DLIFLC

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

MIDTERM
REPORT
2022

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DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

MIDTERM REPORT
2022

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

www.dliflc.edu

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

Date Submitted:
March 2022

MIDTERM REPORT CERTIFICATION

Date: March 1, 2022

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

From: Colonel James A. Kievit
             Defense Language Institute Foreign Language Center
             1759 Lewis Road
             Presidio of Monterey
             Monterey, CA 93944

We certify there was broad participation/review by the campus community and believe this
report accurately reflects the nature and substance of this institution.

Signatures:
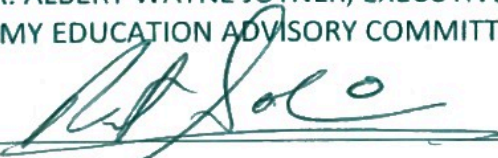
_____   23 FEB 22
COLONEL JAMES A. KIEVIT, COMMANDANT   (DATE)

ALbert Wayne Joyner   25 January 2022

MR. ALBERT WAYNE JOYNER, EXECUTIVE DIRECTOR   (DATE)
ARMY EDUCATION ADVISORY COMMITTEE

_____   16 FEB 2022

DR. ROBERT SAVUKINAS, PROVOST   (DATE)

_____   02/04/2022

MR. NAQIBULLAH LATIFI, PRESIDENT, ACADEMIC SENATE (DATE)

_____   23 FEB 2022

DR. ERIN N. O'REILLY, ACCREDITATION LIAISON OFFICER (DATE)

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REPORT PREPARATION

The Defense Language Institute Foreign Language Center (DLIFLC) standing Accreditation Committee provided oversight and input in the drafting and completion of the 2022 Midterm Report. Committee membership comprised the following individuals:

Tim Berndt	Faculty and Union Representative
Lt Col Jorge Avila	Military Representative/Dean of Students
Anas Faiz	Faculty/Academic Senate Representative
Jack Franke	Registrar
Ali Goldoust	Deans' Council
Irene Krasner	Academic Specialist Council
Kurt Kuss	Library Director
Greg Menke	Assistant Dean
Saliha Murtic	Faculty Support/Educational Technology and Development
Erin O'Reilly	Accreditation Liaison Officer/Committee Co-Chair
Mara Rosenthal	Training and Operations Analysis
Viktoriya Shevchenko	Dean
Anjel Tozcu	Faculty/Committee Co-Chair
Sandra Wagner	Continuing Education
Ahmed Wahed	Chairs' Council
Shen Zhu	Office of Standardization and Academic Excellence

Erin O'Reilly, Accreditation Liaison Officer (ALO), and Anjel Tozcu, DLIFLC faculty, co-chair the Accreditation Committee. The committee meets bi-monthly to track institutional accreditation activities, to include self-identified areas of improvement, recommendations for improvement, and compliance for both the Army and regional accreditations. The committee met bi-monthly from July 2021 through February 2022 to prepare this report (Rp.01).

The Accreditation Liaison Officer presented the Midterm Report to the DLIFLC Academic Senate and the DLIFLC community for feedback in November 2021 and January 2022 (Rp.02) (Rp.03). The final report incorporated recommendations from constituency groups.

Colonel Kievit, DLIFLC Commandant, presented the report to the Executive Director for the Army Education Advisory Committee for affirmation in February 2022 (Rp.04).

EVIDENCE LIST

Rp.01   Accreditation Committee Agendas July 21 – January 22
Rp.02   Academic Senate Agenda November 21
Rp.03   DLIFLC Communication January 22
Rp.04   AEAC Communication February 22

PLANS ARISING FROM THE SELF-EVALUATION PROCESS

ACCREDITATION ACTION ITEMS – STANDARD I
MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.A.1 and Standard I.A.4

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

Anticipated Outcome:
A systematic process for mission statement revision and an approved mission statement implemented and communicated to students and the Institute's community in print and online.

Outcome to Date:
The Commandant signed a memorandum outlining a formal mission statement review process in fall 2021 and used this process to update the mission statement for the first time since 2017 (Ev. 1.1). The process includes mission statement requirements and input from representative groups across the Institute as stipulated by ACCJC and Army Accreditation standards (Ev. 1.2).

Status: Completed

Standard I.B.1

Continue to update the Campaign Plan on a commonly accessible program management website (SharePoint).

Anticipated Outcome:
Institutional progress updated asynchronously and tracked across all lines of effort simultaneously. Facilitate the sustained, substantive, and collegial dialogue about the continuous improvement of student learning and achievement.

Outcome to Date:
DLIFLC continues to explore possible platforms for tracking student achievement metrics across the mission. DCSOPS initiated the development of an annual and multi-year strategic planning process based on institutional priorities using the SharePoint platform in fall 2021. The Institute anticipates launch in spring 2022.

Status: Spring 2022

Standard I.B.7

Training and Operations Analysis (TOA) will evaluate the 2016 Undergraduate Education program review process to determine its efficacy prior to the next program review cycle.

Anticipated Outcome:
Regular academic program reviews using standardized, theoretically grounded frameworks.

Outcome to Date:
TOA completed a systematic review of the program review process resulting in an updated framework and data reporting requirements for Undergraduate Education ([Ev. 1.3](#)). The Undergraduate Education programs completed their first reviews using the new format in June 2021. TOA is revising the program review process based on stakeholder feedback and the needs of the Institute ([Ev. 1.4](#)).

Status: Completed; ongoing

Standard I.C.1

Mission Public Affairs will create a standardized operating procedure outlining its review cycle for the public-facing DLIFLC website by the end of fiscal year (FY) 2018.

Anticipated Outcome:
A systematic process to review website information to ensure accuracy and information integrity.

Outcome to Date: Completed ([Ev. 1.5](#))

Status: Completed

Standard I.C.5

Organizations will review and update SharePoint sites annually to ensure currency of information.

Anticipated Outcome:
To provide clarity, accuracy, and integrity of information on the DLIFLC internal website (SharePoint).

Outcome to Date:
In 2020, DLIFLC launched a centralized intranet website to consolidate institutional information under a new Knowledge Management Portal ([Ev. 1.6](#)). This initiative meets the objective of Standard I.C.5.

Status. Completed; ongoing

Standard I.C.10

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

Anticipated Outcome:
Clear prior notice to potential employees about the Institute's code of conduct.

Outcome to Date:
Completed. DLIFLC updated its public-facing employment website in January 2018 to include information on Ethical Standards of Employment for government employees that outlines conduct (Ev. 1.7).

Status: Completed

STANDARD I EVIDENCE LIST

Ev. 1.1 Mission Statement DLIFLC Communication
Ev. 1.2 Mission Statement Memorandum for Record
Ev. 1.3 UGE Program Review Framework
Ev. 1.4 UGE Program Review AAR
Ev. 1.5 MPAO Website Review
Ev. 1.6 DLIFLC Knowledge Portal Screenshot
Ev. 1.7 Screenshot Ethical Standards

ACCREDITATION ACTION ITEMS – STANDARD II
STUDENT LEARNING AND SUPPORT SERVICES

Standard II.A.3

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

Anticipated Outcome:
Standardized syllabi updated annually to reflect DLIFLC courses to be archived for program review and to facilitate transfer of credit (Ev. 2.1).

Outcome to Date:
Completed. The Registrar has collected and archived program syllabi annually. The Registrar maintains official syllabi records.

Status: Completed; ongoing

Standard II.A.4

Student Learning Services (SLS) will investigate and possibly formulate a proposal for the Office of the Registrar to convert the current non-credit Introduction to Language Studies (ILS) course to a credit-bearing course.

Anticipated Outcome:
To ensure alignment between instructional programs and institutional credits awarded.

Outcome to Date:
Initiative postponed due to administrative turnover and COVID-19 focus. SLS leadership anticipates re-engaging in FY22/FY23.

Status: 2022-2023

Standard II.A.7

SLS will systematically collect and analyze data on the redesigned ILS modules to determine whether the new modules meet evolving students' needs.

Anticipated Outcome:
To provide appropriate learning support services that reflect the diverse and changing needs of DLIFLC students.

Outcome to Date:
SLS revised curricular content in late 2019 and launched ILS 2020 at the beginning of that calendar year with six modules:

- Technology Resources (TR),
- Brain Hacking (BH),
- Exploring Culture (EC),
- Exploring Language (EL),
- Learning Strategies (LS), and
- Resiliency Building (RB).

After each module, students complete a survey that assesses: a) their feedback and self-evaluation of the module, b) their familiarity level with the module content, and c) their confidence level in being able to apply the module content to their language learning (Ev. 2.2) (Ev. 2.3).

The average scores for Likert-scale survey items on each module were fairly high, ranging from 4.36/5 (TR) to 4.7/5 (EC). However, students' familiarity with course content showed more variation, ranging from 2.84/4 (TR) to 3.53/4 (RB), possibly reflecting the greater challenges in familiarizing students with more complex or unfamiliar topics in a relatively limited amount of time. Students' confidence level ranged from 3.1/4 (TR) to 3.65/4 (RB), showing a similar dip for TR and EL, likely for the same reasons as above.

In the qualitative data, students reported that they found the modules to be engaging and interactive. They particularly enjoyed researching and learning about their target language and culture(s); they also found the topic discussions to be relatable and practical. SLS continues to monitor student learning outcomes as well as student feedback with the new curricular content.

Status: Completed; ongoing

Standard II.A.10

To facilitate transfer-of-credit and student mobility, the Division of Academic Affairs will do the following:

Objective 1) Pursue additional articulation agreements; and

Objective 2) The Office of the Registrar will complete a full review of general education (GE) transfer of credit requirements no later than September 30, 2018.

Anticipated Outcome:
Outcome 1) To facilitate transfer of credit for DLIFLC graduates; and

Outcome 2) To provide students more detailed transfer credit information, such as a breakdown of specific acceptable Advanced Placement tests and transfer credit courses.

Outcome to Date:

Outcome 1) DLIFLC continues to seek out articulation agreements with outside organizations, most recently signing an agreement with the National Cryptologic School (NCS) ([Ev. 2.4](#)).

Outcome 2) The DLIFLC Office of the Registrar, in consultation with the Academic Senate, completed a review of the general education (GE) course requirements in 2019 and removed the technology requirement for the DLIFLC AA degree ([Ev. 2.5](#)). The Registrar determined that the technology requirement was outdated and was a barrier to degree completion due to the transfer credit's 5-year shelf life.

Status: Completed; ongoing

Standard II.A.11

The Accreditation Liaison Officer (ALO) will work with academic program stakeholders to coordinate the mapping of DLIFLC program outcomes to ACCJC Core Competencies.

Anticipated Outcome:

To ensure that DLIFLC identifies learning outcomes aligned with ACCJC Core Competencies in course offerings.

Outcome to Date:

In 2019, the Institute convened a cross-matrix team of stakeholders to articulate broad learning outcomes statements for the DLIFLC basic, intermediate, and advanced programs. The working group reviewed program outcomes using the Degree Qualifications Profile framework and aligned these with ACCJC outcomes ([Ev. 2.6](#)). The statements reflect program-specific learning outcomes as well as broad competencies for civic responsibility and lifelong learning.

Status: Completed

Standard II.A.12

The Office of the Registrar will coordinate a review of degree requirements with appropriate input from faculty. The Office of the Registrar will conduct a review to investigate the possibility of awarding/waiving the technology GE requirement

Anticipated Outcome:

To ensure alignment between the Institute's language program credits and GE credits.

Outcome to Date:

See [II.A.10](#).

Status: Completed

Standards II.B.1, II.B.4 and III.A.9

As described in Standard II.B.1 in the 2017 Intuitional Self-Evaluation Report (ISER), the Aiso library had not engaged in routine evaluations and needs assessments.

Objective 1) The Head Librarian will continue to work with the TRADOC Librarian to articulate a required staffing model for Aiso library.

Objective 2) Aiso library will conduct a library survey no later than the end of the second quarter of FY18 and deploy the survey every two years in accordance with Army Regulation 25-97.

Objective 3) Based on survey results, address staffing shortages by investigating the possibility of future hires or a reduction of services.

Objective 4) The library will continue to expand access to electronic resources in all languages taught at DLIFLC.

Objective 5) The library will finish developing a working plan with its webmaster to address systematic updates in a timely manner.

Anticipated Outcomes:

Outcome 1) Articulation of a required staffing model for Aiso library recognized by TRADOC.

Outcome 2) Identification of library patron needs and address staffing shortages by investigating the possibility of future hires or reducing services.

Outcome 3) Align student services mission with available resources.

Outcome 4) Expansion of access to electronic resources for resident and nonresident library patrons.

Outcome 5) Insurance of Aiso library website accuracy of information and accessibility.

Outcome to Date:

Outcome 1): DLIFLC does not control staffing models for its library. Setting up the Army University Library System (AULS) has been the top priority for the last four years. TRADOC libraries are vastly different in nature – ranging from libraries with a single employee, to large college libraries (e.g., Ike Skelton). When the Army established AULS, the staffing request was for five librarians: Director, Systems, Acquisitions, Cataloging, and Reference. AULS received four librarians. This should be the standard library requirement for all TRADOC institutions designated as colleges. The current Aiso staffing plan approves only three librarians, inclusive of the Director. DLIFLC continues to raise the staffing issue at the TRADOC level but does not

anticipate any changes. Ongoing budget constraints across the Department of Defense limit any discussion of personnel changes.

Outcome 2) The library conducted a customer satisfaction survey with low participation in winter 2019 (Ev. 2.7). The library staff created an out-processing survey that was put on hold due to the COVID-19 pandemic but expects survey rollout in FY22. This survey may provide better data on customer needs. Additionally, the library placed a feedback button on its website. The library plans to analyze available customer service feedback in FY22.

The library continues to explore different types of feedback. In summer 2020, the Aiso staff launched a library module in coordination with SLS for all incoming students. This module is the first step in the students' information literacy development designed to help them identify learning support resources for their language training. To date, students have not provided formal feedback on the introductory module, but initial informal feedback indicates that students have responded favorably to the program. Library staff have observed an increase in student engagement with library services following each information session.

Outcome 3) See discussion in Outcome 1 above. In response to ongoing staffing shortages, Aiso reduced patron hours from 62 hours/week to 49 hours/week based on a user survey (Ev. 2.8).

Outcome 4) Expanding access to resources has been a high priority. The focus in FY20 was on the following databases: Spanish, Chinese, Korean, and North Korean. In FY21, the library prioritized French, Russian, Arabic, and Persian Farsi. The library continues to expand database resources for patron access.

COVID-19 illustrated the limitations and need for e-resources in general. Since 2020, the library has shifted its budget allocation from 75% print materials to 75% e-books with ongoing efforts to expand streaming video services and LibGuides, which organize resources by language (Ev. 2.9).

Outcome 5) Library website hosting moved to a centralized Army AULS website (Ev. 2.10). Website updates happen through this hosting service on a continual basis.

Status:
Outcome 1) Ongoing
Outcome 2) Completed; ongoing
Outcome 3) Completed
Outcome 4) Ongoing
Outcome 5) Completed

Standard II.B.2

Objective 1) Aiso library will conduct a library survey no later than the end of the second quarter of FY18 and deploy the survey every two years in accordance with Army Regulation 25-97.

Objective 2) Revise the Aiso Library Collection Development Policy.

Anticipated Outcome:
Outcome 1) To ensure that patrons have the resources they need.

Outcome 2) To align current practices with the institutional mission.

Outcome to Date:
Outcome 1) See Outcome 2, II.B.1.

Outcome 2) Aiso library staff revised the Library Collection Development Policy in early FY22 (Ev. 2.11).

Status:
Outcome 1) Completed; ongoing
Outcome 2) Completed

Standard II.B.3

Objective 1) Aiso library will develop a user survey to systematically evaluate library services and workshops.

Objective 2) Give evaluation forms to participants in all workshops, to include bibliographic instruction and new patron orientations.

Objective 3) Include specific questions about the Aiso library on ISQ/ESQ student surveys.

Anticipated Outcome:
Outcome 1) To evaluate that library services meet patron needs and identify areas for improvement in services to meet patron needs.

Outcome 2) To receive systematic patron feedback on library services.

Outcome 3) To ensure the systematic collection and analysis of student feedback.

Outcome to Date:
Objectives 1 and 2) See discussion in Outcome 2, II.B.1.

Objective 3) A shift in mission focus during the pandemic postponed revision of the ISQ/ESQ student surveys which will need to include library-specific survey items. DLIFLC anticipates rolling out revised survey items no later than FY24 pending the priority for this initiative.

Status:
Outcome 1) Ongoing
Outcome 2) Ongoing
Outcome 3) 2024

STANDARD II EVIDENCE LIST

Ev. 2.1   Email Communication Syllabi Updates Fall 2017
Ev. 2.2   ILS 2020 Module Description
Ev. 2.3   ILS 2020 Survey Feedback Analysis and Data Narrative
Ev. 2.4   MOU Between DLIFLC and NCS
Ev. 2.5   Elimination of Technology Credit
Ev. 2.6   Learning Outcomes Statement
Ev. 2.7   Library Survey Winter 2019
Ev. 2.8   Library Hours Survey 2021
Ev. 2.9   LibGuides Screenshot
Ev. 2.10   Army AULS Screenshot
Ev. 2.11   Aiso Library Collection Development Policy

ACCREDITATION ACTION ITEMS – STANDARD III
Student Learning Programs and Support Services

Standard III.B.3

The POM Garrison has begun the process to develop a comprehensive equipment infrastructure plan that covers replacement and mandatory or normal servicing of HVAC, elevators, and other equipment related to physical resources. The plan will be developed with input from various advisory groups for close integration with the space management plan.

Anticipated Outcome:
Functional facilities that enable the Institute to meet its mission.

Outcome to Date:
POM Garrison follows the Area Development Plan. The DLIFLC Space Manager continues to actively engage with POM Garrison counterparts to communicate DLIFLC priorities and mission needs. Further, the DLIFLC Chief of Staff and Deputy Chief of Staff for Personnel and Logistics serve as voting members on POM Garrison's Real Property Planning Board and working group. Their participation provides the Institute with the ability to voice priorities in operations and maintenance and sustainability projects ([Ev. 3.1](#)) ([Ev. 3.2](#)) ([Ev. 3.3](#)) ([Ev. 3.4](#)).

Status: Completed; ongoing

Standard III.C.1

By September 2018, the Deputy Chief of Staff for Information Technology (DCSIT) will initiate a system of communication between the various IT support organizations.

Anticipated Outcome:
To foster communication between the various IT support organizations.

Outcome to Date:
In fiscal year 2019, DLIFLC established the Educational Technology and Development directorate under a new Associate Provost. The Institute created this new directorate to lead the vision for how DLIFLC can best continue to move forward into the digital era. One key part of the directorate's charge is to better facilitate communication between the academic mission and the DCSIT support staff.

In order to bridge the academic and technology support missions, DLIFLC reconvened the Technology Review Board (TRB). Board membership includes broad representation from both the academic mission and DCSIT. Ongoing work includes researching options for a centralized learning management system, recommending software and hardware requirements for procurement, and identifying faculty professional development needs. The TRB meets monthly ([Ev. 3.5](#)).

Status: Completed

Standard III.C.2

Objective 1) By September 2018, DCSIT will have reviewed its current technology requests and fulfillment processes; and

Objective 2) By September 2018, DCIST will have developed mechanisms to extract and consolidate information pertaining to instructional technology during the annual unit planning and program review processes.

Anticipated Outcome:

Outcome 1) To implement improvements as necessary, to ensure hardware/software compatibility, and to avoid redundancy.

Outcome 2) To provide a more comprehensive overview of the status of technology integration and use at DLIFLC.

Outcome to Date:

Outcomes 1 and 2) The Institute reconvened the Technology Review Board to fulfill this objective (see III.C.1).

Status: Completed

Standard III.C.3

The institute will extend wireless network access to the common areas within the barracks buildings.

Anticipated Outcome:

To support students' work on out-of-class assignments.

Outcome to Date:

DLIFLC extended wireless network access to common areas in the students' living quarters in fiscal year 2019.

Status: Completed

Standard III.C.4

Objective 1) Complete the 2022 Tiger Team Technology Subcommittee review and recommendation plan.

Objective 2) By September 2018, DCSIT will initiate a coordinated review of the Institutes' current technology support systems by leveraging existing evaluation mechanisms (e.g., Training and Operations Analysis and the Office of Standardization and Academic Excellence).

Objective 3) Leadership will ensure that all teachers have the opportunity and time to attend training to meet their technology performance objective.

Anticipated Outcome:

Outcome 1) To ensure that the Institute has key personnel in place to facilitate technology initiatives between the Provost Organization and DCSIT.

Outcome 2) To ensure that the Institute accurately identifies training needs and allocates resources strategically.

Outcome 3) To ensure that all faculty have appropriate and adequate training to use DLIFLC's hardware and software.

Outcomes to Date:

Outcome 1) Per the 2022 Tiger Team Technology Subcommittee recommendation, DLIFLC established the Educational Technology and Development directorate in 2019 (see III.C.1).

Outcomes 2) DLIFLC reconvened the TRB with representative membership from the faculty and technology support staff (see III.C.1 and III.C.2).

Outcome 3) The COVID-19 pandemic necessitated that DLIFLC offer technology training workshops in an online format. Even with the lifting of the shelter-in-place order, the Education and Technology Development directorate continues to host weekly online professional development sessions for software applications as well as pedagogical innovations (Ev. 3.6) (Ev. 3.7). Faculty can attend training as needed; those who may be unable to attend can watch training recordings. This shift to a virtual learning platform for faculty training has facilitated broad access to professional development.

Status: Completed; ongoing

STANDARD III EVIDENCE LIST

Ev. 3.1 RPPB Working Group June 2021
Ev. 3.2 RPPB Working Group July 2021
Ev. 3.3 POM Line Item Review July 2021
Ev. 3.4 POM Line Item Review August 2021
Ev. 3.5 TRB Meeting Agendas
Ev. 3.6 Faculty Workshops Flyer September 2021
Ev. 3.7 Faculty Workshops Flyer October 2021

ACCREDITATION ACTION ITEMS – STANDARD IV
Leadership and Governance

Standard IV.C.1 and Standard IV.C.7

The Board of Visitors (BoV) will review their current operating procedures to ensure alignment with accreditation standards.

Anticipated Outcome:
To ensure alignment of the BoV Operating Procedures with ACCJC Standards.

Outcome to date:
The BoV updated Operating Procedures in 2017 to address alignment with ACCJC standards (Ev. 4.1)

Status: Completed

Standard IV.C.5 and IV.C.8

DLIFLC will forward the Annual Program Summary to BoV members.

Anticipated Outcome:
To provide the BoV members with regular data reports on institutional outcomes that will better enable the BoV to accomplish its stated purpose.

Outcome to Date:
The BoV members have received copies of the Annual Program Summary upon the document's publication.

Status: Completed

Standard IV.C.6

DLIFLC will publish and maintain the BoV operating procedures on the Institute's public-facing website.

Anticipated Outcome:
To ensure BoV operating procedures are publicly available.

Outcome to Date:
BoV operating procedures are accessible on the DLIFLC public-facing website (Ev. 4.1).

Status: Completed

Standard IV.C.10

The Board will review the operating procedures to ensure alignment with accreditation requirements. The operating procedures will include a statement on self-evaluation during the fall 2017 meeting.

Anticipated Outcome:

To establish a clear evaluation process that assesses the BoV's effectiveness in promoting and sustaining academic quality and institutional effectiveness.

Outcome to Date:

The BoV published bylaws that articulate self-evaluation (Ev. 4.1).

Status: Completed

Standard IV.C.13

Objective 1) DLIFLC will include specific information on ACCJC regional accreditation, along with the BoV's participatory roles and functions in the accreditation process, during new member orientation.

Objective 2) DLIFLC will brief the BoV about the accreditation self-evaluation process during the December 2017 meeting.

Anticipated Outcome:

Outcome 1) To ensure that new BoV members receive appropriate orientation on the Institution's regional accreditation.

Outcome 2) To update the BoV on DLIFLC's Self Evaluation Report and accreditation standards.

Outcome to Date:

Completed in 2017-2018 for new board members (Ev. 4.2). The BoV continues to receive information briefs on DLIFLC accreditation (Ev. 4.3).

Status: Completed, ongoing

STANDARD IV EVIDENCE LIST

Ev. 4.1   Board of Visitors Operating Procedures Screenshot
Ev. 4.2   Board of Visitors Meeting Agenda Minutes December 2018
Ev. 4.3   Board of Visitors Meeting Minutes Aug. 2020

INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENT

RESPONSE TO RECOMMENDATIONS FOR IMPROVEMENT

The external evaluation team issued four Recommendations for Improvement following their 2018 comprehensive review of DLIFLC's compliance with Eligibility Requirements, Accreditation Standards, and Commission Policies.

All four Recommendations for Improvement focus on the integration of strategic planning and resourcing across the Institute. Further, each recommendation cites the role of integrating strategic planning and resourcing for the DLIFLC library (Standard II.B). As such, this section first covers DLIFLC's broad consideration of and response to Recommendations 1 – 3, and then addresses Standard II.B, Library Support Services, for Recommendations for Improvement 1 – 4.

Standard I.B - Assuring Academic Quality and Institutional Effectiveness

RECOMMENDATION 1 (IMPROVEMENT)

In order to improve effectiveness, the team recommends that the Institute review the process to identify, prioritize, and allocate resources to support institutional needs inclusive of curriculum development and revision. (I.B.6, II.A.2, II.A.16, II.B.1)

Resource Priorities

Since the site visit in 2018, DLIFLC has entered a period of increased scrutiny of its resource allocation from external higher headquarters. As a direct result, the fiscal year 2022 Command Guidance from DLIFLC Commandant Colonel Kievit clearly articulates resourcing priorities for those languages identified in the National Defense Strategy (NDS) ([R1.1](#)). Staff divisions and academic programs use the Command Guidance to identify, prioritize, and resource programmatic initiatives aimed at supporting student outcomes accordingly.

At the Institute-level, prioritization activities include the following:
- Support to Basic Language Acquisition NDS language programs,
- Support to online learning tools in line with NDS languages,
- Complete Defense Language Proficiency Test (DLPT) maintenance using NDS languages as the priority, and
- Place priority on Computer Adaptive Test (CAT) development using the NDS languages as the priority.

Curriculum Development and Revision Process

The 2018 visiting team recommended that DLIFLC identify a way to prioritize curriculum review projects. The Curriculum Review Board (CRB) and subsequent Language Curriculum Teams (LCTs) completed a formal review of curricular gaps for most Undergraduate Education programs between 2018-2020 (R1.2). The Institute did not complete LCTs for Indonesian, Tagalog, Urdu, or Pashto based on mission priorities. Each LCT report identified curricular gaps.

Using the curriculum gap reports as a guide, the language programs hold responsibility for identifying and ranking internal curriculum development projects with their available faculty staffing levels to address curricular gaps. The programs are also responsible for coordinating with the Curriculum Support division for additional external assistance from trained curriculum development support personnel if needed. In turn, the Curriculum Support division prioritizes their program support based on the Command Guidance.

To track curriculum development progress, each language program reports curriculum development activities monthly to the Office of the Provost and to the Deputy Chief of Staff for Operations (R1.3). Further, the Provost tasked the CRB to monitor progress on all curricular projects. Command guidance and resource availability may prioritize select projects.

Prioritizing Program-level Curriculum Development Projects for Improved Effectiveness

DLIFLC actively seeks to move towards more systematic, data-informed strategic planning. Since the 2018 site visit, these efforts have culminated in a revised 3-year program review cycle for all academic and support programs (see Recommendation 2) (R1.4). This revision process consisted of updating the program review contents with standardized data reporting, due outs (program goals), and resourcing requirements. The new framework tracks curriculum development projects over a 6-year period starting with prior and current curriculum development projects identified through the LCT process and incorporating future curriculum initiatives as due outs with completion timelines over the coming three years. DLIFLC Undergraduate Education concluded the first iteration of the new program review format in summer 2021. TOA is refining the report format based on end-user feedback (R1.5).

Examples of Prioritized Curriculum Development Initiatives

The following are excerpted examples of prioritized curriculum development initiatives from the 2021 Undergraduate Education program review cycle:

- **Chinese-Mandarin Basic Course:** Revise new Semester III textbooks and unit tests, Resources/Stakeholders: Dr. Liu, due out October 2021.

- **French Basic Course:** New French textbook identification. Resources/Stakeholders: French Committee, due out January 2022.
- **French Basic Course:** Military Studies Test Revision. Resources/Stakeholders: French Military Language Instructors (MLIs), due out September 2021.
- **Iraqi Basic Course:** Integrate explicit grammar practice and grammar clinics. Resources/ Stakeholders: Team Leader, Military Language Instructor, Academic Specialist, and Chair to coordinate, due out timeline under review.
- **Intermediate and Advanced Arabic Dialect Programs**: Develop the core curricula following scope and sequence guidelines to select copyright permitted authentic materials for the Iraqi and Levantine Intermediate programs. Resources/Stakeholders: Chairperson, Post-Basic faculty, and Curriculum Support Specialist, due out March 2022.

Ongoing Process Improvement Efforts

Data Strategy. DLIFLC recognizes the need for an institutional-level capability to report real-time student outcome metrics across its academic programs, along with the need to visually communicate data to its stakeholders. In May 2020, DLIFLC formally began a multi-year data strategy project to develop a centralized database housing key performance indicators (R1.6) (R1.7).

The capacity to effectively allocate resources relies on the Institute's ability to analyze and interpret performance metrics. In 2021, DLIFLC completed the preliminary data analysis on disciplinary and lack of effort attrition rates among its student population disaggregated by race. The analysis showed disparity indices in attrition rates between sub-populations (R1.8). As a result, DLIFLC formed a working group charged with making recommendations on ways to close performance gaps. The Institute anticipates that a cohesive data strategy will allow leadership to better identify this type of performance gap and allocate resources strategically in support of improved learning outcomes.

RECOMMENDATION 1 EVIDENCE LIST

R1.1	Command Guidance FY22
R1.2	LCT Report Executive Summaries
R1.3	Monthly Curriculum Updated Aug. 2022
R1.4	FY22 Master Evaluation Plan
R1.5	UGE Program Review AAR (see Ev. 1.4)
R1.6	Data Strategy OPORD
R1.7	Data Strategy Paper 2019
R1.8	Racial Disparity Report

RECOMMENDATION 2 (IMPROVEMENT)

In order to improve effectiveness, the team recommends that the Institute strengthen its integration of program review, evaluation, planning and resource allocation processes to ensure all areas are supporting the Institute's mission. (I.B.7, I.B.9, II.B.1, II.B.3)

See Recommendation 1.

Since the 2018 site visit, DLIFLC has made considerable progress towards integrating program reviews, evaluation, planning, and resource allocation. The first accomplishment was establishing a system for tracking program reviews. In alignment with Army accreditation requirements, the Institute now sets and publishes an annual Master Evaluation Plan (MEP). This document outlines program review timelines for all academic and support services over a three-year period (R2.1).

Program Reviews

To strengthen evaluation and planning, the Institute examined its prior program review format and developed a standardized tri-annual program review framework that explicitly links outcomes to resourcing and decision-making.

In response to this Recommendation for Improvement, the framework includes uniform data charts documenting student performance metrics, qualitative data analysis, and input for self-evaluation, planning, and resourcing (R2.2). Undergraduate Education used the new framework for the first time in summer 2021 with positive preliminary feedback from the learning community (R2.3).

Ongoing Process Improvement

Stakeholders provided several recommended updates to the program review format and content that will help support a culture of ongoing improvement. Notably, a key recommendation included adding accountability mechanisms throughout a program review cycle to bridge administrative turnover or realignment and to support programs' work towards identified goals (R2.3). Another key modification includes adding guided reflection questions to help programs interpret their quantitative and qualitative data as they assess programmatic improvement initiatives. The next steps for the program review process will finalize the standardized report framework, build out mid-review timelines, and develop a mechanism to consolidate key themes across the Institute for leadership visibility.

RECOMMENDATION II EVIDENCE LIST

R2.1   FY21 Master Evaluation Plan (see R1.4)
R2.2   UGE Program Review Framework (see Ev. 1.3)
R2.3   UGE Program Review AAR (see Ev. 1.4)

Standard II.A. – Instructional Programs

RECOMMENDATION 3 (IMPROVEMENT)

In order to improve effectiveness, the team recommends that the Institute ensure data collected in the evaluation process, including program review, the Interim Student Questionnaire (ISQ), and the End-of-Course Student Questionnaire (ESQ), be used in a consistent manner to inform decision-making. Further, as part of the regular evaluation process to improve institutional effectiveness, the team recommends that the Institute ensure that results of evaluation be widely communicated. (II.A.2, II.B.1*, II.B.2*)

See Recommendations 1 and 2.

Program Reviews

As stated in Recommendation 2, Training and Operations Analysis (TOA) completed a formal review of the program review process. In consultation with the academic leadership, the division developed a standardized reporting framework that integrates quantitative and qualitative data analysis linked to resourcing decisions through due outs and goals. Program reviews serve as comprehensive, programmatic assessment tools that incorporate student survey feedback, student focus group feedback, classroom observations, and faculty feedback. Further, the revised program review framework obligates program administrators to document broad information sharing within their learning community directly in support of Recommendation 3 (R3.1).

Interim Student Questionnaire (ISQ) and End-of-Course Student Questionnaire (ESQ)

The ISQ and ESQ student feedback surveys function as the main source of student input on overall program effectiveness. The Institute has not traditionally analyzed ISQ/ESQ data for trends that may be able to offer valuable information to decision makers. The revised program review framework integrates trend analysis from these student surveys by linking student feedback trends to future planning agendas.

Since 2018, TOA completed an initial review of the current ESQ survey items and drafted an updated survey for piloting. COVID-19 shifted priorities away from this initiative and further progress is pending. In the interim, TOA completed a 5-year trend analysis of yellow and red flag items by language program in summer 2021 and reported this data to senior academic leadership. Of note, the leadership began an initial discussion of the data's usefulness and actions they could take based on the analysis. Refining the ISQ and ESQ survey instruments remain as ongoing initiatives.

Progress to Share Information

In 2020, DCSIT launched a centralized intra-net page called the Knowledge Portal which is the landing page for the DLIFLC community (see I.C.5). This website hosts a variety of information about DLIFLC accessible to staff, faculty, and students. Future planning for the page includes a

proposal to integrate a responsive dashboard that displays key performance metrics by language program. DCSIT built a prototype of this dashboard and work is in progress to improve institute-level visibility of program assessment and student learning outcomes.

Further, Undergraduate Education hosts a year-in-review town hall within each school. These town halls are hosted by the school's academic leadership for their faculty. Their purpose is to highlight past fiscal year achievements, challenges, and planning agendas for the coming fiscal year in an open forum (R3.2).

RECOMMENDATION III EVIDENCE LIST

R3.1   UGE Program Review Framework (see Ev. 1.3)

R3.2   Multi-Language School Town Hall 2021

AISO LIBRARY RECOMMENDATIONS FOR IMPROVEMENT 1-4

RECOMMENDATION 1 (IMPROVEMENT)

In order to improve effectiveness, the team recommends that the Institute review the process to identify, prioritize, and allocate resources to support institutional needs inclusive of curriculum development and revision. (I.B.6, II.A.2, II.A.16, II.B.1)

RECOMMENDATION 2 (IMPROVEMENT)

In order to improve effectiveness, the team recommends that the Institute strengthen its integration of program review, evaluation, planning and resource allocation processes to ensure all areas are supporting the Institute's mission. (I.B.7, I.B.9, II.B.1, II.B.3)

RECOMMENDATION 3 (IMPROVEMENT)

In order to improve effectiveness, the team recommends that the Institute ensure data collected in the evaluation process, including program review, the Interim Student Questionnaire (ISQ), and the End-of-Course Student Questionnaire (ESQ), be used in a consistent manner to inform decision-making. Further, as part of the regular evaluation process to improve institutional effectiveness, the team recommends that the Institute ensure that results of evaluation be widely communicated. (II.A.2, II.B.1, II.B.2)

RECOMMENDATION 4 (IMPROVEMENT)

In order to improve effectiveness, the team recommends the Institute regularly assess library resources and services for their effectiveness and contribution to student learning outcomes including resources and services provided by third party vendors and agreements. The results of the assessments will inform the unit's regular program reviews leading to improvement and connecting to resource allocation. (II.B.3, II.B.4)

Strategic Planning (Recommendations for Improvement 1, 2, & 4)

Since the 2018 site visit, the Aiso library has continued its strategic planning with deliberate efforts to identify strategic goals with the Army University Library System (AULS). Two members from AULS visited DLIFLC and provided guidance to library staff on the Aiso library's vision. The visitors and library staff met with DLIFLC stakeholders, including the Associate Provost for Academic Support and the directorates within APAS to dialog on the vision and purpose of the library. The visiting team also met with Continuing Education representatives, Undergraduate Education leadership, and a student focus group. Aiso staff developed an action plan based on information gleaned from these efforts (Ev. L1). A primary outcome was re-envisioning the library as a learning space that offers more than the traditional library reference services. To realize this vision, the initial future planning includes offering diverse student support services and purchasing flexible furniture layouts to transform the library into a learning commons.

Another outcome from the strategic planning process was the need to improve communication within the DLIFLC community and inform patrons of the library's services. A significant step towards this outcome has been the deliberate outreach to every new student and faculty hire

at DLIFLC during welcome orientation sessions (Ev. L2) (Ev. L3). These touchpoints serve as an opportunity to inform newcomers about the library's services. Additionally, the library staff hired a reference librarian to lead outreach efforts, including regular online workshops covering library resources and services. The reference librarian also launched a virtual reference librarian initiative which students can access online to submit questions. The library staff continue to explore creative opportunities to engage the DLIFLC learning community including:

- Publishing flyers and announcements;
- Maintaining active Facebook posts; and
- Branding through American Library Association posters using DLIFLC-centric images.

The Aiso library is now included in the Institute's Master Evaluation Plan with scheduled program reviews on a 3-year cycle. The library staff completed the last program review in March 2021 that focused on the three themes that came out of the 2018 strategic initiative: re-envisioning the facility's space, strengthening outreach, and building community (Ev. L4).

Connecting Evaluation and Resourcing (Recommendations for Improvement 1, 3 & 4)
Efforts to systemically collect patron feedback are ongoing; see II.B.1 and II.B.4, Outcome 2 above, for discussion. The Institute plans to add library-service specific items to student evaluation surveys during the next survey revision cycle.

Expanding Database Access
Since 2017, the library has shifted acquisition practices by expanding database access (Ev. L5). New acquisitions are based on faculty requests and feedback. The library now follows an internal process of assessing database value through trial subscriptions before purchasing a new acquisition. This allows the library to target acquisitions strategically for resource efficiency. In addition to strategic acquisitions, library patrons now have access to Army-wide database resources via AULS. In addition, the library expanded access to e-resources to military linguist graduates in support of the force's operational mission. Now all linguists can access learning resources wherever they are stationed globally.

Supporting the Mission (Recommendations for Improvement 2 & 4)
Information Proficiency Program
Aiso library launched the initial phase of the Information Proficiency Program. The program's goal is to support students' information literacy development so that students can assess the value, quality, and applicability of information. These skills are relevant to all DLIFLC graduates in their lifelong learning as military linguists. For Phase I, the library collaborated with SLS to provide a Basic Research Skills module in the Introduction to Language Studies (Ev. L3). This module covers essential library services and resources.

COVID-19 Response
Library lessons learned from the COVID-19 remote instruction transition included: (a) insufficient e-resources to support many language courses; (b) insufficient 'awareness' of library resources due to a lack of communication infrastructure; (c) a high need for access to

military network computers for training, computers in general, and printing; and (d) the library is as much about a place as it is about resources.

COVID-19 and lessons learned provided an opportunity to re-focus the library's vision. One part of the library's strategic plan included launching virtual support services. The adoption of Office 365 at the enterprise level in spring 2020 provided the library staff a means to put their strategic plan into action, specifically with outreach initiatives via online workshops and support services including orientations and virtual librarian services (Ev. L6).

During COVID-19, the library observed directorates' increase their use of e-book collections to support instruction (Ev. L7). With this shift away from hardcopy text and books, student demand for target language fiction e-books increased. The library flipped its budget from 75% hardcopy purchases and 25% e-books to 75% of the budget directed towards various genres of e-book fiction: detective fiction, fantasy fiction, science fiction, popular fiction, graphic novels, and young adult novels.

Future Goals

The library staff has embraced opportunities to engage in outreach with the DLIFLC learning community and to expand services and resources where there is demonstrated need. Progress towards Recommendations for Improvement 1 – 4 highlight the library's role in supporting student success. To that end, the library will continue building on recent efforts. Near- and long-term goals include the following:

- Develop additional phases for the Information Proficiency Program. Key to this goal, the library staff is exploring ways to support writing-based research assignments in students' military and cultural studies classes by offering intermediate research skills workshops;
- Continue to exploit opportunities to expand collection of student feedback on resource and service needs;
- Develop a special collection of rare foreign language books that capture DLIFLC's mission heritage;
- Enable collaborative input on LibGuides from faculty and students;
- Develop rotating historical exhibits in collaboration with the Command Historian that focus on the history of DLIFLC and encourage students to connect with the larger mission; and
- Transform the physical layout of the library to support alternative learning spaces as print collections decrease in size.

LIBRARY RECOMMENDATIONS FOR IMPROVEMENT EVIDENCE LIST

Ev. L1   Aiso Library Strategic Plan
Ev. L2   Library Orientation for New Employees
Ev. L3   Library Orientation for New Students
Ev. L4   Library Program Review 2021
Ev. L5   Library Collection Development Policy (see Ev.2.9)

Ev. L6   Library Instruction O365
Ev. L7   Patron Usage FY16-21

REFLECTION ON IMPROVING INSTITUTIONAL PERFORMANCE: STUDENT LEARNING OUTCOMES AND INSTITUTION SET STANDARDS

STUDENT LEARNING OUTCOMES I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

PROCESS STRENGTHS

One of DLIFLC's greatest strengths is its commitment to improvement through the proactive engagement of its diverse stakeholders. While the military training context is unique, the Institute's culture highly values input from appropriate participants through structured dialog processes focused on outcomes. The Institute's strengths cover four broad areas: 1) empowered staff and faculty leaders, 2) integrated and continuous assessment for student success, 3) scaffolded learning outcomes across programs, and 3) assessment process planning.

Empowered Staff and Faculty Leaders

The Institute leverages interdisciplinary working groups to serve on chartered advisory committees and review teams. These teams analyze the current state and make recommendations for improvement; recent examples include:

- *Curriculum Review.* Strong examples of the working group process in action are the Curriculum Review Board (CRB) and Language Curriculum Teams (LCTs). With regards to assessing student learning outcomes specifically, the CRB and LCTs aim to align curriculum scope and sequence with the Institute's graduation goal of 2+/2+ (see Understanding the 2+/2+ Goal). Teams comprised of administrators, faculty, military representatives, and curriculum support specialists reviewed each language program's curriculum and identified gaps. Since the CRB's initial evaluation cycle, the academic leadership has re-convened the board, termed CRB 2.0, to standardize processes for prioritizing curriculum tasks and allocating resources across the institute. The board will provide recommendations to identify standards and a framework for critical curriculum projects, organize and monitor a framework for design, development, revision and life-cycle assessment of curricula, establish curriculum standards courses, monitor flexibility and currency, and ensure effective use of technology and curriculum resources in line with the mission and Command Guidance.

- *Tiger Team 2022.* DLIFLC formed the Tiger Team 2022 to generate Courses of Action (CoAs) after the Institute identified structural gaps in communication and collaboration among support organizations and the learning mission. Gaps included the need to consolidate support services at the institute-level and integrate new and existing technology resource training and development. A cross-matrix team presented COAs to

leadership that resulted in the formation of the Educational Technology and Development (ETD) directorate in 2019 to better support faculty and students.

- ***Learning Management System Review Group.*** In July 2020, the Office of the Provost tasked Curriculum Support to investigate and make recommendations for a responsive learning management system (LMS) capable of supporting the DLIFLC mission. The Learning Management System Review Group subsequently formed and met with representatives from all schools and directorates starting in the summer of 2020 through January 2021. The group identified possible LMSs and developed a rubric to evaluate learning platforms. The process involved a faculty needs assessment and subsequent ranking of LMS features that would best meet the needs of the DLIFLC learning community. Based on expert input from the working group, DLIFLC has subsequently invested in the Canvas Instructure Learning Management System ([SLO.01](#)). An important component of the LMS system was the ability to administer assessments in a secure online environment. The LMS will be able to provide metrics on usage to track student engagement, teacher utilization, and ongoing formative evaluation. These data points will in turn inform program managers on program strengths and areas of need.

Integrated and Continuous Assessment for Student Success

The Institute applies an integrated approach with SLO assessments in two structured in-depth cohort reviews termed the Mid-Course Review (MCR) and the After Course Review (ACR). The MCR falls after the second semester and the ACR convenes after a cohort graduates. These reviews synthesize quantitative and qualitative data, including anonymous student feedback, student focus group feedback, grades, formative and summative assessment results, adjustments to the curriculum, and/or teaching methodology, and teacher input. The cohort review meetings are open to the faculty and attended by administrators. The meetings offer an opportunity to continuously adapt and update the curriculum, instructional methods, and student interventions.

The Institute's unique instructional context allows it to leverage this type of integrated outcomes assessment to support student success. Stakeholders involved in the cohort review meetings include: 1) faculty and department chairs, 2) mid- and senior-level administration, and 3) military supervisors whose role is similar to student-life mentors. Together, these individuals have the appropriate level of information and authority to direct resources for intervention through a cross-functional approach. The military supervisors, specifically, play a key role in connecting students to student support services as needed, to include individualized academic support, as well as physical and mental health resources. This cohesive approach to SLO assessment begins with outcomes data as measured by grades and the integration of faculty classroom observations leading to proactive interventions for student success. This process is further supported by DLIFLC's tiered learning outcomes starting at the class level and moving through to graduation.

Scaffolded Learning Outcomes Across Programs

DLIFLC's course outcomes are fully integrated and aligned with end-of-program outcomes as measured by the Institute's exit language proficiency exams, the Defense Language Proficiency Test (DLPT) to measure listening and reading proficiency, and Oral Proficiency Interview (OPI) to measure speaking proficiency. Starting on day one, student coursework and assessments track each student's progress in achieving stated learning outcomes. Class outcomes are nested together into three semesters, which in turn build towards the expected graduation outcome of limited working proficiency in the foreign language (i.e., level 2). Faculty and support staff use this information to adapt the curriculum and provide additional instructional support as needed.

Assessment Process Planning

Since the 2018 site visit, DLIFLC has fully implemented its cyclical Master Evaluation Plan (MEP) which tracks program reviews in all academic and support programs on a three-year cycle (SLO.02). The process aligns with ACCJC and Army accreditation standards. Academic and staff leadership set their department's review schedule taking into account a department's workflow priorities. Departments follow this review cycle to conduct a self-assessment against a framework, template, or other reporting format as appropriate for their unit. Program reviews are indispensable in supporting the development of goals, in the form of due outs, based on outcomes assessment data. This process forms the basis for strategic planning and resourcing within the department.

GROWTH OPPORTUNITIES

Learning Management System

DLIFLC recognized the need for a responsive LMS capable of supporting a dynamic training mission. Following the recommendation of the Learning Management System Review Group, DLIFLC plans to adopt the Canvas Instructure Learning Management System. The platform has the potential to support learning outcomes assessment and develop asynchronous learning modules as well as track usage metrics that can inform program reviews. The Institute will need to invest in training for the platform to support assessment work across the instructional mission.

Data Strategy

Tracking student progress is an integral part of the Institute's operational culture. DLIFLC recognizes the need for a cohesive data strategy capable of reporting real-time student outcome metrics across its academic programs, along with the need to visually communicate this data to its stakeholders. In May 2020, DLIFLC formally began a multi-year data strategy project to develop a centralized database housing key performance indicators (see Recommendation 1). An increase in the accessibility of data will drive the need to provide professional development on using data for course and program improvement, including resource allocation.

Building in Accountability

The new program review format incorporates planning items from previous reviews into the current process. Turnover among administrators and faculty responsible for tracking goals and due outs resulted in a disruption to their implementation, underscoring the need for continuity planning. As a result, the updated program review process will incorporate mid-cycle checkpoints to support accountability and to allow programs to adjust goals as institutional priorities shift. The Institute intends to move forward with this process change over the next three years.

Student Support Services

In 2019, the Accreditation Committee uncovered a gap in identifying and tracking student learning outcomes across those student support services embedded into the Undergraduate Education language programs, specifically as this relates to Standard I.B.2. Currently, the Institute lacks a formal mechanism to dialog across student support providers that would facilitate development of student support outcomes. Identifying cross-program learning outcomes for support services would allow the Institute to measure effectiveness beyond customer satisfaction surveys and ensure appropriate resourcing and equity in access for all service members. This remains a growth opportunity for the Institute.

Student Feedback Survey Revision

The Institute recognizes the need to update student feedback surveys to provide relevant and actionable information. The pandemic postponed revision of the ISQ/ESQ, to include new library-specific survey items. DLIFLC anticipates rolling out revised survey items in FY24.

Lessons Learned

In 2019, DLIFLC launched a glide path to develop the Army Lessons Learned Program (ALLP) in accordance with Army Regulation 11-33. The Commandant tasked the Office of Standardization and Academic Excellence (OSAE) to lead the implementation of ALLP. The glide path included training lesson managers who coordinate the collection and distribution of lessons learned across the enterprise. In collaboration with lesson managers, OSAE developed the standard operating procedure and established sustainable processes and venues for collecting and validating lessons and sharing them among all DLIFLC organizations and with Department of Defense organizations via the Joint Lessons Learned Information System. Over the last two years, OSAE has organized six iterations of Lessons Learned Exchange, and institute-wide event that provides a platform for faculty, staff, and students to share lessons learned. The ALLP is proactively seeking evidence of connecting lessons learned to positive change across the Institute (SLO.03). In fall 2021, OSAE worked with lesson managers to introduce a new reporting process that tracks the implementation of recommended actions and their impact in driving changes for improvement and identifying beneficial practices and outcomes. The Continuing Education directorate began the process of designing an evaluation instrument to measure program effectiveness.

Teaching Team Success Factors

In Fall 2021, OSAE completed a review, Characteristics of High-Performing Teaching Teams, to identify characteristics that make some teaching teams consistently more successful in terms of graduation rates than their counterparts. Findings indicate that a wide-angle and holistic view of successful conditions is needed in order for teams to succeed, ranging from the competencies and attitudes of individual language teachers to the knowledge and values demonstrated by institutional leadership. Success hinges on teaching performance of individuals and on the health of their teaching and working environment. Within that environment, three categories emerged as playing a critical role: Curriculum and Teaching, Team Creation and Environment, and Communication and Decision-Making.

OSAE has designed a direct follow-up to the initial review to focus on self-reflection and partnership with other directorates in the Provost Organization. The proposed project goals include: highlighting proven effective teaching practices to identify specific factors leading to teaching team success; exchanging experience and perspectives between faculty development specialists, platform teachers, and students and soliciting their input for evaluating the existing training products and designing new ones; identifying the ways in which training transfer from workshops to classrooms is or is not working and why, and identifying strategies that can be carried out to make trainings as effective as possible; integrating the proven effective practices into training activities to help other teams model these practices; and clearly articulating what reflective practice is and promoting and modeling it for both trainers and platform teachers (SLO.04).

COURSE, PROGRAM, AND SERVICE IMPROVEMENTS

Over the past several years, the Institute has focused on analyzing quantitative and qualitative data to improve student learning outcomes in support of DLIFLC's 2+2+ goal and increasing student success (see Quality Focus Essay; Understanding the 2+/2+ Goal).

Program Review Outcomes

DLIFLC continues to develop a robust program assessment process. In 2021, the Undergraduate Education academic programs identified several constructive outcomes from the new format, including the following:

- Program leadership had the ability to communicate with their learning community in a more in-depth fashion that went beyond reporting requirements and considered all stakeholders;
- Collaboration at the program-level to reflect on and analyze data for the entire program involving multiple stakeholders (i.e., faculty, chairs, military language instructors, academic support specialists, assistant and associate deans, and the dean);
- The ability to develop common goals with a shared understanding;
- The ability to track accomplishments, identify program gaps, and modify processes over time for continuous program improvement;
- Explicit discussion on student outcomes data, overall school performance, and ways to reduce attrition;
- Fact-checking assumptions about available resources when presented with data; and
- Sharing information across departments on available learning resources.

Undergraduate Education's revised program review process formalized a means for learning communities to dialog on SLO data and articulate a vision for their future. The program reviews integrate quantitative and qualitative data analysis to identify and prioritize areas for improvement which encompass instructional and/or student support initiatives. Improvement efforts are ongoing throughout the review cycle. Undergraduate Education documented the following examples of improvements made based on assessment data:

- The Russian Basic Program developed a third semester curriculum framework;
- The Persian Farsi Basic Program re-wrote homework books to support targeted and relevant homework aligned to classroom instruction;
- The Korean Basic Program revised its instructional sequence to ensure incorporation of North Korean dialect into the curriculum early on. Revisions included glossaries and additional presentations; and
- The Spanish Basic Program identified the need to improve the quality of academic counseling, resulting in additional faculty training.

Likewise, program reviews in the Continuing Education directorate documented the following examples of improvements based on program reviews:

- The Defense Threat Reduction Agency program rewrote the Russian History Course as part of its curriculum to expand on the accuracy and currency of information;

- Distance Learning (DL) added Sudanese dialect to the list of languages taught for Mobile Training Teams (MTTs) courses;
- Standardization and revision of After Action Reports for courses to ensure consistency in formative assessment of all language programs with regards to topical focus and clarity on actionable items for program improvement; and
- DL instructors created an outline of a formal process of formative assessment of student's learning progress.

COVID-19 Instructional Context

Tracking student outcome data was particularly critical during the COVID-19 pandemic when the Institute shifted to an online learning environment. The Institute recognized that some students were more impacted in attaining learning outcomes than others, specifically students at the beginning of their language programs and those in academic jeopardy. The DLIFLC administration determined that face-to-face instruction was critical for these students to succeed, and prioritized in-person instruction for these individuals while implementing additional safety protocols.

Additionally, faculty and students reported screen fatigue from extended online instruction that attempted to mirror the same face-to-face learning schedule prior to COVID-19. As a result, the Institute explored different instructional models. For example, Continuing Education instituted a 2-3-2 instructional schedule consisting of two hours of online synchronous instruction followed by three hours of self-study and virtual office hours, and concluding with two hours of online synchronous instruction at the end of the day. This modified schedule reduced eyestrain and screen fatigue, provided opportunities for tailored instruction, and increased learner autonomy.

Program assessment for DL's online Broadband Language Training System (BLTS) program occurred in July 2020. TOA conducted a qualitative study to investigate the effectiveness of the BLTS online learning environment. Results from the study validated the benefits of the online learning environment offered through BLTS courses, especially for military linguists stationed globally. TOA recommended the creation of a continuity plan to outline the process and requirements for online instruction. The resulting SOP proved instrumental in facilitating the shift to virtual instruction within the directorate during the pandemic (SLO.05).

Closing Equity Gaps

DLIFLC continues to strengthen the link between data collection, data analysis, and change initiatives. In 2021, TOA completed data analysis that disaggregated student lack of effort and disciplinary attrition actions by race. At the end of the project, the Deputy Chief of Staff for Operations formed a working group to articulate a clear problem statement, end states, and courses of action for DLIFLC leadership.

Student Intervention Processes

In 2021, the Office of Standardization and Academic Excellence (OSAE) completed a qualitative review of the academic attrition process in UGE basic courses for method, consistency, and

potential discrepancies (data from 2017-2021). OSAE identified areas for standardization and made recommendations to create a cross-matrixed working group to further explore and operationalize key initiatives. The working group met and developed a schedule to complete deliverables and move into piloting the policies and procedures by January 2022. The working group is comprised of three sub-groups charged with developing the following:

- An official policy document for Academic Attrition Review Board AARB policies and procedures for Undergraduate Education;
- An SOP to outline early intervention policies and procedures; and
- Processes and revised documents to streamline communication between schools and service units (SLO.06).

Aiso Library

Aiso library has proactively conducted outreach and expanded virtual services based on their strategic planning goals developed with input from across the DLIFLC community (see Recommendations for Improvement 1-4).

ASSESSMENT SCHEDULES

The Quality Assurance Office (QAO) tracks assessment schedules across both academic and student support programs through the annual MEP. Each August, program representatives complete a 3-year assessment planning schedule and report on the previous year's assessment activities. The QAO consolidates the schedule and publishes it with the Institute's Army Accreditation oversight body at the beginning of the new fiscal year. During the COVID-19 pandemic, Undergraduate Education postponed the 2020 program reviews through summer 2021. However, the Institute has since completed all outstanding reviews. The review cycle and assessment processes continue to mature and evolve across the Institute.

EVIDENCE LIST

SLO.01 Final LMS Report
SLO.02 FY22 Master Evaluation Plan (see R1.4)
SLO.03 ALLP SOP
SLO.04 Reflective Teaching Project Charter
SLO.05 Virtual Mobile Training Team SOP
SLO.06 Student Intervention Processes Decision Brief

INSTITUTION SET STANDARDS I.B.3

The Institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

The following section is based on data from the 2021 Annual Report.

Floor Standards

The institution-set standard (floor) for successful student completion rates for 2017-18, 2018-19, 2019-20 was 80%. The actual student course completion rate for 2017-18 was 89%, for 2018-19 it was 90%, and for 2019-20 it was 86%.

DLIFLC has a graduation rate of 86.3%. The graduation rate is defined as the share of students who graduated within 8 years of entering [DLIFLC] for the first time.

Certificates. The number of certificates is the institute-set standard for the number of certificates awarded. DLIFLC does not have an institution-set standard for the number of certificates awarded or a stretch goal for the number of certificates awarded because it does not control enrollments. All students who complete a program successfully receive a certificate. The actual number of certificates for 2017-18, 2018-19 and 2019-20 were 1,719, 1,534, and 2,291, respectively (see Annual Report).

Degrees. Number of degrees is the institute-set standard for degrees awarded. The military services do not require DLIFLC graduates to have a degree in order to perform their military jobs. However, possessing a degree may help a service member advance in rank. DLIFLC does not have an institution-set standard for number of degrees awarded or a stretch goal for the number of degrees awarded because it does not control enrollments. The actual number of degrees in 2017-18, 2018-19 and 2019-20 were 940, 1,092 and 1,129, respectively.

Transfers. The number of transfers is the institute-set standard for transfers to a 4-year degree institution. DLIFLC did not have institution-set standard or stretch goal for the number of transfer students for 2017-18, 2018-19 and 2019-20. DLIFLC does not keep data on student transfers as this is not required for their military training.

Licensure Examination Pass Rates.
- *Basic Program.* For the Basic Program, the institution-set standard (floor) was 80%, and the pass rates were 79%, 91% and 86.6% in 2017-18, 2018-19 and 2019-20, respectively.
- *Intermediate and Advanced Programs.* For the Intermediate Program, the institution-set standard was 100%, and the pass rates were 73%, 49% and 45.8% in 2017-18, 2018-19 and 2019-20, respectively. For the Advanced Program, the institution-set standard

(floor) was 100%, and the pass rates were 100%, 56% and 66.7% in 2017-18, 2018-19 and 2019-20 respectively. Graduates of the Intermediate and Advanced Programs who do not meet the institution-set standard continue to meet the mandatory minimum licensure requirements for their jobs at the Basic or Intermediate levels, respectively.

- *Defense Threat Reduction Agency Program.* For the Defense Threat Reduction Agency Program, the institution-set standard was 100%, and the pass rates were 100% between 2017 and 2020.

DLIFLC has not established aspirational goals for Licensure Examination Pass Rates for these programs.

Employment Rates for Career and Technical Education Students. For the Basic, Intermediate, Advanced, and the Defense Threat Reduction Agency Programs, the institution-set standard (floor) and stretch (aspirational) goal were 100%, and the job placement rates for students who completed certificate programs and career-technical education degrees were 99% in 2017-18, 2018-19 and 2019-20. All graduates are gainfully employed in their military service occupation upon completion of their language program. However, the military services move a few graduates into non-linguist positions after they graduate.

Stretch (Aspirational) Goals

DLIFLC identified an institutional stretch goal using a separate metric benchmark than the current institution-set standard. The stretch goal is to graduate 64% of students at an ILR proficiency of L2+/R2+/S1+ in FY23. This is fully detailed and explained in the 2017 ISER Quality Focus Essay and the Report on the Outcomes of the Quality Focus Projects.

Informing Constituents

DLIFLC publishes all annual reports on its Accreditation webpage: www.dliflc.edu/about/accreditation.

Report on the Outcomes of the Quality Focus Projects

Action Plans

As described in the Quality Focus Essay (QFE), DLIFLC has concentrated its efforts and resources on raising Undergraduate Education student language proficiency scores from 2/2 to 2+/2+ with the goal of 64% of graduates who start their program in FY2023 satisfying this new requirement (see Understanding the 2+/2+ Goal). The QFE outlined three broad efforts in meeting this goal:
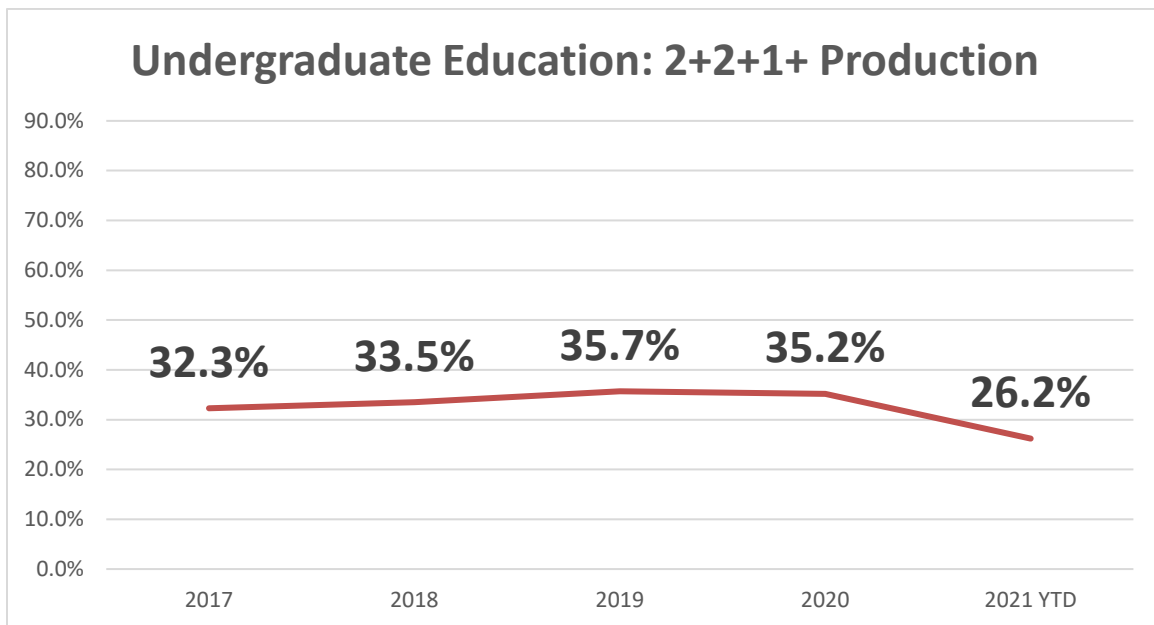
Action Plan 1: Prepared Student
Action Plan 2: Trained and Ready Faculty
Action Plan 3: Improved and Flexible Curriculum

Action Plan 1: Prepared Student

Original Action Statement: In order to improve effectiveness, each academic program will follow a glide path representing program goals for incremental improvement and corresponding actions in support of those goals. Each glide path directs schools to increase their percentage of 2+/2+ graduates at a minimum of 5-7 percent each year. A second evaluation tool that supports the Prepared Student action is the Measure of Performance (MoP) and Measure of Effectiveness (MoE) for Student Readiness. Supporting tasks have a MoP and a MoE that track progress. Administrative leadership use this tool to identify progress made towards goals and raise issues that may impede progress for timely redress. DLIFLC expects to continue developing this assessment tool.

Undergraduate Education: 2+2+1+ Production

Year	Percentage
2017	32.3%
2018	33.5%
2019	35.7%
2020	35.2%
2021 YTD	26.2%

Figure 1. **Undergraduate Education Basic Program 2+/2+/1+ Production.** This figure illustrates the percentage of basic program graduates who successfully achieved 2+/2+/1+ between fiscal years 2017 and August 2021.

Action Plan Outcomes to Date: DLIFLC continues to monitor glide path status for percentage of graduates who achieve a 2+/2+. In 2020, the 2+/2+ graduation rate was 35.2%. Since 2017, overall 2+/2+ graduation rates have not passed 36% and have fallen short of the intended 5%-7% increase year over year as originally planned (see Figure 1).

The 2+/2+ graduation rates as of August 2021 vary from a low of 5.3% in Levantine to a high of 72% in Hebrew (see Table 1). Programs are not meeting glide path expectations and annual variance indicates that they will not meet the directed institutional goal by FY2023.

Leadership stopped tracking individual MoPs and MoEs at the institute-level. DLIFLC did not establish an evaluation protocol for the 2015 2+/2+ Department of Defense approved change initiatives.

Table 1. *Undergraduate Education Basic Program 2+/2+/1+ Production by Language*

Language	2017	2018	2019	2020	2021 YTD
Hebrew	69.4%	85.7%	81.5%	65.9%	72.0%
Tagalog	52.9%	55.6%	43.8%	72.7%	52.6%
Urdu	32.5%	37.0%	64.3%	33.3%	50.0%
Pashto	59.2%	52.1%	60.5%	62.2%	42.9%
Chinese-Mandarin	45.9%	60.0%	50.7%	49.2%	39.3%
Indonesian	29.6%	26.1%	33.3%	34.6%	35.7%
Arabic, Modern Standard	36.3%	34.4%	42.1%	45.3%	30.4%
Japanese	41.7%	20.8%	36.4%	33.3%	27.8%
Russian	32.2%	28.3%	35.0%	37.7%	26.1%
French	31.2%	35.9%	39.1%	33.1%	25.4%
Levantine	11.4%	19.5%	26.7%	21.7%	25.3%
Korean	27.1%	23.4%	23.2%	23.4%	19.2%
Spanish	29.9%	31.2%	36.7%	26.5%	18.4%
Iraqi	24.7%	35.3%	24.5%	28.3%	17.5%
Persian Farsi	30.2%	24.7%	28.6%	22.8%	15.2%
Egyptian	8.5%	19.2%	17.2%	14.3%	5.3%

ACTION PLAN 2: TRAINED AND READY FACULTY

Original Action Statement: DLIFLC will have several measurements of success in monitoring Trained and Ready Faculty goals and initiatives. Based on glide path results and MoPs and MoEs, senior leaders will identify if the language program has fully utilized faculty development opportunities. DLIFLC will evaluate faculty training goals and initiatives using feedback from faculty participants. Future initiatives include the planned Basic Course Certification revision, sabbatical program, and faculty exchange. Based on feedback, DLIFLC will judge the initiative's effectiveness in developing faculty and may fine-tune or revise the programs as necessary.

In 2017, DLIFLC identified the following trained and ready faculty development initiatives for this action plan:
- Advanced Language Academy certification program;
- Center for Leadership Development professional development offerings based on standardized competencies;
- Revision of the Basic Course Certification to develop a master teacher pathway;
- Development of a Research Assignment Program; and
- Explore feasibility of a lab school to facilitate faculty development through four-handed teaching.

Action Plan Outcomes to Date: As with the Prepared Student Action Plan, the Trained and Ready Faculty Action Plan lacked structured goals with defined performance metrics that could be tracked centrally. That said, the Institute has accomplished some of its original goals. In coordination with Army University, DLIFLC formalized its master instructor badging program for DLIFLC civilian and military faculty who complete the faculty professional development training pathway aligned with the Army's training regulations. In addition, the Center for Leadership Development (CLD) continues to offer a robust series of professional development programs to cultivate leadership skills among the faculty. CLD employs ongoing needs assessments to inform program offerings.

Other faculty professional development initiatives did not materialize. The Advanced Language Academy sunsetted in 2018. The Institute did not pursue the sabbatical program, faculty exchange, research assignment program, or the development of a lab school for teacher training.

ACTION PLAN 3: IMPROVED AND FLEXIBLE CURRICULUM

Original Action Statement:
Direct Efforts
Curriculum Support (CS) will continue to provide support for Basic Undergraduate Education 2+/2+ curriculum with an emphasis on open architecture. CS will complete its external and internal curriculum review plan in coordination with the Undergraduate Education Associate Provost and Basic School Deans.

Supporting Efforts
Action Plan 3 has three supporting efforts through: 1) the Immersion Language Office, 2) Training and Operations Analysis (TOA), and 3) the Office of Standardization and Academic Excellence (OSAE).

Success for this action plan will include:
- All DLIFLC curriculum to have undergone or are scheduled to undergo revision for open architecture methodology;
- The Immersion Language Office successfully providing immersion opportunities to all 3rd semester students by 2022;
- The Immersion Language Office routinely reporting on their research to identify better immersion opportunities;
- Training and Operations Analysis providing regular reports on the 2+/2+ plan progress; and
- The Office of Standardization and Academic Excellence (OSAE) monitoring 2+/2+ efforts, continuing to research best practices and routinely facilitating methodology exchanges.

Action Plan Outcomes to Date: The action plan agenda for Improved and Flexible Curriculum remains largely on-track. The CRB and LCTs completed their gap analysis work in 2020 and programs have subsequently incorporated curriculum revision work into their strategic planning (see Recommendation 1). The CRB has reconvened to explore ways of monitoring progress on and the effects of curricular revisions. DLIFLC placed all immersion activities on hold due to COVID-19 and the immersion office is standing by to re-engage with student immersions. The immersion budget forecast for out-years is still under development, but ongoing budget constraints will limit the number of students able to participate in immersions in 2022. TOA continues its work to provide reports related to student outcomes. OSAE has grown in its role to serve as a nexus for the exchange of ideas on lessons learned across the Institute. OSAE has also published several white papers and research studies on best practices for student success and is subsequently leading working groups to recommend change initiatives across the Provost Organization.

MONITORING PROGRESS AND OVERALL ASSESSMENT OF SUCCESS

In the original QFE, DLIFLC intended to have language programs incorporate MoPs and MoEs into the annual Command Plan (strategic plan) for tracking. The Institute did not follow through with this approach.

The Institute would also monitor glide path progress through the bi-weekly Academic Leadership Update and Commanders Update Brief meetings. While both forums allow leadership to discuss outcomes, these meetings were not tied to an over-arching strategic action plan for MoP and MoE tracking other than to group program-level activities into one of three categories: students, faculty, and curriculum. A compounding challenge was that all three action plans lacked clearly defined metrics tied to student performance, though Action Plan 3 incorporated concrete outcomes allowing for objective assessment. At the beginning of 2020 with the COVID-19 pandemic operational environment, DLIFLC replaced the bi-weekly Academic Leadership Update with the weekly COVID-19 update briefing. Meetings shifted to focus on virtual instruction and the health and well-being of the DLIFLC community, further sidelining the original tracking plan.

Similarly, DLIFLC stated in the QFE that the Quarterly Review and Analysis would be the venue to review overall graduation rates, to identify issues, and to make resource requests. Though well-intended, the forum was not an effective way to track change initiatives' impact and was discontinued with senior leadership turnover. Of note, the Basic Course programs completed an Annual Program Review in 2020 at the request of the DLIFLC Commandant, which took the place of the previous Quarterly Review and Analysis briefings. These briefings were not aligned to a standardized format and varied in contents and focus, making comparisons and trend analysis challenging.

CURRENT WAY FORWARD

Ultimately, the purpose of raising graduation standards is to support the National Defense Strategy. Raising student proficiency levels is a complex problem.

UNDERSTANDING THE 2+/2+ GOAL

DLIFLC service members who graduate from the basic course program meet the minimum requirements for Level 2 limited functional and working proficiency (Advanced Low) in listening and reading (receptive skills), and a Level 1+ elementary proficiency (Intermediate High) in speaking (productive skill), commensurate with the Interagency Language Roundtable level descriptors. Additionally, success in obtaining the graduation benchmark occurs within a specified period of instruction; languages that are more difficult have more instructional time to reach this goal.

The 2+/2+ initiative intends to advance DLIFLC basic program graduates beyond threshold Level 2 to a higher level of proficiency within level 2 range, reaching level 2+ in their receptive skills without extending classroom instruction. Attaining this goal presents specific challenges associated with the nature of second language acquisition as students progress to higher levels of language proficiency.

Language learning as measured by the ILR scale is not linear, but rather, it is more appropriately conceptualized as a logarithmic progression where language required to master each ILR level expands exponentially. As students progress to higher levels of language proficiency, the breadth and depth of language skills required to reach the next level increases.

Language learning from the beginner level (no proficiency) to the intermediate level (limited working proficiency) occurs within a well-understood and defined period. Beyond ILR Level 2, however, language learners move from concrete to abstract language and from basic to more complex grammatical structures. Added to this is additional socio-cultural knowledge that requires deeper awareness of and proficiency in cultural nuances and comprehensibility of both interactive and reactive communications understood by native speakers. The integration of language and socio-cultural proficiency equates to a significant skills jump for the learner. To attain proficiency at the plus level, students need to meet the linguistic requirements defining Level 2 and attain most of those described for Level 3.

2+/2+ STRATEGY

In acknowledgement that DLIFLC will not meet the original 2+/2+/1+ goal by the anticipated deadline, DLIFLC leadership brought together five working groups comprised of faculty and staff in the winter of 2021 to formulate COAs addressing the following questions:

- **COA 1:** Increased Time: How much time is necessary to increase 2+/2+/1+ production to 64%?

- **COA 2:** Post-DLPT: What is the recommended length of the Post-DLPT courses to increase one modality to 2+/2+?
- **COA 3:** Graduation Standard to 2+/2+/1+: What impact, if any, would there be on the population if DLIFLC implements a 2+/2+/1+ graduation standard?
- **COA 4:** Intermediate and Advanced Programs: What is the efficacy of the intermediate and advanced programs?
- **COA 5:** Talent Management: What internal processes can DLIFLC implement to manage 2+/2+ talent to the force?

DLIFLC leadership assessed each COA using a decision matrix that weighed potential impact, cost, staffing, internal and external authorities, ease of integration, ease of transition, and space management ([QF.01](#)). For example, while DLIFLC can make curricular changes at the local level, any proposed change that impacts the training timeline for military personnel must receive external approval.

Consistent with the DLIFLC's commitment to ongoing quality improvement, senior leadership re-engaged with its higher headquarters and external stakeholders to present 2+/2+ COAs through its Executive Agent (EA), Headquarters Department of the Army (HQDA) G3/5/7 (Army management, training, and oversight). During the Defense Language Action Panel on October 19th, 2021, EA HQDA G3/5/7 recommended three COAs to support 2+/2+ production. This proposal included two innovative programs: 1) extending time for service members for 2+/2+ post-DLPT, and 2) implementing a gateway model with predictive indicators. DA is also recommending sustaining 2/2/1+ as the graduation standard, and 2+/2+ as an academic goal. The Service Action Officers for the Senior Language Authorities (SLA) provided their positions and briefed their service SLAs in preparation for the Defense Language Steering Committee (DLSC) in November 2021. The Army EA briefed the SLAs during the DLSC and the DoD SLA directed sustainment of the 2+/2+ graduation requirements in October 2022. However, the DoD SLA also directed a working group to present a decision briefing to improve the Services' talent management processes to pipeline current DLIFLC 2+/2+ graduates to military jobs requiring 2+/2+ language proficiency, thus sustaining DLIFLC current 2/2/1+ graduation standard.

SUMMARY REFLECTION

Many different variables exist to improve learning outcomes and address the diverse needs of students, from in- and out-of-classroom support, to faculty professional development and updated administrative structures. While DLIFLC completed some of the project tasks under the original QFE action plans, the Institute did not incorporate the action plan tasks into a long-range planning strategy. Additionally, the action plans outlined in the QFE, while comprehensive, did not prioritize actions and accompanying metrics that could be linked directly to improvements in student outcomes. The COVID-19 pandemic further sidelined the original planning agenda for 2+/2+.

DLIFLC must identify action plans with intentionality, clearly connecting priorities to planning agendas and resourcing. One of DLIFLC's core strengths is recognizing problems and implementing change initiatives. Implementing evaluation protocols to asses MoPs and MoEs remains an area of growth.

A direct outcome of the Institute's limited progress towards the 2+/2+ goal is the FY2022 Command Guidance that prioritizes resources for the National Defense Strategy languages (see Recommendation 1). In addition, DLIFLC will revisit its multi-year strategic planning process (see Standard I.B.1). The DLIFLC Commandant will convene the first of several offsite meetings in spring 2022 with military and academic leadership to review DLIFLC's mission, requirements, and taskings. The Institute will develop a 3 to 5 year strategic plan based on the offsite's outcomes.

DLIFLC is fully committed to improving student learning outcomes and has re-focused its efforts on its critical 2+/2+ directive as the October 2022 implementation date nears.

EVIDENCE LIST

QF.01   2+/2+ Decision Brief

FISCAL REPORTING

See Appendix B.

APPENDICES

APPENDIX A. ACRONYM GLOSSARY

ACRONYM GLOSSARY	
ACR	After Course Review
ALLP	Army Lessons Learned Program
ALO	Accreditation Liaison Officer
APAS	Associate Provost for Academic Support
AULS	Army University Library System
BLTS	BLTS
BoV	Board of Visitors
CAT	Computer Adaptive Test
CLD	Center for Leadership Development
CRB	Curriculum Review Board
CS	Curriculum Support
DCSIT	Deputy Chief of Staff for Information Technology
DL	Distance Learning
DLPT	Defense Language Proficiency Test
DoD	Department of Defense
EA	Executive Agent
ESQ	End-of-Course Student Questionnaire
ETD/APETD	Educational Technology and Development
FY	Fiscal Year
GE	General Education
HQDA	Headquarters Department of the Army
ILS	Introduction to Language Studies
ISER	Institutional Self Evaluation Report
ISQ	Interim Student Questionnaire
LCT	Language Curriculum Team
LMS	Learning Management System
MCR	Mid-Course Review
MEP	Master Evaluation Plan
MLI	Military Language Instructor
MoE	Measure of Effectiveness
MoP	Measure of Performance
MTT	Mobile Training Team
NCS	National Cryptologic School
NDS	National Defense Strategy
OPI	Oral Proficiency Interview
OSAE	Office of Standardization and Academic Excellence
QAO	Quality Assurance Office

QFE	Quality Focus Essay	
SLA	Senior Language Authority	
SLO	Student Learning Outcome	
SLS	Student Learning Services	
SOP	Standardized Operating Procedure	
TOA	Training and Operations Analysis	
TRB	Technology Review Board	

Appendix B. Evidence List

Rp.01   Accreditation Committee Agendas July 21 – January 22
Rp.02   Academic Senate Agenda November 21
Rp.03   DLIFLC Communication January 22
Rp.04   AEAC Communication February 22

Ev. 1.1   Mission Statement DLIFLC Communication
Ev. 1.2   Mission Statement Memorandum for Record
Ev. 1.3   UGE Program Review Framework
Ev. 1.4   UGE Program Review AAR
Ev. 1.5   MPAO Website Review
Ev. 1.6   DLIFLC Knowledge Portal Screenshot
Ev. 1.7   Screenshot Ethical Standards
Ev. 2.1   Email Communication Syllabi Updates Fall 2017
Ev. 2.2   ILS 2020 Module Description
Ev. 2.3   ILS 2020 Survey Feedback Analysis and Data Narrative
Ev. 2.4   MOU Between DLIFLC and NCS
Ev. 2.5   Elimination of Technology Credit
Ev. 2.6   Learning Outcomes Statement
Ev. 2.7   Library Survey Winter 2019
Ev. 2.8   Library Hours Survey 2021
Ev. 2.9   LibGuides Screenshot
Ev. 2.10   Army AULS Screenshot
Ev. 2.11   Aiso Library Collection Development Policy
Ev. 3.1   RPPB Working Group June 2021
Ev. 3.2   RPPB Working Group July 2021
Ev. 3.3   POM Line Item Review July 2021
Ev. 3.4   POM Line Item Review August 2021
Ev. 3.5   TRB Meeting Agendas
Ev. 3.6   Faculty Workshops Flyer September 2021
Ev. 3.7   Faculty Workshops Flyer October 2021
Ev. 4.1   Board of Visitors Operating Procedures Screenshot
Ev. 4.2   Board of Visitors Meeting Agenda Minutes December 2018
Ev. 4.3   Board of Visitors Meeting Minutes Aug. 2020

R1.1   Command Guidance FY22
R1.2   LCT Report Executive Summaries
R1.3   Monthly Curriculum Updated Aug. 2022
R1.4   FY22 Master Evaluation Plan
R1.5   UGE Program Review AAR (see Ev. 1.4)
R1.6   Data Strategy OPORD
R1.7   Data Strategy Paper 2019
R1.8   Racial Disparity Report
R2.1   FY21 Master Evaluation Plan (see R1.4)
R2.2   UGE Program Review Framework (see Ev. 1.3)
R2.3   UGE Program Review AAR (see Ev. 1.4)
R3.1   UGE Program Review Framework (see Ev. 1.3)

R3.2   Multi-Language School Town Hall 2021

Ev. L1   Aiso Library Strategic Plan
Ev. L2   Library Orientation for New Employees
Ev. L3   Library Orientation for New Students
Ev. L4   Library Program Review 2021
Ev. L5   Library Collection Development Policy (see Ev.2.9)
Ev. L6   Library Instruction O365
Ev. L7   Patron Usage FY16-21

SLO.01   Final LMS Report
SLO.02   FY22 Master Evaluation Plan (see R1.4)
SLO.03   ALLP SOP
SLO.04   Reflective Teaching Project Charter
SLO.05   Virtual Mobile Training Team SOP
SLO.06   Student Intervention Processes Decision Brief

1.B.3   Quality Focus Essay

QF.01   2+/2+ Decision Brief

APPENDIX C. DLIFLC FISCAL REPORT

See DLIFLC Fiscal Report.