.1-FY 15 TBG Narrative Guidance (final)  
IID.1.1a.2-FY15 TBG Audit Trails  
IID.1.1a.3-Sample Budget Workbook

**Evidence**

IID.1.1b.1-Commandant's Update  
IID.1.1b.2-Sample Budget Workbook

**Evidence**

IID.2.2a.1-Commandant's Update

**Evidence**

IID.2.2b.1-FY15 Monthly Report Rollup

**Evidence**

IID.2.2e.1-Audit-What to expect from an Audit and Schedule

**Evidence**

IID.2.2g.1-Audit-What to expect, Audit Ready Schedule

**Evidence**

IVA.1.1-Reverse Evaluation OPORD; Orientation Training, Data  
IVA.1.2-Reverse Evaluation Due Outs UMA School  
IVA.1.3-Continuing Education Reverse Evaluation Survey Data  
IVA.1.4-UGE Quarterly Review and Analysis (QRA) Rollup FY 2014  
IVA.1.5-Continuing Education QRA Rollup FY 2014

**Evidence**

IVA.2a.1-Academic Affairs 2015 Offsite Due Outs

IVA.2a.2-Faculty Development 2015 Offsite Due Outs  
IVA.2a.3-Curriculum Support 2015 Offsite Due Outs  
IVA.2a.4-Library 2015 Offsite Due Outs  
IVA.2a.5-Military Best Practice Summit Conference Agenda  
IVA.2a.6-Academic Senate, Faculty Advisory Councils By-Laws, Revised 2014

**Evidence**

IVA.2b.1-Faculty Development Support  
IVA.2b.2-Faculty Professional Dev Program Dec 2014 Program  
IVA.2b.3-Academic Senate Faculty Prof Dev July 2014  
IVA.2b.4-Training Conducted in Middle East School-2014  
IVA.2b.5-External Academic Training Guidelines  
IVA.2b.6-External Faculty Development Courses Fall 2014  
IVA.2b.7-Academic Community Partnership

**Evidence**

IVB.1.1-BoV Operating Procedures 12 Dec 2013  
IVB.1.2-Membership Matrix AEAC  
IVB.1.3-AEAC Charter 2012-2014  
IVB.1.4-Board Member Appointment and Renewal Approvals

**Evidence**

IVB.1e.1-Website BoV Page  
IVB.1e.2-BoV Federal Advisory Committee Website

**Evidence**

IVB.1f.1-Annual Nominations and Member Solicitation

**Evidence**

IVB.1g.1-Self Evaluation BoV Meeting