Defense Language Institute Foreign Language Center

Presidio of Monterey, California 93944

Follow-Up Report

Submitted to:

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

Date Submitted:
15 October 2014

Follow-Up Report – Certification Page

To: Accrediting Commission for Community and Junior Colleges of the
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: _____
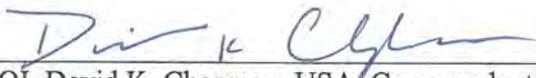
COL David K. Chapman, USA, Commandant, DLIFLC

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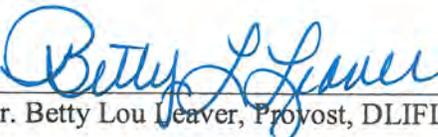
Dr. Betty Lou Leaver, Provost, DLIFLC

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Dr. Richard Brecht, Chair, Board of Visitors

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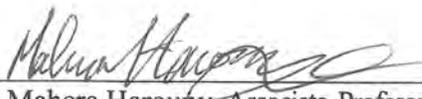
Dr. Mahera Harouny, Associate Professor, President, Academic Senate

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Dr. Luba Grant, Chair, Dean's Council

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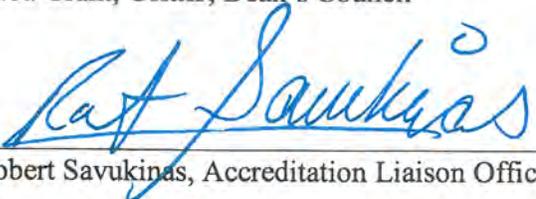
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Statement of Report Preparation

This Follow-Up 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. Dr. Savukinas and Dr. 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.

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
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Dr. Jim Zhao, Associate Provost for Undergraduate Education
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Response to the Commission Action Letter 2012

In July 2012, ACCJC sent an Action Letter to the Defense Language Institute Foreign Language Center (DLIFLC). The Action Letter was based on the DLIFLC Self Study and subsequent ACCJC Site Evaluation Visit to DLIFLC. In that Action Letter, ACCJC reaffirmed DLIFLC's accreditation with a requirement that DLIFLC complete a Follow-Up Report, addressing resolution to six (6) Recommendations.

Recommendation 1: 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).

Actions Taken

Immediately upon receipt of the ACCJC Action Letter in July 2012, 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);
2) DLIFLC Staff and Faculty Offsite Planning Session (internal review);
3) Campaign Plan (strategic plan) Fiscal Year 2013-2017 (integration).

1) Technical Assistance from the Training and Doctrine Command Analysis Center
In Fall 2012 the DLIFLC requested the Training and Doctrine Command Analysis Center—Monterey (TRAC-MTRY) to provide technical input and feedback into the Institute's Mission and Campaign Plan (strategic plan) specifically.[1] 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.[2] 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]*

The Institute understood that multiple perspectives were necessary in considering changes to its mission statement, not just that of TRAC-MTRY. The TRAC-MTRY evaluation findings were among several perspectives that the institute considered in deriving its current mission statement.

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[1] Training and Doctrine Command is DLIFLC's higher headquarters. Training and Doctrine Command Analysis Center—Monterey (TRAC-MTRY) is a military research organization that performs exploratory and applied research on selected topics pertaining to Army operations. TRAC-MTRY partners with Federal agencies and laboratories as well as academic institutions to conduct its program of research.
[2] Review of planning processes to include the Strategic Plan review is addressed in Recommendation #2.

2) DLIFLC Staff and Faculty Offsite Session
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.
3. External factors to DLIFLC.

With the above framework, the Offsite's review methodology consisted of dividing the participants into several groups charged with drafting and justifying the group's proposed Mission and Vision statements, which were subsequently reconciled in a plenary-style large group discussion session.

As related to ACCJC Recommendation #1, the Offsite groups discussed whether or not to include the degree-granting in the revised Mission Statement [1.3] However, in deliberations, degree granting was not included in any of the group's recommendations. It was also noted that the DLIFLC Associate of Arts Degree program is a voluntary program for DLIFLC students and is an additional academic goal beyond successful completion of a student's foreign language program core. The discussion focused on DLIFLC's role in fulfilling the needs of the Department of Defense in producing mission-capable military linguists.

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. Although there was no change to the Vision Statement, discussion led to the creation of a DLIFLC Values Statement, which reads as follows:[3]

> *We hold ourselves and others accountable for the following values:*
> **a.** *Commitment- We are committed to our students, employees, stakeholders, life-long learning, and institutional excellence.*

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[3] DLIFLC Vision Statement: *To deliver the world's best culturally based foreign language education and training—at the point of need.*

b. Adaptability- We promote flexibility and drive innovative change as individuals and as an institution.
c. Integrity- We expect personal and professional integrity.
d. Respect- We honor our cultural and social diversity by treating others with dignity and respect.

After the Offsite Planning Session, the DLIFLC Board of Visitors reviewed and supported the Statements during their subsequent meeting held December 2013. [1.4] The updated Mission and Vision Statements, and Values are prominently posted on the Institute's website and in other high-visibility areas.

3) Operationalizing the Mission Statement

The new DLIFLC Mission Statement was operationalized through the DLIFLC Campaign Plan, the Institute's strategic plan. [1.5] DLIFLC reviews the Campaign Plan's Action Plans containing Lines of Effort, Major Objectives and Sub Tasks on a quarterly basis. [1.6] The Campaign Plan relies on the expertise of the various constituents from the campus as it is the primary mechanism for integrating and tracking the progress of the elements found in DLIFLC's Mission Statement.

The Annual Offsite, conducted July 2014, consisted of a review of the prior Offsite to include Mission and Vision Statement discussion and the development of the new Campaign Plan. [1.7] [1.8]

Conclusion

DLIFLC took a comprehensive and systematic approach in evaluating and considering changes to its mission statement to not only respond to ACCJC Recommendation 1, but other factors which are both internal and external to DLIFLC. The new DLIFLC Mission Statement reflects a collaboratively developed statement that is embedded into the planning process through the Campaign Plan. It is reviewed by the DLIFLC community during the Institute's Annual Offsite Sessions.

Evidence - Recommendation 1:

Reference	Document
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 Offsite Group 1 Mission Statement 1 and LOE 1a- Education, 24 June 2013, Slide #4.
1.4	DLIFLC Board of Visitors Meeting Minutes, December 2013
1.5	DLIFLC Campaign Plan 2014-2018 Narrative
1.6	DLIFLC FY2013-2017 Campaign Plan QTR 1 Briefing
1.7	OPORD 14-69 (DLIFLC Off-site)
1.8	FY 2015-2019 Campaign Plan Offsite Presentation July 2014

Recommendation 2: 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).

Actions Taken

Recommendation 2 is answered in two parts. The first part in response to Recommendation 2 describes how DLIFLC routinely evaluates its planning processes. The recently revised and approved Mission Statement, Vision Statement and Values Statement collectively serve as the cornerstone for DLIFLC's planning processes and systems evaluation mechanisms. In addition, the Institute conducted comprehensive examination of the metrics used in the Campaign Plan during the July 2014 Offsite. The FY 2014-2018 Campaign Plan serves as the method by which the Institute assesses itself. The second part in response to Recommendation 2 addresses how the Institute reviewed its system evaluation mechanisms and incorporated numerous changes. Many initiatives had a positive effect upon the institution, and others are in the feedback/assessment process. As such, the response to Recommendation 2 is divided into two parts: 1) Evaluating DLIFLC's planning processes, and 2) Evaluating DLIFLC's systems evaluation mechanisms to ensure they are effective.

1) Evaluating DLIFLC's Planning Processes

Partly due to ACCJC's Recommendations and as a result of an internal staffing reorganization (Not deemed as a Substantive Change by ACCJC), DLIFLC realized that it needed to evaluate its strategic planning process, known as the Campaign Plan. The Campaign Plan is a mechanism for integrating and balancing all elements of DLIFLC's Mission and Vision. The intent of the Campaign Plan is to synchronize DLIFLC-wide efforts and maximize the effectiveness and predictability of those efforts while allowing maximum flexibility for innovation and initiative.

Campaign Plan Reformation FY 2013-2017 and FY 2014-2018

DLIFLC initiated its strategic plan evaluation in 2013, named Campaign Plan Reformation. The initiative was led by DLIFLC Plans Office 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 2013 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, Figure 1 below, to reflect the new organizational structure, Figure 2 below.

Figure 1: Original DLIFLC FY 2013-2017 Campaign Plan Strategy Map
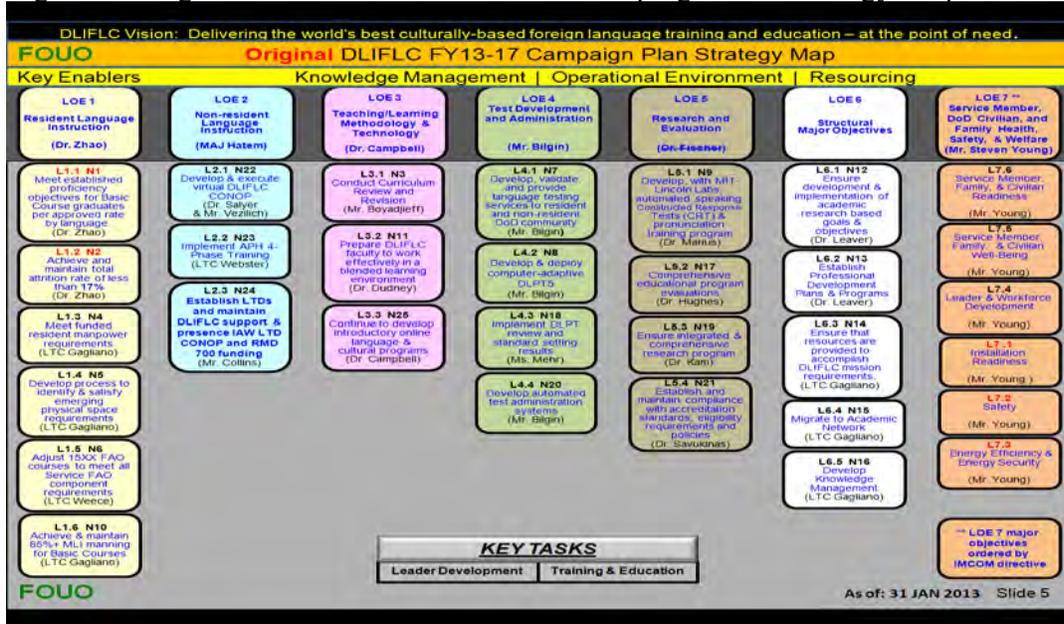
Figure 2: Example of Proposed DLIFLC FY 2013-2017 Campaign Plan Strategy Map
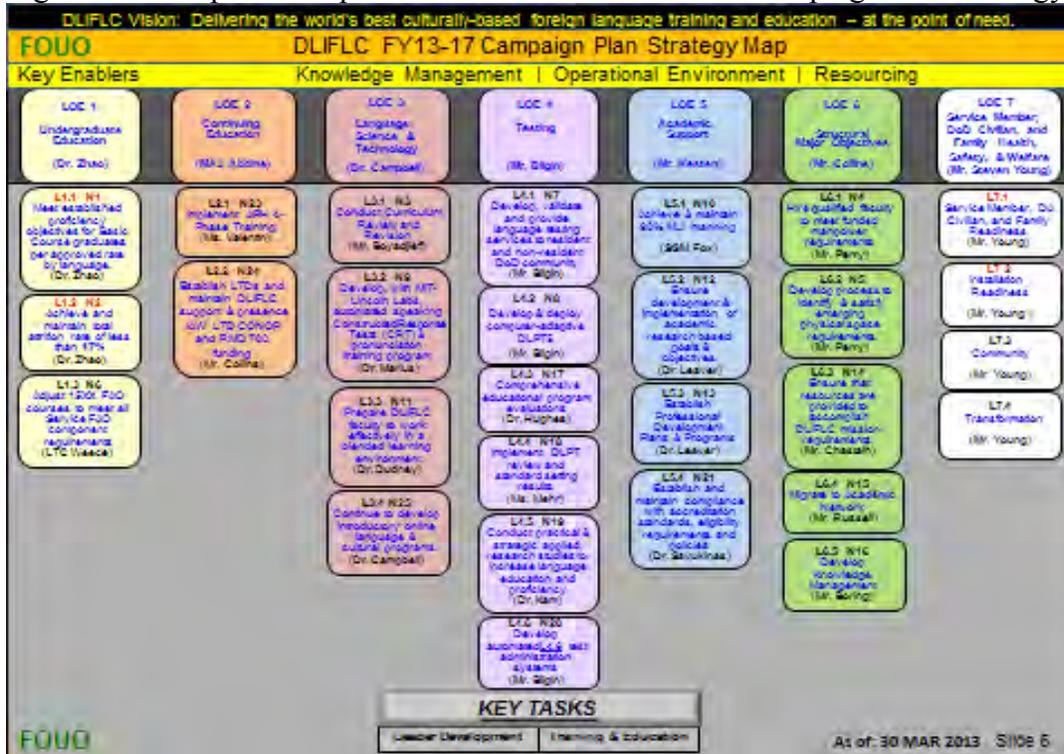
Concurrently with DLIFLC conducting its internal review effort as cited above, DLIFLC requested technical assistance from TRAC-MTRY to provide input and feedback regarding the

Institute's ongoing campaign planning process.[4] [2.4] TRAC-MTRY reviewed the LOEs, deconstructed the LOEs into Major Objectives, and further deconstructed the Major Objectives into Supporting Tasks. Supporting Tasks were decomposed into Sub Tasks with an associated metric(s). TRAC-MTRY concluded that the FY 2013-2017 Campaign Plan's Lines of Effort (LOEs) were "stove-piped," meaning that strategic planning activities as mapped did not encourage cross-functional dialogue throughout the Institute. The structure for FY 2013-2017 Campaign Plan was based primarily on the Institute's organizational structure. DLIFLC supported a functional cross-leveling which aimed to provide DLIFLC with a new perspective on how it accomplishes its mission. The review of the FY 2013-2017 Campaign Plan and the development of the FY 2014-2018 Campaign Plan has served the Institute well in assisting DLIFLC to achieve greater efficiencies (higher student exit examination scores, reduced student attrition) with fewer personnel (due to reorganization and fiscal constraints).[5]

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 work in conjunction with the Provost's Restructuring Working Group. [2.5] 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 [2.6] [2.7] and at other Army organizations. In conjunction with the Provost's Restructuring Working Group, DCSOPS Plans not only broke from the previous approach to the Strategy Map as a reflection of the organizational structure, but also worked with the Provost's Working Group to combine 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.

Figure 3: New Strategy Map for 2014-18 Campaign Plan

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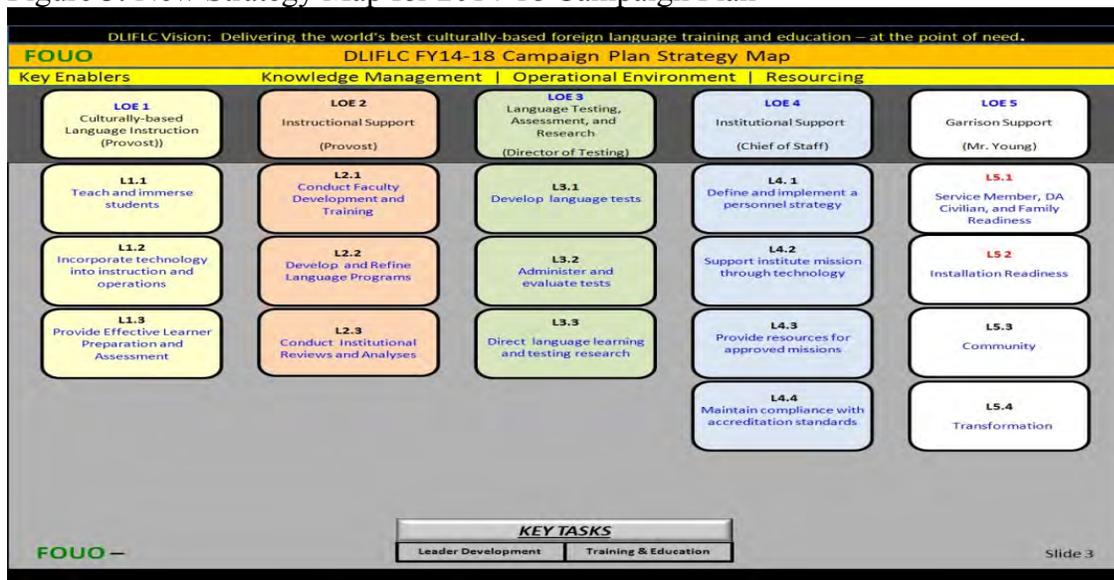
[4] TRAC-MTRY's evaluation was dual-purposed: 1) Mission Statement evaluation, and 2) Strategic Planning Process and Metrics evaluation.

[5] FY 2013 to 2014: 2.8% growth in student completions, 3.1% growth in 2/2/1+ DLPT qualified linguists produced at DLIFLC; 1.6% growth in 2+/2+/2 qualified linguists produced at DLIFLC. (Academic Affairs, Production Rates)

The plan has five Lines of Effort (LOEs) which function as a link to each Major Objective (MO) below each LOE. The LOEs have also been developed to assign responsibility for and encourage cooperation among similar activities. Each LOE has a designated Lead to pursue the stated outcomes or objectives and determine supporting tasks. The new LOEs are more 'cross-cutting' than in any previous Campaign Plan, and each Quarter all LOE Leads provide an update on the status of their LOE to DLIFLC leadership.[6]

Major Objectives (MOs) are the principal objectives that LOE Leads intend to achieve within their areas of responsibility. MOs are accomplished via Supporting Tasks, which are measured by metrics. MOs are clearly defined, measurable, quantified, and qualified statements of task and purpose which collectively define what is intended. LOE Leads track and synchronize these MOs and coordinate completion with DLIFLC staff sections.

Supporting Tasks (ST) support their respective Major Objective. In particular, Supporting Tasks constitute a plan for how LOE Leads will achieve their Major Objective(s), which includes current status and metrics; namely, Actual and Goal. The Supporting Task level is the lowest level of the Action Plan which is measured by metrics.

Figure 4: Action Plan, Line of Effort 1, Major Objective 1

Action Plan
Line of Effort 1: Culturally Based Language Instruction   L1.1 Nx

Lead: Dr. Leaver   Assist: Dr. Zhao, MAJ Abdine, Mr. Kesten

Major Objective Description					
Teach and Immerse Students					
MO Metric			**Issues for CMD Group**		
Metric	Actual / Goal		1. Reduction in academic support in FY15 TDA.		
Meet production rate requirements	/				
ST Metrics			**Supporting Tasks**		
Metric	Actual / Goal		Supporting Tasks		1-N
1. Staffing level	90%/100%		Achieve full staffing levels in all UGE programs. (UGE)		
2. % of faculty trained	45% / 70%		Increase Diagnostic Assessment training and implementation of teaching diagnostically. (UGE)		
3. % of instructional day	S1 33%; S2 50%; S3 75% / 100%		Improve instruction to meet language production goals. (APAS)		
4. # of speaking activities	30-35% (S3 nearing 100%)		Increase Speaking activities at Level 2 and above in the classroom & create a Target Language environment throughout each School. (UGE)		
6. # of faculty needing mentoring	10%; all being mentored		Identify and mentor faculty needing significant development. (UGE)		
7. # of immersions provided			Provide immersions (Immersion Office)		

Date Updated: 20 MAR 2014
■ Task not started ■ Task/Decision completed ■ Task/Decision on track ■ Factors impacting projected completion ■ Decision Req/Resource Issue   10

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[6] The intent of the "cross cutting" model is to also encourage institutional communication.

Figure 5: Campaign Plan Levels

Operationalizing the 2014-2018 Campaign Plan

The DLIFLC 2014-18 Campaign Plan [2.8] contains the Synchronization Matrix. The matrix is a graphic representation of significant events, decision points, coordination efforts, and updates throughout the Fiscal Year and also serves as a cyclical schedule for the following year's iteration of DLIFLC's Command Guidance and Campaign Plan. The Synchronization Matrix provides personnel at all levels the means to track the evolution and implementation of the Campaign Plan and its various constituent parts, as well as to anticipate the next significant event or other important milestone throughout the year. As with the 2013 - 2017 Campaign Plan, the new Campaign Plan (2014-2018) consists of a comprehensive and cyclical system that allows for a continuous feedback conducted several times per year through additional structures as noted in the "Campaign Plan Enhancement" section of the below 2014 Campaign Plan Synchronization Matrix.

Figure 6: 2013 Campaign Plan Synchronization Matrix
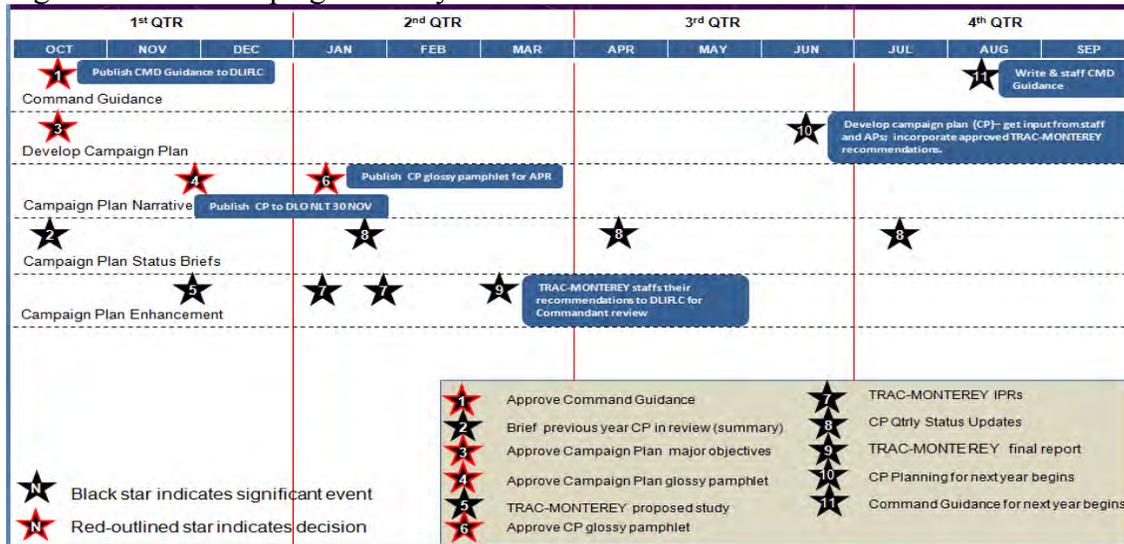
Figure 6 shows the planning process for FY 2013, which includes quarterly in-progress reviews, updates, and the TRAC-MTRY's evaluation of the Campaign Plan. DLIFLC continues to develop the prior year's Campaign Plan to include requirements for reports, processes, and procedures. DLIFLC also conducts quarterly Status Update meetings chaired by the Commandant and attended by the Provost, staff, and LOE Leads and directorate representatives. The meetings focus on near-term synchronization of Campaign Plan execution. The updated FY 2014-2019 Campaign Plan Synchronization Matrix below, Figure 7, illustrates the creation of additional working groups, such as Common Operating Picture Working Group and Offsite Working Group, continuation of prioritizing Lines of Effort and Action Plans, and Campaign Planning for following year.

As part of the annual evaluation process (Annual DLIFLC Campaign Plan Off-site) [2.9], the metrics were recently evaluated during the 2014 Offsite [2.9, slide number 37 and 71]. Measures of performance and measures of effectiveness were reviewed. Breakout groups examined existing metrics and made recommendations for the following Fiscal Year. The findings are routinely shared with the Institute's Board of Visitors. [2.10]

Figure 7: 2014 Campaign Plan Synchronization Matrix
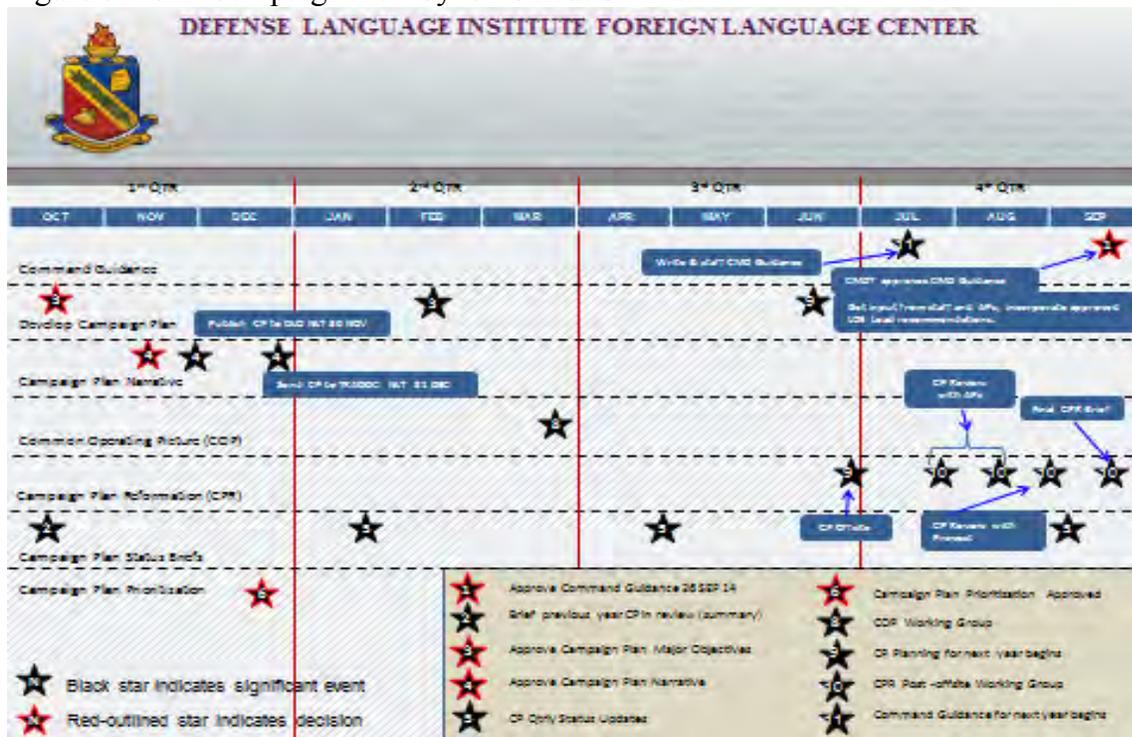
Conclusion

DLIFLC considers its strategic planning document as a dynamic document that is in line with its mission and resources. The Institute de-coupled the planning document and reassembled it to reflect a more cross-functional, task-based approach as opposed the prior model of superimposing the Institute's organizational structure upon the plan. DLIFLC reviewed its strategic plan in light of factors to include mission, vision, sequestration, personnel reductions, and fiscal constraints. The Institute reviewed and updated the plan's metrics, embedded a

continuous review process in the plan (quarterly with annual Offsite Sessions), and mapped it into an annual process known as the Campaign Plan Synchronization Matrix (Figure 7).

2) Evaluating Systems Evaluation Mechanisms

DLIFLC has several evaluation mechanisms in place to assess the degree to which objectives and goals are met. Equally as important is assessing and evaluating those mechanisms. 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

1. Curriculum Review Integration into Program Review Process

The Curriculum Review Process was led by DLIFLC's Curriculum Development Division in coordination with academic personnel from outside the Institute as well as stakeholders from other government agencies. Federal agencies that employ DLIFLC graduates send representatives to participate in the review process. The representatives met with the DLIFLC Curriculum Development team and conducted classroom observations to ensure the maximum effectiveness of the training and to make recommendations for adjustments as needed. [2.11]

Based on the DLIFLC reorganization which decentralized the Curriculum Development Division and placed members of the division in each DLIFLC school, the curriculum reviews were subsequently integrated into the Program Review process, which is now part of a more comprehensive review process. The benefits of conducting comprehensive program reviews to include curriculum review are multi-fold: more pertinent data are gathered, management and individual faculty development training for a given language are identified, and resource requirements are brought into greater focus. The integrated system offers both qualitative and quantitative measures of the extent to which DLIFLC language programs are engaging in best practices in the areas of curriculum, syllabus and materials. It also encourages data-driven decision-making concerning student and teacher performance.

In short, since the last ACCJC visit in 2012, 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 not only the curriculum is analyzed, but also the syllabi, tests, student profiles, teacher evaluation (sanitized for personal identifiable information), immersions, technology, and faculty development. The implementation and evaluation of the Program Review process is ongoing with the intent of programs independently initiating, managing, and documenting their own reviews. [2.12]

2. Meta-Evaluation of DLIFLC Program Review Procedures and Products with Recommendations for Best Practices

The DLIFLC Training Analysis Division conducted a systems evaluation review on the Program Reviews. The results of their research is entitled "Stories from the Schools: A Meta-Evaluation of DLIFLC Program Review Procedures and Products with Recommendations for Best Practices." [2.13] The evaluation serves as a program review roadmap for the Institute. Additionally, there is a literary review included that examines program evaluation in the academic field at large and in the field of foreign language education.

At the conclusion of the evaluation's findings, several points became clear:
1) The study provides a roadmap for program review.
2) The study is the vehicle to crosswalk curricular and program review efforts.
3) The study provides rubrics (pp. 44-56) for qualitative review.
4) The study is criterion-referenced, and the descriptors are validated over time.

The transition and use of the roadmap will provide more transparency for the stakeholders and clarity in how the data will be used. The new evaluation categories will galvanize student learning objectives, instructional practices, assessment, technology integration, and student support services.

3. Defense Language Proficiency Test Version 5: Developing and Evaluating the Defense Language Proficiency Test

The DLPT is a criterion-referenced test benchmarked to the standard grading scale for language proficiency established by the Interagency Language Roundtable (ILR).[7] It is DLIFLC's capstone examination and assesses the degree to which a student is meeting institutional student learning outcomes. Each item on a DLPT is subject to rigorous, multi-stage quantitative and qualitative reviews by test-development personnel and target language experts - internal and external to DLIFLC - prior to implementation in operational settings. Besides on-going test item monitoring, the Defense Language Testing Working Group (DLTWG) is the primary venue for collaboration and transparency on testing-related matters chaired by the Commandant of DLIFLC in bimonthly face-to-face meetings with representatives of the stakeholder community (total of 22 groups). The forum performs four key functions pertaining to the DLPT: 1) inform and consult with stakeholders, 2) review performance of existing tests, 3) obtain support for initiatives, and 4) optimize use of resources. [2.14]

Through routine monitoring of item, test, and examinee performance, test-development personnel identify trends in examinee target language proficiency common and unique to DLIFLC and non-DLIFLC examinee cohorts. Systematic triangulation of these DLPT data with output from other evaluative mechanisms contributes to specific sources of action to sustain and improve instructional effectiveness at DLIFLC.

Review of the DLPT5
As our understanding of the ILR language proficiency skill level descriptions and measurement

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[7] Approximately 130,000 examinees outside of DLIFLC complete the DLPT each year - approximately 3,000 of these examinees are DLIFLC students.

scale, best practices in language testing, and the needs of the United States government evolve, the Defense Language Proficiency Tests (DLPTs) have been updated. DLIFLC has reviewed the DLPT IV and is moving to Version 5. The DLPT IV series tests were developed at a time when listening to authentic material was not considered as important as it is now and when authentic material was more difficult to obtain than it is today. Further, the shorter length of the passages in the DLPT IV did not allow the test to assess as many of the aspects of the ILR skill level descriptions as was desired. The DLPT5 test specifications address these issues. Language testing experts agree that each new generation of the DLPT measures language proficiency more reliably, accurately, fairly, and with greater fidelity to the ILR than previous test versions.

Changes in the DLPT5
Once a DLPT5 is published and available to examinees, the test progresses from the planning, development, and acceptance phases of the test development life-cycle to the administration and maintenance phases. The administration and maintenance phases of DLPT5 life-cycle are absolutely critical to the reliability, fairness, and validity of inferences made based-on scores obtained on the DLPT5.

DLIFLC has implemented DLPT5 for many of its language programs. Yet, once fielded, the tests require ongoing review and analysis for reliability, item analysis, and additional standard setting studies (if necessary). DLIFLC Testing Division must routinely determine, for example, whether: (a) test content has become dated; (b) the items conform to current standards for item quality, and; (c) the test materials and scoring materials are consistent with the most current interpretation of the ILR skill level descriptions. Related to test maintenance, "test refreshment" is required to prevent items on tests from becoming over-exposed, obsolete or compromised. [2.14] [2.15] In short, DLIFLC has evaluated its exit examination for its students and has made improvements.

4. Tenure Evaluation Process
The final piece of evidence in evaluating the systems evaluation mechanism is the Tenure Evaluation Process. Previously, the tenure review criteria and process (no board review) consisted of:
1) Formal Education
2) Evaluations for the last three years
3) Dean Recommendation
4) Total Merit Points in the given year

Once the points were calculated, the candidates were ranked ordered. The FPS Office, Dean, Provost and Commandant reviewed the process. A cut-off score was determined, and tenure was awarded. [2.16]

In evaluating tenure and other faculty matters, an outside consultant was contracted to conduct sensing sessions with the faculty. The findings, entitled "Report on Faculty Feedback from Faculty Personnel System (FPS) Sensing Sessions" [2.17], demonstrated that there was 1) a lack of transparency, and 2) policies and criteria were necessary to ensure that the highest caliber professors be granted tenure.[8] As a result of the findings, a cross-functional team of

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[8] The information derived from the report was used to review other processes to include Rank Advancement Procedures, addressed under Recommendation 5: Document and evaluate decision making processes.

experts was selected to analyze and recommend the process and criteria for tenure at DLIFLC. In addition to a more rigorous and evidence-based process, tenure candidates will be required to submit a portfolio that will be reviewed by 1) the Organizational Tenure Board (OTB), the Institution Tenure Board (ITB), the Command Group Review (CGR), and ultimately approved by the Commandant. [2.18] The first Tenure Review Process was announced in October, 2014, and portfolios will be submitted in January, 2015. [2.19]

5. End-of-Program Student Questionnaires (ESQ)
The ESQ provides valuable information regarding the students' evaluation of instructional programs, faculty, and student services. The reviews of this data by the school administrators enable them to adjust teacher and training needs. The results of the portion of the ESQ that pertains to "Quality of Life" is shared with the military units and the Presidio of Monterey Garrison and serves as one of the primary instruments to assess student services. The Commandant receives snapshot reports of the ESQ within three business days of data collection. These reports summarize information about each teaching team's results and program performance. It also depicts a comparative analysis of the previous teams and the current team in terms of a specific program and of the DLIFLC. If there are any answers that indicate a serious concern or something that is considered an emergency, a "red flag report" report is sent to the Commandant within 24 hours of data collection, or immediately. The Commandant follows up with the student or the teaching team to remedy and improve the situation.

In order to assess greater granularity in a given language program, the Dean's Council was tasked to examine each of the questions on the ESQ. [2.20] [2.21] In part, the changes will reflect tailored instruction, intervention for weak or struggling students, and a broader picture for stakeholders. Since the revisions are in progress, there are as of yet no outcomes. The revision will be included in the Mid-Term report.

Conclusion
Concurrent with reorganization efforts, the Institute, through expanding effective program practices, meta-evaluating its practices, updating the foreign language proficiency test, and reviewing and updating its tenure evaluation process has reviewed and revised many evaluation mechanisms. The Institute, through ongoing reviews, annual Offsite Sessions, and updates to its Board of Visitors. demonstrates a systematic and robust approach to program evaluation. The initiatives that DLIFLC has undertaken since the ACCJC Evaluation Report reflect a substantial commitment to evaluating the systems evaluation mechanism and provide evidence of the DLIFLC's commitment to continuous quality improvement. More students are achieving required program Student Learning Outcomes as measured by the exit examination, the Defense Language Proficiency Test (1 percent increase), 2.8 percent increase in course completions, and a 3 to 5 percent growth annually in AA Degrees awarded. The reorganization compelled the Institute to question how it conducts its business and, equally important, how it evaluates itself under a new structure.

Evidence - Recommendation 2:

Reference	Document
2.1	OPORD 14-31 Provost Restructuring
2.2	DLIFLC Offsite Campaign Plan Reformation Handout, 24 June 2013
2.3	FY 2013-2017 Campaign Plan Qtr 4 Status Update and FY 2014 Campaign Plan Decision Brief, 6 November 2013
2.4	Support to Defense Language Institute Campaign Plan, TRAC-MTRY, 1 April 2013
2.5	Provost Reorganization Plan (Draft)
2.6	Provost Restructure In Process Review (IPR), 28 January 2014
2.7	Provost Restructure In Process Review (IPR), 24 February 2014
2.8	DLIFLC Campaign Plan (Strategic Plan) 2014-2018
2.9	OPORD 14-69 Annual DLIFLC Campaign Plan Offsite and Metrics Review Slides (slides 37, 69, 15 July 2014
2.10	DLIFLC Board of Visitors Campaign Plan Brief, 11 September 2014
2.11	External Curriculum Review Summary 23 September 2013
2.12	Hebrew Program Review Fiscal Year 2014
2.13	Meta-Evaluation Study Program Review 2014
2.14	DLPT Maintenance and Review
2.15	DLPT5 Frequently Asked Questions (FAQs)
2.16	Tenure Review Board Criteria and Process 2008
2.17	Report on Faculty Feedback from Faculty Personnel System (FPS) Sensing Sessions, 2014
2.18	Tenure Review Process 26 Aug 2014
2.19	Upcoming Tenure Competition Announcement to DLIFLC Faculty
2.20	Minutes of Dean's Council Meeting 22 Jul 2014
2.21	ESQ 29 Jul 2014-Mark-up Version, Program, Teacher, Quality of Life

Recommendation 3: 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).

Actions Taken

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).

Language Training Detachments (LTDs)

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), called PEAKS, 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 quantitate data on Institutional student learning outcomes. [3.7]

<div align="center">DLI Washington</div>

DLI Washington (DLI-W) instructional services, unlike LTDs, consist of contracted faculty for instruction. Like LTDs, DLI-W courses are non-credit, non-certificate and non-degree programs. In addition to the above evaluation instruments, DLI-W has additional layers of evaluation due to the nature of government contracting. In addition to contractual performance of work, DLI-W employs the following evaluation methods:
1. End of Course Questionnaires
2. DLI-W Program Review
3. DLIFLC Performance Review
4. Inspector General Sensing Sessions

1. Contract Instruction and Performance of Work Review
DLI-W contracts with vendors who provide foreign language instruction to service members. The contract indicates number of courses, duration, location, hours, facilities, reporting and other accountability factors. In addition, student learning outcomes are explicitly stated as are sub skill sets. [3.8] In ensuring contract stipulations are met, DLI-W staff visit the vendors on a quarterly basis to monitor vendor compliance with deliverables such as syllabi, curriculum, lessons, attendance, progress reports as well as appropriate academic results and progress for each student. Deficiencies are identified and immediately addressed as appropriate. [3.9]

2. End of Course Questionnaire (ESQ)

DLI-W requires students to complete the ESQ. Like the ESQ issued at LTDs, the questions focus on course, instructor and student support. These documents serve as an additional data point in assessing contractor performance. [3.10]

3. DLI-W Program Review
DLI-W engages in Program Review. The most recent program review took place in September 2014 which focused on three language programs: MOLINK, Somali, and Spanish. The Program Reviews result in "due-outs" or tangible actions that are aimed at program improvement. [3.11]

4. DLIFLC Performance Review
Like LTDs, DLIFLC assesses DLI-W student capstone performance through the Defense Language Proficiency Test. The data is part of the Institute's Annual Program Summary which contains qualitative and quantitate data on Institutional student learning outcomes. [3.7]

5. Sensing Sessions
The DLIFLC Inspector General (IG) inspects DLI-W via student sensing sessions on a five year cycle. Sensing sessions may also include class observations and review of other elements of DLI-W. The primary mission of the IG is gather data about student experiences at the contract vendors' school. Investigative topics include military as well as academic issues. [3.12] The final report is forwarded to the DLIFLC Commandant in Monterey for approval. It is also disseminated to relevant personnel as needed. Feedback is used to make program improvements or change policy and procedures if necessary

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

Evidence - Recommendation 3:

Reference	Document
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	Performance Work Statement (Contract Instruction) DLI-W
3.9	DLI-W Schedule and Review: Quarterly Feedback-Vendors

3.10	DLI-W End-of-Course Student Questionnaire
3.11	DLI-W Select Program Program Review and Due-Outs
3.12	Inspector General (IG) Agenda for DLI-W Sensing Session

Recommendation 4: 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 (StandardII.B.3.e).

Actions Taken

The Defense Language Aptitude Battery (DLAB) is used to screen military service members for foreign language aptitude. A fraction of those individuals who take the test attend DLIFLC. Although the current DLAB has worked well in screening potential DLIFLC language students for several years, DLIFLC initiated multiple approaches in reviewing the DLAB. The first approach pertained to the examining the data on DLIFLC student DLAB waivers and test validity for admission to DLIFLC language programs. The second approach was employing contracted experts, Center for the Advanced Study of Language (CASL), to review and recommend revisions to the DLAB. The third approach pertains to working with historical demographic data from the Department of Defense. The fourth approach involves DLIFLC modifying and updating student information forms and system to capture additional demographic data.

1. DLAB Test Validity and Waivers
DLIFLC tested the DLAB validity against waived and non-waived students. DLIFLC does not determine who receives a DLAB waiver for admission. 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, through 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 (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[9] 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]

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[9] 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.

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

Complete historical tabulations are expected to be completed by end of January 2015.

4. Student Matriculation/Intake Data
As the historical data examines prior DLIFLC students, DLIFLC has redesigned its student intake form (Form 90A) to capture a variety of demographic data to include gender, race and ethnicity. As stated above in item #3, DLIFLC did not collect race and ethnicity data—DMDC collected the data. In short, DLIFLC reviewed the requirements and the capabilities of the Institute's existing data system and concluded that the project is both legally and administratively feasible. Additional items and demographic response fields were updated into new form. The form was extensively reviewed by DLIFLC leadership and cleared DLIFLC legal review. [4.10] Several steps remain; namely, web-based formatting, beta-testing and validation. After installation into the web-based system and survey validation, the data fields will be mapped to the DLIFLC student data system so that the race and ethnicity fields are included. On demand demographic and student outcome tabulations will then be available.

Conclusion
DLIFLC has partnered with DMDC and CASL to establish a schedule for periodic review and revision of the DLAB. The institute entered into a contractual agreement CASL to investigate student selection and correlate the data of the DLAB with DLAB2, and establish a roadmap for DLAB review. In addition, DLIFLC is collaborating with the DMDC to synthesize data based on race, ethnicity, gender and military service. Last, DLIFLC revised the student intake form to capture precisely a variety of demographic data to obviate any racial, ethnic or cultural biases.

Evidence - Recommendation 4:

Reference	Document
4.1	Army Foreign Langue 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 2009-2014, Merged Data Field List
4.10	Form 90-A Student Questionnaire

Recommendation 5: 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).

<div align="center">**Actions Taken**</div>

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
DLIFLC re-instated its Offsite planning process. In 2010-2012, the Deputy Chief of Staff for Operations, the lead office for executing the Offsite, determined that the Offsites did not provide value to the Institute. However, feedback from ACCJC and DLIFLC Director of Plans noted the importance of the collaborative event as part of the overall strategic planning and decision making system. Since then, DLIFLC revisited the Offsite and conducted its annual Offsite as usual (prior to 2010), to include participation from faculty, staff and administration. 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 created 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. Whereas one level of review existed in the prior process, the new rank advancement process consists of a DLIFLC School's Board Review (peer review), a Directorate's Board Review (supervisory review), and finally an Institutional Review to review the process itself, examine evidence and establish a final rank-order of applications from across the Institute. [5.9]

3. Reverse Evaluation Program
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 responsibility, participation and empowerment in policy making and change.

The process originated at the Continuing Education Division and was developed and institutionalized to include other programs and offices at DLIFLC through formal tasking, orientation/training, agendas, issues and due-outs (decisions and deliverables). Finally, faculty comments and open communication is encouraged through several measures to include "non-attribution" and "non-retaliation" clauses. [5.10].

The Reverse Evaluation is a faculty-controlled process in that in each school faculty select representatives from each department and a school-level coordinator, who collect data on any and all issues related to the performance of the school and its management, deliver that information at a public meeting of representatives and managers, and assist managers in producing due-outs to ameliorate those conditions that are impairing school performance and/or working climate. 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.

As leadership is inherent to decision-making, the Leadership Survey solicits faculty feedback on their supervisor regarding the extent to which the supervisor listens to employees, provides feedback, supports employees, manages employees, and demonstrates leadership. [5.12]

The Academic Senate and Faculty Advisory Councils periodically review their By-Laws. The last version, effective 2012, is presently under review. The intent is to better reflect both the faculty and institute needs.

Conclusion

As a military institution with a chain-of-command, DLIFLC realizes the importance of faculty input into the decision-making process. The initiatives have led to greater faculty involvement in decision making as well as greater transparency.

Evidence - Recommendation 5:

Reference	Document
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	DLIFLC Supervisor/Leadership Survey for Faculty

Recommendation 6: 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).

Actions Taken

DLIFLC took a proactive approach in ensuring board continuity by effectively working with appropriate higher authorities to successfully ensure Board of Visitor (BoV) member appointments and reappointments (known as annual renewals). The result was continuous board operations. Initiatives included tracking membership and ensuring timely appointments and reappointments, seeking and appointing additional BoV members on an annual basis and working with higher authorities and colleagues at other Army Education Advisory Committee (AEAC) subcommittees.

1. Tracking Membership and Ensuring Timely Appointments and Reappointments
As DLIFLC BoV is one of four AEAC subcommittees, tracking DLIFLC BoV appointments and reappointments occurs at DLIFLC, AEAC, and at the Office of Special Programs, Resources and Programs Agency, Secretary of the Army. The AEAC tracks its subcommittees through the Membership Matrix. [6.1] The below chart summarizes current DLIFLC BoV member name, last appointment, last annual renewal and projected end date. DLIFLC keeps BoV member appointment and reappointment details such as the required annual financial disclosures, lobbyist disclosures, ethics training, and other Federal Advisory Committee requirements. Evidence of maintaining appointment and reappointment details are evident with subsequent appointments and renewals. [6.2]

Member Name, Military/Civilian	Last Appointment	Last Renewal	Projected End
Brecht (Civilian, BoV Chair)	3/21/2012	7/9/2014	3/20/2015
Walker (Civilian, BoV Co-Chair)	3/21/2012	7/9/2014	3/20/2015
Allen (Civilian)	7/22/2014	7/9/2014	7/21/2017
Wilson (Civilian)	2/27/2013	2/14/2014	2/26/2016
Keagle (Military)	2/7/2012	7/22/2014	2/6/2015
Rokke (Military)	8/2/2012	7/9/2014	8/2/2015
Gard (Military)	3/21/2012	7/9/2014	3/20/2015
Davis (Civilian)	7/22/2014	N/A-1st year of term	7/21/2017

2. Seeking and Appointing Additional BoV Members
DLIFLC sought additional members to serve on its BoV. The institute solicited the interest of several individuals who, among other requirements: 1) Meet ACCJC Policy on Governing

Boards for Military Institutions; and, 2) Can make a significant contribution to the DLIFLC mission. Individuals included Mr. Craig L. Wilson (2012), Ambassador Ruth A. Davis (2013), Mr. Michael Lopez-Alegria (2013), General David Petraeus (2014), Ms. Gail McGinn (2014), Hon. Condoleeza Rice (2014), and Ms. Sylvia Panetta (2014). [6.3] Of this cohort of seven individuals, three expressed interest and Wilson and Davis were approved by the Secretary of Defense and White House Liaison. [6.3] Another individual is in the appointment process for 2015. This approach of seeking and nominating members on an on-going basis has and promises to serve the institute well in that it: 1) Ensures BoV continuity through staggered terms; 2) Enables new perspectives to the BoV within a three year nomination cycle.

These efforts culminated with DLIFLC BoV having the highest active membership within the AEAC subcommittees, as outlined below. [6.1] In addition, per BoV Operating Procedures, meetings are conducted at least once per year. [6.4] DLIFLC BoV exceeded this by conducting two meetings in 2012; two meetings in 2013, and one meeting in 2014, and meetings scheduled for April 2015 and November 2015.

AEAC Subcommittee Name	Active Members
Defense Language Institute BoV	8
Army War College BoV	7
Command and General Staff BoV	6
Army Historical Advisory Board	4

3. Working with Appropriate Higher Authorities-Process Improvement
DLIFLC took the lead in working with higher headquarters on a system-level approach that affects all AEAC subcommittees, three of which are also regionally accredited. In particular, DLIFLC expressed concern for the new group or batch processing initiative of all AEAC committee and subcommittee member appointments and reappointments. DLIFLC shared its concern with the AEAC Executive Secretary and to Headquarters, Department of the Army, Office of Special Programs and to ALOs at the other AEAC subcommittees. [6.5] In short, attentive planning and member tracking from all the subcommittees under AEAC, is necessary to promote timely appointments and reappointments, otherwise, delays may continue which will affect the accreditation of all AEAC subcommittees.

Shortly after the Office of the Secretary of Defense announced batch processing, the AEAC Executive Secretary announced a streamlined process at the September 2014 BoV meeting. In short, three levels of review out of ten were eliminated and renewals files of all AEAC subcommittees. [6.6] In summary, as multiple layers of BoV member appointments and reappointments tracking exist, the Office of the Secretary of Defense (OSD) believes the move to an annual batch processing procedure and reduction of number of offices that review reappointments will reduce processing time for appointments and reappointments.

Conclusion

DLIFLC has successfully worked to maintain timely appointments and renewals for its BoV members. The institute has also added members to the BoV and intends to continue this practice. DLIFLC is subject to Office of the Secretary of Defense policy on batching AEAC and its subcommittee appointment and reappointments and the elimination of several steps in the

reappointment process. Last, DLIFLC has worked with appropriate authorities and other AEAC subcommittees.

Evidence - Recommendation 6:

Reference	Document
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