

Institutional Self Study **in Support of** **Reaffirmation of Accreditation**

Prepared for the

Accrediting Commission

for Community and Junior Colleges

of the Western Association of Schools and Colleges

Submitted January 2012



DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
Presidio of Monterey, California 93944

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Certification of the Institutional Self Study Report

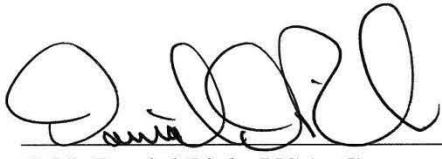
To: Accrediting Commission for Community and Junior Colleges
Western Association of Colleges and Schools

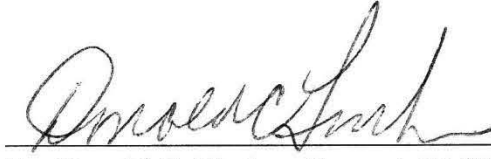
From: Defense Language Institute, Presidio of Monterey, CA 93944


This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the institute's community, and further believe that the Self Study Report accurately reflects the nature and substance of this institution.


SIGNED:

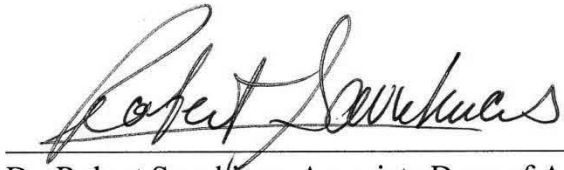

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COL Danial Pick, USA, Commandant, DLIFLC


Date: 12/13/11
Dr. Donald C. Fischer, Provost, DLIFLC


Date: 12/13/11
Dr. Mahera Harouny, President, Academic Senate


Date: 12/13/11
Dr. A. Clive Roberts, Chair, Dean's Council


Date: 12/2/2011
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Mr. Deniz Bilgin, Standard IV

LEAD AUTHORS AND TEAMS

Standard I: Mission, Effectiveness:

Lt Col Gregory Christiansen, Lead Author, Assistant Provost and Dean of Students
Dr. Peter Silzer, Assistant to Lead Author, Assistant Provost for Undergraduate Education
Ms. Vicki Ashenbrenner, Lead Plans Analyst, Deputy Chief of Staff for Operations
Ms. Sumbal Ayaz, Assistant Professor for Urdu/Pashto
Mr. Karl Berscheid, J.D., Chief of Plans, Deputy Chief of Staff for Operations
Mr. Steve Collins, Assistant Provost, Field Support
Dr. Janette Edwards, Assistant Dean, Middle East School I
Ms. Ivanisa Ferrer, Assistant Professor, PEP Curriculum Project Team
Dr. Luba Grant, Dean, Asian School I
Dr. Mica Hall, Dean, Russian Branch Chief, Directorate of Continuing Education
Dr. Gary Hughes, Professor, Research and Analysis
Maj Jamie Johnson, Assistant Director of Operations, 311th Training Squadron
Dr. Hiam Kanbar, Dean, Middle East School I
Ms. Erin O'Reilly, Supervisory Academic Specialist, Student Learning Center
Dr. Clive Roberts, Dean, Asian School II
MAJ Kurt Schaffer, Student
Ms. Jelena Teague, Assistant Dean
Mr. George Yousef, Assistant Professor, Academic Specialist
Dr. Shensheng Zhu, Dean, Persian Farsi School

Standard II: Student Learning Programs:

Dr. Leah Graham, Lead Author, Dean, Student Learning Center
Dr. Jack Franke, Lead Author, Dean, Multi Language School
Dr. Shannon Salyer, Lead Author, Research Scientist
Dr. Wendy Ashby, Academic Specialist, Multi-Language School
Dr. Sandra Berman, Senior Research Scientist, Research and Analysis Division
Mr. Taekjun Chung, Department Chair, Korean School
Dr. Andrew Corin, Dean, Educational Support Services
Mr. William Eilefort, Test Development Division
Dr. Mahera Harouny, President, Academic Senate
Dr. Hye-Yeon Lim, Assistant Dean, Student Learning Center
Ms. Asham Mangla, Assistant Professor, Multi Language School
MSG Daniel Thorstad, Provost Sergeant Major
Dr. Anjel Tozcu, Academic Specialist, Multi Language School
Dr. Heejong Yi, Director Surge Program

Standard III: Resources:

A. Human Resources:

Mr. Doug McLeod, Lead Author, Deputy Chief of Staff, Personnel and Logistics
Ms. Yoshimi Allard, Lead Author, Faculty Associate, Provost's Office
Ms. Martina Alvarado, Director of Civilian Personnel Advisory Center (CPAC)
Ms. Charlene Hogan, Faculty Personnel System Specialist
Ms. Seong-Oak Paek, Faculty Training Administrator

Ms. Rosalyn Tolentino, Senior Human Resources Specialist

B. Physical Resources:

Mr. Brent Helmick, Lead Author, Space Management Technician, Deputy Chief of Staff for Personnel and Logistics

Mr. Anthony Barcinas, Chief, Maintenance and Repair, Department of Public Works

C. Technology Resources:

Dr. Tamas Marius, Lead Author, Director, Language Science and Technology (LS&T)

Ms. Sandy Wagner, Lead Author, Project Manager, LS&T

Dr. Ali Bolgun, Project Manager, LS&T

Dr. Su-Ling Hsueh, Assistant Dean

D. Financial Resources:

Ms. Alberta Daniels, Lead Author, Budget Analyst, Resource Management

Mr. Richard Chastain, Deputy Chief of Staff for Resource Management

Mr. Van Ipson, Associate Dean, Technology Integration

Standard IV: Leadership and Governance:

A. Decision Making:

Dr. Peter Silzer, Lead Author, Assistant Provost for Undergraduate Education

Dr. Raul Cucalon, Professor, European and Latin American School (UEL)

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

Mr. Steve Koppany, Assistant Provost for Language Science and Technology

Mr. David Leasure, Academic Records Management Specialist

Mr. Ron Nelson, Associate Professor, Assistant Dean (UEL)

SFC Jeremy Shelton, Chief Military Language Instructor

Ms. Pamela M. Taylor, Dean, Academic Affairs

Dr. Lidia Woytak, Professor, Academic Journals Editor

B. Board and Administrative Organization:

Ms. Kalyn Shubnell, Lead Author, Assistant Professor, Associate of Arts Degree Advisor

Ms. Vicki Ashenbrenner, Lead Plans Analyst, Deputy Chief of Staff for Operations

CSM Tracey Bellotte, Command Sergeant Major, DLIFLC

Mr. Kiril Boyadjieff, Dean, Curriculum Development Division

Ms. Maryam Guita Irani, Assistant Professor, Persian Farsi School

Mr. Detlev Kesten, Associate Provost for Operations

Dr. Mina Lee, Assistant Professor, Faculty Associate, Provost's Office

Ms. Asham Mangla, Assistant Professor, Multi Language School

Dr. Deanna Tovar, Dean, European & Latin American School

Evidence Manager:

Ms. Kalyn Shubnell, Assistant Professor, Associate of Arts Degree Advisor

Editing Team:

Ms. Erin O'Reilly, Supervisory Academic Specialist

Dr. Stephen Sesko, Academic Specialist, Academic Support Center

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Defense Language Institute

Foreign Language Center

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DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

History of the Presidio of Monterey and the Defense Language Institute Foreign Language Center

The Original Presidio of Monterey

The military has played a vital role on the Monterey Peninsula since the area was “discovered” and claimed for Spain by Sebastian Vizcaino in 1602. Vizcaino named the bay Monterey, in honor of his benefactor, Gaspar de Zuniga y Acevedo, Conde de (count of) Monterrey, then viceroy of New Spain (Mexico).

The Monterey Bay area was colonized by a small Spanish expedition that reached Monterey Bay in May 1770. Captain Don Gaspar de Portola commanded the military component of this expedition, and Franciscan Father Junipero Serra was in charge of the religious element. Portola officially took possession of Alta (Upper) California for Spain, and Serra celebrated a thanksgiving mass, on June 3, 1770. The Monterey presidio was one of four presidios and twenty-one missions established in Alta California by Spain, due to the fear that other nations, particularly Russia, had designs upon her New World Empire.

The original Presidio consisted of a square of adobe buildings near Lake El Estero in the vicinity of what is now downtown Monterey. The fort’s original church, the Royal Presidio Chapel, has remained in constant use since Serra established it in 1770 and is now the San Carlos Cathedral. The original Presidio was protected by a small fort with eleven cannons, called El Castillo, built in 1792 on land now belonging to the present Presidio of Monterey.

Fort Mervine

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

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

During its early history, this fortification seemed to have many names, including Fort Halleck, Fort Savannah and the Monterey Redoubt. In 1852, the Monterey Redoubt was renamed the Monterey Ordnance Depot and used until 1856 as a military storehouse. From 1856 to the closing months of the Civil War, the fort, then called Ord Barracks, was abandoned. It was manned again in 1865, and abandoned a second time in 1866, although the U.S. Government “reserved” for possible future use a 140-acre military reservation surrounding the redoubt.

The Modern Presidio of Monterey

Near the end of the Philippine Insurrection in 1902, the Army recognized that it needed additional forts, particularly on the West Coast. As possible sites were being surveyed, the Army

“discovered” that it already owned a large area in Monterey that would be suitable for a military post. In July 1902, the Army announced plans to build a cantonment area and station an infantry regiment at Monterey. The 15th Infantry Regiment, which had fought in China and the Philippines, arrived in Monterey in September 1902 and began building the cantonment area. The 1st Squadron, 9th Cavalry, “Buffalo Soldiers,” arrived shortly thereafter.

In 1902, the name of the cantonment area was the Monterey Military Reservation. It was changed to Ord Barracks on July 13, 1903, and to the Presidio of Monterey (POM) on August 30, 1904. Various infantry regiments rotated to the Presidio of Monterey, including the 15th Infantry (1902-1906), 20th Infantry (1906-1909), and 12th Infantry (1909-1917), with supporting cavalry and artillery elements. The Army School of Musketry, the forerunner of the Infantry School, operated at the Presidio of Monterey from 1907 to 1913. In 1917, the U.S. War Department purchased a nearby parcel of 15,609.5 acres of land, called the Gigling Reservation, for use as a training area. This post, supplemented by additional acreage, was renamed Fort Ord on August 15, 1940.

The 11th Cavalry Regiment was posted at the Presidio from 1919 to 1939, and the 2nd Battalion, 76th Field Artillery Regiment, from 1922 to 1941. During the summer months, Presidio soldiers organized and led Citizens’ Military Training Corps (CMTC) and Reserve Officer Training Corps (ROTC) camps in the local area. During the Great Depression, the Civilian Conservation Corps (CCC) built the High Street gate, the concrete and stone review stand at Soldier Field, numerous retaining walls, walkways, curbs and drainage works, as well as the stone basements on the 1902 barracks.

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

Military Intelligence Service Language School

The Defense Language Institute Foreign Language Center (DLIFLC) traces its roots to the eve of America’s entry into World War II, when the U.S. Army established a secret school at the Presidio of San Francisco to teach the Japanese language. Classes began November 1, 1941, with four instructors and 60 students in an abandoned airplane hangar at Crissy Field. Fifty-eight of the students were second-generation Japanese-Americans (Nisei) from the West Coast.

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

More than 6,000 graduates served throughout the Pacific Theater during the war and the subsequent occupation of Japan. Three academic buildings on the Presidio of Monterey are named for Nisei graduates who fell in action: George Nakamura, Frank Hachiya and Y. “Terry” Mizutari. In addition, Nisei Hall is named in honor of all the Nisei Linguists, whose heroism is portrayed in the institute’s Yankee Samurai exhibit. The headquarters building and academic

library bear the names of the institute's first Commandant, Colonel Kai E. Rasmussen, and the Director of Academic Training, John F. Aiso, while the old officers club, now the cultural center, was renamed in honor of Brigadier General John Weckerling, the founder of the language school.

Army Language School

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

Instructors, including native speakers of more than 30 languages and dialects, were recruited from all over the world. Russian became the largest language program, followed by Chinese, Korean, and German. After the Korean War (1950–53), the school developed a national reputation for excellence in foreign language education. ALS led the way with the audio-lingual method and the application of educational technology, such as language laboratories.

Defense Language Institute

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

During the peak of American involvement in Vietnam (1965–73), the DLIFLC stepped up the pace of language training. While regular language training continued unabated, more than 20,000 service personnel studied Vietnamese through the DLIFLC's programs, many taking a special eight-week military adviser "survival" course. From 1966 to 1973, the institute also operated a Vietnamese branch using contract instructors at Biggs Air Force Base near Fort Bliss, Texas (DLI Support Command, later renamed the DLI Southwest Branch). Dozens of the graduates gave their lives during the war. Four student dormitories today bear the names of graduates who died in that conflict: Chief Petty Officer Frank W. Bomar († 1970), Sergeant First Class Alfred H. Combs († 1965), Marine Gunnery Sergeant George P. Kendall, Jr. († 1968) and Staff Sergeant Herbert Smith, Jr. († 1965).

In 1974, the institute's headquarters and all resident language training were consolidated at the West Coast Branch and renamed the Defense Language Institute Foreign Language Center (DLIFLC) (The institute continues to operate a small contract foreign language training program in Washington, D.C.). With the advent of the All-Volunteer Forces and the opening of most

specialties to women, the character of the student population underwent a gradual change. In 1973, the newly formed U.S. Army Training and Doctrine Command (TRADOC) assumed administrative control, and in 1976, all English language training operations were returned to the U.S. Air Force, which operates the DLIELC to this day.

Since the end of the Vietnam War, the institute has experienced an exciting period of growth and change. The DLIFLC won academic accreditation in 1979, and in 1981 the position of Academic Dean (later called Provost) was reestablished. A joint-service General Officer Steering Committee was established in 1981 to advise on all aspects of the Defense Foreign Language Program. This function is now performed by the Defense Language Office. In the early 1980s, a rise in student input forced the institute to open two temporary branches: a branch for Air Force enlisted students of Russian at Lackland Air Force Base, Texas (1981–1987), and another for Army enlisted students of Russian, German, Korean and Spanish at the Presidio of San Francisco (1982–1988). The increase in student input also resulted in an extensive facilities expansion program on the Presidio. Support to command language programs worldwide grew, with greater availability of programs such as Gateway and Headstart.

Numerous academic changes were made under the Proficiency Enhancement Plan, now called PEP I, from 1985 to 2000 and PEP II beginning in 2005: more instructors were recruited; new instructional materials and tests were written; a comprehensive academic master plan was developed; teaching methodology became proficiency-oriented; and team teaching was implemented. Under PEP, the average staffing ratio was increased to two instructors per ten-student section. With PEP II and the need for higher proficiency, the staffing ratio was again increased. In Category 3 and 4 languages the faculty to student ratio was decreased from 2:10 to 2:6, while in Category 1 and 2 languages, the faculty-student ratio was decreased from 2:10 to 2:8.

In October 2001, the U.S. Congress gave the DLIFLC federal authority to grant an Associate of Arts in Foreign Language (AA/FL) degree. With the approval of the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges, the DLIFLC first began awarding associate degrees in May 2002 and has granted over 6,100 degrees.

In recent years, the institute has taken on challenging new missions, including support for arms control treaty verification, the War on Drugs, Operation Desert Storm, Operation Restore Hope and Operation Noble Eagle. In response to the terrorist attacks of September 11, 2001, the DLIFLC created the Emerging Language Task Force to serve as the institute's quick-response language team on current and emerging needs for Operations Enduring Freedom and Iraqi Freedom, the Global War on Terror and the ongoing operations in Iraq and Afghanistan. Twenty-two DLIFLC graduates have lost their lives during the current operations. The Vance Barracks were named in honor of Staff Sergeant Gene Arden Vance, Jr., who was killed in action in Afghanistan in 2002. Gasiewicz Hall, the immersion facility on the Ord Military Community, will be named for Sergeant Cari Anne Gasiewicz who was killed in Iraq during 2004. Corpuz Hall, now under construction, will be dedicated to the memory of Corporal Bernard Corpuz, who was killed in action in Afghanistan in 2006.

Over the past year, the DLIFLC taught language and culture courses to General Purpose Forces (GPF) through Familiarization Mobile Training Teams as well as thousands more through its online HeadStart2 and Rapport programs. The school also supported the Afghanistan/Pakistan (AF/PAK) Hands program by developing and teaching language and culture courses pre-deployment, in-country and post deployment in Dari, Pashto and Urdu. The GPF and AF/PAK Hands language and culture programs are an effort to build long-term relationships and trust with the people, governments and military of Afghanistan and Pakistan.

The DLIFLC continues to evolve and expand its language course offerings in the wake of the end of the Cold War and to support the Global War on Terror. The institute currently trains over 3,500 resident students in 24 languages and dialects yearly on the Presidio.

Educational Philosophy

The Defense Language Institute Foreign Language Center (DLIFLC) has a responsibility to provide selected military and government personnel with quality foreign language instruction that supports national and defense goals. The institute accomplishes this basic task by using instructional programs to teach language skills which allow graduates to successfully complete their missions with confidence.

DLIFLC's leadership recognizes that language is not learned in a cultural vacuum. Language and culture are so intricately intertwined that learning must encompass all aspects of the regions where the language is spoken. Some of these cultural considerations are value systems and behavioral patterns, as well as geographical, political and economic issues. The DLIFLC has created a system of learning which addresses all of these concerns into a single program of instruction.

The DLIFLC's total language immersion technique offers knowledge and understanding of foreign cultures unparalleled by any other language training facility. The concept provides comprehensive, intensive language instruction in auditory skills, reading, writing and authentic conversation dialogues. Most importantly, the program employs the simultaneous teaching of language fluency with the history and culture of the respective countries.

The foremost goal of DLIFLC is that graduates meet or exceed the linguistic requirements levied on them from their respective service agency. Therefore, students must be provided instructional programs that are responsive to the foreign language needs of a wide variety of military positions throughout the world. The institute's language programs meet the high standards required to ensure that students' functional skills are developed for professional use in real-world situations.

While the institute recognizes the student's crucial role in the learning process, the institute must also remain attuned to the need for high quality instructors. The DLIFLC fosters an environment of professional competence and exceptional ability which ensures only the highest quality instructors are hired and retained. In maintaining world-class faculty, the institute supports a wide variety of programs which assist DLIFLC employees in their professional growth and career advancement.

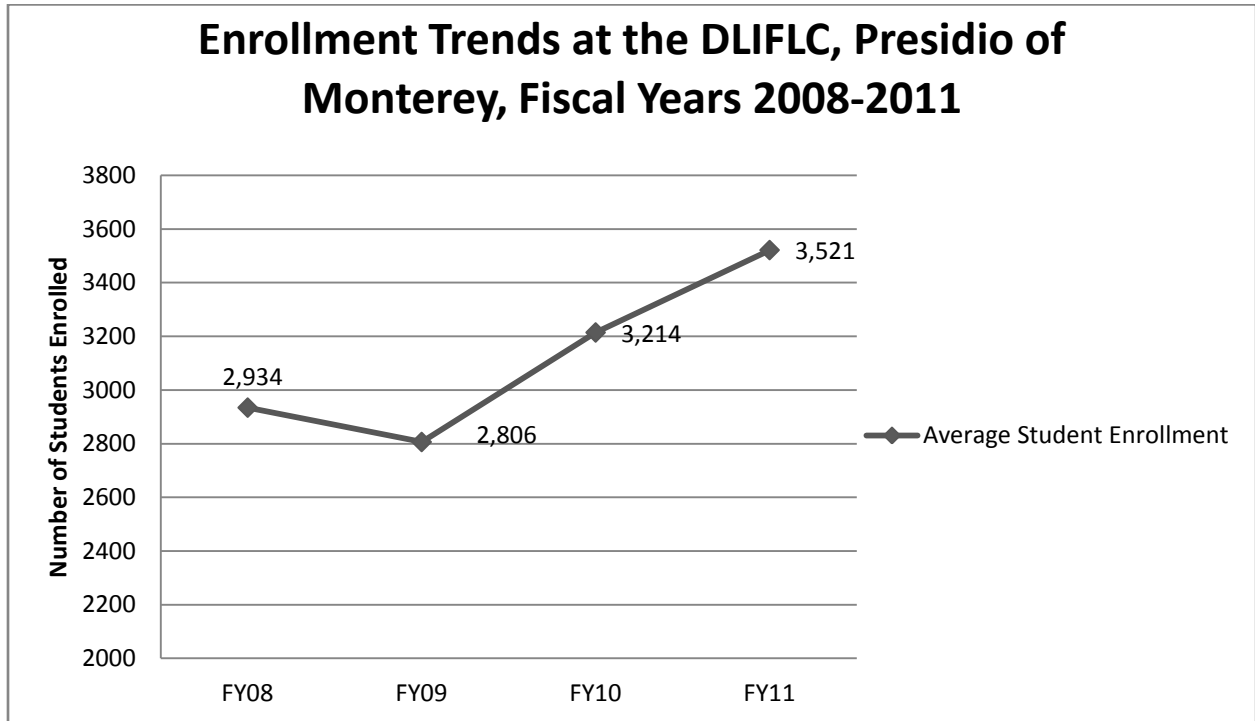
The DLIFLC's technique of teaching languages using intensive, total sensory immersion, combined with teaching the corresponding region's culture and history, has resulted in effective and efficient foreign language training. The DLIFLC's collaborative team environment creates a paradigm wherein its leadership, curriculum, services, support structures and faculty work together to ensure the successful education and training of thousands of skilled foreign language speakers, resulting in the institute's standing as the world's premier foreign language training facility.

Demographic Data: Students, Faculty and Military Language Instructors

The demographic composition of the Defense Language Institute Foreign Language Center, both in terms of its student body and faculty, single out the institute as unique among junior colleges. As the Defense Language Institute Foreign Language Center celebrates its 70th anniversary, it looks ahead at ways to meet the challenges which face our country in a rapidly changing world.

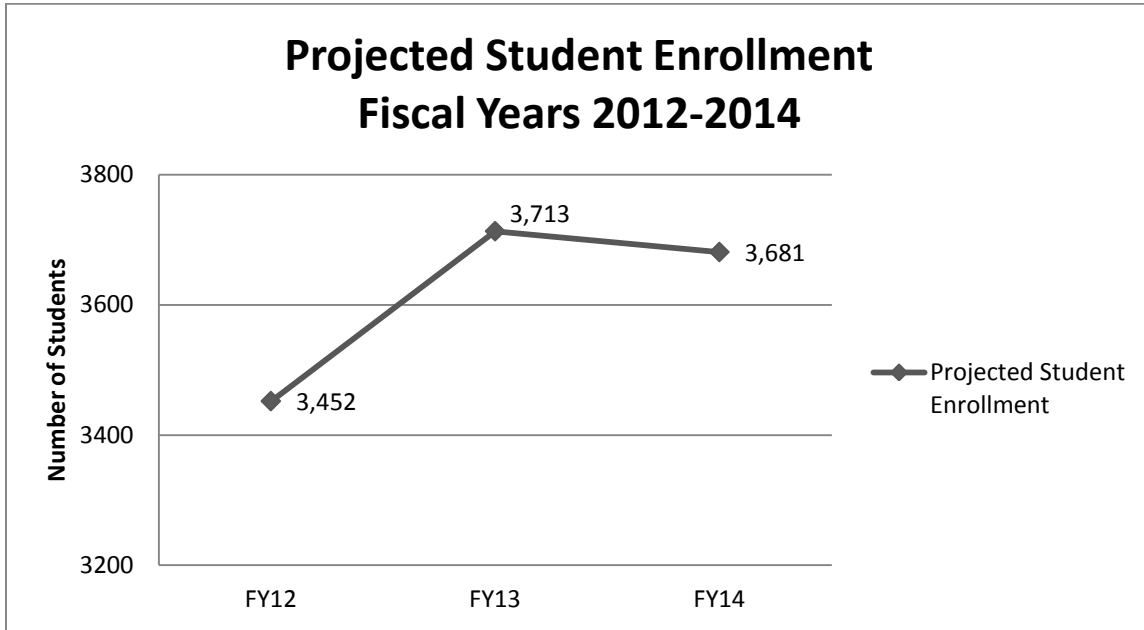
STUDENTS

The student body is primarily comprised of service members from all branches of the military: Army, Air Force, Navy, Marine Corps and Coast Guard. Additionally, military dependents, other government agencies and foreign military will enroll in the institute's foreign language courses. Currently, the latter groups represent less than 0.5% of the student population. Student enrollment demographics are calculated based on averages through the Fiscal Year (FY), which starts October 1 and ends September 30. Unlike a traditional community college which might have a fall, spring and summer term, the DLIFLC has rolling enrollment, where some classes will start and others will finish on a weekly basis. Demographic data are calculated on a weekly basis to reflect the weekly program starts as well as graduations. Student demographics contained herein represent data collected the week of May 20, 2011.



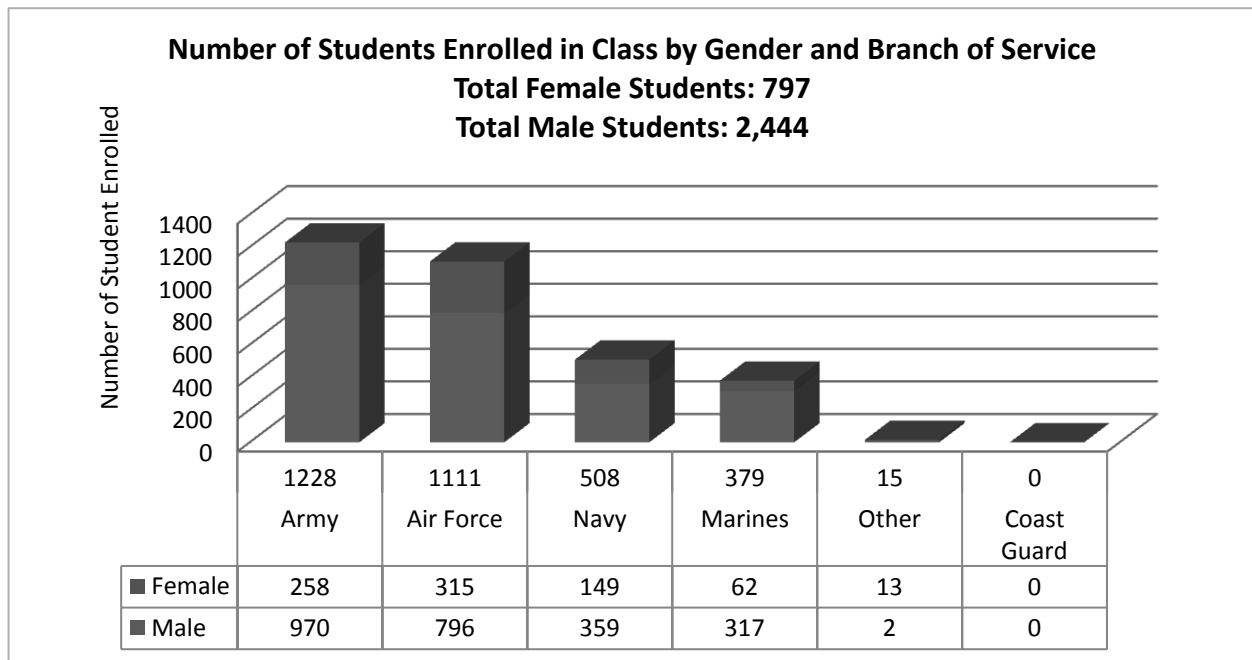
Enrollment Projections

Student enrollment projections for the basic course through Fiscal Year 2014 are represented below.



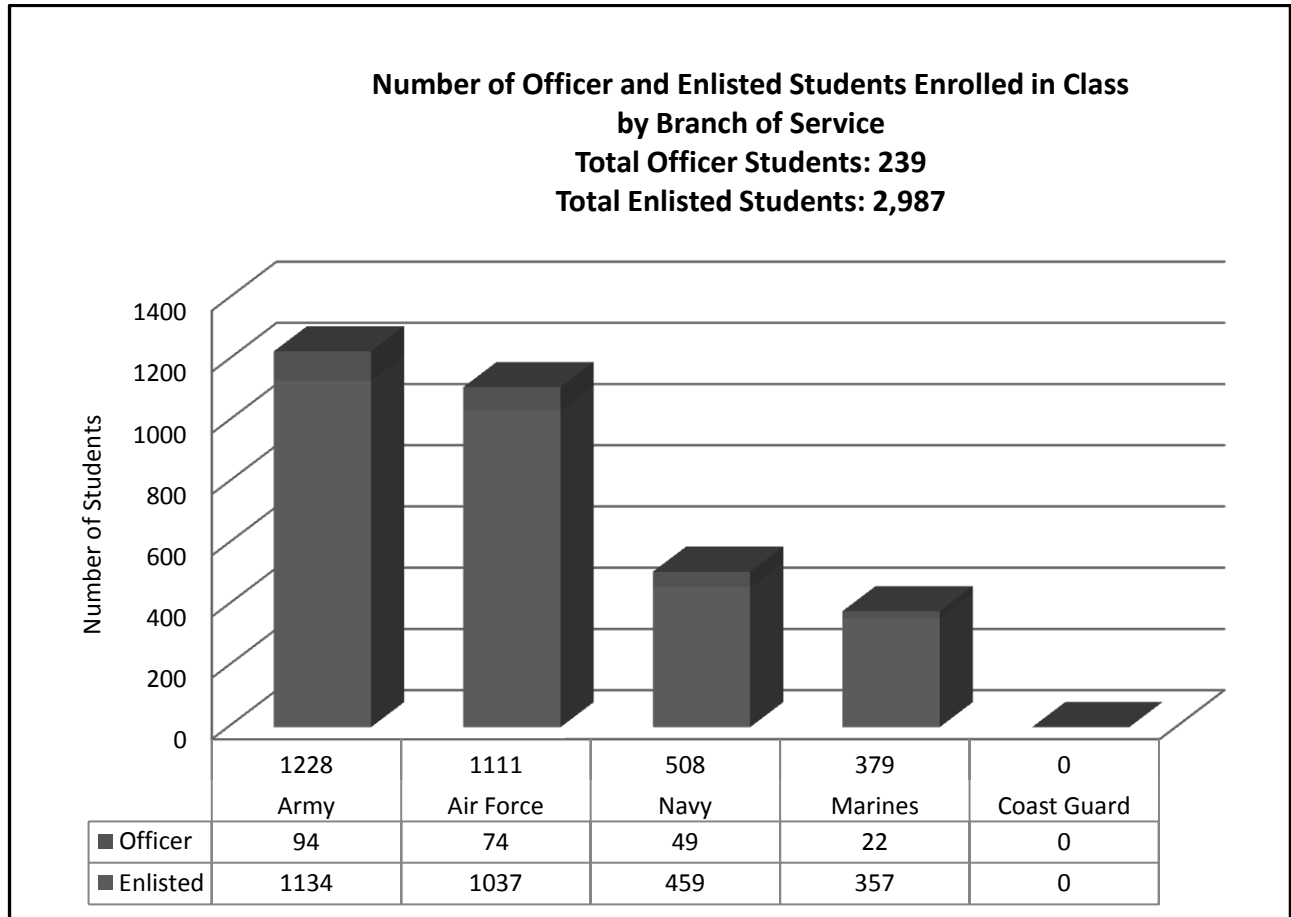
Student Gender

Student enrollment by gender and branch of service as of May 20, 2011, is represented below.



Officer and Enlisted Students

Military student demographics can be broken down by those who are commissioned officers and those who are enlisted. While commissioned officers have, at a minimum, a four-year bachelor's degree, enlisted students must hold a high school diploma or General Education Diploma (GED) certificate. The institute's student body is comprised primarily of enlisted personnel; 92% are enlisted as of May 2011.



Distance Learning

In an effort to provide accessible learning platforms to non-resident students, the institute offers three distinct, non-credit, non-certificate distance learning options supported through its Continuing Education Directorate: Video Tele-Training, the Broadband Language Training System and Mobile Training Teams. Combined, these distance learning programs reached more than 1,200 students in Fiscal Year 2010.

Language Training Detachments

Language Training Detachments (LTDs) were established in 2003 to support professional linguists in need of sustainment and enhancement training. Today, several LTDs support professional and non-professional linguists in areas from Kunea, Hawaii to Fort Meade,

Maryland. Over 3,080 military service members were supported through non-credit, non-certificate LTDs in Fiscal Year 2010.

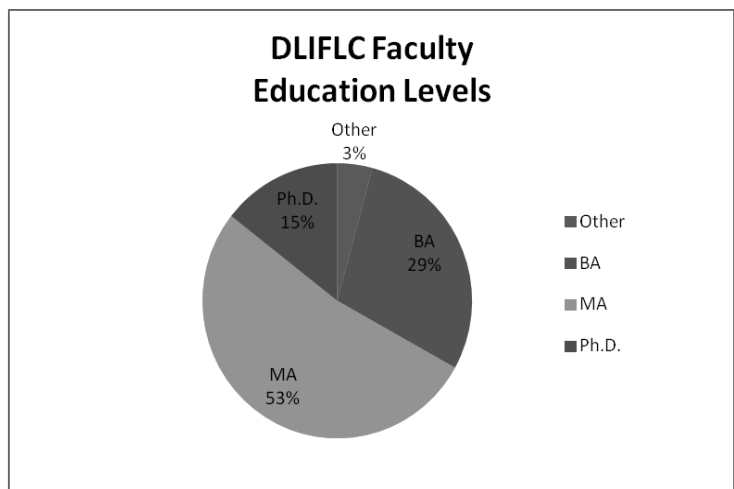
Afghanistan/Pakistan

In 2009, the institute received a directive and funding for two new programs: Afghanistan/Pakistan Hands (AF/PAK Hands) and Afghanistan/Pakistan General Purpose Force (AF/PAK GPF). These programs are designed to develop basic language and cultural awareness skills for service members deploying to Afghanistan. In Fiscal Year 2010, the AF/PAK Hands program graduated 188 students, bringing the total number to 356 graduates since the inception of the program in Fiscal Year 2009. The AF/PAK GPF program, established in February 2010, graduated a total of 418 students in Fiscal Year 2010.

FACULTY

The diversity of the Defense Language Institute Foreign Language Center’s faculty is one of the institute’s most impressive and unique attributes. Instructors come from around the world, representing a host of ethnic groups and over 20 languages, offering some of the nation’s most capable military volunteers an enriching and multicultural educational experience. There are currently over 2,270 full-time faculty employed by the institute. Most of these teach resident classes in teams of four to six. Over 850 faculty and staff members work outside of the basic course to develop curricular and testing materials, to train instructors, to provide assistance to the Command Language Program, Distance and Continuing Education and to perform administrative support functions. The average tenure of a DLIFLC faculty member is currently seven years, reflecting the institute’s marked growth since the beginning of the Global War on Terror in Fiscal Year 2002.

Over 1,800 faculty members hold advanced degrees. Of these, approximately 970 are in fields related to the faculty member’s current job with the institute. Additionally, in an ongoing effort to improve the institute’s instructional and program quality, the DLIFLC has a vigorous tuition assistance program for its current instructors. In Fiscal Year 2010, the institute paid for over 1,020 academic educational courses for faculty professional development.



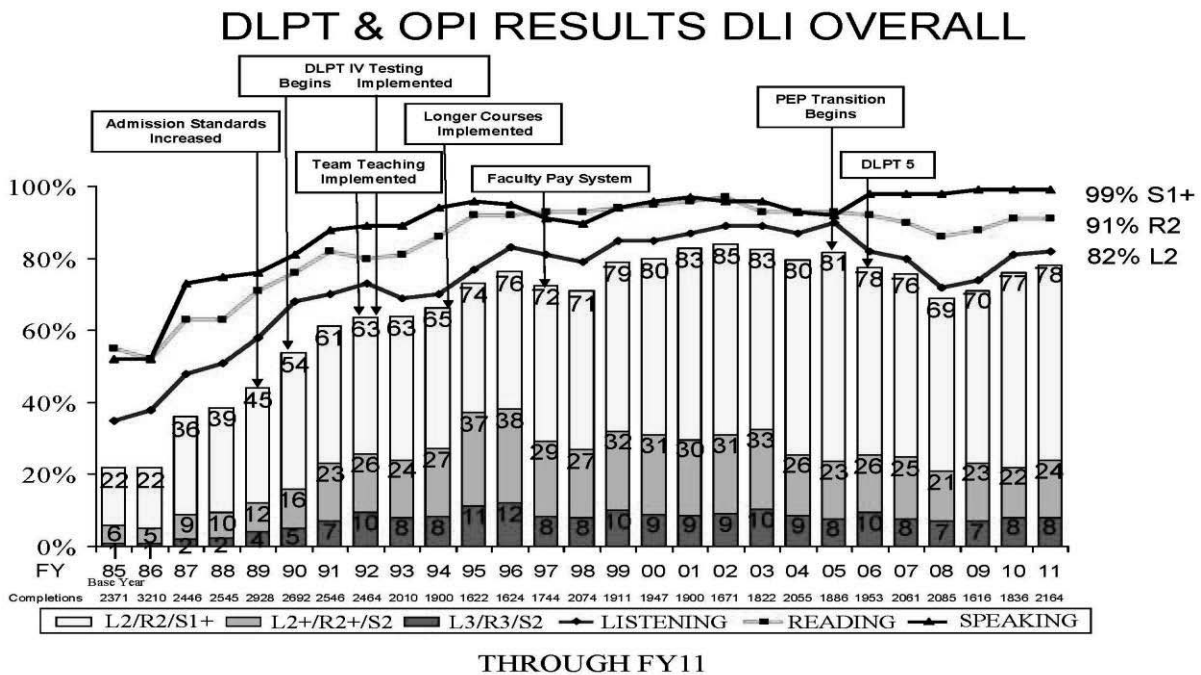
MILITARY LANGUAGE INSTRUCTORS

The institute maintains a small cadre of Military Language Instructors (MLIs). These MLIs are enlisted noncommissioned officers or petty officers who are proficient in foreign languages and

know the military language skills the students must achieve to be effective in their military occupations. MLIs have typically performed in the capacity of what is expected from the institute's graduates. MLIs are responsible for teaching military terminology as well as Foreign Area Studies for their respective areas of expertise. Additionally, MLIs enhance the DLIFLC student experience by serving as mentors and role models. There are approximately 80 MLIs from all four branches of the military working full-time in the language programs. For comprehensive demographic information and statistical data, please consult the latest DLIFLC Program Summary and DLIFLC Annual Program Review for Fiscal Year 2010.

Longitudinal Student Achievement Data

Course Success: Language proficiency scoring criteria are set by the U.S. Government Interagency Language Roundtable (www.govtilr.org). The Department of Defense establishes the proficiency goals of level 2 in Listening, 2 in Reading and 1+ in Speaking (L2/R2/S1+) for Defense Language Institute Foreign Language Center (DLIFLC) basic course graduates. In Fiscal Year (FY) 2011, the DLIFLC faculty taught 24 languages. Language courses vary in length. The average successful course completion rates have been between 69% and 78% over the last five Fiscal Years (FYs). Course success rates decreased in FYs 2008 and 2009 before recovering in 2010. See Figure 1 below. In FY 2011, 78% percent of basic course graduates met or exceeded proficiency standards of L2/R2/S1+, up 1% from the previous year. Twenty-four percent of basic course graduates met or exceeded the proficiency standards of L2+/R2+/S2 in FY 2011.



The six largest languages taught at the DLIFLC, in terms of the number of graduates in Fiscal Year 2011 (Fiscal Year 2010 numbers in parentheses), were:

Arabic	552	(438)	Chinese Mandarin	238	(226)
Korean	146	(135)	Persian-Farsi	313	(164)
Russian	146	(99)	Spanish	229	(198)

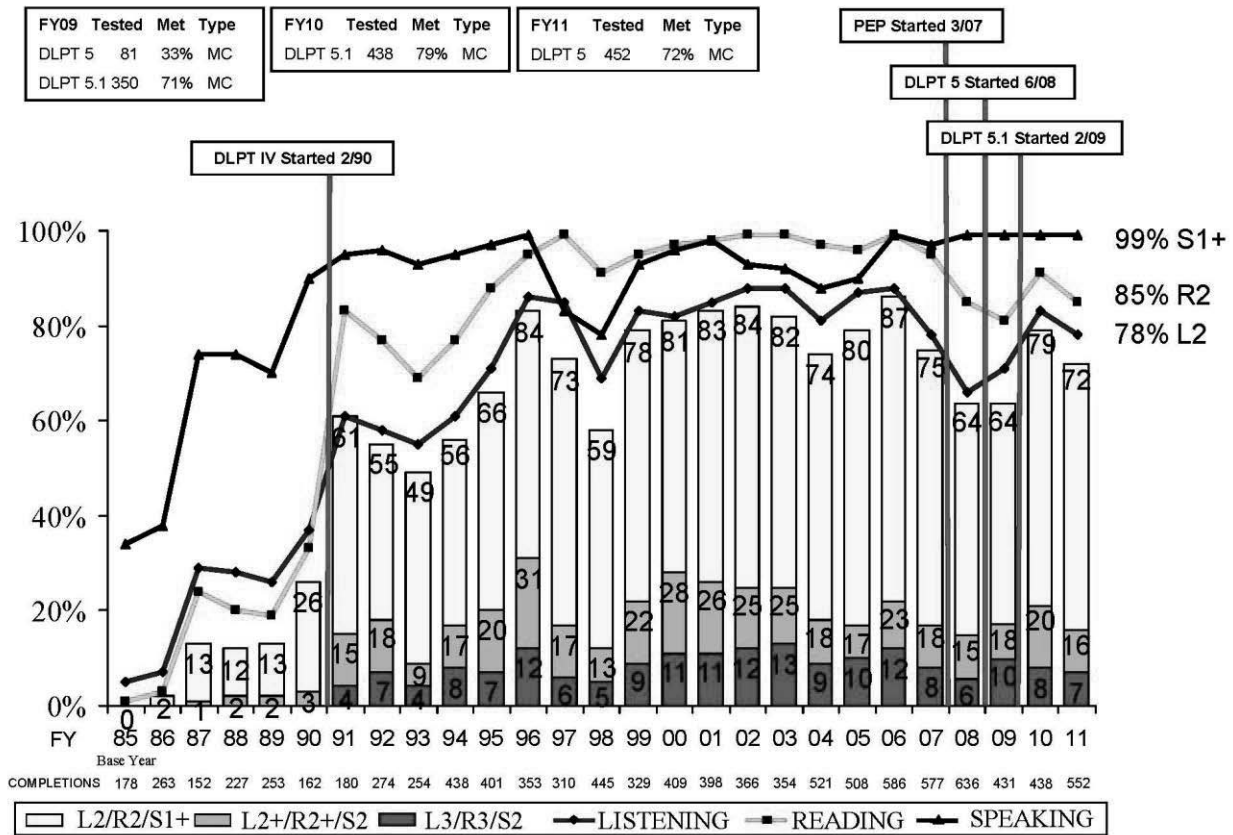
The institute continues to serve as the Department of Defense’s premier language training institution, sending fully qualified graduates on to tactical, operational and strategic work assignments.

Academic attrition: Academic disenrollment dropped from 14% in FY 2009 to 11% in FY 2010 and to 10% in FY 2011.

Trends by language: Specific information on student performance in the Arabic, Chinese-Mandarin, Korean, Persian-Farsi, Russian and Spanish language programs follows.

Arabic Language Program Performance

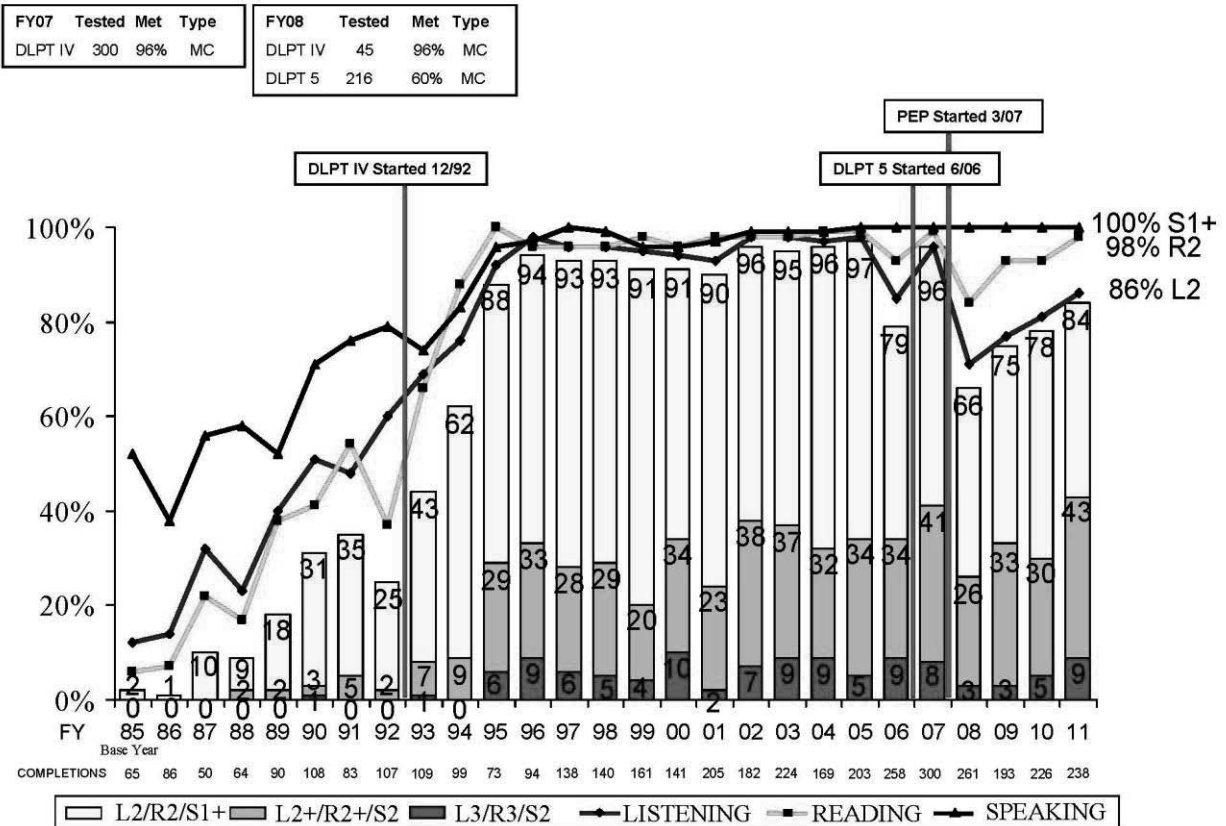
The Arabic program is the largest language program at the DLIFLC. The program graduated 552 students in FY 2011. Of those who graduated, 72% percent met or exceeded the Proficiency Final Learning Objective goal of “2” in Listening, “2” in Reading and “1+” in Speaking (or L2/R2/S1+), which was down from 79% percent the previous year. The percentage attaining a score of “2+” in Listening, a “2+” in Reading and a “2” in Speaking or greater decreased from 20% in FY 2010 to 16% in FY 2011. Academic attrition increased from 11% to 13% between FY 2010 to FY 2011. Overall results for the Arabic program from the previous 26 years through FY 2011 are presented below.



**ARABIC RESULTS
FY11**

Chinese-Mandarin Language Program Performance

The Chinese Mandarin program is the third largest language program at the DLIFLC. The program graduated 238 students in FY 2011. Of those who graduated, 84% percent met or exceeded the Proficiency Final Learning Objective goal of L2/R2/S1+, which was up from 78% percent the previous year. The percentage attaining a score of L2+/R2+/S2 or greater, rose to 43% percent in FY 2011, up from 30% in FY 2010. Academic attrition was 3.8% in FY 2011 dropping from 10% in FY 2010. Overall results for the Chinese-Mandarin program from the previous 26 years through FY 2011 are shown below.

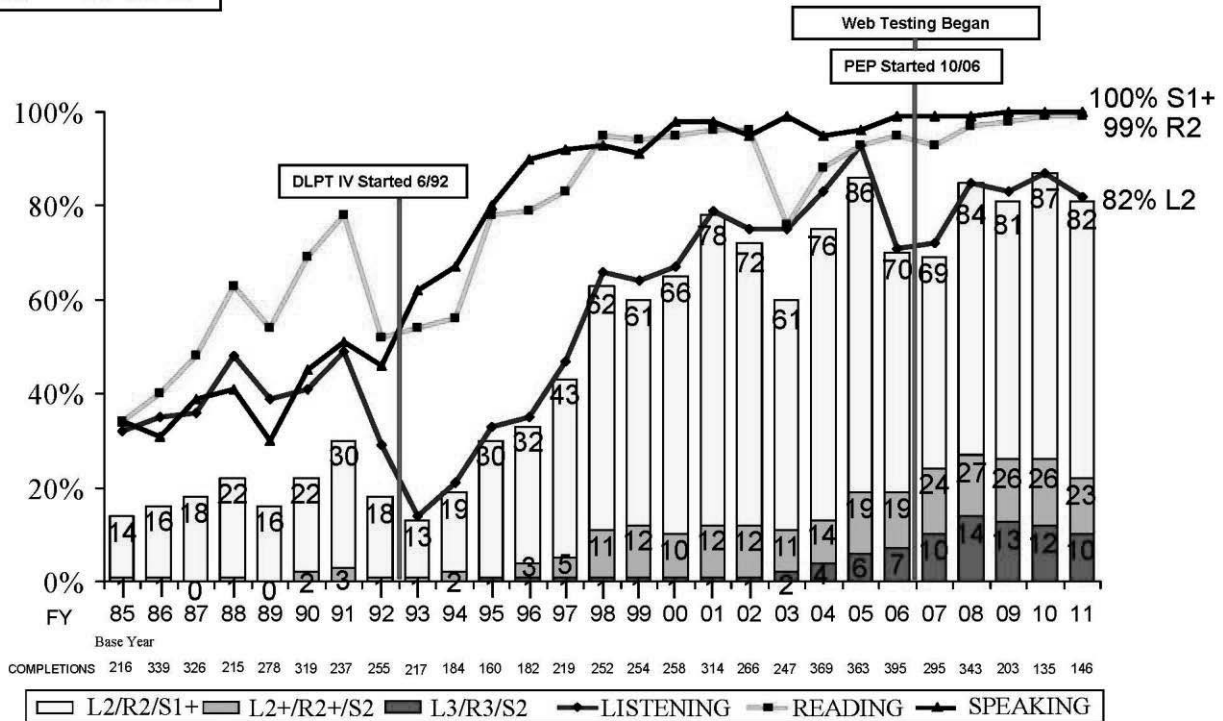


CHINESE-MANDARIN
FY11

Korean Language Program Performance

The Korean language program graduated 146 students in FY 2011. Of those who graduated, 82% met or exceeded the Proficiency Final Learning Objective goal L2/R2/S1+, which was down from 87% percent the previous year. The percentage attaining a score of L2+/R2+/S2 decreased from 26% in FY 2010 to 23% in FY 2011. Academic attrition was 5% in FY 2010 and 9.8% in FY 2011. Overall results for the Korean language program from the previous 26 years through FY 2011 are shown below.

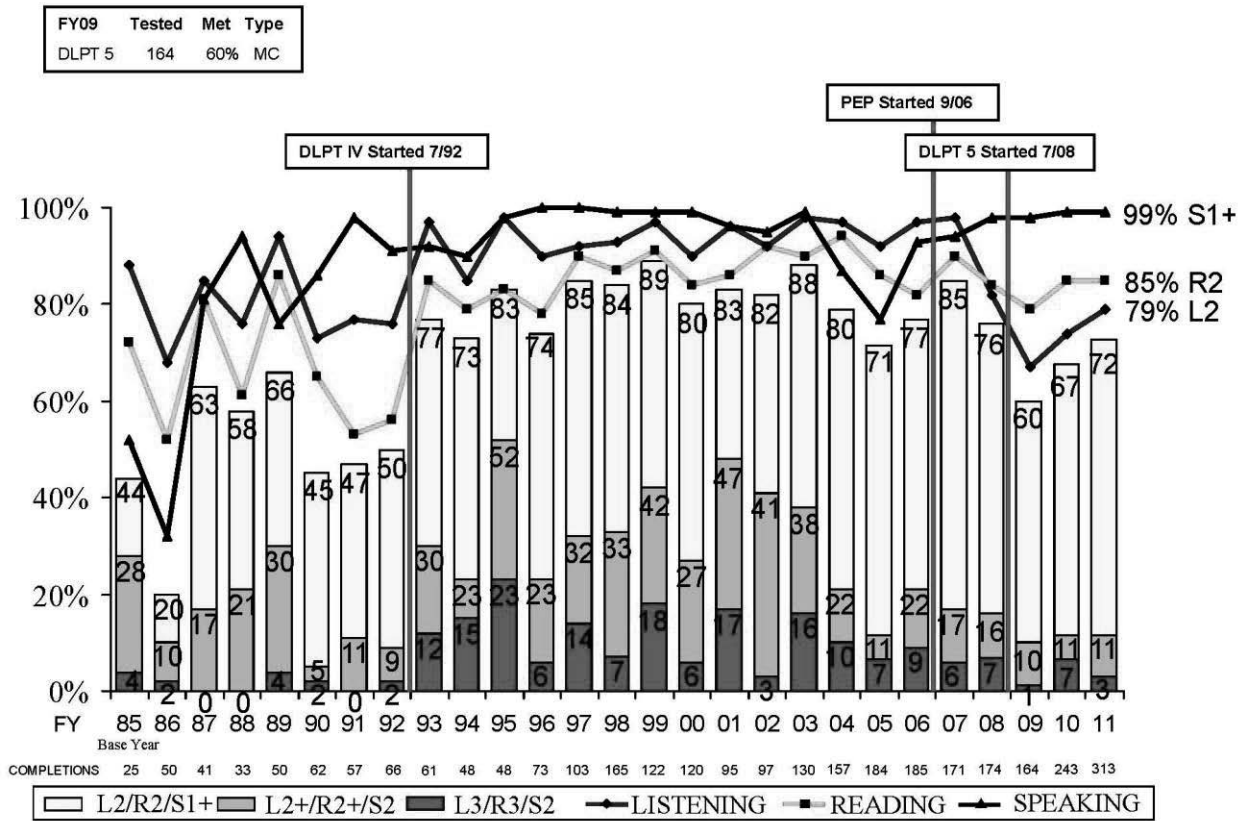
FY07	Tested	Met	Type
Non-Web	19	79%	MC
Web	276	68%	MC



KOREAN RESULTS FY11

Persian-Farsi Language Program Performance

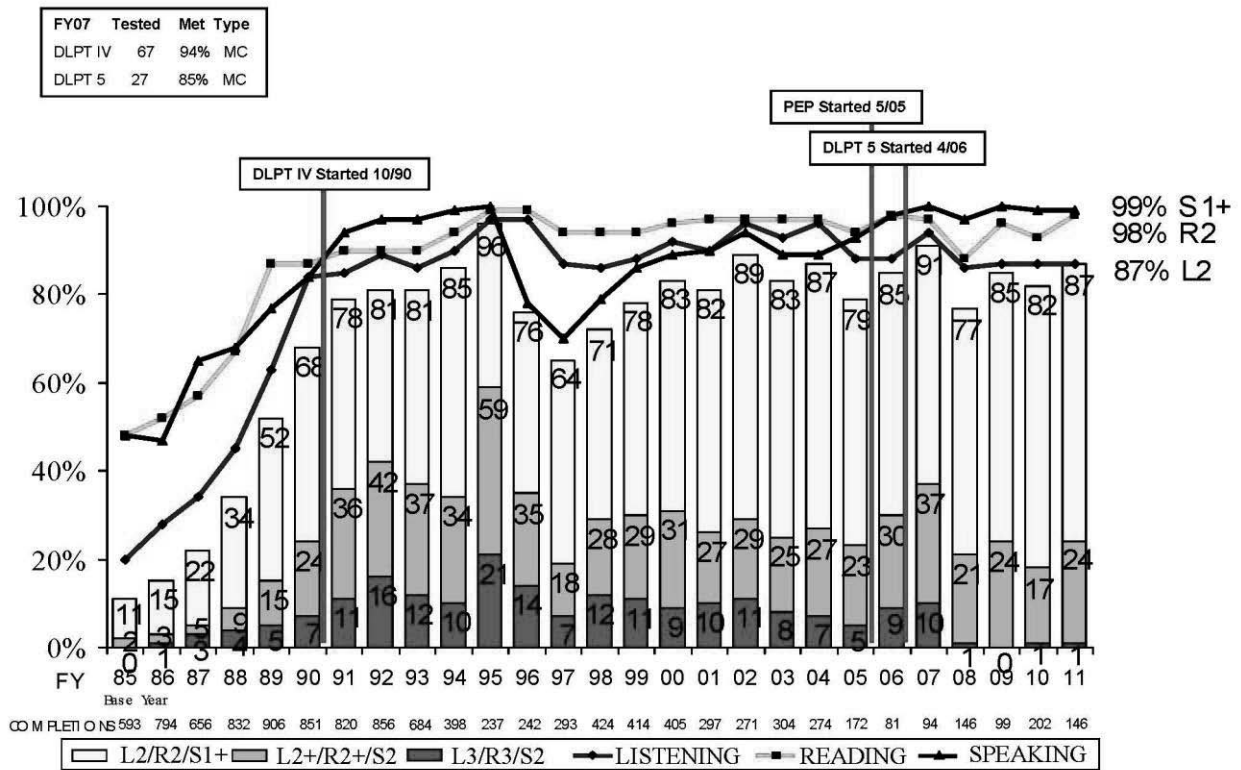
The Persian-Farsi program grew considerably in FY 2011, from 243 graduates in FY 2010 to 313 in FY 2011 becoming the second largest program at the DLIFLC. Of those who graduated, 72% met or exceeded the Proficiency Final Learning Objective goal of L2/R2/S1+, which was up from 67% the previous year. The percentage attaining a score of L2+/R2+/S2 remained unchanged at 11% for both FY 2010 and FY 2011. Academic attrition in FY 2011 was 14%, down from 21% in FY 2010. Overall results for the Persian-Farsi program from the previous 26 years through FY 2011 are presented below.



PERSIAN-FARSI RESULTS
FY11

Russian Language Program Performance

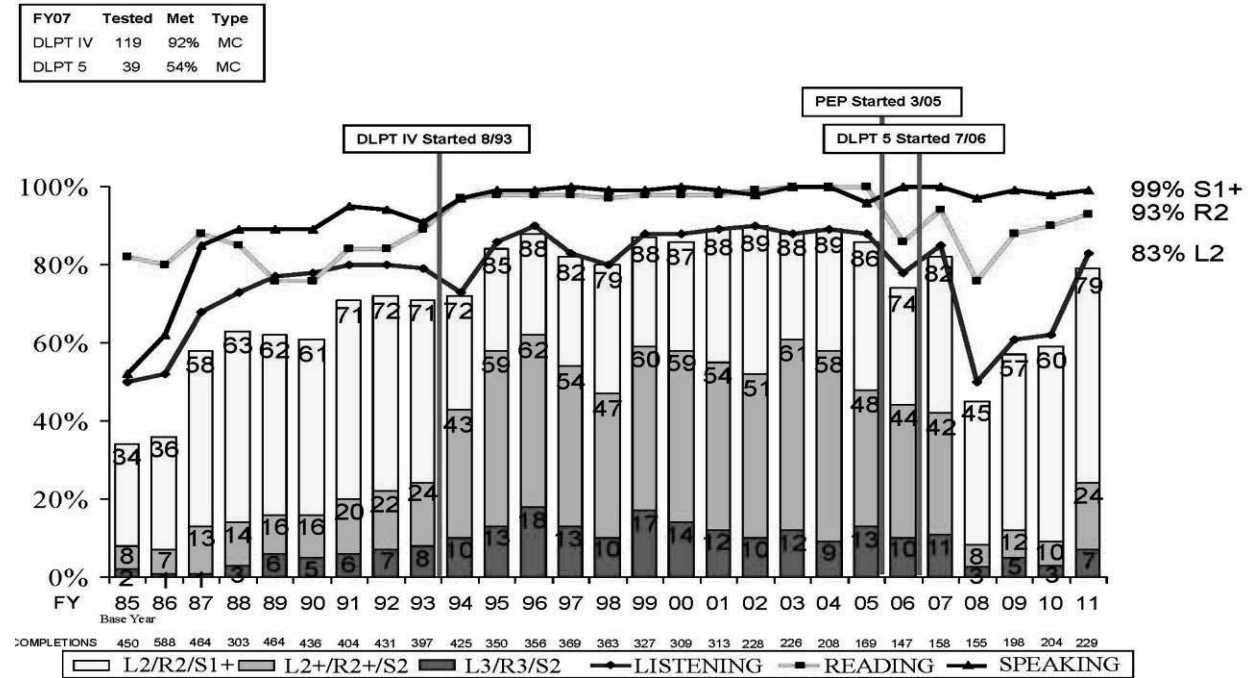
The Russian program enrollment declined from 202 students in FY 2010 to 146 in FY 2011. Of those who graduated, 87% met or exceeded the Proficiency Final Learning Objective goal of L2/R2/S1+. This was up from 82% the previous year. The percentage attaining a score of L2+/R2+/S2 also increased, from 17% percent in FY 2010 to 24% in FY 2011. The academic disenrollment rate decreased, from 9% in FY 2010 to 5.5% in FY 2011. Overall results for the Russian program from the previous 26 years through FY 2011 are shown below.



RUSSIAN RESULTS
FY11

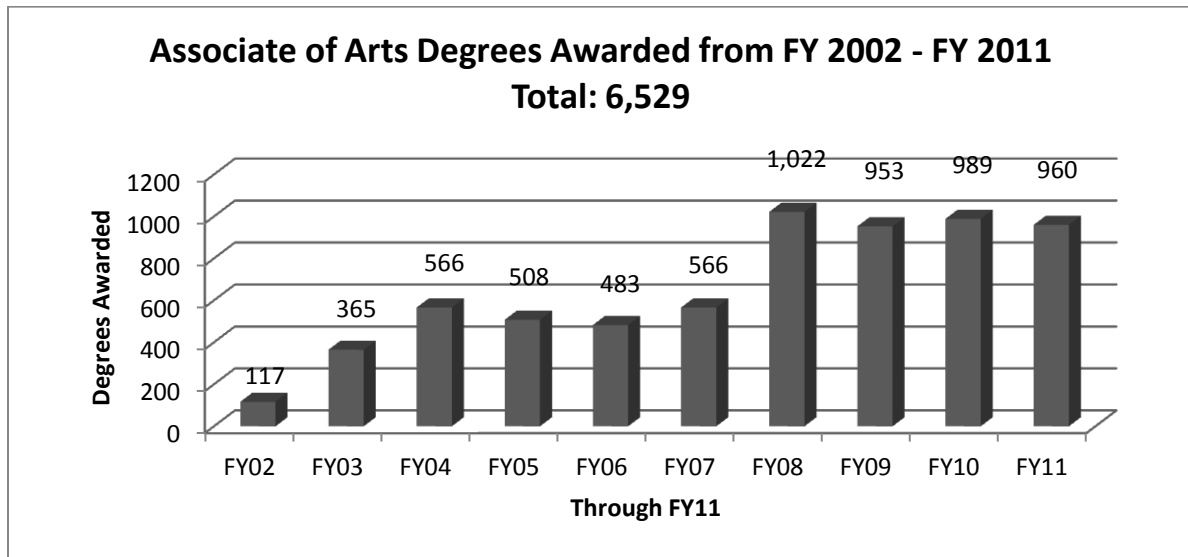
Spanish Language Program Performance

The Spanish program graduated 229 students in Fiscal Year 2011. The program significantly recovered to adjust to the introduction of the Spanish Defense Language Proficiency Test 5, which caused a marked decrease in the number of graduates in the program as shown in graph below. The percentage of graduates achieving L2/R2/S1+ or greater has continued to grow over the past three years and was 79% in FY 2011, up significantly from 60% in FY 2010. The percentage of students achieving L2+/R2+/S2 was 24%. The academic disenrollment rate declined to 12.7% in FY 2011 from 14% in FY 2010.

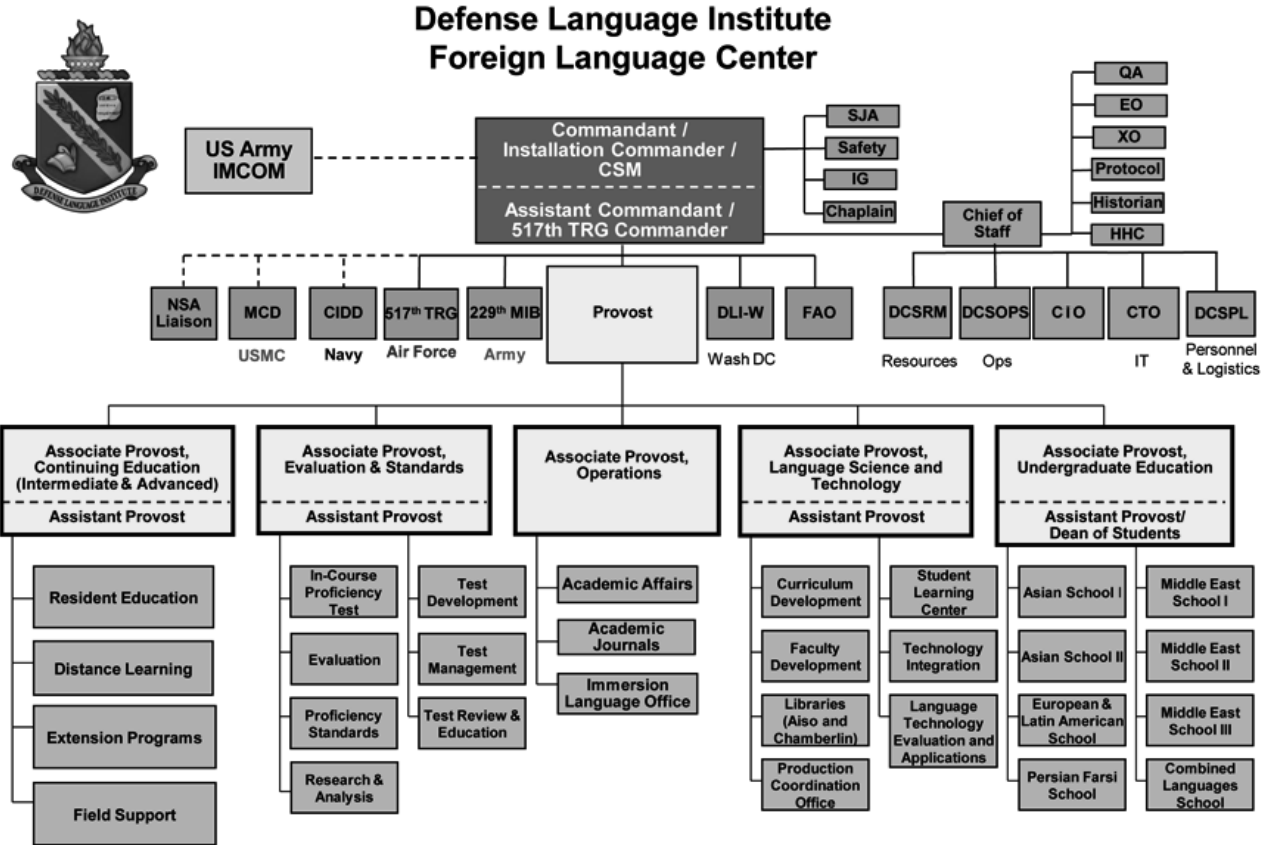


SPANISH RESULTS
FY11

Degrees Awarded: The DLIFLC conferred 960 Associate of Arts Degrees in Foreign Languages in FY 2011, bringing the total Associate of Arts Degrees awarded since May 2002 to 6,529 upon conclusion of FY 2011. The significant jump in the number of degrees awarded between Fiscal Years 2007 and 2008 is attributed to a review and update of General Education Requirements to be in closer alignment with California Community Colleges.



Organizational Structure



As of Feb 10 2011

Commandant

The DLIFLC Commandant, a U.S. Army colonel, reports to the Commander of the U.S. Army Combined Arms Center and the Commander of TRADOC. The Commandant directs the operations of the DLIFLC and the Presidio of Monterey and serves as Installation Commander of the Presidio. The Commandant effects coordination among elements of the institute and between the institute and higher headquarters, other schools and installations. The Commandant commands the DLIFLC Army elements and exercises general supervision over all elements assigned or attached to the institute.

Assistant Commandant

The Assistant Commandant, an Air Force colonel, directs day-to-day operations of the DLIFLC. The Assistant Commandant supervises the Deputy Chief of Staff for Operations, Resource

Management, Chief Information Officer and the Provost. The Assistant Commandant directs DLIFLC Washington operations. The Assistant Commandant is specifically tasked with overseeing and monitoring the DLIFLC budget process. The Assistant Commandant reports to the Commandant and is responsible to the Commandant for language training program results. Additionally, the Assistant Commandant provides recommendations to the Commandant on DLIFLC programs and priorities. The Assistant Commandant is also the Commander of the Air Force's 517th Training Group and is responsible for all airmen on the Presidio of Monterey.

Garrison Commander

The U.S. Army Garrison Commander, an Army colonel, is responsible for providing operations support to all activities and personnel on the Presidio of Monterey and Ord Military Community. The Garrison consists of 1,314 acres at the Presidio and Ft. Ord Military Community and 530 personnel supporting more than 32,000 active duty, joint service members and their families, reserve component units and retirees. The Garrison commander is responsible for coordinating the major programs of base facilities and infrastructure support, force protection and security, morale and welfare activities, information and communication management, personnel management, religious support, equal employment opportunity, internal reviews, operations, plans, safety, logistics, privatized housing and environmental compliance. The Garrison Commander also develops and maintains partnering initiatives with six local municipalities and close working relationships with federal, state and local officials.

Chief of Staff

The Chief of Staff, a U.S. Army lieutenant colonel, is responsible for the overall administrative policy, practices and procedures for the support mission of the institute.

229th Military Intelligence (MI) Battalion

The 229th Military Intelligence Battalion trains, develops and conducts administrative and logistical support to soldiers in support of the DLIFLC's foreign language training and Army war-fighting requirements. The 229th Military Intelligence Battalion provides command and administrative control for all U.S. Army students assigned or attached to the DLIFLC. The 229th Military Intelligence Battalion consists of Companies A, B, C, D, F (Initial Entry Training soldiers) and Company E (permanent party staff, senior enlisted and officer students). The 229th Military Intelligence Battalion plans and conducts military training and provides all administrative and logistical support for student personnel. The Battalion's priority is teaching linguist soldiers warfighting skills by training them to fight, win and survive in combat.

Marine Corps Detachment

The Marine Corps Detachment (MCD) at the DLIFLC is the Marine Corps' primary language learning detachment. The MCD at the DLIFLC falls under the Marine Corps Training and Education Command, located in Quantico, Virginia. The MCD oversees the administration,

military training and foreign language instruction of more than 1,000 officers and enlisted Marines annually.

The Center for Information Dominance Detachment

The Center for Information Dominance Detachment (CIDD) is a foreign language learning site subordinate to the Center for Information Dominance, Corry Station, Florida. CIDD Monterey is a 60-member tenant command at the DLIFLC and the Presidio of Monterey. CIDD Monterey oversees the administration, naval military training and foreign language instruction of more than 700 sailors annually.

311th and 314th Training Squadrons

The 311th Training Squadron (311th TRS) and 314th Training Squadron (314th TRS) are a geographically separated unit of the 17th Training Wing, headquartered at Goodfellow Air Force Base, Texas. The units handle all military training for over 1,500 language students at the DLIFLC and administratively support an additional 1,000 Air Force personnel stationed on the Monterey Peninsula.

Provost

As the chief academic officer, the Provost, a civilian, is the senior language authority with responsibility for the resident and non-resident foreign language instructional programs, research, evaluation and other academic staff functions for the DLIFLC. The Provost establishes policy, provides leadership, advice and guidance on foreign language education for the DLIFLC and represents the institute on external academic councils and committees. The Provost is responsible for coordination and liaison on academic matters with federal departments, such as the Department of Defense, Department of State and the Department of Education, as well as with universities, professional organizations and the broader Intelligence Community. The Provost defines the current needs of the institute, anticipates future requirements, establishes priorities and sets the vision and direction for all defense foreign language programs.

Associate Provost for Operations

The Associate Provost for Operations coordinates the efforts of the entire institute in the basic, intermediate and advanced programs. The Associate Provost for Operations is a senior civilian who develops long-range plans and objectives for the institute. The Associate Provost for Operations sets and shifts priorities, working closely with the Institute Plans and Operations Division to ensure academic needs are met. This includes planning, budgeting and the allocation of resources, coupled with overseeing budget execution. The Associate Provost for Operations establishes and refines academic policies and programs, monitors their effectiveness and uses findings to initiate improvements, while ensuring the quality of academic offerings. The Associate Provost for Operations has oversight over student records, the Academic Database, the Associate of Arts Degree and the issuing of diplomas and certificates of attendance. In addition, the Associate Provost for Operations provides leadership and supervision for the Directorate of Academic Affairs, Academic Journals Office and the Immersion Language Office.

Associate Provost for Undergraduate Education

The Associate Provost for Undergraduate Education (CE) is the Chief Instructional Officer for the basic program. This senior civilian oversees eight language schools, as well as the Office of the Dean of Students. Coordinating with the directorates of Evaluation and Standardization, Continuing Education and Language Science and Technology, the Associate Provost for Undergraduate Education develops, implements and refines academic policies to enhance mission accomplishments.

Associate Provost for Evaluation and Standardization

The Associate Provost for Evaluation and Standardization (ES) is a senior civilian academic leader who provides leadership in evaluating the efficiency and effectiveness of the DLIFLC's resident and non-resident instructional programs. In accordance with the government Interagency Language Roundtable scale, this individual assesses language proficiency of military personnel, designs, develops and validates prototypes and standardized foreign language aptitude, proficiency and performance tests. The Associate Provost for ES is responsible for training and quality control oversight of the oral language proficiency testing program. This includes management of ratings, tasks, scores and report analysis. The Associate Provost for ES controls standardized DLIFLC-developed tests and testing procedures as well as conducts applied research on foreign language teaching and learning processes and related topics to provide data needed by DLIFLC leadership. This individual is the institute's primary subject matter expert when dealing with government agencies, professional organizations and the academic community on foreign language evaluation, testing and research issues. The Associate Provost for ES leads the Test Development, Proficiency Standards and Research and Evaluation Divisions.

Associate Provost for Language Science and Technology

The Associate Provost for Language Science and Technology is a senior civilian serving as principal advisor to the Provost on faculty development, student learning, curriculum materials development, technology integration and evaluation, language learning products and library support. The Associate Provost participates in strategic planning, coordinates academic policies and procedures and manages special programs, projects and studies.

Associate Provost for Continuing Education

The Associate Provost for Continuing Education is a senior civilian responsible for the institute's resident and non-resident post-basic foreign language instruction in support of Department of Defense linguists stationed world-wide. The Associate Provost for CE oversees resident intermediate, advanced and refresher programs and the development and implementation of non-resident distance learning and other continuing education services. The Associate Provost for CE manages the design and development of language courses for post-basic language training programs and provides technical assistance in the automation of both resident and non-resident instructional materials. The Associate Provost for CE supervises special programs and services

including Language Training Detachments (LTDs), translation and interpretation training, Iraqi Familiarization Instruction and other projects in support of the Global War on Terror. The Associate Provost for CE oversees four divisions in the directorate, to include the School for Resident Continuing Education, Distance Learning, Extension Programs and Training and Field Support Division.

Associate Provost and Dean of Students

The Associate Provost and Dean of Students is a senior Air Force officer who acts as a liaison among staff, schools and military units in all student matters. As Dean of Students, this officer develops and manages policies and regulations governing student academic assessments and makes rulings on student relief and rebuttal actions. This officer also manages the Military Language Instructor (MLI) program.

Key Staff Directory
Defense Language Institute Foreign Language Center
and
Presidio of Monterey

COMMANDER/COMMANDANT		BLDG 614
	COL DANIAL D. PICK, USA	242-5200
ASSISTANT COMMANDANT		BLDG 614
	COL LAURA RYAN, USAF	242-5312
CHIEF OF STAFF		BLDG 614
	LTC MICHAEL FRENCHICK, USA	242-5200
COMMAND SERGEANT MAJOR		BLDG 614
	CSM TRACEY BELLOTTE, USA	242-5842
GARRISON COMMANDER		BLDG 614
	COLONEL JOEL CLARK, USA	242-6604
Deputy Garrison Commander	MS. PAMELA VON NESS	242-6601
Garrison CSM	CSM OLGA MARTINEZ	242-6600
INSPECTOR GENERAL		BLDG 518
Inspector General	MR. BILLY JOHNSON	242-6500
INSTALLATION/DLIFLC SAFETY OFFICE		BLDG 518
Safety Officer	MR. JON RICE	242-6353
Safety Specialist	MR. FREDDIE FLEMMING	242-7815
STAFF JUDGE ADVOCATE		BLDG 275
Staff Judge Advocate	LTC WILLIAM SCHMITTEL	242-6403
Deputy SJA	MR. JOHN JAKUBOWSKI	242-6415
Labor Law Attorney	MR. MICHAEL HALPERIN	242-4537
DEPUTY CofS for OPERATIONS & PLANS		BLDG 614
DCSOPS	MS. CLARE BUGARY	242-7471
Mission Support		
Chief	MR. CHRISTIAN HAUN	242-6965
Plans Division		
Chief	MR. KARL BERSCHIED	242-5913.
Strategic Communications		
Chief	MS. NATELLA CUTTER	242-6015
Scheduling Division		
Chief	MR. TERRY THORTON	242-4774
DEPUTY CofS for PERSONNEL & LOGISTICS		BLDG 614
Director	CPT ATIYA SMITH	242-4656
DEPUTY CofS of RESOURCE MANAGEMENT		BLDG 614
Director	MR. RICHARD CHASTAIN	242-7087
Management Force Division		
Chief (acting)	MR. BRENT HELMICK	242-4437
Accounting Division		
Systems Accountant	MS. GENA HASSAN	242-7081
Budget Division		
Chief	MS. BARBARA JARVIS	242-7082

PROTOCOL OFFICE		BLDG 614
Chief	MS. MYSTERY CHASTAIN	242-5595
PASTORAL CARE BRANCH		BLDG 325
SR DLI Pastoral Care Chaplain	CHAP (MAJ) STEVEN ASHBROOK	242-5064
World Religions	CHAP (MAJ) KEVIN MATEER	242-5405
EQUAL OPPORTUNITY ADVISOR		BLDG 518
Equal Opportunity Advisor	SFC COURETTA JOHNSON	242-5442
WASHINGTON OFFICE		
Director	LTC WEBSTER	703-604-0476
Deputy Director	MS. VALENTIN	664-3268
HISTORIAN OFFICE		BLDG 614
Command Historian	DR. STEPHEN PAYNE	242-5536
CHIEF TECHNICAL OFFICE		BLDG 420
Chief Technology Officer	MR. JONATHON RUSSELL	242-7747
HQ&HQ COMMAND USA ELEMENT		BLDG 834
Commander	CPT JAY HANSON	242-6259
1SG	1SG LISA MYHERS	242-7440
FOREIGN AREA OFFICER PROGRAM		BLDG 274
Director	LTC ROBERT PADDOCK	242-6467
229TH MI BN		BLDG 616
Commander	LTC KENT WEBBER	242-5717
Command Sergeant Major	CSM PEDRO AYALA	242-5408
517TH TRAINING GROUP		BLDG 614
Commander	COL LAURA RYAN	242-5312
Superintendent	CMSGT LEO CHANG	242-5496
US MARINE CORP DETACHMENT		BLDG 629B
Commander	LTCOL EDWARD SULLIVAN	242-5133
NCOIC	MGYSGT JAMES CAPPS	242-5350
CENTER FOR INFORMATION DOMINANCE DET		BLDG 616
Officer in Charge (OIC)	LCDR THOR MARTINSEN	242-5990
CMD Master Chief	CPO CHRISTOPHER WASHBURN	242-5338
311th TRAINING SQUADRON		BLDG 627
Commander	LT COL MICHELS PRYORS	242-7172
1 st Sergeant	SMSGT PEDRO FLORES	242-7165
314th TRAINING SQUADRON		BLDG 627B
Commander	LT COL THOMAS BARNETT	242-4282
1 st Sergeant	SMSGT KARL KILE	242-4052
PROVOST		BLDG 614
Provost	DR. DONALD C. FISCHER	242-5291
ASSOCIATE PROVOST OPERATIONS		BLDG 614
Assoc. Provost for Operations	MR. DETLEV KESTEN	242-6670
ASSOCIATE PROVOST UNDERGRADUATE EDUCATION		BLDG 614
Assoc. Provost Undergraduate Ed	DR. JIM ZHAO	242-5618
ASSISTANT PROVOST/DEAN OF STUDENTS		BLDG 614
Asst. Provost/Dean of Students	LT COL GREGORY CHRISTIANSEN	242-5679

DIRECTORATE OF ACADEMIC AFFAIRS		BLDG 634
Dean	MS. PAMELA TAYLOR	242-5616
Assoc. Dean	DR. ROBERT SAVUKINAS	242-5828
Registrar	DR. ROBERT SAVUKINAS	242-5828
Faculty Data Manager	MS. ELIZABETH HARRIS	242-6329
LANGUAGE, SCIENCE & TECHNOLOGY (LS&T)		BLDG 632
Assoc. Provost	DR. CHRISTINE CAMPBELL	242-6220
Assoc. Provost, LS&T	MR. STEVE KOPPANY	242-4057
Language Technology Director	DR. TAMAS MARIUS	242-7843
STUDENT LEARNING CENTER		BLDG 221
Dean (acting)	CW2 ALEX BODKE	242-7915
Assoc. Dean	DR. HIE-YEON LIM	242-4672
FACULTY DEVELOPMENT		DOD Center
Dean	DR. GRAZYNA DUDNEY	242-3730
Assoc. Dean	DR. CLAUDIA BEY	242-3737
LIBRARIES		
AISO LIBRARY		BLDG 617
Chief Librarian	MS. KATHLEEN HANSELMANN	242-5140
CHAMBERLAIN LIBRARY		BLDG 4275
Librarian	MR. CARL CHAN	242-7684
CURRICULUM DEVELOPMENT		Ryan Ranch
Dean	MR. KIRIL BOYADJIEFF	656-7097
Assoc. Dean	MS. DONNA DAUNT	656-7102
DIRECTORATE OF CONTINUING EDUCATION		DOD Center
Assoc Provost	DR. BETTYLOU LEAVER	242-6272
Assoc. Provost, Field Support	MR. STEVE COLLINS	242-6222
Dean, Residence Education	DR. SAHIE KANG	242-6556
Dean, Educ. Support Svcs	DR. ANDREW CORIN	242-7889
Dean, Distance Learning	MR. MICHAEL VEZILICH	242-6686
EVALUATION & STANDARDIZATION		DOD Center
Assoc. Provost	MR. DENIS BILGIN	242-3744
Asst. Provost	DR. JURGEN SOTTUNG	242-3745
Director, Operations	DR. PRADYUMNA AMATYA	242-3862
Dean, Research and Analysis	DR. JOHN LETT	242-3782
Dean, Test Development	MS. RUTH MEHR	242-4706
ASIAN I SCHOOL		BLDG 453
Dean	DR. LUBA GRANT	242-5331
Assoc. Dean	CPT V MARTINEZ	242-5511
ASIAN II SCHOOL		BLDG 610, 611
Dean	DR. CLIVE ROBERTS	242-5246
Assoc. Dean	MAJ SUNHEE WATT	242-5840
EUROPEAN & LATIN AMERICAN LANG SCHOOL		BLDG 212
Dean	DR. DEANNA TOVAR	242-5262
Assoc. Dean	CPT MARK CREEL	242-7972
EMERGING LANGUAGES TASK FORCE		BLDG 618
Dean	DR. JACK FRANKE	242-5794
Assoc. Dean	CPT BRANDY MALONE	242-7112

MIDDLE EAST I SCHOOL		BLDG 621
Dean	DR. HIAM KANBAR	242-6778
Assoc. Dean	1LT MONICA LIM	242-5471
MIDDLE EAST II SCHOOL		BLDG 620
Dean	MR. MONTAZ GABRIEL	242-4572
Assoc. Dean	CPT MICHAEL KLUVER	242-6445
MIDDLE EAST III SCHOOL		BLDG 624
Dean	DR. GEORGE EL-HAGE	242-5776
Assoc. Dean	CPT CATHERINE BACASEN	242-5525
PERSIAN-FARSI SCHOOL		BLDG 848
Dean	DR. SHENSHENG ZHU	242-5701
Assoc. Dean	CPT BRADLEY GENSER	242-6860

Self-Study Timeline

Appoint Steering Committee	March 2010
Appoint Standards Committee Lead Authors Appoint Editors	March 2010
Attend ACCJC Self Study Workshop at Foothill College (Participants: 10)	March 2010
Initiate Self Study Coordination with Steering Committee, Chairs and Editors	March 2010
Develop SharePoint Accreditation Site	April 2010
Planning meeting for Steering Committee, Begin Kickoff Meetings	June 2010
Accreditation Liaison Officer (ALO) Status Brief to Provost	July 2010
Committees collect, categorize and upload documents to SharePoint site	July 2010
Teams meet to assemble evidence, compose drafts, and update SharePoint	August 2010
Teams continue to meet and forward drafts and evidence matrices	September 2010
Board of Visitor's Update (BoV)	September 2010
Draft outlines and evidence updates to SharePoint	September 2010
ALO Status Brief to Provost and Command Group	October 2010
Continued draft outlines and evidence updates to SharePoint	October 2010
Steering Committee Chair meeting with ALO	November 2010
Continued draft outlines and evidence updates	December 2010
Continued draft outlines and evidence updates	January 2011
Continued draft outlines and evidence updates	February 2011
Status Update to Provost and Command Group	March 2011
Committee Chairs report progress on 15 th and 30 th of each month to Steering Committee and ALO	April 2011
ALO briefs Academic Senate on Accreditation Self Study	May 2011
Committee Chairs continue to report progress on 15 th and 30 th of each month	May 2011
Committee Chairs continue to report progress on 15 th and 30 th of each month	June 2011
Committee Chairs continue to report progress on 15 th and 30 th of each month	July 2011
Self Study reviewed by Steering Committee: Review #1	August 2011
ALO meeting with Academic Senate President	August 2011
Committee Chairs continue to report progress on 15 th and 30 th	August 2011
Drafts reviewed by Steering Committee	September 2011
Final drafts and Evidence: CDs and hard copies due to ALO	September 2011
Self Study reviewed by Steering Committee: Review #2	October 2011
Self Study read by Academic Senate	October 2011
Status Brief to Provost and CMD Group	October 2011
Accreditation Self Study delivered to Commandant for review	October 2011
BoV Review	October 2011
Status Brief to Provost and CMD Group	November 2011
Self Study approved by Dean's Council	December 2011
Self Study approved by Academic Senate	December 2011
Commandant's review of final Self Study draft completed	December 2011
BoV Review and Approval	December 2011
Accreditation Self Study (electronic copy) mailed to ACCJC	January 2011

Defense Language Institute

Foreign Language Center

Eligibility Requirements



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Eligibility Requirements for Accreditation

1. AUTHORITY

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

The Defense Language Institute Foreign Language was chartered by Congress as a degree granting institution in 2001. Subsequently, authority to operate as a degree-granting institute was granted by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. The ACCJC accreditation certificate is posted in the Accreditation Liaison Officer's office. Copies of the certificate have been disseminated to divisions for posting in prominent places. Accreditation status can be found on the title page of the General Catalog as well as the institute's web site.

In addition, Department of Defense Directive 5160.41 authorizes the Defense Language Program. This encompasses language instruction for the Department of Defense Components and the establishment of resident and nonresident language programs.

2. MISSION

The institution's educational mission is clearly defined, adopted and published by its governing board consistent with its legal authorization and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The Defense Language Institute Foreign Language Center's educational mission is clearly defined and was reaffirmed by the Board of Visitors in February 2011. The current mission statement appropriately reflects the institute's mission. The mission statement is published in the General Catalog, the Annual Program Review and on the institute's web site.

3. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality, integrity and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing

body members or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The DLIFLC Board of Visitors operates under the authority of the Federal Advisory Committee Act of 1972, as amended, and serves as a subcommittee to the Army Education Advisory Committee (AEAC). The Board's responsibilities are prescribed in the Board of Visitors Defense Language Institute Foreign Language Center Operating Procedures, last approved September 2010.

The Board is comprised of distinguished men and women from the fields of academia, business, government, military and research. The Commandant nominates members and the Secretary of Defense appoints members with White House Liaison approval. Members serve for three year terms with the provision for additional appointments. The Board meets annually and serves in an advisory capacity. The Board forwards its recommendations to the AEAC whereby the AEAC deliberates the recommendations under Federal Advisory Committee Act open-meeting rules. The AEAC sends the recommendations back to the DLIFLC Designated Federal Official for action. Information copies of all unclassified reports are maintained at the Pentagon Library, Defense Language Institute Foreign Language Center Library and the DLIFLC Historical Records Collection.

Board members serve a three year term which requires an annual reappointment. In June 2011, the terms of the current Board of Visitors annual reappointment lapsed prior to receipt of their official annual reappointment. Annual reappointment requests were sent to the Office of the Administrative Assistant to the Secretary of the Army in March 2011.

Due to a delay in federal government committee reappointments, the AEAC, as the parent committee to the Board of Visitors, has agreed to act as the DLIFLC's Board until the reappointment process of the original Board of Visitor members is completed. (See also Standard IVB). This is in accordance with the Federal Advisory Committee Management Final Rule (41 CFR Parts 101-6 and 102-3) and Department of Defense Instruction (DoDI) 5105.04.

As of November 2011, the DLIFLC's higher headquarters informed the DLIFLC that all nominations (5) and annual reappointments (5) to Federal Advisory Committees would continue to be delayed until further notice. As such, the members of the parent committee would continue to serve until annual reappointments are received. The institute has endeavored to move the administrative process forward by contacting its higher headquarters, by having one BoV member contact the White House Liaison and by having the institute's senior leadership repeatedly contact upper echelons of the Army.

Board members have no employment, family, ownership or other financial interest in the institute. Members complete ethics and conflict of interest training and forward financial disclosures annually (Office of Government Ethics, Form 450).

4. CHIEF EXECUTIVE OFFICER

The institution has a chief executive officer appointed by the governing board, whose fulltime responsibility is to the institution, and who possesses the requisite authority to

administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Department of Defense Directive 5160.41 gives the authority to the Secretary of the Army, as Executive Agent, to nominate the Commandant. The directive authorizes the Undersecretary of Defense for Personnel and Readiness to approve the assignment of the Commandant to the Defense Language Institute Foreign Language Center. The Commandant is a U.S. Army colonel who is chosen based on leadership and resource management ability, language training or education and service. The current Commandant assumed responsibility in 2010. Appointments are normally for three years.

The duties and responsibilities of the Commandant are outlined in the Department of Defense Directive 5160.41E, October 21, 2005.

5. ADMINISTRATIVE CAPACITY

The institution has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The administration is adequate in number, experience and qualifications to provide appropriate administrative oversight in support of its mission and purpose. Staff levels and position duties are periodically reviewed with the most recent reviews conducted in 2007 and again in 2010. The process is known as the Training and Doctrine Command (TRADOC) Manpower Survey. The Department of the Army also reviews the institute's administrative capacity.

6. OPERATIONAL STATUS

The institution is operational with students actively pursuing its degree program.

Students are enrolled in a variety of language programs that lead to an Associate of Arts Degree.

7. DEGREES

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

Many of the DLIFLC's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. The institute awarded 960 AA degrees in Fiscal Year 2011.

8. EDUCATIONAL PROGRAMS

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The institute's principle degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length and are conducted at levels of quality and rigor appropriate to the degrees offered. The degree requirements are listed in the General Catalog as well the DLIFLC's web site and outline a 63 unit (two-year) degree program.

9. ACADEMIC CREDIT

The institution awards academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Because the institute is teaching students to become proficient in the foreign language, the total number of hours a student is in class varies with the difficulty of each language. Nonetheless, because classroom hours are used to compute semester hours at other institutions, the institute used the shortest credit programs, the 25 week, Category I language programs, as a basis for determining individual course credits. (Category I languages taught at the institute encompass the Romance languages.) Students attend classes six or seven hours a day; for computational purposes, the lower figure was used. Classes run five days a week, for 25 weeks. That is a minimum of 750 classroom hours in the Category I language programs. Using the Carnegie system of one semester hour for every 16 hours of class attendance for credit assignment, the institute could have awarded 46.875 semester hours of credit. However, the institute decided on 45 semester hours for all of its basic language programs. This allows for missed class time due to military functions. The 45 semester hours applies to the longer language programs in Categories II, III and IV languages as well. Intermediate and advanced language programs were evaluated in a similar manner and are broken down into individual courses that total 18 semester credit hours for each program.

10. STUDENT LEARNING AND ACHIEVEMENT

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

The institute defines and publishes its educational goals for students in the General Catalog and on its web site and in each course syllabi. The institute's programs are outcome based and undergo rigorous assessments.

11. GENERAL EDUCATION

The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual quality. The general education component should include demonstrated major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education.

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated writing and computational skills and serve as an introduction to major areas of knowledge. Both the General Catalog and institute's web site provide the general education requirements for degree programs. Degree credit for education programs is consistent with levels of quality and rigor appropriate to higher education and is consistent with statewide standards.

The DLIFLC does not offer all the required general education courses a student needs to receive an Associate of Arts degree. Students may transfer units taken from regionally accredited post-secondary institutions and units earned through other educational programs, such as Advanced Placement (AP), College Level Examination Program (CLEP), Defense Activity for Nontraditional Education Support (DANTES), International Baccalaureate (IB), as well as some types of military training under the American Council on Education (ACE) Program of Non-collegiate Sponsored Instruction (PONSI). CLEP and DANTES examinations are available less than one mile from the campus and some general education courses are offered by adjacent institutions, such as Monterey Peninsula Community College and Brandman University.

12. ACADEMIC FREEDOM

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The Defense Language Institute Foreign Language Center articulates in its web site the commitment to ensuring academic freedom. The Statement on Academic Freedom is posted and disseminated via the Academic Senate. As a military institution, DLIFLC students are subject to the Uniform Code of Military Justice (UCMJ) which defines good order and discipline under Article 134, of the UCMJ. This extends to classroom behavior.

13. FACULTY

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

The Defense Language Center Foreign Language Center has 2,174 full-time faculty. The faculty serves approximately 3,500 students by providing them with quality language programs. The core faculty is sufficient in size and experience to support all of the institution's educational programs. Faculty responsibilities are outlined in the Civilian Employee Handbook and in contract between the Defense Language Institute Foreign Language Center and the American Federation of Government Employees, Local 1263.

The Defense Language Institute Foreign Language Center has a clear statement of faculty responsibilities. The DLIFLC ties faculty responsibilities to its faculty evaluation system. The DA Form 7222-1 (Faculty Evaluation Support Form) explicitly contains several statements of faculty responsibilities to include development and review of curriculum and assessment of student learning.

14. STUDENT SERVICES

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

The Defense Language Institute Foreign Language Center, in collaboration with U.S. Army Garrison, provides appropriate services to students and develops programs that meet the educational support needs of its student population. These services and programs are consistent with the student characteristics and with the mission of the institute. The institute provides services in the following areas: Education Center, Registrar, Wellness Center, Student Learning Center, Personnel Administration Center, Aiso and Chamberlin Libraries, Army Health Clinic, Dental Clinic, Army Community Service, Better Opportunities for Single Service Members, Morale Welfare and Recreation, Child Development Center, Porter Youth Center, Military Family Liaison, Hobson Student Activity Center, Combs and Belas Dining Facilities, Legal Services, Tax Center, Inspector General, Equal Employment Opportunity Office, Religious Services, Ft. Ord Military Community and La Mesa Housing and Presidio of Monterey Police. Student services and development programs are listed in the General Catalog and on the institute's web site.

15. ADMISSIONS

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The institute has adopted and adheres to admission policies consistent with its mission that specifies the qualifications of students appropriate for its programs. These are published in Army Training Requirements and Resources System and the General Catalog.

The campus of the DLIFLC is a military installation under the command of the U.S. Army, hosting over 3,000 students representing a cross-section of all branches of the Armed Services. These service members, 65% of whom are under age 25, are admitted to the basic language program based upon their performance on two examinations. The first examination is the Armed Services Vocational Aptitude Battery. The second examination is the Defense Language Aptitude Battery (DLAB). Depending upon the category of the language studied, DLIFLC students spend between 26 and 64 weeks in a near-immersion environment of intensive language study (30 hours per week), with the goal of achieving Interagency Language Roundtable (ILR) proficiency levels of 2+ in reading, 2+ in listening, and 2 in speaking. Successful DLIFLC graduates will go on to support intelligence-related missions as cryptologists, interrogators, Civil Affairs specialists, Foreign Area Officers (FAO) and Special Operations Forces (SOF).

16. INFORMATION AND LEARNING RESOURCES

The institution owns or otherwise provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs.

The Defense Language Institute Foreign Language Center provides specific long-term access to information and learning resources and services to support its educational mission. These resources and services are provided for, and delivered by, many different divisions and departments, but they primarily take on two forms: the Aiso and Chamberlin libraries and information technology resources available to the students.

The Aiso and Chamberlin libraries house over 115,000 items in 39 different foreign language collections. The libraries as well as the classrooms are equipped with wireless networks. The DLIFLC website contains a section titled “Products” that enables students and the general public to obtain foreign language learning materials regardless of where they may be stationed. Additionally, all resident students are given tablet PCs for use in their classroom and housing areas. All students and faculty have access to computers, e-mail and the internet.

17. FINANCIAL RESOURCES

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The institute documents its funding base, financial resources and projected financial plan to address its financial stability for the foreseeable future. This is documented in the Annual Program Review.

18. FINANCIAL ACCOUNTABILITY

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

The Defense Language Institute Foreign Language Center adheres to financial accountability standards and conducts a tri-annual review as part of the Joint Reconciliation Program with the Department of Defense (DoD) accounting organization. Due to direct Congressional oversight of appropriated funds, the inherent scrutiny that is placed on the expenditure and accounting of such public funds and the legislated reports within the federal government, the DoD established

and operates the Defense Finance and Accounting Service (DFAS) as an independent, external agency from the military departments and defense agencies. Congressional legislation and legal findings require that the institute's obligations and expenditures be reviewed tri-annually for any abnormal condition. An abnormal condition is any condition regulated by public law such as an over obligation, a credit disbursement, a duplicate obligation or disbursement and any other recorded financial discrepancy. The tri-annual review is conducted by the institute's accounting officer, each holder of funds and appropriate DFAS account representatives. The supporting DFAS office serves as the auditing agent external to the DLIFLC. These reviews are then certified as accurate and submitted for record to DFAS. Additionally, at the end of the fiscal year, all unobligated balances are expired and are no longer available for new expenditure.

Annually, all transactions and fund balances are reviewed again, certified as accurate and representative of the official accounting system and forwarded to DFAS. All such reports are maintained on file by the DLIFLC's local Managerial Accountant, Training and Doctrine Command headquarters in the Finance and Accounting Directorate, as well as the official copy at DFAS. All of these are always subject to General Accounting Office audit, or the Army Audit Agency, and other command inspections.

19. INSTITUTIONAL PLANNING AND EVALUATION

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation.

The planning sections of the Self Study demonstrate the wide-ranging basic planning for the development of the institute. DLIFLC offices, such as the Evaluations and Standards Division, are tasked with educational research focused exclusively on studies related to foreign language education. This includes research on student learning outcomes, attrition and other areas. The Directorate of Academic Affairs produces the Annual Program Summary containing quantitative and qualitative data on all academic programs and directorates at the institute. Additionally, the institute annually develops a formal five-year Campaign Plan that serves as a guide for decision-making and resourcing. Year-to-year analyses are also produced as are data reports. The Installation Garrison Command manages the Interactive Customer Evaluation system which collects data from student, faculty and staff to improve its products and services.

20. PUBLIC INFORMATION

The institution provides a catalog for its constituencies with precise, accurate and current information concerning general information and requirements.

The Defense Language Institute Foreign Language Center displays in writing and practice the model of institutional integrity. The mission statement is clearly articulated in the General Catalog, Annual Program Review and web site. The General Catalog and website also provide the public with current information on: course offerings, degrees offered and degree

requirements, program length, available student services and contact information, to include e-mail and phone numbers. General course information and enrollment requirements are located on Army Training Requirements and Resources System, a military training and education database.

21. RELATIONS WITH THE COMMISSION

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The Board of Visitors and the DLIFLC Commandant provide assurance that the institute adheres to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status and has disclosed and agrees to continue to disclose information required by the Commission to carry out its accrediting responsibilities. The institution typically sends a representative to ACCJC meetings, has complied with all ACCJC requests in the past, and intends to continue to do so in the future.

Defense Language Institute Foreign Language Center

Decision of Last ACCJC Comprehensive Evaluation and DLIFLC Responses to Recommendations



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Decision of Last ACCJC Comprehensive Evaluation

The Accrediting Commission for Community and Junior Colleges (ACCJC) first accredited the DLIFLC in 1979. The most recent Comprehensive Evaluation took place on March 21-23, 2006. In June 2006, ACCJC reviewed DLIFLC's Self Study Report and the Evaluation Team's report and reaffirmed the institute's accredited status. The final evaluation included five commendations and four recommendations. Below are the four recommendations.

Recommendation 1: Institutional Research and Evaluation. DLIFLC expand and integrate its institutional research and evaluations efforts. Comprehensive, integrated research will identify the degree to which various strategies (including recruitment, placement, instructional and student support services) contribute to the measurable improvements in student learning. [Standards 1.B.1, 1.B.3, 1.B.4]

Recommendation 2: Strategic Planning. Implementation of the long range strategic plan entitled FY 2006-2010 Command Plan. This longer range plan provides a clear road map that supports the expansion and direction of the DLIFLC in its educational and military mission. [Standards 1.B.1, 1.B.6, 3.2.B, 3.C.1c, 3.D]

Recommendation 3: Institutional Communication. A collaboratively developed faculty voice expanded through the Academic Advisory Council or other Council to promote effective communication within and between instructional units. [Standards 4.A.2, 4.A.2a, 4.A.2b, 4.A.3]

Other Commission Identified Recommendations:

Eligibility Requirement 3: Governing Board. The Defense Language Institute Foreign Language Center will need to update the Commission on the approval of its Board of Visitors by the Army Education Advisory Committee and how that group will delineate its duties and responsibilities. [Standard 4]

DLIFLC Responses to Recommendations from the Most Recent Comprehensive Evaluation

In the institute's 2009 Midterm Report, the Defense Language Institute Foreign Language Center responded to four recommendations. ACCJC accepted the Midterm Report without question. The recommendations as well as a brief summary of the institute's responses are outlined below:

Recommendation 1: Institutional Research and Evaluation. DLIFLC expand and integrate its institutional research and evaluations efforts. Comprehensive, integrated research will identify the degree to which various strategies (including recruitment, placement, instructional and student support services) contribute to the measurable improvements in student learning. [Standards 1.B.1, 1.B.3, 1.B.4]

The Defense language Institute Foreign Language Center has proactively expanded and integrated its institutional research and evaluations efforts as outlined in the Midterm Report. There are four major research areas within the institute: general institutional, testing-related, and educational and student support services. Each of these research strands represents the institute's efforts to systematically conduct data collection and program evaluation.

Research efforts are expansive, inclusive of both internal as well as third-party evaluations (e.g., through the Center for Advanced Study of Language). The Directorate of Academic Affairs, Faculty Personnel Office, the position of Institutional Researcher and the Evaluation and Standards Division all report to the Provost on their various research strands. Additionally, the DLIFLC has created an Institutional Review Board to ensure that research using human subjects follows the appropriate guidelines. Two current major research and evaluation efforts include the 360 Degree Evaluation program and the Attrition Reduction Initiative. Both are designed to collect data on student experiences and are directly aimed at identifying practices which improve student learning.

As a military institution, Garrison Operations provides soldier/student support services. The U.S. Army reports to the Installation Management Command (IMCOM). IMCOM is responsible for managing the Presidio of Monterey as well as other military bases worldwide. IMCOM collects data through the Interactive Customer Evaluation (ICE) system which allows students and others using the institute's support services to rate their levels of satisfaction with products and services. This data is readily available and used to improve support services.

Recommendation 2: Strategic Planning. Implementation of the long range strategic plan entitled FY 2006-2010 Command Plan. This longer range plan provides a clear road map that supports the expansion and direction of the DLIFLC in its educational and military mission. [Standards 1.B.1, 1.B.6, 3.2.B, 3.C.1c, 3.D]

As indicated in the 2009 Midterm Report, the DLIFLC implemented the long range strategic Command Plan of FY 2006-2010. In Fiscal year 2010, the name Command Plan changed to the DLIFLC Campaign Plan. The DLIFLC Campaign Plan is updated annually. Currently, the institute is implementing the FY 2011-2015 DLIFLC Campaign Plan which addresses current program requirements, unfunded projects and future issues through monthly meetings using five

Lines of Effort (LOE) to organize and monitor progress. The DLIFLC Campaign Plan is developed collaboratively and shared through a variety of means, to include: institutional publications, SharePoint, the DLIFLC Off-Site, and through Directorate- and Department-level meetings.

Recommendation 3: Institutional Communication. A collaboratively developed faculty voice expanded through the Academic Advisory Council or other Council to promote effective communication within and between instructional units. [Standards 4.A.2, 4.A.2a, 4.A.2b, 4.A.3]

The primary representative body for faculty at the Defense Language Institute Foreign Language Center is the Academic Senate (AS) which consists of faculty representatives from across the institute. As described in the 2009 Midterm Report, the AS is formally chartered. The DLIFLC leadership recognizes the value of the AS and its role in giving the faculty a voice in matters of institutional concern. The Commandant, Provost and Board of Visitors, as well as other subject matter experts, all meet with the Academic Senate.

In addition to the Academic Senate, there are several other Councils and ad hoc bodies, which are formed to promote effective communication within and between instructional units: the bi-weekly Dean's Council, the bi-weekly Associate Dean's meeting, the monthly Teaching Improvement Certification Program meeting, the monthly Department Chair Council and the Academic Specialists meeting. Please see Standard 4A.

Other Commission Identified Recommendations:

In the institute's 2006 Progress Report, the Defense Language Institute Foreign Language Center responded to the Commission's fourth recommendation, a request for an update on the resolution of the concern regarding a Governing Board, as follows:

Eligibility Requirement 3: Governing Board. The Defense Language Institute Foreign Language Center will need to update the Commission on the approval of its Board of Visitors by the Army Education Advisory Committee and how that group will delineate its duties and responsibilities. [Standard 4]

The institute's 2006 Progress Report and the 2009 Midterm Report outline the steps that the DLIFLC took to establish a Board of Visitors. The Board of Visitors was formally created on 12 December 2007, in accordance with the Commission's Policy for Governing Boards for Military Institutions. The Board of Visitors operates as a sub-committee of the Army Education Advisory Committee, which in turn is governed by the Federal Advisory Committee Act of 1972, as amended. The Board meets annually and at the request of the Commandant. The purpose of DLIFLC's BoV is to provide the Commandant, through the Army Education Advisory Committee, with advice on matters related to the institute's mission, specifically: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research, and academic administration.

When needed, the AEAC acts on behalf of the DLIFLC Board of Visitors since the DLIFLC Board of Visitors is an AEAC subcommittee.

Conclusion

Since the institute's last comprehensive evaluation visit, the Defense language Institute Foreign Language Center has made many positive changes to effectively further its mission. The institute has improved and formalized research and data collection efforts, demonstrated its commitment to giving its faculty a voice through the Academic Senate as well as other bodies, and implemented the FY 2006-2010 Command Plan. Additionally, the institute has successfully worked with the Commission to create a Board of Visitors as identified in the Eligibility Requirements.

Defense Language Institute Foreign Language Center

Standard IA:

The Institutional Mission



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard I: The Institutional Mission

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA: Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary:

The mission statement of the DLIFLC, revised by the Commandant and approved by the Board in September 2010, reads as follows:

DLIFLC provides culturally-based foreign language education, training, evaluation, research and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation.

The DLIFLC's mission statement highlights the unique role of its "warrior linguist" student population whose education in foreign languages and culture prepares them to defend the United States and its allies. In emphasizing national security as the end-point for the institute's activities, the mission statement underscores the broad base of the institute's stakeholders, including the Armed Forces (Army, Navy, Air Force and Marine Corps) and government agencies, such as the National Security Agency (NSA). The needs and requirements of these entities, in turn, shape the programs and projects of the DLIFLC, as well as the educational experience of its military students [IA.1].

The institute's commitment to achieving student learning is total. It pursues its mission with the confidence and support of the Department of Defense, which is further underscored in its newly-revised Vision Statement (2011), which reads:

Delivering the world's best culturally-based foreign language training and education – at the point of need [IA.2].

The rich network of support across the institute for all language programs reflects commitment to student learning, as well as a dedication to understanding and addressing the challenges presented by intensive study of foreign languages and culture. Each of the DLIFLC's various support divisions has been established to carry out a specific aspect of the mission [IA.3]. The following are representative examples:

Faculty & Staff Development (FSD) is responsible for the training and development of the institute's international faculty, relatively few of whom arrive with experience teaching foreign language to U.S. students.

Curriculum Development (CD) creates instructional materials for less commonly taught languages for which commercial curricula and materials are not available. CD also develops online resources, such as Global Language Online Support System (GLOSS) to support foreign language sustainment.

The Student Learning Center (SLC) prepares new students for success by helping them develop strategies and approaches for independent learning and offering tailored academic advising services.

Technology Integration (TI) uses the newest instructional technology to produce curricula and online materials and assist with programming and multimedia support. To address the need for cultural awareness training and support deploying troops, TI creates programs to meet the needs of the person in a class or in the field. Programs such as Headstart, a set of interactive, self-study courses, familiarize the user with the language of the target region. Additionally, TI continuously researches or develops language related programs that respond to current student learning needs.

Language Technology Evaluation & Application (LTEA) is responsible for all DLIFLC language technology-related contracts and services. Through research and pilot studies conducted prior to any institute-wide implementation, LTEA determines those applications which are most beneficial in meeting the DLIFLC mission requirements. LTEA ensures that any technology (e.g., iPads and Smart Phones) under consideration aligns to the needs of the institute, and assists users in selecting the most effective technologies for their language.

Self Evaluation:

The DLIFLC mission statement focuses on students learning a foreign language. It is explicit that student learning is the purpose of the institute's existence. The DLIFLC's mission statement undergoes periodic analysis and review, but its core focus on the institute's fundamental task of developing linguists for the purposes of national security remains constant. The institute and its leadership realize that its graduates may be placed in harm's way and that skills acquired at DLIFLC may prove life saving.

One of the most unique aspects of the DLIFLC is that it is an institution founded and developed *exclusively* for the service members of the U.S. Armed Forces and *for a targeted purpose*, namely to learn a foreign language and subsequently apply those skills in the national interest. The mission and student learning are thus inextricably linked, and together drive all the institute's programs, projects and planning.

Planning Agenda:

None.

Evidence – IA:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.1	DLIFLC Mission Statements Over the Past 15 Years (1996-2011).	1
IA.2	DLIFLC Mission & Vision Statements. Retrieved September 21, 2011 from http://www.dliflc.edu/mission.html	2
IA.3	DLIFLC Organizational Chart. (February 10, 2011).	3

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary:

As indicated in the current mission statement above, the DLIFLC is committed to establishing student learning programs and services which are aligned with its purpose and student population. This commitment is reflected in the programs and services offered by the institute.

The teaching mission is divided into two components: 1.) The basic language programs and 2.) Continuing Education programs. The Continuing Education programs are headquartered a few miles away on the Ord Military Community. Continuing Education includes the intermediate and advanced language programs and the distributed learning programs, such as the sustainment programs, located at Language Teaching Detachments (LTDs), the Special Operations language programs, located at Fort Bragg, North Carolina, the General Purpose Forces (GPF) language programs, located at Fort Bragg, North Carolina, Fort Drum, New York, Fort Carson, Colorado, Fort Campbell, Kentucky and the Afghanistan / Pakistan (AFPAK) Hands language programs located at Washington, D.C., Norfolk, Virginia and Tampa, Florida.

The DLIFLC’s focus on the core mission of foreign language training remains constant, and DLIFLC is responsive to the needs identified by its students, its graduates and their employers. In particular, the Proficiency Enhancement Program (PEP), launched in 2006, fundamentally transformed and enhanced the learning environment at DLIFLC. PEP has several goals, with the primary goal of increasing the percentage of basic course students achieving 2+ in reading, 2+ in listening and 2 in speaking (per the ILR). PEP has brought about reduced class sizes, higher aptitude entry scores, updated curricula, intensified faculty training and advancements in classroom technology integration.

The DLIFLC has demonstrated responsiveness and ingenuity in developing and conducting dialect courses for Iraqi and Levantine in addition to Modern Standard Arabic at the behest of the National Security Agency (NSA). The Curriculum Development Division (CD) developed the

courses and unit tests and the schools reviewed and piloted them. The Evaluation and Standardization Directorate (ESD) developed the In-Course Proficiency Tests (ICPTs); the schools reviewed and validated these tests. Close and effective collaboration between CD, ESD and schools allowed the two projects to be completed in record time.

Within the language programs, there is a consistent focus on the acquisition of language skills, termed Final Learning Objectives (FLOs), that if achieved, enable students to perform their military duties as assigned. Toward that end, and in recognition of the need for extra-classroom support, initiatives such as Study Hall and other programmatic improvements were made. A regular instructional day begins at 7:55 a.m. and continues to 2:45 p.m. Students can receive additional guidance through two main methods. An additional seventh hour, which runs from 2:55 p.m. to 3:45 p.m., is available for mandatory special assistance and other language study, and individual tutoring from DLIFLC faculty is available from 6:30 p.m. to 8:30 p.m., Monday through Thursday. Further, teachers are assigned virtual assistance duties to exploit wired and network capabilities. A number of DLIFLC schools have also established weekly “Speaking Enhancement” classes after regular class hours. These language enhancement classes are hosted by faculty and focus on the development of a student’s oral proficiency (fluency).

Student Support Services include two full-service libraries, both of which support the academic, professional and personal interests of students, staff and faculty. The Aiso Library, located on the Presidio, is DLIFLC’s principal lending library with print and multi-media information. This comfortably-furnished, well-equipped library features a collection of more than 115,000 items, to include: books, video materials, newspapers, magazines, journals, and computer software, in 39 foreign languages. It is an optimal learning environment with a sound-proof conference room, smaller meeting/study rooms, numerous computer workstations, internet access, multi-language cable television broadcasts, word processing and language-learning software. Additional services include Inter-Library Loan, which allows library users access to the collections of partner libraries. Librarians provide reference and research assistance during library hours, which include weekdays and weekends.

The second library is the Chamberlain Library. The Chamberlain Library is smaller and is located at the Ord Military Community in nearby Seaside. Known primarily for its extensive collections in military history and world cultures, Chamberlain Library is open to the general public, although borrowing privileges are limited to the military and Department of Defense employees. Like Aiso Library, Chamberlain features print and digital resources, multi-media recordings and computer workstations with internet access.

Recognizing that optimal learning takes place only when the needs of the “whole” student are met, the DLIFLC provides programs and services that support a healthy physical and psychological environment for the students as well as their dependents. These include, but are not limited to: Price Fitness Center, which features a state-of-the-art workout center and exercise classes; Presidio of Monterey Directorate of Family and Morale, Welfare and Recreation, which organizes affordable extra-curricular activities [1A.1.1]; and Stillwell Family Center on nearby Ft. Ord, which offers support services for military families attached to DLIFLC. For the above mentioned services, a computerized Interactive Customer Evaluation (ICE) system is used for feedback to support student needs. As military members, students have access to the Better

Opportunities for Single Soldiers program (BOSS), and free financial and legal services. A medical facility and dental clinic are on campus to permit efficient use of student time as well as support assigned active duty personnel and, to the extent feasible, the retired military population.

The institute's student population needs are identified through a variety of means: test results, attrition data, questionnaires, research projects, such as the 360° Evaluation Project, and external review and assessment. The institute regularly examines student learning outcomes, primarily through In-Course Proficiency Tests (ICPT) and the Defense Language Proficiency Test 5 (DLPT5), a summative evaluation tool. Attrition rates are tracked and considered indicators of success and areas that need improvement. The students are asked to fill out questionnaires on a regular basis throughout the course and after they complete the course. During the past two years, the Research Division completed a 360° Evaluation Project evaluating all aspects of classroom practices (e.g., teaching, curriculum and technology). Currently, the Research Division has begun a comprehensive study on factors affecting student attrition.

An external venue for review and discussion of the DLIFLC's programs and initiatives is the Board of Visitors (BoV). The BoV exists as a sub-committee of the Army Education Advisory Committee (AEAC). The BoV was formed in September 2007 in accordance with the recommendation of the Accreditation Commission and Federal Advisory Committee Act. It serves as a non-governing body that provides recommendations on matters related to the institute's mission, including academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research and academic administration.

In addition to its academic programs, the DLIFLC offers an array of programs and services for its unique military student population. In general, the institute has shown considerable agility in responding to emerging student needs, starting with enhancements to existing programs within the schools and extending to the establishment of a Student Learning Center (SLC). The purpose of the SLC is to orient incoming students to the study of foreign languages and to provide academic support throughout their tenure at the DLIFLC.

Annually, DLIFLC completes a self-assessment to present to higher headquarters. The year's data and accomplishments provide the core content of the *Annual Program Review (APR)* which is published and disseminated yearly to constituents [IA.1.2]. Senior leaders present a briefing to the Defense Language Steering Committee (DLSC), highlighting accomplishments along with areas that need more focus. The DLSC also provides guidance for program improvement.

Self Evaluation:

As noted above, the DLIFLC's mission statement emphasizes the importance of students learning a foreign language to meet the needs and requirements of the country's national security. The institute is committed to providing a high quality education in foreign language. As such, the DLIFLC goes to great lengths to persistently evaluate and improve programs and initiatives.

Planning Agenda:

None.

Evidence – 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.1.1	Directorate of Family and Morale, Welfare & Recreation. <i>Blast</i> newsletter. (September 2011).	4
IA.1.2	Annual Program Review 2010.	5

2. The mission statement is approved by the governing board and published.

Descriptive Summary:

As a military facility, the institute does not have the usual governing board of trustees or directors. The current Board of Visitors (BoV) was formed in 2007 and conducted their first meeting on December 12, 2007, at the Presidio of Monterey, Monterey, California. The purpose statement, as shared on July 16, 2010, states the function of the board is to provide advice on matters related to the institute’s mission [IA.2.1], [IA.2.2]. Refer to Standard IVB for more details about the BoV

The Board of Visitors first reviewed the mission statement on December 12 and 13, 2007, as indicted by the BoV Minutes [IA.2.3]. The addition of the word “culture” to the mission statement was discussed. No changes were recommended to the Army Education Advisory Committee. Most recently, the BoV reviewed and approved changes to the mission statement in February 2011 [IA.2.4].

Publication of the mission statement is coordinated by Deputy Chief of Staff for Personnel and Logistics. It is placed on the official DLIFLC website (<http://www.dliflc.edu/mission.html>), is included in the General Catalog and published in the Command Plan [IA.2.5]. In addition, posters with the mission and vision statements are visible throughout the institute. The Mission and Vision Statements are printed inside graduation handouts shared with visitors and students’ families.

Self Evaluation:

The Board of Visitors approved the mission statement. Furthermore, the institute makes full use of various technologies and resources to publish the mission and vision statement. The mission statement appears in electronic and printed form throughout the institute, and is easily available for both internal and external constituencies.

Planning Agenda:

None.

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.2.1	Board of Visitors Update. (July 16, 2010).	6
IA.2.2	Board of Visitors DLIFLC Operating Procedures. (December 13, 2007).	7
IA.2.3	DLIFLC Board of Visitor (BoV) Minutes (December 12-23, 2007).	8
IA.2.4	DLIFLC Board of Visitor (BoV) Minutes (February 2-3, 2011).	9
IA.2.5	DLIFLC General Catalog 2011-2012.	10

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

Descriptive Summary:

As a military institution, the governance structure is predetermined. The DoD Directive 5160.41E is very specific on the DLIFLC’s responsibilities. Since the mission statement can affect funding, the Commandant has ultimate responsibility for the content [IA.3.1]. The Commandant and other senior leaders, including the chair of the Academic Senate, review the mission statement annually in conjunction with the strategic planning process. After deliberation, the senior leadership ensures it correlates with mission statements from higher headquarters and that it is clear and concise. The mission statement is then revised as needed. The revised mission statement is sent to higher headquarters with the five-year Campaign Plan. The DLIFLC Board of Visitors reviewed the statement and affirmed changes in September 2010. As it can be reviewed below, the basic meaning of the mission statement has not changed.

2006 - 2007: DLIFLC provides foreign language education, training, evaluation, and sustainment for DoD personnel in order to ensure the success of the Defense Foreign Language Program and enhance the security of the nation.

2008 - 2009: DLIFLC provides culturally-based foreign language education, training, evaluation, and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation.

2010 - Present: DLIFLC provides culturally-based foreign language education, training, evaluation, research, and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation.

The Commandant reviews and distributes the mission statement with the assistance of several constituencies and source documents which include the Deputy Chief of Staff for Operations, the Command Training Guidance and the Campaign Plan [IA.3.2]. The mission statement is made public through publication on the DLIFLC website (<http://www.dliflc.edu/mission.html>), in the General Catalog [IA.3.3], in the Annual Program Review [IA.3.4] and on bulletin boards in

various places across the campus. The institute ensures new faculty and staff are aware of the mission statement through the Instructor Certification Course (ICC).

Self Evaluation:

The Defense Language Institute Foreign Language Center reviews its mission statement on a regular basis and revises it as necessary as part of the strategic planning process and as directed by higher headquarters. The DLIFLC Commandant, in coordination with stakeholders, is responsible for reviewing the mission statement annually [IA.3.5].

Planning Agenda:

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

Evidence – 3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.3.1	DoD Directive 5160.41E (Incorporating Change 1, May 27, 2010).	11
IA.3.2	DLIFLC Campaign Plan 2011-2015.	12
IA.3.3	DLIFLC General Catalog 2011-2012.	10
IA.3.4	Annual Program Review 2010.	5
IA.3.5	Flagship 0-2 Conference. January 29-31, 2010, Flagship Visit. (May 25, 2011).	13

4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary:

The mission statement is the cornerstone of the institute. It incorporates essential tasks for which the DLIFLC retains primary responsibility and must be prepared to execute [IA.4.1]. The mission statement not only defines the institute’s mission, but how the DLIFLC executes it. This impacts the present and the future as Commandants adapt the mission statement to accomplish the demands of the national security interests.

In an effort to ensure the DLIFLC’s mission statement is current and integral to institutional planning, commandants have collaborated with the senior leaders each year to review and amend the statement as needed. Past mission statements have had a gradual and very subtle shift in the use of certain terms and words through the years [IA.4.2]. These nuances may not appear to be important, but mission statements actually shape and respond to perceptions—from faculty and staff up to higher headquarters, and they influence present and future trends. Most recently, the term “culturally-based” was added in response to the institutions current trend of highlighting the role of culture in foreign language acquisition and to respond to an external perception.

For example, for Fiscal Year 2011 (FY11), the mission statement was, “DLIFLC provides culturally-based foreign language education, training, evaluation, research, and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation.” The mission statement is the main driver of how the institute conducts operations and provides a path to success. Once the Commandant signed the 2011 mission statement, DLIFLC leaders were empowered to continue to lead their various directorates and offices, using the mission statement as the foundation for their decision making.

At the very least, the mission statement affects leadership, leadership styles, planning, execution and a myriad of other supporting tasks. It ultimately affects doctrine, organization, training, maintenance, logistics, personnel, and facilities [1A.4.3], [1A.4.4], [1A.4.5]. It enables the institute to prepare for the future and influences everyone as they carry out their daily tasks.

Self Evaluation:

The mission statement anchors the planning and resource allocation. For instance, the word “training” was deliberately inserted several years ago. This emphasized the importance of the training needed for the General Purpose Force. This simple change in verbiage affected the funding, development and manning of Campaign Continuity. The emphasis ensured sufficient support structures and processes to make training and learning the main focus of efforts within the DLIFLC community. Additional emphasis on supplying linguists and linguist support materials to the General Purpose Force (GPF) grew as well. This growth was manifested through additional refresher Mobile Training Teams (MTTs) to units to maintain and augment language proficiency.

Planning Agenda:

None.

Evidence – 4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.4.1	FM 3-0, C1 Operations. (Army Field Manual) Para 3.9.	14
IA.4.2	DLIFLC Mission Statements over the past 15 years.	1
IA.4.3	DLIFLC Command Plan (Renamed to Campaign Plan) 2010-2014.	15
IA.4.4	DLIFLC Command Plan (Renamed to Campaign Plan) 2009-2013.	16
IA.4.5	DLIFLC Command Plan (Renamed to Campaign Plan) 2008-2012.	17

Standard I A Evidence

Evidence – IA:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.1	DLIFLC Mission Statements Over the Past 15 Years (1996-2011).	1
IA.2	DLIFLC Mission & Vision Statements. Retrieved September 21, 2011 from http://www.dliflc.edu/mission.html	2
IA.3	DLIFLC Organizational Chart. (February 10, 2011).	3

Evidence – IA.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.1.1	Directorate of Family and Morale, Welfare & Recreation. <i>Blast</i> newsletter (September 2011).	4
IA.1.2	Annual Program Review 2010.	5

Evidence – IA.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.2.1	Board of Visitors Update (July 16, 2010).	6
IA.2.2	Board of Visitors DLIFLC Operating Procedures (December 13, 2007).	7
IA.2.3	DLIFLC Board of Visitor (BoV) Minutes (December 12-23, 2007).	8
IA.2.4	DLIFLC Board of Visitor (BoV) Minutes. (February 2-3, 2011).	9
IA.2.5	DLIFLC General Catalog 2011-2012.	10

Evidence – IA.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.3.1	DoD Directive 5160.41E (Incorporating Change 1, May 27, 2010).	11
IA.3.2	DLIFLC Campaign Plan 2011-2015.	12
IA.3.3	DLIFLC General Catalog 2011-2012.	10
IA.3.4	Annual Program Review 2010.	5
IA.3.5	Flagship 0-2 Conference. January 29-31, 2010, Flagship Visit. (May 25, 2011).	13

Evidence – IA.4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.4.1	FM 3-0, C1 Operations. (Army Field Manual) Para 3.9.	14
IA.4.2	DLIFLC Mission Statements over the past 15 years.	1
IA.4.3	DLIFLC Command Plan (Renamed to Campaign Plan) 2010-2014.	15
IA.4.4	DLIFLC Command Plan (Renamed to Campaign Plan) 2009-2013.	16
IA.4.5	DLIFLC Command Plan (Renamed to Campaign Plan) 2008-2012.	17

Defense Language Institute Foreign Language Center

Standard IB:

Improving Institutional Effectiveness



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard IB: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

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

Descriptive Summary:

The DLIFLC is committed to an inclusive dialogue on a range of topics towards improving institutional processes for better student learning. This dialogue occurs at all levels, from employers of DLIFLC graduates, to departmental and divisional members of the institute. Membership of all shared governance committees is designed to represent a wide variety of campus constituencies. The following is a description of venues and groups which participate in the dialogue process.

Reflective Dialogue

The Annual Program Review (APR) provides a venue for the institute's significant stakeholders to be briefed in Monterey, CA or in Washington, D.C. regarding the achievements of the past year, plans for the current year and other matters for discussion and guidance. Flag officers or General officers and Senior Executive Service representatives from the DLIFLC attend the APR. The APR is published and distributed electronically and in hardcopy form to all affiliated with the institute.

The Annual Program Review is the institute's primary vehicle to communicate matters of quality assurance to the institute's public and was most recently published in October 2010. The format of the Annual Program Review is periodically adjusted to accommodate additional or different issues. Annual Program Review and the attendance at the Defense Language Steering Committee-Policy Committee and Defense Language Steering Committee-Action Officer meetings remain the most effective way of communicating matters of quality assurance to the institute's public [IB.1.1].

The Defense Language Steering Committee provides interested stakeholders with the opportunity to communicate matters of quality assurance in the Defense Foreign Language Program. The institute sends representatives to the quarterly meetings of the Defense Language Steering Committee Policy Committee and to the monthly meetings of the Defense Language Steering Committee Action Officers. These meetings are normally held in Washington, D.C.

The Board of Visitors (BoV) serves as an advisory panel and independent sounding board. It furnishes DLIFLC's leadership, through the Army Education Advisory Committee, constructive input and advice on matters related to the institute's mission. The specific areas encompass every aspect of the institute and are: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research and academic administration [IB.1.2]. At the same time, the Board serves as a guardian of institutional integrity, assisting the Commandant in ensuring that the DLIFLC continues to fulfill its stated mission [IB.1.2], [IB.1.3]. BoV meetings are open to faculty, staff and the public [IB.1.4]. These meetings are advertised through the Federal Register. The BoV has had the following areas of focus during the past five years:

- Administration and general orientation to DLIFLC (December, 2007)
- Culture, Faculty and Students (June, 2008)
- Defense Language Proficiency Test (DLPT) and Evaluation-Standards (December, 2008)
- Continuing Education, Technology and Curriculum Development (June, 2009)
- Overview of DLIFLC's Language Science & Technology directorate (February, 2011)
- Administration and general orientation to DLIFLC (September, 2011)

The Defense Language Testing Working Group (DLTWG) meets bimonthly in Washington, D.C. The DLTWG is composed of representatives of stakeholders in the Defense Language Testing Program. The goal of the DLTWG is to obtain stakeholders' input on the identification, prioritization and validation of test development, as well as to assist the members of the Defense Language Action Panel (DLAP) in performing their advisory role to the Defense Language Steering Committee. Topics discussed include: Oral Proficiency Interview scheduling, Very-Low-Range (VLR) DLPT requirements, selection of languages, dialects and scripts based on stakeholder needs and support for DLPT field testing and standard setting. The DLTWG is chaired by the Commandant and attended by the Provost, senior leadership from the Test Development Division and content experts from the DLIFLC [IB.1.5].

The Defense Language Curriculum Working Group (DLCWG) assists the members of the Defense Language Steering Committee (DLSC) in performing their advisory role to the DoD Senior Language Authority (SLA) in overseeing the Defense Foreign Language Program (DFLP). The DLIFLC Commandant chairs the DLCWG which is comprised of representatives from stakeholders for the Defense Foreign Language Program. The DLCWG members identify and coordinate language curricula requirements by drawing on members' expertise and subject matter experts as appropriate. The DLCWG provides a forum for discussion and decisions regarding language curriculum issues of interest to the DoD [IB.1.6].

The Cryptologic Language Advisory Council (CLAC) is an important venue for dialogue with end-users. These bi-monthly meetings are held at Fort Meade, MD and attendees include the Senior Language Authorities as well as the representatives from the Foreign Language Officers of each of the Armed Services. The DLIFLC Provost frequently attends these meetings [IB.1.7].

The National Security Agency (NSA) and **The Cryptologic Training System (CTS)** represent the largest employers of DLIFLC graduates. There are two on-site representatives from these organizations who are in daily contact with both the employer agencies (e.g., the NSA field sites

and Senior Language Authorities) and with the DLIFLC leadership. The CTS office is the conduit for communications between the NSA and the DLIFLC. Communication with employers of DLIFLC graduates is facilitated by the organizations' presence at the institute.

The CTS office also ensures the NSA visibility during the periodic Curriculum Reviews for each language. The CTS monitors the results for review and ensures the NSA representation, when possible, by a member of the Agency fluent in the language for which the review is being conducted. They have coordinated monthly visits for NSA representatives from Fort Gordon, GA who are instrumental in ensuring the courses meet end-user needs. The representatives meet with the Curriculum Development team and conduct classroom observations to ensure the maximum effectiveness of the training and to make recommendations for adjustments as needed.

The DLIFLC Academic Senate serves to promote communication and consultation between the faculty and the administration at institutional, divisional and directorate level. This is accomplished through meetings, position papers and surveys. All DLIFLC faculty are encouraged to participate in the ongoing dialogue about issues that affect the success of the mission, either by participating in Academic Senate meetings, or by communicating directly with academic area (school) representatives. The Provost serves as the Academic Senate's executive Ex-officio Chair and is in direct contact with the Academic Senate's President. The Academic Senate oversees the Faculty Advisory Councils hosted in each School. The Faculty Advisory Councils hold monthly meetings with faculty and staff to discuss issues of internal interest. The Faculty Advisory Council brings these issues to the deans to discuss and to take appropriate action. The Faculty Advisory Council keeps the minutes of each meeting and then reports during monthly Academic Senate meetings. This allows pressing issues at the institutional level to be discussed and disseminated to all faculty and staff. Each year, the Academic Senate organizes the Faculty Professional Development Day which encourages a professional dialogue at the DLIFLC [IB.1.8], [IB.1.9], [IB.1.10], [IB.1.11]. Guest speakers have included the Commandant, Provost, experts in foreign language education and a wealth of faculty presentations.

Department and Division Meetings provide venues at the institutional, divisional and departmental levels to discuss outcomes and the implications of assessments on a regular basis. This includes monthly faculty meetings and town hall meetings.

The Training Improvement Certification Program (TICP) is a quarterly meeting held by the Assistant Commandant [IB.1.12]. These are attended by leadership from military units as well as the schools and Academic Senate. This meeting encourages dialog on academic topics between Service units and the basic course Schools.

The Foreign Area Officer (FAO) Program coordinates the education of officers who are in language programs prior to engaging in regional travel and studies. They subsequently enroll into a Master of Arts program focusing on regional studies and travel to the subject region. The division also provides some specific job-related training and acts as the liaison between the institute and the Foreign Area Officer proponent, as well as the FAO community at large.

The Language Technology Specialist Department Forum (LTSD) promotes technology integration in foreign language teaching and acquisition. The LTSD Forum meetings are held

monthly; members engage in discussion on the applicability and implementation of new and existing applications, ideas and practices. The aim is to integrate technology while gaining situational awareness of technology challenges facing the institute. The LTSD Forum promotes events such as brownbags and training presentations that provide opportunities for faculty to see and share how technology has been used in classrooms [IB.1.13].

Feedback on Student Learning

The Language Skills Assessment (LSA) program is administered by the Evaluation Division. The LSA is a tool used to gauge student performance from the time they start at the DLIFLC until the time they graduate Goodfellow Air Force Base, TX. The LSA measures how prepared students are for advanced training after they have attended a basic course at the DLIFLC. Students are measured based on their performance as they arrive at Goodfellow Air Force Base (GAFB). The LSA asks advanced-course instructors at GAFB to assess knowledge and preparedness levels of former DLIFLC students regarding reading proficiency, listening and ancillary skills and target area studies. LSAs are administered to GAFB instructors during their post-basic Arabic, Chinese-Mandarin, Hebrew, Korean, Persian-Farsi, Russian, Serbian-Croatian and Spanish studies [IB.1.14], [IB.1.15].

The Attrition Reduction Study is currently being conducted by the Evaluations Division (ED). The intent is to reduce attrition with a focus on students and their environment by identifying personal factors that affect successful and at-risk students, such as: individual attributes, behavior, motivation, and experience. The study will also examine the structure, processes, procedures and practices that affect attrition at the school, military unit and garrison level.

The study is an 18-month project, designed as a cohort study of four Persian Farsi classes from start to finish. The study consists of two working groups: an Evaluation Work Group and a Leadership Work Group. The Evaluation Work Group conducts evaluations and prepares reports. The Leadership Work Group is comprised of individuals from across the installation and acts on recommendations that are first vetted by senior leadership. The goal of the Attrition Reduction Study is to formulate actionable outcomes that affect positive change in the organizations, to include: greater inter-operability and improved cross-flow of reliable information, a heightened awareness and common understanding of student-at-risk factors as well as improvements in installation-wide and discretionary practices to reduce attrition [IB.1.16].

The Comprehensive Evaluations of Basic Course Foreign Language Instruction (360° Program Evaluation) began in 2008 under the auspices of the Research and Analysis Division (under the Directorate of Evaluation and Standards). The purpose of the 360° Program Evaluation is to provide comprehensive evaluations of classroom practices and other student, teacher and school attributes that may contribute to higher foreign language proficiency levels and successful completion of the basic foreign language course (retention) at the DLIFLC. Research and Analysis acts as a third party reviewer providing an outside perspective and objective feedback of instructional effectiveness for instructional staff, program developers and educational leaders [IB.1.17].

The 360° Program Evaluation is focused on identifying and assessing proficiency enhancement activities including classroom practices. These evaluations assist the schools and instructional staff, educational leadership, and command to a) identify best practices; b) specify opportunities for improvement and c) facilitate development and implementation of instructional improvements activities within the schools. The evaluation team created the 360° Program Evaluation model which was subsequently approved by DLIFLC leadership and the Deans.

Continuing Education (CE) and Research and Analysis work together to create evaluations and summary reports of the post-basic and non-resident language courses developed by Curriculum Development and implemented by CE to support the military linguist in the field. Evaluation and summary reports are submitted to CE and educational leadership.

Self Evaluation:

Through the Annual Program Review (APR), the Defense Language Steering Committee, the Board of Visitors (BoV), the Defense Language Testing Working Group (DLTWG), the Defense Language Curriculum Working Group (DLCWG), the Cryptologic Language Advisory Council (CLAC), the National Security Agency (NSA) and the Cryptologic Training System (CTS), the Academic Senate, Department and Division meetings, the Training Improvement Certification Program (TICP), the Foreign Area Officer Program, the Language Technology Specialist Department Forum (LTSD) and the many reports, surveys and feedback methods established within and outside of the DLIFLC, there exists an environment where members and stakeholders can engage in purposeful dialogue to achieve tangible results and have ownership in the process.

The Cryptologic Training System (CTS) has been involved in two main areas of improvement within the DLIFLC in FY10-11. First, the CTS has worked to advocate the Final Learning Objectives (FLOs) to the DLIFLC leadership and the school. This resulted in the FLO Enhancement Program, an initiative that started in 2010. The program is intended to place renewed emphasis on the FLO skills across all DLIFLC language schools and, to that end, a FLO Enhancement conference was held in December, 2010 at the DLIFLC [IB.1.18], [IB.1.19]. Second, in addition to reviews of previously-established curricula, the office has also worked closely with the DLIFLC to ensure end-user (NSA) participation in developing the new dialect curricula (e.g., Iraqi Arabic and Levantine Arabic).

The Language Skills Assessment (LSA) provides information in a quarterly report provided by the Evaluation Division to the DLIFLC Command Group, the GAFB Command Group and NSA leadership. The feedback from the GAFB instructors, in the form of ratings of skills the students had acquired and comments about specific deficiencies in listening, reading, area studies and ancillary skills, is important for managing instruction at the DLIFLC and used by the NSA in the evaluation and strategic placement of linguists worldwide. The distribution of the LSA report has been restricted to authorized personnel and is not distributed to the general public by mandate of the Commandant, Provost and NSA officials. Distribution is on a quarterly basis. The DLIFLC leadership continues to refer to the LSAs to determine areas of improvement in the basic courses for those languages assessed by the LSAs.

The 360° Program Evaluation commenced data collection in July and ended in November 2008 for the Middle East I, Middle East II, Asian II and Asian III Schools as well as the Spanish,

French and Russian departments. Seven individual language program formative reports have been developed and delivered to the respective programs and one comprehensive summary report representing all seven languages has been delivered to the Provost [IB.1.20], [IB.1.21]. Based on the information provided in the reports, instructional program leaders are encouraged to identify areas of best practices and developmental areas in order to create program enhancement action plans. The 360° Program Evaluation is ongoing for other languages and additional evaluation reports will be delivered.

The Evaluation Division (ED) develops and administers a variety of resident and non-resident surveys, using a comprehensive evaluation approach through which extensive quantitative and qualitative student feedback is gathered during and upon conclusion of DLIFLC language programs. ED staff analyzes and provides comprehensive reports upon these data in order to inform faculty and senior DLIFLC leadership of improvements needed in all resident program areas. Examples of resident surveys include: Interim Student Questionnaire (ISQ), End of Course Questionnaire (ESQ) [IB.1.22], attrition studies [IB.1.23], and SNAPSHOT [IB.1.24].

Research and Analysis began program evaluation of AFPAK-Hands Phase II in March 2010. This was designed to provide formative feedback to improve the program and determine its value for deployed AFPAK-Hands students. The evaluation provides an outside perspective and objective feedback of program performance for program developers, instructional staff and educational leaders. Lessons learned from the pilot initiative are expected to serve as a model for other distance learning programs, in keeping with regional accreditation requirements to establish ongoing and systematic cycles of instructional program evaluation and improvement. Formative and summative evaluations are provided to Continuing Education (CE) and educational leadership.

The DLIFLC leadership continues to support Research and Analysis' ongoing and systematic instructional program evaluation and improvement efforts through the 360° Program Evaluation. These are directly aimed at academic and TRADOC accreditation requirements. Research and Analysis is also continuing as planned with its comprehensive organizational review of the coordination and communication of schools with instructional development and support systems (e.g., Curriculum Development, Faculty Development, Student Learning Center, military units and others). Communication between support functions and the schools is imperative for the DLIFLC in order to meet performance goals of faculty, staff and students.

Planning Agenda:

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

Evidence – 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.1.1	DLIFLC Annual Program Review 2010.	1
IB.1.2	Board of Visitors Update. (July 16, 2010).	2
IB.1.3	Board of Visitors (BoV) Operating Procedures. (September 13, 2010).	3

IB.1.4	Board of Visitors (BoV) Itinerary. (January 12, 2011).	4
IB.1.5	Defense Language Testing Working Group Charter (DLCWG). (n.d.).	5
IB.1.6	Defense Language Curriculum Working Group Charter (DLCWG). (n.d.).	6
IB.1.7	Wachtler, J. (personal communication, n.d.). CLAC (Cryptologic Language Advisory Council).	7
IB.1.8	By-Laws Academic Senate Faculty Advisory Councils. (October 2006).	8
IB.1.9	The Academic Senate Minutes. (April 20, 2011).	9
IB.1.10	The Academic Senate Minutes. (May 26, 2011).	10
IB.1.11	The Academic Senate Minutes. (June 23, 2011).	11
IB.1.12	Memorandum 29 Sep 10 Training Improvement Certification Board Summary. (October 16, 2010).	12
IB.1.13	UEL LTSDs Meeting Recap - Wed FEB 23, 2011.	13
IB.1.14	Evaluation Division LSA Briefing September 2010.	14
IB.1.15	Evaluation Division - EV LSA Program 2008-2010.	15
IB.1.16	DLIFLC Attrition Reduction Initiative Commandant Briefing. (December 6, 2010).	16
IB.1.17	Lett, J. A. (February, 29, 2008) Research at the DLIFLC: Concept of Operations. DLIFLC.	17
IB.1.18	FLO Enhancement Summit. (December 2010).	18
IB.1.19	FLOs ScribeZone. (May 2011).	19
IB.1.20	Information Paper: Comprehensive Evaluations of Basic Course Foreign Language Instruction (360° Evaluation) at DLIFLC. (n.d.).	20
IB.1.21	360° Evaluation Narrative. (n.d.).	21
IB.1.22	ESQ - Program Effectiveness Analysis. (September 13, 2010).	22
IB.1.23	DLIFLC Attrition Reduction Initiative. (n.d.).	23
IB.1.24	SNAPSHOT Summary/Trend Report. (September 15, 2010). (Analysis of LTD Questionnaires).	24

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

Descriptive Summary:

The DLIFLC has clearly-stated goals. The primary framework for setting institutional goals is the five-year Campaign Plan/Strategic Plan [IB.2.1]. The DLIFLC is required to have a Campaign Plan which is updated on an annual basis. The Commandant of the institute drives the implementation of the five-year plan and its goals and objectives. The Campaign Plan serves as

a management tool to communicate major objectives, develop specific tasks and outline milestones. This allows the Commandant to communicate with all stakeholders (e.g., faculty, staff, students, customers and higher headquarters) about priorities and expectations. The Command Plan's objectives and milestones are posted on the Institution's SharePoint site for all staff and faculty to follow its progress.

A few of the 2011 Campaign Plan Goals are as follows:

Streamline hiring process for all faculty and staff.

- Number of days to complete National Security Agency Check
- Percentage of applicants who receive help desk services
- Number of recruits using USA Jobs Resumex

Develop process to identify and satisfy emerging physical space requirements.

- Percentage of space requirements met quarterly
- Identification of emerging requirements

By language increase 2/2/1+ success to 80% by the end of FY15.

- Percentage of faculty hired to meet selection studies
- Percentage of lessons created using authentic materials
- Percentage of time speaking at level 2 and above
- Percentage of faculty receiving training

Decrease academic attrition to 7% in FY11 and maintain in FY12.

- Percentage of incoming students lost due to academic attrition
- Percentage of students receiving academic advising
- Percentage of schools conducting school/unit meetings
- Percentage of faculty trained in academic advising

Develop online training materials to develop, maintain and enhance proficiency.

- Percentage of projects desired/planned in line with resourcing
- Number of renewed contracts in effect

For a few years, DLIFLC had annual "off-sites" attended by participants ranging from 36 to over a 100 diverse stakeholders (e.g., faculty, staff, administration, military, civilian and students). The off-site sessions were one to one and a half days in length. Participants broke into groups to discuss issues and make recommendations. While these off-sites created synergy and good communication between departments, it became clear that off-sites were not effective for good strategic planning, due to vague goals and objectives along with the inability to measure for success. Middle management needed more specific guidance from the senior leaders to collaborate with their divisions and implement the goals and objectives appropriately.

In 2010, the development of the five-year Campaign Plan purposefully proceeded on another path. The senior leaders (i.e., Command Group and Provost) met on September 6, 2010 to review, validate and edit core competencies and Mission and Vision Statements as needed [IB.2.1]. The results were as follows:

Vision Statement: Delivering the world’s best culturally-based foreign language training and education – at the point of need.

Mission Statement: DLIFLC provides culturally-based foreign language education, training, evaluation, research, and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation.

Core Competencies/Lines of Effort: 1) Resident Language Instruction, 2) Non-resident Language Instruction, 3) Teaching, Learning Methodology and Technology, 4) Testing Development and Evaluation, 5) Service member, DoD Civilians and Family Health, Safety and Welfare.

After constructing the framework of the Campaign Plan, senior leaders used the model of the Training and Doctrine Command (TRADOC) Campaign Plan by making the overarching goals cross-functional. This encouraged communication and collaboration. The prior five-year plan did not fully address overarching goals. TRADOC is DLIFLC’s higher headquarters.

Soon after the first meeting in 2010, the Commandant, COL Danial Pick, gave the overall goal to create the Campaign Plan to the Associate Provosts. COL Pick described how the DLIFLC will use the Campaign Plan not only as a management tool, but as a form of communication, both from top to bottom and from bottom to top. The Associate Provosts and their staff were encouraged to give feedback on the themes senior leaders proposed.

There have been frequent working groups with Associate Provosts and the Campaign Plan Theme Leads to collaborate on specific and measurable objectives. These include the desired end state and the measures of effectiveness for various programs. The Associate Provosts work with their deans and key staff to refine the major objectives and developing specific tasks and milestones. The expected result will be for all stakeholders to know the Commander’s priorities and to know what is expected from them. In addition to quarterly status meetings, objectives and milestones are posted on the SharePoint site for stakeholders to follow its progress.

Self Evaluation:

The DLIFLC consistently sets goals and measureable objectives and works to achieve these goals and objectives. Additionally, the institute undergoes this process with input from a variety of levels and on timescales ranging from six to twelve months, to multi-year goals. Army Field Manual 5.0 describes a plan as a continuous, evolving framework of anticipated actions of faculty and staff to maximize opportunities [IB.2.2]. Since a plan is constantly changing due to unforeseen circumstances there is always room for improvement, either in communication, collaboration, metrics or implementation.

One example of the institute reorganizing to facilitate this process is how DLIFLC took ACCJC’s recommendation in the last Evaluation Report (2006) to make planning more cross-functional. Currently, a large portion of the strategic planning process includes a continuous assessment of how the plan is working and how it can be improved. For example, the strategic planning “kick off” was adjusted to have more senior leader guidance from the start since the

formats for previous off-sites were deemed less effective. Since this is a new process for the institute, effectiveness is still to be determined. However, at this point in time, the process appears to have improved communication between senior leadership and middle management.

Because of command support and the quarterly status meetings, the DLIFLC is successful at implementing its goals as demonstrated by the Annual Program Review [IB.2.3], [IB.2.4].

Planning Agenda:

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

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.2.1	DLIFLC Campaign Plan 2011-2015.	25
IB.2.2	FM 5-0, C1 The Operations Process (Army Field Manual). (March 18, 2011).	26
IB.2.3	DLIFLC Annual Program Review 2009.	27
IB.2.4	DLIFLC Annual Program Summary 2010.	28

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

Descriptive Summary:

The DLIFLC has many mechanisms that deal with assessing progress towards its stated goals. The institute is efficient and timely when making decisions regarding the improvement of institutional effectiveness. Assessment, cycle of evaluation, integrated planning, resource allocation, implementation and reevaluation planning are long-range, yet dynamic processes that proceed from guidance to strategic planning, resource allocation and implementation.

Process of assessment, planning, implementation and evaluation

The DLIFLC Campaign Plan (CP) is a mechanism for integrating, synchronizing, tracking, and assessing all elements of the DLIFLC Mission and Vision. The DLIFLC CP 2011-2015 continues to prepare the DLIFLC for the future, embraces change by reinforcing a culture of innovation and emphasizes the DLIFLC’s core competencies in delivering culture and foreign language teaching [IB.3.1]. The CP was formerly called the Command Plan which was an area

of commendation in ACCJC's Site Visit and Evaluation in 2006. The institution took and applied ACCJC's Recommendation to expand this area.

In addition, the institute has a formal annual review process called the Annual Program Review (APR). The APR captures accomplishments in the areas of basic programs, Continuing Education, Language Science and Technology and Evaluation and Standards [IB.3.2], [IB.3.3]. The APR enables valuable input from the Defense Language Office oversight body and other stakeholders. The military nature of the DLIFLC requires a different governance model than those found in other accredited institutions. For example, DLIFLC programs are dictated by national security needs; and therefore, many tasks are pre-determined by military policies and procedures.

An ongoing systematic cycle of evaluation, goal setting, resource distribution, implementation and reevaluation is most clearly visible by observing program-level and course-level iterations involving successive cohorts of students. The program-level procedures are administered by the institute, and the course-level procedures are administered by the school. For example, the minimum DLAB cut-off scores for student admission are determined at levels of administration (program-level), whereas course testing procedures and evaluation are determined and implemented in each school (course-level).

Achievement of the institute's goals and objectives is examined through a regular cycle of qualitative and quantitative evaluation of student learning outcomes. For example, each school administers its own curriculum-based assessments and monitors weekly student progress. Outcomes in the affective domain are measured by the Interim Student Questionnaire (ISQ) and End of Course Student Questionnaire (ESQ) as well as periodic Sensing Sessions with students led by the school leadership. Cognitive student learning outcomes are evaluated by standardized measures such as the Final Learning Objective (FLO) tests and the Defense Language Proficiency Test (DLPT).

The Directorate of Academic Affairs collects and compiles course data, graduation data and other qualitative and quantitative data for the schools and issues an Annual Program Summary [IB.3.4]. This is provided to the schools and to DLIFLC's leadership for planning purposes.

Budget and Resource Allocation

At the institute level, the decision to build or redevelop a program either entirely or in part is made at the DLIFLC Command Group level. The funding for curriculum change comes from the institute's parent organization, Army Training and Doctrine Command (TRADOC), which allocates positions and funding for allocated positions. Decision-making for institute allocation of funds is done by the Commandant and Assistant Commandant assisted by the Resource Management Division. Resources are then directed to each school and directorate as described below.

For day-to-day operational needs, the DLIFLC Resource Management Directorate allocates a budget to each directorate/school based on the training requirements. Resource allocation at the DLIFLC starts with each directorate's/school's estimation of resource needs for the upcoming

year. These estimates are forwarded to the Resource Management Directorate for review and further on to the Command Group for approval. The Resource Management Directorate informs each directorate and school about its allocated budget. Deans and directors are empowered to make independent budget decisions for their organizations within the constraints of allocations.

With respect to budget and resource allocation at the school level, requirements for space, faculty, books, etc., are determined by student enrollments. Short-term planning is an ongoing process that consists of coordinating supplementary materials, course objectives and diagnostic assessment. Staff meetings, classroom visits, measured learning outcomes and student evaluation feedback, provide a basis for both short- and long-term planning.

The Use of Qualitative and Quantitative Data

The institute relies on qualitative and quantitative data to make informed decisions. There is a well-established, integrated and systematic evaluation of programs in place to allow for program evaluation and planning. A culture exists at the DLIFLC that, unless the outcomes of different areas are measured, they cannot be assessed. At the school level, the dean obtains quantitative data on student learning outcomes in course feedback and the DLPT from the Test Management Division of the Evaluation and Standards Directorate [IB.3.5]. This data is discussed with Department Chairs and the Teaching Teams. Qualitative data is collected from students through Sensing Sessions conducted at least once a semester with each class. The dean, associate dean (the senior military officer in the school) and the department chair organize, run and collect data during these sessions. The information is analyzed by deans, associate deans, chairs, and teaching teams. Modifications to the instructional program are made if necessary. Quantitative evaluations also include regular in-course testing, FLO tests, DLPT and Oral Proficiency Interview (OPI) testing and student attrition surveys.

Qualitative data is also collected by Evaluation and Standards division and provided back to the schools. This data is in the form of responses to student questionnaires which ask students to rate and comment on their DLIFLC experiences. The Interim Student Questionnaire (ISQ) is administered during the instructional period and the End of Student Questionnaire (ESQ) is administered after the final tests are taken [IB.3.6], [IB.3.7]. Independent reviews of the ISQ and ESQ data by the deans, associate deans and chairs are followed by meetings with teaching teams and individual instructors to discuss the interpretation of the data. It is left to the individual deans and chairs to determine how the ratings and comments will be interpreted and used in their evaluation and planning processes. The ISQ and ESQ responses pertaining to “Quality of Life” issues are provided to the military units and the Presidio of Monterey Garrison. The other part of the evaluation cycle that encompasses qualitative measures include: progress reports that identify factors associated with high achievement and 360° or reverse evaluation that provides school leadership with performance-related feedback from multiple perspectives.

Self Evaluation:

The Defense Language Institute Foreign Language Center meets this standard because it follows its Campaign Plan, budget allocation process, Annual Program Review process and many less formal processes. The institute has an established method for assessing student learning

outcomes and planning process to improve student learning.

The APR process successfully conveys the current status of DLIFLC programs, including academic statistics of basic language programs, provost initiatives, operational and command language programs, non-resident support and any issues or initiatives concerning the DLIFLC. It also describes its future plans [IB.3.2-3]. The Campaign Plan under the Commandant's leadership provides the institute with an effective venue to review and modify its plans and planning process [IB.3.8], [IB.3.9], [IB.3.10], [IB.3.11].

The DLIFLC Campaign Plan is a good example of the institute's efforts to track and assess its progress towards mission goal achievement. The Campaign Plan has established Lines of Effort (LOEs) and Themes that crosswalk with Lines of Effort for FY11-15. Leads for LOEs and Themes were successfully developed by all directorates with the responsibility, authority and accountability to achieve major outcomes nested within each LOE.

Equally effective is the process of collecting qualitative data from students through Sensing Sessions each semester. This data is very useful in identifying and addressing training problems for individual classes. Making required modifications to the program while the class is in progress works well, contributing significantly to the success of a given class. Quantitative evaluations also include regular in-course testing, FLO tests and student attrition surveys. While effectiveness of in-course tests may vary from program to program, the tests remain a valuable tool to monitor student progress in the course.

As previously mentioned, the Interim (ISQ) and End-of-Course Student Questionnaires (ESQ) are administered by Evaluation and Standards Directive provides valuable information to the Teaching Teams, as well as to the DLIFLC leadership and service units. Independent reviews of the ISQ and ESQ data by the deans, associate deans and chairs are invaluable tools to effective program adjustment and teacher training needs. Followed by the meetings with teaching teams and individual instructors, this data provide a strong platform for necessary adjustments. The ISQ and ESQ responses pertaining to "Quality of Life" issues are provided to the military units and to the Presidio of Monterey Garrison and, again, are a valuable source of information.

Other effective components of evaluation cycle that encompasses qualitative measures and work well at the DLIFLC include: student performance progress reports, Appreciative Inquiry summits which collect success stories to identify factors associated with high achievement and 360°, or Reverse Evaluation, which provides school leadership with performance-related feedback from multiple perspectives.

In accordance with the last ACCJC Evaluation Report in 2006, the Evaluation and Standards directorate has significantly expanded the institutional research components of the DLIFLC, including general institutional research, testing-related research and educational research. Institutional research includes the performance data, the student opinion data, special evaluations of major initiatives undertaken by the institute in support of the PEP/PBD initiatives, as well as various research and development efforts associated with understanding individual learner characteristics and other factors with success and failure in the DLIFLC's language programs. Most of the testing-related research is associated with development, validation and setting norms

for the standardized tests. Educational research is almost exclusively focused on studies related to the institute’s core mission, foreign language education and second language acquisition. Educational research contributes positively to improvement of the DLIFLC program and professional growth of the faculty.

The Campaign Plan for FY2011-2015, with its major objectives or Lines of Effort (LOE) and Theme Leads will be responsible for ensuring the areas have oversight and are meeting their criteria to a specific end state. The DLIFLC has ensured that each major objective is clearly defined and measurable end state. The LOE Leads will track and synchronize these major objectives, and coordinate completion with the intersecting Theme Leads and DLIFLC staff sections. Continuous dialogue between the Commandant, Provost, directorates and staff sections has enabled the framing of long term goals and/or desired end states.

The deans and directors in charge of the language programs have been invited to attend APR sessions addressing their programs in the past. It is recommended that their attendance becomes a requirement in the future.

Planning Agenda:

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

Evidence – 3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.3.1	DLIFLC Campaign Plan 2011-2015.	25
IB.3.2	DLIFLC Annual Program Review 2010.	1
IB.3.3	DLIFLC Annual Program Review 2009.	27
IB.3.4	DLIFLC Annual Program Summary 2010.	28
IB.3.5	DLIFLC Basic Course Student Results - DLPT 5 FY 2008-2010.	29
IB.3.6	ESQ - Program Effectiveness Analysis. (September 13, 2010).	22
IB.3.7	SNAPSHOT Summary/Trend Report. (September 15, 2010). (Analysis of LTD Questionnaires).	24
IB.3.8	DLIFLC Campaign Plan 2011-2015.	25
IB.3.9	DLIFLC Command Plan 2010-2014.	30
IB.3.10	DLIFLC Command Plan 2009-2013.	31
IB.3.11	DLIFLC Command Plan 2008-2012.	32

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

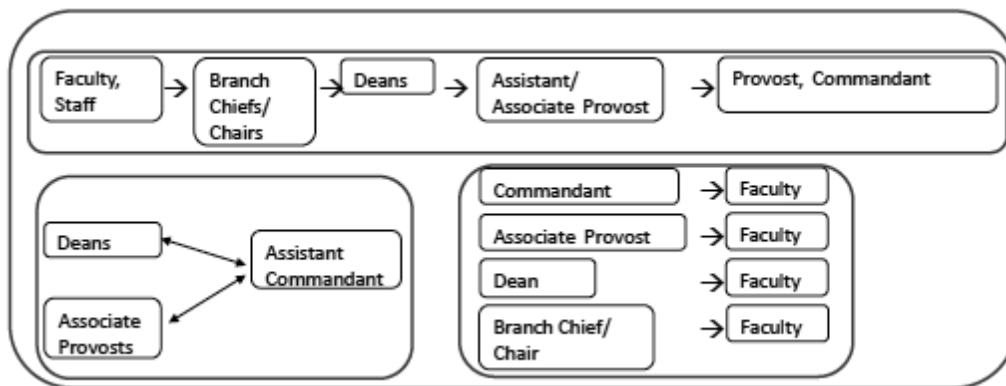
Descriptive Summary:

Mechanisms for Participation in Planning

The Commandant and Provost each involve appropriate constituents from the institute's military and civilian community to implement their planning processes. The Commandant coordinates facilities and other quality of life planning for both the Presidio of Monterey and Fort Ord with the Garrison Commander through the Deputy Chief of Staff for Operations (DCSOPS) and the Plans, Analysis and Integration Office of the Presidio of Monterey Garrison.

Strategic (long-term) planning is coordinated within the Planning Division, DCSOPS, which has both broad-based institutional support and military duties. The office is also responsible for planning, including validating all new course requirements, scheduling courses and coordinating facilities as part of general mission support for the schools [IB.4.1], [IB.4.2]. In addition to being the point-of-contact for the institute's strategic planning process, DCSOPS administers the student input admissions planning effort through the Structure Manning Decision Review (SMDR), which builds requirements for projected students for the DLIFLC at least two years in advance [IB.4.3]. The office acts as a liaison between the institute and the four military services for this planning process. The staff also works with academic administrators in developing or updating space utilization plans as a result of projected students.

In addition, the Commandant periodically meets with faculty in “Town Hall” meetings and associate provosts and deans meet with faculty (top-down), while departments at all levels meet with first-line supervisors to plan at various levels, e.g., faculty with department chairs or branch chiefs, branch chiefs with deans, deans with associate provosts (bottom-up) to plan at various levels [IB.4.4]. Top-level management also meets weekly to update short-, mid-, and long-term plans [IB.4.5], [IB.4.6]. While employees at most levels have opportunities for input, they are limited in scope and degree of affect to overall institutional planning.



This range of input at multiple levels helps ensure a broad base of involvement in the planning process, while meeting more frequently in groups that only cross one level, (i.e., first line supervisors with their subordinates) ensures maximum exposure for good ideas and regular frequency for team members to share them. The larger meetings across multiple levels are helpful, but provide less of an opportunity for an exchange of ideas. Clearly, the primary

drawback to this system is the danger of good ideas becoming less visible as each level of communication relies on fewer and fewer people to relay them.

The Academic Senate is briefed by the Provost at least annually. The Provost is also invited to participate in discussions and make presentations to the AS. The Provost and Commandant have not missed an opportunity to present to the AS over the past year. Presentations and briefings usually include plans being considered by the DLIFLC. Senate leadership is also invited to attend Board of Visitors meetings to facilitate opportunities for input directly to BoV members.

Feedback is solicited and the degree of academic freedom to speak openly with DLIFLC leadership is recognized by Academic Senate leadership.

Creating Opportunities for Broad-Based Participation

The Associate Provost for Undergraduate Education (UGE) and the basic resident program school deans meet for regular planning sessions regarding teachers and classroom space. The Associate Provost for Continuing Education meets periodically with the deans and program managers in Continuing Education to engage in a deliberate and detailed planning process for the entire school in the short-, mid- and long-term. The Deans' Council, a regular meeting of the UGE deans, also contributes significantly to the planning process, working to resolve academic and administrative issues that affect the basic course programs. The deans share information and ideas on their individual school processes. The meetings sometimes include guest presenters from within the DLIFLC; for example, they have worked with Department of Academic Affairs to adjust the Consolidated Team Activity Report System (CTARS) to more accurately reflect the work teachers. They also collaborated with Faculty and Staff Directive (FSD) representatives on professional development opportunities for the faculty. Individual deans meet with their faculty and staff on a regular basis throughout the year to discuss plans for their respective schools. Department meetings within schools are used to cover topics such as advising, special assistance, homework, course requirements, test or evaluation results and feedback from students. Since instruction at the institute is by necessity continuous, meetings occur and decisions are implemented while scheduling and instruction are ongoing. There is no quarter or semester break when faculty and staff can attend planning meetings or retreats, except for the annual winter break period (17 - 19 calendar days) at the end of each calendar year.

The Training Improvement Certification Program (TICP) (also known as the Training Improvement Certification Board (TICB)), was created a short time after the release of DLPT 5 in Arabic and focused on how to improve student results. Currently, the TICP provides an opportunity for service units and schools to discuss and make progress on matters of mutual concern in a forum led by the Assistant Commandant and the Provost [IB.4.7]. The topics of discussion include but are not limited to: student quality of life issues, academic concerns, planning for student in-put and institutional manning.

The Chairs' Council is a group of supervisors which meets periodically with the Provost to discuss issues that affect faculty and other employees, as well as first-line supervisors, including faculty development and evaluation and Institutional transparency. The council's Executive

Board meets with the Provost in-between full council meetings to follow up on issues raised at council meetings.

The DLIFLC Academic Senate (AS) is briefed annually by the Provost and each associate provost. These presentations may include current planning issues, but are usually confined to descriptions of ongoing projects or programs. The AS is made up of two faculty representatives elected by the Faculty Advisory Council of each language school, division or directorate which has at least 50 members.

In the past, the AS has assisted the administration with planning issues such as drafting an academic qualification statement for deans and chairs, recommending a policy of rotating chairs and deans, revamping the basic language program courses and end-of-course and mid-term exams and reviewing the Associate of Arts degree program. The AS does not advise the administration on any matter which involves the Union. It is stated in the by-laws that “[t]he Provost shall serve as Ex-officio Chair of the AS and shall provide guidance as necessary to the AS on academic issues and institute priorities.” The goal of the administration is to have a faculty confident in the procedures used to determine their professional development and future [IB.4.8], [IB.4.9].

Allocating Resources to Fulfill Plans

Resource management and budget is the responsibility of the Director of Resource Management, who reports to the Chief of Staff. The Defense Language Transformation (DLT) Roadmap, last updated in 2005, indicates the desired directions for the institute to take and, subsequently, the nature of institutional plans requiring resources [IB.4.10]. Matters of resource management, evaluation, feedback and planning are also addressed at the school level, for example, through Program Reviews. These annual meetings allow school-level management to meet with department-level management to examine current faculty performance, as well as compare the upcoming course load with the current number of faculty members to determine future manning needs. This includes not only hiring, but temporary reassignment of faculty in order to best utilize resources as needed. The current DLIFLC educational model, based on rotating teaching teams and small sections, was initiated in 1992. Long-term planning by schools occurs on an annual basis. The planning committees, usually consisting of the dean, academic coordinator, department chairs (branch chiefs in Continuing Education) and team leaders (in the School of Undergraduate Education), address the syllabus, student progress, assessment tools and short, mid- and long-term plans for the department, although they may not necessarily cover other areas that affect teaching effectiveness and student performance. Faculty members have the opportunity to express their opinions through their departmental planning processes, as well as through their Faculty Advisory Committees, who then report to the Academic Advisory Council. Each of these committees reflects on various school needs, although at the lower levels, needs are only expressed and suggestions made for resources needed to fulfill plans, while actual resource allocation happens only at upper, budget-level group meetings.

Identifying and Following Strategies to Increase Capacity

The DLIFLC serves all branches of the U.S. Armed Forces. Most of the DLIFLC's funding is provided by the Army via its Operations and Maintenance-Army (OMA) budget. To supplement funds provided by the Army, funding is also provided by other DoD agencies to help the DLIFLC meet new, specific DoD Agency requirements calling for rapid, far-reaching and expensive changes. Although managed by the Army, the DLIFLC has an expansive customer base to include the other service branches.

Monies provided by other agencies for specific purposes are typically allocated within the DLIFLC from separate budget accounts earmarked for their respective purposes. For example, the funds for teaching and testing of languages of particular interest in Operation Continuation (OC) (formerly the Global War on Terror) use supplemental funds. The requirements supported through special OC funds are incorporated as a portion of the established and routine Operations and Maintenance-Army funding channel, the biggest source of funding for the DLIFLC. Separate programs, such as AFPAK Hands, may be funded separately, (in this case, RMD 700. Through the TRADOC budget process and the military budgeting decision process, various agencies determine which programs they need and are willing to fund. This is an ongoing process, as training development plans and training budgets can only logically be managed together [IB.4.11].

The TRADOC budget cycle starts with management providing training development needs for programs and personnel to budget management personnel, who ensure budgetary input is provided to the Planning, Programming, Budgeting and Education System (PPBES). Quarterly reviews, mid-year reviews and year-end close-outs keep the budget information current to coordinate training needs and their funding within each fiscal year. In addition, budgets are also examined for one and two years out from the current fiscal year. These feed into the Command Operating Budgeted and Resource Management Updates, and for five years, to plan for the period of three to eight years out from the current fiscal year. TRADOC's budget development is an ongoing process of reviewing current projects and requirements for training planned for the near future, identifying new requirements, anticipating changes to requirements and establishing budget priorities, because plans must be continually updated and adjusted to meet resourcing and priority changes.

The Provost's organization develops plans and proposals for numerous measures to accomplish mission requirements. These can take the form of increases in personnel, the creation of new types of job positions, improvements in equipment and new or improved programs for language teaching, language testing, faculty training and school or organizational management. Various levels of institute management may propose expenditures. School deans, for example, may propose expenditures, although the process for requesting funds varies somewhat among directorates.

Self-Evaluation:

The planning process provides broad-based involvement and offers opportunities for input by appropriate constituencies regarding the allocation of resources. This approach has resulted in a

number of Institutional improvements, to include hiring more faculty and staff to meet new and growing needs, the creation of new departments to meet emerging needs and the allocation of funds to upgrade infrastructure, build new buildings and purchase new technology.

Since 2006, the DLIFLC has shown growth in the languages and dialects, and growth in the directorates due to new projects and initiatives. Compare Quarter 1 (1Q) of Fiscal Year (FY) 06 (October 2005) to the end of 2Q FY11 [IB.4.12], [IB.4.13], [IB.4.14]:

	1QFY06	2QFY11	Values:
School Size	13 Languages	23 Languages	177% increase in the amount of languages and dialects
	93 Departments	162 Departments	174% increase in the amount of departments
	230 Teaching Teams	431 Teaching Teams	187% increase in the amount of teaching teams
Civilian Staff	1,664 Civilian Positions Required	2,690 Civilian Positions Required	162 % increase in civilian positions required
	1,281 Officially Authorized	1,978 Officially Authorized	154 % increase in the amount of positions authorized

To support the increased demand, more civilian faculty and support positions have been created. However, officially authorized positions are lagging in required positions by 8%.

Since 2006, according to the Department of Public Works (DPW), Master Planning Division, Presidio of Monterey, one General Instruction Building (GIB) has been completed, with two GIBs currently under construction at the DLIFLC in order to meet increased demand: GIB FY-09 is scheduled for completion between January - February 2012 and GIB FY-11 is scheduled for completion in May 2013. In addition, approximately \$8-\$10 million is spent on technology and software annually, and approximately \$6-10 million is spent on contracts to develop custom made applications, equaling approximately \$100 million in execution since 2006.

Major changes in priority due to wartime conditions have led to rapid and major changes to military linguist mission priorities. In addition to changes in the numbers of trained linguists needed in certain key languages, there is an on-going, externally driven push for higher foreign language proficiency results from DLIFLC students. These requirements now effectively determine DLIFLC strategic planning for the foreseeable future, and are reflected in the Defense Language Transformation Roadmap (DLT) and Strategic Plan updates [IB.4.10], [IB.4.15].

The Defense Language Transformation Roadmap and the Proficiency Enhancement Program (PEP) plan called for simultaneously lowering the student-teacher ratio, improving graduation scores and creating and implementing a new and different assessment tool, the Defense Language Proficiency Test 5 (DLPT5). It included creating foundational language and regional area expertise, creating the capacity to surge, establishing a cadre of language specialists possessing level 3R/3L/3S ability (reading/listening/speaking) and establishing a process to track the accession, separation and promotion rates of language professionals and Foreign Area

Officers. Due to the rigor of the testing mechanism and its development across languages at varying speeds and with varying degrees of success, the deadline for reaching improved graduation scores of 2+R/2+L/2S was delayed until 2015. Nevertheless, the planning and resource allocation process has improved Institutional effectiveness. Current students benefit from smaller class sizes, new and improved instructional technology, immersion training and updated or improved curricula.

A tracking system has been created to record graduation results over time. By looking at the results of the DLIFLC basic course graduates as reflected in final DLPT5 scores [IB.4.16]. It is apparent that PEP classes consistently receive better results than non-PEP classes. Even those languages whose first-year PEP classes' results did not exceed their non-PEP counterparts they did show improvement the following year. In addition, in June 2009, the Research and Analysis Division, Directorate of Evaluation and Standardization at the DLIFLC conducted a 360° Program Evaluation of the PEP program at the request of the Commandant and Provost [IB.4.17]. The objective was to assess classroom practices and related issues using a 360° Program Evaluation protocol. The report produced multiple recommendations in the areas of organizational and leadership attributes, the military's role, technology, instruction, curriculum, integration of support services, schools and military units, as well as making significant, overarching general recommendations.

After the Defense Language Transformational (DLT) Roadmap laid the foundation for building the cross-cultural and linguistic capabilities necessary to accomplish the tasks laid out in the National Defense Strategy, five-year strategic plans emerged to describe "goals and objectives for continuing the transformation initiated in the DLT Roadmap" and provide the Department of Defense with "both core and critical competencies for the 21st century" [IB.4.15]. In addition to being a five-year plan, these reports are revisited yearly, thus adjusting the overall glide path for the institute each year as a method of self-evaluation, helping determine the institutional effectiveness of plans in various stages of implementation.

The Research and Analysis Division continues to evaluate the efficiency and effectiveness of plans implemented to improve the institution. Among these studies, the Program Evaluation of the Emerging Languages Task Force (ELTF) completed in 2009 is notable for its inclusion of action plans for follow-up by the school [IB.4.18], [IB.4.19], [IB.4.20]. These were meant to motivate the school to self-reflect and improve their existing practices. The report emphasized the requirement for further professional development of the school's faculty, improve curriculum across all five programs in the ELTF and conduct classroom observations in a timely manner. Another report produced by the same division, focusing on pilot five-day isolation immersions, now known as Field Training Exercises (FTX) [IB.4.21] demonstrated benefits to incorporating graduated isolation immersions into basic course programs.

Most notably, the Attrition Reduction Initiative (ARI), which began in December 2010, and which arose from a needs assessment conducted to determine which areas most require study in order to improve institutional effectiveness, exemplifies an evolution in the DLIFLC's own self-evaluation process [IB.4.22]. This initiative shows a progression from static evaluation reports that may or may not have been acted upon (e.g., at the discretion of stakeholders and principals), to reports that contained action plans produced by the evaluated unit, and now, with the ARI, to future reports that will actively trigger items for formal actionable follow-up that involve the

entire installation. This type of collaborative action at the Institutional level promotes autonomous self-assessment and self-improvement across organizations at the Institution.

Diagnostic Assessments (DAs) are used for self-evaluation at the student level to adjust student learning plans within each school. The DA supplements the DLPT5 as an assessment tool and reflects the effects of changes implemented (e.g., lower student-teacher ratios, new and improved instructional technology, immersion training and new and improved curricula) to meet our new, more rigorous demands.

Faculty, military linguists and the service units would benefit from both continuing to identify factors and best practices that support improvements in teaching, learning and establishing lines of communication to disseminate and enable replication of best practices. In addition to the semi-annual faculty conference, Faculty Professional Development Day and winter analog, faculty share best practices monthly at a “swap” open to all faculty. These faculty swaps and communities of practice provide an open forum for discussion, but are more anecdotal and do not necessarily reflect proven teaching methods that lead to success in foreign language learning. In addition to these informal cross-talks and discussions, Continuing Education’s Academic Support Center, as well as Faculty Development, both provide formal training to faculty to keep instructors abreast of the latest pedagogical research. Their most recent joint effort led by Faculty Development was to create a Post-Basic Instructor Certification Course, in order to train post-basic level instructors to teach foreign languages at intermediate and advanced levels. In the future, such innovative training requires devoted time to be set aside in the teaching schedule.

The Annual Program Review (APR) provides a broad participation in the planning and resource allocation process for the DLIFLC. The military leadership at the DLIFLC has varied in its approach to soliciting faculty input over the years. Currently, the APR is limited to senior leadership from the school deans and above. The current process does provide broad input; instructors have the opportunity to see how well their applicable areas are achieving specific instructional objectives both through incentive programs that provide public recognition, as well as in their department-level meetings. Nevertheless, it would be helpful for faculty members to understand the bigger picture of how training at the DLIFLC fits into the linguists’ careers at all stages.

School deans are empowered to design and manage their own internal budgets. This has been in existence since 2005. It has provided greater autonomy at Continuing Education due to the organization’s goal to quickly meet changing needs. In Undergraduate Education (UGE), the deans provide initial input, but any significant changes that need to be made are done so at upper levels of institutional management. As a result, the deans primarily focus on supplies and equipment during the actual budget year.

The planning and resource allocation process includes directorate-level control over instructor salaries, overtime and most of the other outlays which has required rapid response to various agencies’ requests for a wide variety of training. In addition to providing foreign language education and training in support of the Department of Defense (DoD), military services and Combatant Commanders, the DLIFLC supports other DoD or government agencies as well. These agencies include, but are not limited to the National Security Agency (NSA), Defense Intelligence Agency (DIA), Defense Threat Reduction Agency (DTRA), Defense Prisoner of War and Missing Personnel Office (DPMO) and Homeland Security. Foreign language

education and training is provided to the above organizations via multiple delivery types. Resident training at the DLIFLC and Mobile Training Teams (MTT) which travel to unit site locations are two main methods. Technology-based training vehicles are: Video Tele-training (VTT) between Monterey and unit locations and Broadband Language Training System (BLTS), a web-based computer training using blended synchronous and asynchronous training methods. Language Training Detachments (LTD) are facilities staffed with permanently assigned DLIFLC personnel to support enduring training requirements of DoD linguist needs. Courses are taught at various levels (e.g., refresher, intermediate, advance, sustainment, and enhancement), and for varying durations, depending on language category difficulty. Dialect add-on, or conversion courses, are also taught as required. In the coming year DLIFLC has validated program requirements in excess of 5,500 students at the LTDs and another 2,500 expected to be taught via MTTs, VTTs or BLTS. The resident post basic projections include 600+ enrollments in 2012.

The DLIFLC’s internal planning and resource allocation process is fairly fluid and responsive to the institute’s needs. However, it can be hindered by restrictions from other agencies outside of the DLIFLC. As in any federal organization, some lag time occurs between when positions are officially determined to be required based on workload and when they are actually authorized, thus allowing allocated funds to actually be spent. Overall planning and resource allocation at the DLIFLC is responsive to needs, yet there remains room for enhancement and advancement via communication and engagement in broad, collegial, self-reflection regarding institutional effectiveness and how to improve it.

Planning Agenda:

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

Evidence – 4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.4.1	Deputy Chief of Staff for Operations (DCSOPS) Personnel Roster. (April 8, 2011).	33
IB.4.2	DLIFLC Organizational Chart - (Scheduling Division, DCSOPS). (n.d.).	34
IB.4.3	Training Requirements <i>The Process</i> . PowerPoint (SMDR). (n.d.).	35
IB.4.4	Commandant's Town Hall Meetings 2010.	36
IB.4.5	Continuing Education Week of 19 April.	37
IB.4.6	AC Briefing European and Latin American Language School (UEL) May 4, 2011 Deanna Tovar, Dean.	38
IB.4.7	Memorandum 29 Sep 10 Training Improvement Certification Board Summary. (October 16, 2010).	12
IB.4.8	By-Laws Academic Senate Faculty Advisory Councils. (October 2006).	8
IB.4.9	DLIFLC Statement of Academic Freedom. (August 9, 2011).	39

IB.4.10	Defense Language Transformation Roadmap. (January 2005).	40
IB.4.11	Chapter II-2 Training Development Workload and Resource Management. (n.d.).	41
IB.4.12	Instructor Teams Source: CTARS. (October 13, 2005).	42
IB.4.13	CTAR Teams Source: CTARS. (June 28, 2011).	43
IB.4.14	CTAR Teams Source: CTARS. (October 1, 2010).	44
IB.4.15	(Draft) Defense Language and Regional Program Strategic Plan for 2010-2016	45
IB.4.16	DLIFLC Basic Course Student Results - DLPT5 FY 2008-2010.	29
IB.4.17	Hughes, G; Berman, S. ... Wall, M. (FY2009). <i>Summative Report - 360° Evaluations</i> . DLIFLC.	46
IB.4.18	Mohr, F. (September 2009). Final Evaluation Report Emerging Languages Task Force. DLIFLC.	47
IB.4.19	Appendices - Final Evaluation Report Emerging Languages Task Force. (n.d.).	48
IB.4.20	ELTF Action Plans; Hindi, Indonesian, Sorani, Urdu, Uzbek, Technology. (September 1, 2009).	49
IB.4.21	Final Evaluation Report Pilot Five-Day Iso-Immersion, Asian III and Middle East I Schools. (n.d.).	50
IB.4.22	DLIFLC Attrition Reduction Initiative Commandant Briefing. (December 6, 2010).	16

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary:

Data Collection

There are six primary sources of data routinely used by the DLIFLC to assess student performance, identify students' strengths and weaknesses and collect feedback from students and faculty on overall program performance. Data are relayed to the DLIFLC's primary users via the APRs, formal meeting and working groups [IB.5.1], [IB.5.2].

These instruments include the Defense Language Proficiency Tests (DLPT), Oral Proficiency Interview (OPI), Final Learning Objectives (FLO) test batteries, ICPTs, ISQs/ESQs and the Language Skills Assessment (LSA). These instruments are reported to and used by the DLIFLC stakeholders to gauge the institutional effectiveness of training received compared to job requirements expected of students upon graduation. The DLIFLC has also instituted a comprehensive educational program evaluation group that continuously develops evaluation and improvement protocols at all levels of the organization through direct participation of all stakeholders (e.g., student, teachers, educational and military leadership). The goal of the program, previously labeled as the PEP-360° evaluation team, is to provide the technical resources and consultation to the schools and supporting agencies in the design, implementation

and follow-up associated with program evaluation and improvement [IB.5.3]. The efforts of this group also support the TRADOC Accreditation Standards requirements described in Section IA [IB.5.4]. With results of these assessments, surveys and a complete analysis of stakeholder needs, DLIFLC's leadership is able to make necessary adjustments in structure, curricula, and processes in order to maximize student learning and readiness for their future assignments in specific fields throughout the military or the stake holders' organization.

DLPTs and OPIs

The DLPTs and OPIs are the primary means of assessing student performance at the DLIFLC and by the services throughout the career of each student and service member as it is the Department of Defense standard language proficiency measurement instrument [IB.5.5]. DLPT development and implementation is managed by DLIFLC's Evaluation and Standardization Directorate. Teaching faculty are purposefully detached from DLPT development to allow a measure of separation of the teacher from the test, minimizing any inadvertent compromise. All DLPT and OPI scores are reported to the student and the student's service unit or sponsor upon completion of the assessment. The service unit or sponsor uses these results as a "go no-go" assessment of the student's ability to complete the required language mission in the field.

Currently 71% (17 of 24) of the languages taught by the DLIFLC use the fifth-generation DLPT, while 29% (7 of 24) are still using fourth-generation tests or earlier. Efforts are underway to field fifth-generation DLPTs for additional languages. All languages identified as mission essential in current areas of operation (AORs) have been upgraded to fifth-generation tests.

ICPTs

The DLIFLC has previously used Interim and End-of-Course Tests to determine student proficiency progress throughout the course. These tests were administered and graded on an individual basis by department chairs or Military Language Instructors (MLIs). Over the past two years, this process has been revised so that Interim and End-of-Course tests have evolved into Interim Course Proficiency Tests (ICPT). These tests have been developed by the Directorate of Evaluation and Standardization (ES) and are administered within the schools by a representative from that directorate. The function of the ICPTs is to assess students' retention and synthesis of a unit of language learning material and is reported to the student's service unit or sponsor as a current check of the student's progress. Currently, the ICPT is being amended for Computer-Based Testing (CBT) to allow for quicker and more accurate data collection and feedback to faculty, students and ES test developers.

FLOs

FLOs are developed and requested by sponsor agencies, such as the NSA, and other stakeholders, such as the military FAO programs, to provide a standard against which specific job requirement goals are being obtained through the curricula at the DLIFLC. Usually delivered at the end of the course, students are tested in several areas that are related to potential future assignments. Reported results allow the service units or sponsors to determine the ability and readiness of students to use their new language skills in the field. While score results from

these tests are given to students and reported to the Service unit or sponsor, they have no weighting on the DLIFLC's graduation requirements.

ISQs and ESQs

ISQs and ESQs are administered in the middle and end of the course, respectively. Typically, the ESQ is administered following the administration of the DLPT [IB.5.6]. These surveys are used to gather information from students regarding student life, instructor performance, curricula and other related issues, which are then analyzed and used by the DLIFLC leadership, schools, departments and service units to improve the quality of life and education of the students [IB.5.7].

LSA

The Language Skills Assessment (LSA) is a tool used to gauge student performance from the time they are at the DLIFLC until the time they graduate from Goodfellow Air Force Base, TX [IB.5.8], [IB.5.9]. Information obtained through this program is used by the DLIFLC, service units and sponsors to direct manning requirements on a national level based on student performance. All information is considered sensitive and only available to a select group of decision-making authorities. Distribution of this report has been restricted to authorized personnel by mandate of the Commandant, Provost and National Security Agency (NSA).

This program allows DLIFLC leadership to adjust priorities in the language curricula based on the needs of their primary sponsors. This includes a better variety of instruction in focus areas such as identifying geographical locations, cultural expressions and historical timelines in order to help the students more fully understand the dynamics of the language and the region where the language is spoken. Feedback from the LSA helps the DLIFLC prepare students to face the myriad challenges they will experience in their future assignments.

Self Evaluation:

The DLIFLC uses a variety of documented assessment results to communicate the quality of training received by the students to service units and sponsors and utilizes the information within the DLIFLC to make quality improvements. The overall public release of the institute's data about the quality of the linguists produced is in the Annual Program Review (APR) [IB.5.1], [IB.5.2]. The APR, open to the general public, service units and all stakeholders, includes the Mission and Vision statements, Core Competencies, student demographics, FY DLPT and OPI results, overall faculty educational data, budget and FY Fact Sheets is available on the DLIFLC public website <http://www.dliflc.edu/publications.aspx>.

In addition to the APR, the DLIFLC has hosted a variety of forums and working groups in which the DLIFLC leadership presents institutional success indicators and receives direct feedback and direction from the service units, sponsoring organization or stakeholders about the future or desired requirements. These forums and working groups, as addressed in 1B.1, are the Defense Language Steering Committee, the Board of Visitors (BoV), the Defense Language Testing Working Group (DLTWG), the Defense Language Curriculum Working Group (DLCWG), the

Cryptologic Language Advisory Council (CLAC), the National Security Agency (NSA) and the Cryptologic Training System (CTS), the Academic Senate, Department and Division meetings, the Training Improvement Certification Program (TICP) and the Foreign Area Officer Program.

Planning Agenda:

None.

Evidence – 5:

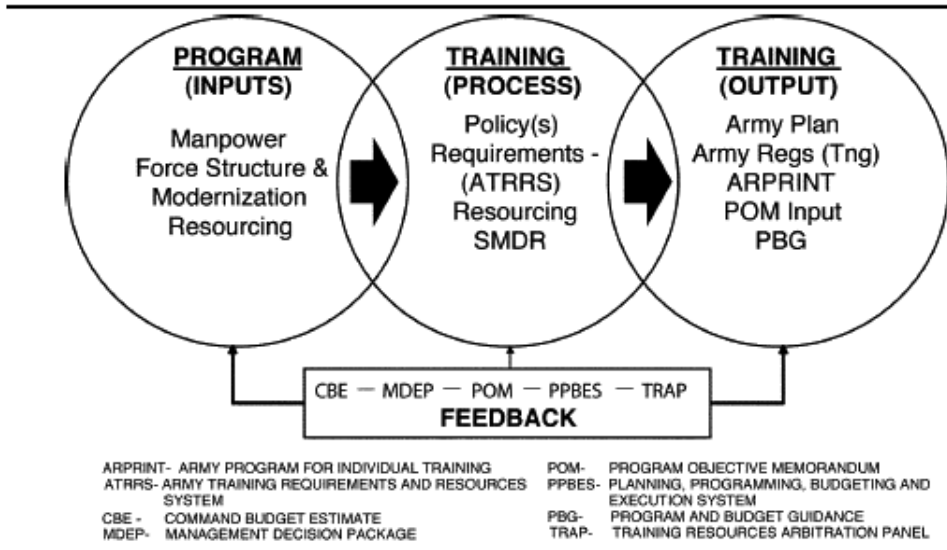
<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.5.1	DLIFLC Annual Program Review 2010.	1
IB.5.2	DLIFLC Annual Program Review 2009.	27
IB.5.3	DLIFLC FY 2012-16 Campaign Plan - Working Group Meeting. (September 2, 2011).	51
IB.5.4	Army Accreditation Standards and Guide (September 22, 2010).	52
IB.5.5	DLPT Lists (n.d).	53
IB.5.6	ESQ - Program Effectiveness Analysis (September 13, 2010).	22
IB.5.7	SNAPSHOT Summary/Trend Report. (September 15, 2010). (Analysis of LTD Questionnaires).	24
IB.5.8	Evaluation Division LSA Briefing September 2010.	14
IB.5.9	Evaluation Division - EV LSA Program 2008-2010.	15

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

Descriptive Summary:

Deputy Chief of Staff for Operations (DCSOPS) is the office primarily responsible at the DLIFLC for reviewing and modifying near-term and long-term planning for the institute [IB.6.1], [IB.6.2]. They conduct this revision through a five year strategic plan and near-term annual action plans [IB.6.3], [IB.6.4], [IB.5.], [IB.6.6]. All provost directorates and DLIFLC staff agencies (e.g., Operations, Resource Management, Personnel, etc.) contribute to this effort, with the Office of Primary Responsibility (OPR) taking ownership of developing the plan and requesting adequate resources for the effort [IB.6.7].

The DLIFLC’s planning and funding requirements are consolidated at higher levels, such as the Army’s Training and Doctrine Command and in the Pentagon, into the Structure Manning Decision Review (SMDR) and Training Requirements Arbitration Panel (TRAP) process [IB.6.8]. These review structures provide top-level oversight and management of the DLIFLC’s requirements and funding. Ultimately, requirements that are accepted as warranted compete annually for resources in the U.S. Army’s Management Decision Evaluation Package (MDEP) process at the Army Staff level, supervisory echelons above the DLIFLC. (See Army Regulation 1-1 and flow chart below [IB.6.9].)



The DLIFLC also conducts an Annual Program Review (APR) of its performance for its major stakeholders. Each year, General Officers and U.S. Government Senior Executive Service Representatives from the DLIFLC stakeholders receive a briefing, either in Monterey or in Washington, DC, regarding the achievements from the past year, plans for the current year, and issues for discussion and guidance [IB.6.10], [IB.6.11].

The DLIFLC also has a Board of Visitors (BoV) that reviews DLIFLC plans and provides an objective perspective. The last BoV meeting occurred from February 2 - 3, 2011 at the DLIFLC [IB.6.12]. Another orientation meeting for a new member took place in September 2011. The BoV makes recommendations to the DLIFLC leadership via its parent committee, the Army Education Advisory Committee (AEAC). One recent recommendation concerned the manner in which the DLIFLC made known to the Department of Defense its significant support in preparing service members through target language and cultural familiarization as they prepared to deploy to Afghanistan [IB.6.13]. The next BoV meeting is scheduled during the week of March 19, 2012.

Occasionally, the DLIFLC conducts off-site brainstorming sessions where particular issues or problems are discussed and possible solutions are developed and briefed to the institute's leadership. Participation in these events is typically confined to the senior level management and key staff. The Provost held one of these sessions in December 2010 [IB.6.14].

In terms of research, the DLIFLC reviewed its processes and determined a need for an Institutional Research Board (IRB). The DLIFLC has received a three-year approval from the Army Human Research Protections Office (AHRPO), with an effective date of May 4, 2011, and an expiration date of May 3, 2014. The decision was communicated in a Memorandum for the Commandant signed by Brigadier General Richard W. Thomas, Assistant Surgeon General for Force Protection. This approval means that approved research studies may continue to be conducted at the DLIFLC.

Self-Evaluation:

The DLIFLC has implemented a number of systematic measures to better ensure the effectiveness of its ongoing planning and resource allocation processes. While DCSOPS is primarily responsible for this activity, there is a concerted effort to make the activity as inclusive as possible by gathering input throughout the institute. While there is a sincere desire to be inclusive among the institute’s leadership, the view among a sizeable portion of the faculty is that more could be done to gather more input, focusing on the ideas and concepts of the faculty, rather than the supervisors [IB.6.15]. The faculty wants to provide more input in developing the DLIFLC’s goals and resource allocation priorities. Faculty sensing sessions within directorates and surveys conducted by Evaluation and Standards all point to the need to provide faculty an outlet to express their opinions about planning and resource allocation priorities [IB.6.16]. It is important to remember that, as a military institute, ultimately the DLIFLC’s overarching priorities are defined by the mission and regulations as outlined by the Army.

While encouraging use of one’s chain of command to resolve issues and to maintain communication, the Provost maintains an open door policy whereby appointments are available on select days from 4:30p.m. to 6:00p.m. The Commandant also conducts Town Hall meetings with each DLIFLC directorate [IB.6.17]. Additionally, the faculty can provide input through the Academic Senate and School Faculty Advisory Councils.

The Institutional Research Board (IRB) proactively began establishing Section Research Boards (SRBs) within select directorates which conduct research. This first-line review board effectively allows a local SRB to make initial reviews and recommendations against established IRB standards while also enjoying more concrete knowledge of the research in question. This initial review and feedback allows researchers’ work to be forwarded to the IRB closer to standard and correctness, thus saving time and effort for the IRB which must review all research efforts [IB.6.18].

Planning Agenda:

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

Evidence – 6:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.6.1	Deputy Chief of Staff for Operations (DCSOPS) Personnel Roster. (April 8, 2011).	33
IB.6.2	DLIFLC Organizational Chart - (Scheduling Division, DCSOPS). (n.d.).	34
IB.6.3	DLIFLC Campaign Plan 2011-2015.	25
IB.6.4	DLIFLC Command Plan 2010-2014.	30

IB.6.5	DLIFLC Command Plan 2009-2013.	31
IB.6.6	DLIFLC Command Plan 2008-2012.	32
IB.6.7	Operation Order 11-24 (Campaign Plan FY 2011-15 Implementation).	55
IB.6.8	Structure Manning Decision Review (SMDR). Retrieved September 19, 2011 from http://www.tradoc.army.mil/dcsrm/mfad/smdr.htm	56
IB.6.9	Army Regulation 1-1, Planning, Programming, Budgeting and Execution System. (January 30, 1994).	57
IB.6.10	DLIFLC Annual Program Review 2010.	1
IB.6.11	DLIFLC Annual Program Review 2009.	27
IB.6.12	Board of Visitors (BoV) Itinerary (January 12, 2011).	4
IB.6.13	February 2011 Board of Visitors Meeting of the DLIFLC (February 2-3, 2011).	58
IB.6.14	Taylor, Pam (personal communication, March 25, 2011). Provost's Strategic Planning Survey.	59
IB.6.15	Collins, Steve (personal communication, February 15, 2011). Field Support leadership - Reverse Evaluation.	60
IB.6.16	Continuing Education - Reverse Evaluation #6 Follow Up Survey December 2010.	61
IB.6.17	Commandant's Town Hall Meetings 2010.	36
IB.6.18	Lett, John. (personal communication, September 21, 2011) DLIFLC and IRB Issues.	62

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

Descriptive Summary:

Over the past five years, the DLIFLC has expanded resources and staff efforts to develop a broad array of program evaluation activities to support leadership, instructional programs, student services and organizational effectiveness efforts. The variety of approaches and venues include: 1) comprehensive program evaluations of funded instructional initiatives, 2) student survey system of instructional and student service programs, 3) customer service oriented surveys and comment reporting systems of student and military services, 4) instructional program and internal operations/leadership evaluations designed and conducted by individual departments, and 5) recent implementation of the TRADOC-directed, Garrison-wide (i.e., military and school) Quality Assurance program.

Many of the reports produced through these efforts are currently being reviewed by an outside contractor to help “develop methods and materials to facilitate knowledge transfer of lessons learned and best practices documented in previous phases of research as well as other research

projects conducted at or for the benefit of DLI” [IB.7.1]. Listed below are descriptions of the five broad areas of program evaluation.

Comprehensive Program Evaluations of Funded Initiatives

Program Budget Decision (PBD) 753 was approved by the DoD Joint Requirements Oversight Council in July 2005 funding the DLIFLC with \$361,8 million to enable increased language proficiency. Several initiatives directed towards that result were launched. The Research, Testing, and Evaluation Division was also directed within the DLIFLC PBD 753 Execution Plan for Fiscal Year (FY) 06-10 to conduct ongoing and continuous evaluation of implementation efforts by “implementing a robust evaluation plan to ensure success and to monitor spending” [IB.7.2].

The DLIFLC initiated instructional program improvement efforts to raise foreign language proficiency and reduce attrition rates of students beginning their course of study in FY 2009. Within the context of increasing proficiency, without increasing classroom time, a variety of instructional improvement strategies were implemented. Higher Defense Language Aptitude Battery (DLAB) requirements and a smaller class size were implemented. Additionally, application of immersion/language field training exercises, enhanced faculty development, curriculum development, upgraded facilities and technology and an on-going program evaluation were added to ensure improvement efforts were focused.

School 360° Program Evaluation

Originally instituted as a participatory evaluation process with the various division and directorate staffs in accordance with the original PBD 753 Implementation Plan, DLIFLC leadership redirected the evaluation team to “get into the classrooms” to evaluate from a 360° Program Evaluation (i.e., comprehensive) perspective based on the Commandant’s “Five lines of Effort” introduced at the June 4, 2008 DLIFLC Leadership Off-site Conference [IB.7.3], [IB.7.4], [IB.7.5], [IB.7.6]. The five lines of effort targeted included: student readiness, faculty readiness, curriculum readiness, technology readiness and classroom practices. The evaluation team created the 360° Program Evaluation model that was subsequently approved by DLIFLC leadership and the deans, which expanded on the “Five Lines of Effort.” Middle East I, Middle East II, Spanish, French, Russian, Asian II and Asian III schools were evaluated commencing in July and ending in November 2008.

The 360° Program Evaluation provided comprehensive evaluations of classroom practices and other student, teacher and school attributes that may contribute to higher foreign language proficiency levels and successful completion of the basic foreign language course. These evaluations focused on identifying and assessing proficiency enhancement activities, including classroom practices. The summary reports were to assist school instructional staff, educational leadership and command to identify best practices, specify opportunities for improvement and facilitate development and implementation of instructional improvements activities within the schools. To date, nine separate language programs representing Arabic, Korean, French, Spanish, Russian and emerging languages, were evaluated. A comprehensive evaluation of the Asian I (Chinese) school is currently underway [IB.7.7].

Individual language program formative reports were developed and delivered to the respective programs as resources to improve their instructional practices. A comprehensive summary report representing eight languages was delivered to the Provost in January 2009. All 360° Program Evaluation reports are published and available for review. The executive summary of all the 360° Program Evaluation is attached [IB.7.8].

Student Attrition Reduction Initiative

The loss of valuable and talented students through attrition has been a persistent and documented concern of the DLIFLC's service units, sponsoring organization, stakeholders and educational leadership since 2001 [IB.7.9]. The Attrition Reduction Initiative is a Provost-directed and Command supported long-term evaluation and improvement effort designed to identify and address student, military and school house factors that may contribute to or mitigate student attrition.

This student-centered evaluation began in December 2010 and focuses on understanding a student's total environment including the school, service unit, Garrison, family, and psycho-social support systems. Along with a comprehensive evaluation component (i.e., Evaluation Team), the initiative relies upon a cadre of academic and military leaders, both DLIFLC leadership and the service unit leadership, to immediately review formative evaluation findings to develop recommendations and actions for DLIFLC leadership consideration. The DLIFLC leadership is then required to follow-up on the recommended actions and outcomes. Both the evaluation and DLIFLC leadership are comprised of a broad base of military, educational and operational experts, and leaders throughout the institute [IB.7.9].

Student Survey Questionnaire System

The Evaluation Division (ED) is responsible for producing in-depth evaluations of instructional and related military programs for both resident and non-resident students. Senior-level military commanders and academic administrators rely on ED to provide accurate data and comprehensive reports in a results-based environment with rapid dissemination to schools and leadership. The system is comprised of the ISQs and the ESQs.

The ISQ and the ESQ are computer assisted, self-administered surveys given to resident students. ISQs are administered approximately two-thirds of the way through the course, and ESQs are administered near course completion, usually a few days after students have taken the DLPT, but prior to receiving their DLPT scores. The ISQ/ESQ are divided into three sections: Program Evaluation (PE), Teacher Evaluation (TE), and Quality of Life (QoL), and captures significant qualitative and quantitative data from on-going instruction. This allows students the opportunity to evaluate their course of study, instructors' performance and QoL at the DLIFLC. These continuous streams of data are used by commanders, the provost, deans, and instructors to be continuously informed of students' perceptions and as part of the teachers' performance evaluations. An example of an ESQ/ISQ report is attached [IB.7.10].

Interactive Customer Evaluations (ICE)

The DLIFLC and the Garrison have adopted an automated, web-based customer service survey and comment processing system operated by the Department of Defense (DoD) [IB.7.11]. The Web-based Interactive Customer Evaluation (ICE) system is a tool that collects feedback on services provided by various organizations throughout the DoD. The survey service allows Army Garrison and DLIFLC students and staff to submit online comment cards rating levels of services provided by the agencies they have encountered at these agencies or departments [IB.7.12]. It is designed to improve customer service by allowing managers to monitor satisfaction levels through tabular reports and customer comments [IB.7.13]. A listing of the service categories and specific content of the ICE survey system for the DLIFLC is available at the following website: POM ICE. A screen print of the DLIFLC ICE Topics and Education and Training section is attached and highlighted [IB.7.14]. A variety of language Schools, educational support services (e.g., DLIFLC Library), Service units (i.e., Army, Navy, Air Force and Marines), and leadership (e.g., Provost and Associate Provosts) have survey and comment forms and reports available within the Education and Training section of ICE.

Department Level Internal Operations Evaluations

Senior leadership encourages divisions and departments to independently develop student and staff assessments focusing on their own programs, leadership and operations to improve services or make any self-corrections necessary to maximize performance. Two examples of these efforts are presented as follows:

Student Learning Center (SLC) provides instructional support for residential course students, coordination of educational seminars and autonomous learning and language maintenance support for students in the field. The SLC systematically collects students' feedback; SLC disseminates the results to its faculty and administrators, using that information for program review and improvement [IB.7.15].

Continuing Education (CE) is primarily responsible for meeting the foreign language proficiency and maintenance needs of students returning to campus for advanced education or supporting linguists in their respective and often remote fields of operation. Over the past several years, CE has designed, implemented and documented an annual staff and manager survey and workshop, the Reverse Evaluation, that identifies and addresses areas for program improvement and gives staff a venue to evaluate their manager and directorate leadership [IB.7.16]. The general areas of discussion during reverse evaluation conferences include the students, work environment, personnel concerns, division and departmental communication, leadership, policies and procedures, operations and logistics, training and professional development and staff evaluation of leadership. Areas of opportunity for program and leadership improvement are identified, priorities determined, and actions ("due outs") are assigned.

Arabic Reading Working Group Project is an interactive project in which faculty members research the best practices of teaching Arabic reading in the DLIFLC classroom setting and in individual learning support to our students. This new project, initiated in

September 2011, meets on Wednesday afternoons and is organized around the concepts of group cognition, communities of practice, appreciative inquiry and the associated concepts of learning communities. The deliverable will be an online community of practice that identifies and maximizes the teaching practices and instructional resources and learning characteristics and environments that will help DLIFLC students achieve the highest levels of reading proficiency in Modern Standard Arabic. Upon conclusion, participants will build an online community of practice [IB.7.17].

Training and Doctrine Command (TRADOC) Quality Assurance

The newly initiated DLIFLC Quality Assurance program, recently certified by TRADOC for operation, is currently implementing the standards and requisite activities necessary to establish a fully operational unit. Current development efforts are also directed toward an organizational strategic planning process (e.g., the Campaign Plan) that incorporates an internal quality assurance and improvement program. The DLIFLC Quality Assurance program is in the process of developing an integrated and continuous evaluation and reporting system intended to monitor the quality and effectiveness of all DLIFLC Garrison and educational programs and functions, including program and student outcome assessments.

TRADOC, the Army command responsible for DLIFLC has established a set of “Accreditation Standards” that all Army training centers must address to meet requirements of generating force training, education, leader development and the ability to meet the needs of the operating force. Many of the Army TRADOC Quality Assurance standards parallel the requirements specified by the ACCJC [IB.7.18].

Board of Visitors

The DLIFLC Board of Visitors (BoV) is governed by the Federal Advisory Committee Act (FACA) of 1972 as amended, and is a subcommittee of the Army Education Advisory Committee (AEAC). The purpose the DLIFLC BoV is to provide the Commandant, through the Army Education Advisory Committee, with advice on matters related to the institute’s mission, specifically: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research and academic administration. All meetings are public and announced in the Federal Register [IB.7.19]. The BoV has provided the guidance in support of developing strategies to “assess our assessment tools.” An outcome of BoV input and efforts instituted by the DLIFLC resulted in a national recognition award from the Council of Higher Education Accreditation (CHEA) in 2011 for “Outstanding Institutional Practice in Student Learning Outcomes.” The award was recognition of DLIFLC’s efforts to apply and maintain “evidence of student learning outcomes as part of ongoing efforts to evaluate and improve programs of study” [IB.7.20], [IB.7.21].

Aiso and Chamberlain Libraries

The Aiso library has two structured venues to acquire customer information. The first is the ICE customer rating system supported by the Army [IB.7.22]. The second is a comment section

within the library's website allowing users of the library website to email comments directly to library staff via DLIFLC Aiso and Chamberlin libraries [IB.7.23]. Both allow students, faculty and others to comment or rate the services provided at both the Aiso and Chamberlin libraries. When ICE surveys or comments are received, the Aiso manager reviews the information and takes appropriate actions.

The Defense Language Testing Working Group (DLTWG) and Defense Language Curriculum Working Group (DLCWG)

The DLIFLC has established the DLCWG and the DLTWG to provide DoD stakeholders a significant avenue for input into the testing and curriculum development efforts. Both of these working groups enable stakeholders to provide input in the development process, make recommendations for policies which can be recommended to higher level working groups or offices such as the Defense Language Advisory Panel (DLAP) or the Defense Language Steering Committee (DLSC) and develop operational guidance to be used by the DLIFLC in the prioritization and development processes [IB.7.24], [IB.7.25].

Self Evaluation:

Over the past five years, the DLIFLC has allocated resources and greatly expanded its ability to provide consultation, research expertise, data collection and analytic report production to assist leadership, individual language schools, military units and support agencies to evaluate program effectiveness. This was primarily driven by military mission and funding requirements specified by the PBD-753 (Proficiency Enhancement Program) implementation plan to focus on developing a robust educational program evaluation. The information and recommendations derived from these efforts are provided to schools, leadership and the military to improve program operations and educational outcomes. At the same time, a variety of directorates, divisions and departments within the DLIFLC also began to independently establish program and service evaluation systems of their own and are now requesting support to develop or enhance internally driven evaluations. The efforts to develop internal program evaluations and the application of evaluation information to improve programs and services were enhanced. However, there are challenges to the current assessment approach to provide: 1) coordinated program evaluations that are perceived as non-punitive tools for improvement, 2) an environment that fosters the integration, collaboration, and communication across directorates, schools, divisions and departments, and 3) assessments of the effectiveness of the DLIFLC's expanded program evaluation efforts.

Overcoming Traditional Concepts of Organizational Assessment/Evaluation

Overcoming the traditional "audit" stigma associated with program evaluation has taken time and continues to be a challenge when introducing, designing, and implementing a "non-punitive" evaluation rubric. Documenting the effectiveness of program evaluation to translate assessment data and information into positive actions and measurable outcomes has been a priority. The recommendation applies to all levels and agencies within the organization.

In one of the DLIFLC's continuing efforts toward innovative ways of looking at how it does business, the Asian School I engaged in an approach known as the Appreciative Inquiry (AI). The AI process began by performing school-wide interviews on a chosen topic to inquire and discover individual experiences within the school. The paradigm which resulted immediately allowed opportunities for improvement. By searching for best practices, Asian I leaders began a program improvement cycle that allowed its members to collaborate and focus on achieving even greater language teaching excellence [IB.7.26].

Campaign Plan as Instructional Assessment and Evaluation Tool

Prior to the current iteration of the Campaign Plan, formerly known as the Strategic Plan, program evaluation activities both within and among the schools, program support, (e.g., Faculty Development and Curriculum Development) and student support agencies (e.g., Student Learning Center, Technology/Library) and the Garrison (e.g., military community services and individual military units) operated in silos with limited cross communication. The current Campaign Plan uses a focused matrix approach based on Theme and Line of Effort. This new process aims to remove communication shortcomings and purposefully breaks from the traditional hierarchical/silo approach to assessment and evaluation.

DLIFLC Quality Assurance Program Support Education Programs

The development of the TRADOC Quality Assurance program was recently established in early 2010. The organizational structures and processes to support a coordinated quality assessment and improvement effort involving multiple educational programs, student services and military functions are under development. As the DLIFLC implementation of the TRADOC Quality Assurance program matures, evaluation of the effectiveness of associated institutional assessment activities supporting documentation, measurement, and reporting of desired improvement and outcomes will be incorporated.

Aiso and Chamberlain Libraries

Library services needs to better utilize and track overall customer responses to the ICE and internal library website email system to evaluate trends versus simply responding to customer comments. This will enable a structured and continuous method for receiving student, teacher and other customer perception information and provide a mechanism to report summary information, findings, recommendations, actions taken and outcomes on a periodic basis to leadership.

Planning Agenda:

In light of a well-established need for measurement and assessment, comprehensive program assessments will continue.

Promoting, improving and measuring the effectiveness of the instructional and military functions at the DLIFLC have received considerable attention and funding over the past four years. A variety of evaluation approaches were adopted to ensure these service members of the Armed

Forces receive the very best foreign language instruction to support current and future military requirements. This has led to the implementation of an expanded evaluation effort incorporating continuous assessment of student perceptions, comprehensive program evaluation, internally developed departmental evaluations, access to a continuous customer comment system and the implementation of an institution and Garrison wide quality improvement program. All of these approaches are beginning to be valued by military and education leadership, instructional staff, the Garrison and support departments. These activates will continue.

Increase Cross Communication/Collaboration of Program Assessment Efforts

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

Coordinate Program Evaluation Effectiveness Assessments through Quality Assurance

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

Evidence – 7:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.7.1	DLIFLC Strategic Plan and Time Studies. (n.d.).	63
IB.7.2	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	64
IB.7.3	Wisdom is like a Boabob.... Colonel Sue Ann Sandusky PowerPoint DLIFLC Leadership Conference (2008).	65
IB.7.4	DLIFLC Off-Site, Remarks June 4, 2008. Colonel Daniel Scott presentation outline. DLIFLC leadership conference (2008).	66
IB.7.5	The Task. Colonel Daniel Scott PowerPoint presentation. DLIFLC Leadership Conference (2008).	67
IB.7.6	DLIFLC Planning Process (5 year plan). (n.d.).	68
IB.7.7	Asian 1 Best Practices. Flynn, K. Presentation. (n.d.).	69

IB.7.8	Information Paper: Comprehensive Evolutions of Basic Course Foreign Language (360° Evaluation) at DLIFLC. (n.d.).	20
IB.7.9	DLIFLC Attrition Reduction Initiative. (n.d.).	23
IB.7.10	ESQ - Program Effectiveness Analysis. (September 13, 2010).	22
IB.7.11	ICE. Home>>POM. Welcome to Presidio of Monterey's ICE Site. Retrieved September 2011 from http://ice.disa.mil/index.cfm?fa=site&site_id=531&dep=DoD	70
IB.7.12	Memorandum - Subject: Command Policy on the Interactive Customer Evaluation (ICE) Program. (April 22, 2009).	71
IB.7.13	Interactive Customer Evaluation Systems (ICE). Quality Management Office. PowerPoint. (September 1, 2007).	72
IB.7.14	Interactive Customer Evaluation ICE website. Retrieved August 29, 2011 from https://secureapp2.hqda.pentagon.mil/dtsw_cms/working/Interactive-Customer-Evaluation	73
IB.7.15	DLIFLC Student Learning Center Feedback Form. (n.d.).	74
IB.7.16	Continuing Education - Reverse Eval. #6 Survey, Dec 2010.	61
IB.7.17	Arabic Reading Working Group Project. (October 18, 2011).	81
IB.7.18	Army Accreditation Standards and Guide. (September 22, 2010).	52
IB.7.19	Federal Register/Vol. 73, No. 106, June 2, 2008, Notices.	75
IB.7.20	CHEA 2011 CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes Application.	76
IB.7.21	Eaton, Judith, Council for Higher Education Accreditation (personal communication, January 5, 2011) CHEA Awarded.	77
IB.7.22	DLIFLC - Aiso Library and Learning Center Comment Card. Retrieved August 12, 2011 from http://ice.disa.mil/index.cfm?fa=card&sp=107003&s=531&dep=*DoD&sc=4	78
IB.7.23	DLIFLC - Aiso and Chamberlin Libraries website. Retrieved August 12, 2011 from http://www2.youseemore.com/DLIFLC/default.asp	79
IB.7.24	Defense Language Curriculum Working Group Charter.	5
IB.7.25	Defense Language Testing Working Group Charter.	6
IB.7.26	Asian I Appreciative Inquiry Summit Workbook. (September 2, 2011).	80

Standard IB Evidence

Evidence – IB.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.1.1	DLIFLC Annual Program Review 2010.	1
IB.1.2	Board of Visitors Update. (July 16, 2010).	2
IB.1.3	Board of Visitors (BoV) Operating Procedures. (September 13, 2010).	3
IB.1.4	Board of Visitors (BoV) Itinerary. (January 12, 2011).	4
IB.1.5	Defense Language Testing Working Group Charter (DLCWG). (n.d.).	5
IB.1.6	Defense Language Curriculum Working Group Charter (DLCWG). (n.d.).	6
IB.1.7	Wachtler, J. (personal communication, n.d.). CLAC (Cryptologic Language Advisory Council).	7
IB.1.8	By-Laws Academic Senate Faculty Advisory Councils. (October 2006).	8
IB.1.9	The Academic Senate Minutes. (April 20, 2011).	9
IB.1.10	The Academic Senate Minutes. (May 26, 2011).	10
IB.1.11	The Academic Senate Minutes. (June 23, 2011).	11
IB.1.12	Memorandum 29 Sep 10 Training Improvement Certification Board Summary. (October 16, 2010).	12
IB.1.13	UEL LTSDs Meeting Recap - Wed FEB 23, 2011.	13
IB.1.14	Evaluation Division LSA Briefing September 2010.	14
IB.1.15	Evaluation Division - EV LSA Program 2008-2010.	15
IB.1.16	DLIFLC Attrition Reduction Initiative Commandant Briefing. (December 6, 2010).	16
IB.1.17	Lett, J. A. (February, 29, 2008) Research at the DLIFLC: Concept of Operations. DLIFLC.	17
IB.1.18	FLO Enhancement Summit December 2010.	18
IB.1.19	FLOs ScribeZone. (May 2011).	19
IB.1.20	Information Paper: Comprehensive Evaluations of Basic Course Foreign Language Instruction (360° Evaluation) at DLIFLC. (n.d.).	20
IB.1.21	360° Evaluation Narrative. (n.d.).	21
IB.1.22	ESQ - Program Effectiveness Analysis. (September 13, 2010).	22
IB.1.23	DLIFLC Attrition Reduction Initiative. (n.d.).	23
IB.1.24	SNAPSHOT Summary/Trend Report. (September 15, 2010). (Analysis of LTD Questionnaires).	24

Evidence – IB.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.2.1	DLIFLC Campaign Plan 2011-2015.	25
IB.2.2	FM 5-0, C1 The Operations Process (Army Field Manual). (March 18, 2011).	26
IB.2.3	DLIFLC Annual Program Review 2009.	27
IB.2.4	DLIFLC Annual Program Summary 2010.	28

Evidence – IB.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.3.1	DLIFLC Campaign Plan 2011-2015.	25
IB.3.2	DLIFLC Annual Program Review 2010.	1
IB.3.3	DLIFLC Annual Program Review 2009.	27
IB.3.4	DLIFLC Annual Program Summary 2010 .	28
IB.3.5	DLIFLC Basic Course Student Results - DLPT 5 FY 2008-2010.	29
IB.3.6	ESQ - Program Effectiveness Analysis. (September 13, 2010).	22
IB.3.7	SNAPSHOT Summary/Trend Report. (September 15, 2010). (Analysis of LTD Questionnaires).	24
IB.3.8	DLIFLC Campaign Plan 2011-2015.	25
IB.3.9	DLIFLC Command Plan 2010-2014.	30
IB.3.10	DLIFLC Command Plan 2009-2013.	31
IB.3.11	DLIFLC Command Plan 2008-2012.	32

Evidence – IB.4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.4.1	Deputy Chief of Staff for Operations (DCSOPS) Personnel Roster. (April 8, 2011).	33
IB.4.2	DLIFLC Organizational Chart - (Scheduling Division, DCSOPS). (n.d.).	34
IB.4.3	Training Requirements <i>The Process</i> . PowerPoint (SMDR). (n.d.).	35
IB.4.4	Commandant's Town Hall Meetings 2010.	36
IB.4.5	Continuing Education Week of 19 April.	37
IB.4.6	AC Briefing European and Latin American Language School (UEL) May 4, 2011 Deanna Tovar, Dean.	38
IB.4.7	Memorandum 29 Sep 10 Training Improvement Certification Board Summary. (October 16, 2010).	12
IB.4.8	By-Laws Academic Senate Faculty Advisory Councils. (October 2006).	8
IB.4.9	DLIFLC Statement of Academic Freedom. (August 9, 2011).	39

IB.4.10	Defense Language Transformation Roadmap. (January 2005).	40
IB.4.11	Chapter II-2 Training Development Workload and Resource Management. (n.d.).	41
IB.4.12	Instructor Teams Source: CTARS. (October 13, 2005).	42
IB.4.13	CTAR Teams Source: CTARS. (June 28, 2011).	43
IB.4.14	CTAR Teams Source: CTARS. (October 1, 2010).	44
IB.4.15	(Draft) Defense Language and Regional Program Strategic Plan for 2010-2016	45
IB.4.16	DLIFLC Basic Course Student Results - DLPT5 FY 2008-2010.	29
IB.4.17	Hughes, G; Berman, S. ... Wall, M. (FY2009). Summative Report - 360° Evaluations. DLIFLC..	46
IB.4.18	Mohr, F. (September 2009). Final Evaluation Report Emerging Languages Task Force. DLIFLC.	47
IB.4.19	Appendices - Final Evaluation Report Emerging Languages Task Force. (n.d.).	48
IB.4.20	ELTF Action Plans; Hindi, Indonesian, Sorani, Urdu, Uzbek, Technology. (September 1, 2009).	49
IB.4.21	Final Evaluation Report Pilot Five-Day Iso-Immersion, Asian III and Middle East I Schools. (n.d.).	50
IB.4.22	DLIFLC Attrition Reduction Initiative Commandant Briefing. (December 6, 2010).	16

Evidence – IB.5:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.5.1	DLIFLC Annual Program Review 2010.	1
IB.5.2	DLIFLC Annual Program Review 2009.	27
IB.5.3	DLIFLC FY 2012-16 Campaign Plan - Working Group Meeting. (September 2, 2011).	51
IB.5.4	Army Accreditation Standards and Guide (September 22, 2010).	52
IB.5.5	DLPT Lists (n.d.).	53
IB.5.6	ESQ - Program Effectiveness Analysis (September 13, 2010).	22
IB.5.7	SNAPSHOT Summary/Trend Report. (September 15, 2010). (Analysis of LTD Questionnaires).	24
IB.5.8	Evaluation Division LSA Briefing September 2010.	14
IB.5.9	Evaluation Division - EV LSA Program 2008-2010.	15

Evidence – IB.6:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.6.1	Deputy Chief of Staff for Operations (DCSOPS) Personnel Roster. (April 8, 2011).	33
IB.6.2	DLIFLC Organizational Chart - (Scheduling Division, DCSOPS). (n.d.).	34
IB.6.3	DLIFLC Campaign Plan 2011-2015.	25
IB.6.4	DLIFLC Command Plan 2010-2014.	30
IB.6.5	DLIFLC Command Plan 2009-2013.	31
IB.6.6	DLIFLC Command Plan 2008-2012.	32
IB.6.7	Operation Order 11-24 (Campaign Plan FY 2011-15 Implementation).	55
IB.6.8	Structure Manning Decision Review (SMDR). Retrieved September 19, 2011 from http://www.tradoc.army.mil/dcsm/mfad/smdr.htm	56
IB.6.9	Army Regulation 1-1, Planning, Programming, Budgeting and Execution System. (January 30, 1994).	57
IB.6.10	DLIFLC Annual Program Review 2010.	1
IB.6.11	DLIFLC Annual Program Review 2009.	27
IB.6.12	Board of Visitors (BoV) Itinerary (January 12, 2011).	4
IB.6.13	February 2011 Board of Visitors Meeting of the DLIFLC (February 2-3, 2011).	58
IB.6.14	Taylor, Pam (personal communication, March 25, 2011). Provost's Strategic Planning Survey.	59
IB.6.15	Collins, Steve (personal communication, February 15, 2011). Field Support leadership - Reverse Evaluation.	60
IB.6.16	Continuing Education - Reverse Evaluation #6 Follow Up Survey December 2010.	61
IB.6.17	Commandant's Town Hall Meetings 2010.	36
IB.6.18	Lett, John. (personal communication, September 21, 2011) DLIFLC and IRB Issues.	62

Evidence – IB.7:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.7.1	DLIFLC Strategic Plan and Time Studies. (n.d.).	63
IB.7.2	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	64
IB.7.3	Wisdom is like a Boabob.... Colonel Sue Ann Sandusky PowerPoint DLIFLC Leadership Conference (2008).	65
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IB.7.5	The Task. Colonel Daniel Scott PowerPoint presentation. DLIFLC Leadership Conference (2008).	67
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IB.7.9	DLIFLC Attrition Reduction Initiative. (n.d.).	23
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IB.7.11	ICE. Home>>POM. Welcome to Presidio of Monterey's ICE Site. Retrieved September 2011 from http://ice.disa.mil/index.cfm?fa=site&site_id=531&dep=DoD	70
IB.7.12	Memorandum - Subject: Command Policy on the Interactive Customer Evaluation (ICE) Program. (April 22, 2009).	71
IB.7.13	Interactive Customer Evaluation Systems (ICE). Quality Management Office. PowerPoint. (September 1, 2007).	72
IB.7.14	Interactive Customer Evaluation ICE website. Retrieved August 29, 2011 from https://secureapp2.hqda.pentagon.mil/dtsw_cms/working/Interactive-Customer-Evaluation	73
IB.7.15	DLIFLC Student Learning Center Feedback Form. (n.d.).	74
IB.7.16	Continuing Education - Reverse Eval. #6 Survey, Dec 2010.	61
IB.7.17	Arabic Reading Working Group Project. (October 18, 2011).	81
IB.7.18	Army Accreditation Standards and Guide. (September 22, 2010).	52
IB.7.19	Federal Register/Vol. 73, No. 106, June 2, 2008, Notices.	75
IB.7.20	CHEA 2011 CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes Application.	76
IB.7.21	Eaton, Judith, Council for Higher Education Accreditation (personal communication, January 5, 2011) CHEA Awarded.	77
IB.7.22	DLIFLC - Aiso Library and Learning Center Comment Card. Retrieved August 12, 2011 from http://ice.disa.mil/index.cfm?fa=card&sp=107003&s=531&dep=*DoD&sc=4	78
IB.7.23	DLIFLC - Aiso and Chamberlin Libraries website. Retrieved August 12, 2011 from http://www2.youseemore.com/DLIFLC/default.asp	79
IB.7.24	Defense Language Curriculum Working Group Charter.	5
IB.7.25	Defense Language Testing Working Group Charter.	6
IB.7.26	Asian I Appreciative Inquiry Summit Workbook. (September 2, 2011).	80

Defense Language Institute Foreign Language Center

Standard IIA:

Student Learning Programs and Services



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of the stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

The Defense Language Institute Foreign Language Center (DLIFLC) offers high-quality instructional programs, student support services and library and learning support services. The institute, through its mission and vision statements, demonstrates its commitment to helping each student achieve stated learning outcomes through language programs and support structures that develop the student as a linguist, a service member and as a citizen. This commitment is met through the Institute's language programs, service unit training and local community relationships. Students gain an understanding and appreciation for diversity through their courses of instruction and contact with the multinational faculty members, as well as through ancillary activities, including volunteer work at philanthropic events held in the Monterey Peninsula. The rigors of studying a foreign language and performing military duties instill a keen sense of time management, task prioritization and a focus on learning that will serve each student in his or her future educational pursuits, either in a military or civilian career.

IIA. Instructional Programs

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

Descriptive Summary

Achievement of the DLIFLC's mission and vision [IIA.1] (i.e. student learning outcomes) is expressed in terms of foreign language proficiency using the Interagency Language Roundtable (ILR) proficiency scale [IIA.2] as primarily measured by the Defense Language Proficiency Test (DLPT) and the Oral Proficiency Interview (OPI). The goal of foreign language proficiency is met through various strategies and methods based on foreign language learning research from a variety of sources. The Army Culture and Foreign Language Strategy [IIA.3] provides the DLIFLC with direction on how language, cultural awareness and regional knowledge should be addressed within the DLIFLC curricula. In addition, the United States Army Learning Concept for 2015 [IIA.4] provides direction on how Army institutes should approach learning. These and a growing number of in-house measures are continually employed to ensure that the DLIFLC is achieving its desired educational and training goals throughout the time in which students are enrolled in their courses while also complying with DoD and Department of Army directives.

The DLIFLC grants the Associate of Arts Degree to active-duty and reserve-service members upon successful completion of basic language courses and required general education courses. Basic course graduation qualifies students to continue technical training at their next school, where they learn how to employ their new language skills in anticipation of future missions. Basic language training culminates in full certification in the student's military occupational specialty. DLIFLC students may further pursue their education through additional language training and/or coursework at other academic institutions [IIA.5].

The DLIFLC has a long history of student success in attaining and exceeding external, professionally recognized benchmarks in foreign language proficiency. The scope of languages in which the Institute offers training continues to grow as emerging national security threats create new demands for intelligence in specific vocational skill sets. In support of these dynamic and changing needs, the DLIFLC has built additional classrooms, added language sections to proposed future courses in response to new linguist manning needs, integrated new technology in instructional programs, and undergone instructional and curricular adaptations to further support student learning during the past year. Various support structures, as well as an extensive library system, augment the DLIFLC's abilities to aid its students toward foreign language competency. These structures will be addressed later in this standard.

The DLIFLC takes a systematic approach to ensuring that its instructional programs meet its mission requirements and uphold its integrity. In addition to the internal standards, procedures and controls in place within each academic program, the Evaluation and Standards directorate provides assessment tools, program evaluation and research services. The DLIFLC also benefits from the input of advisors such as the Board of Visitors and Curriculum Review Boards. Furthermore, the Institute is governed by regulations, most notably DLIFLC Regulation 350-10 and DLIFLC Regulation 10-1, which detail DLIFLC programs, roles and procedures [IIA.6], [IIA.7].

Self Evaluation:

The DLIFLC uses an abundance of review processes to aid institute leaders in determining if the programs and other aspects of DLIFLC are meeting mission and vision goals. The institute examines a variety of data to determine whether the schools are addressing the needs of their student populations in terms of instructional programming, support, training and advising. The evaluation division conducts evaluations of the language programs on a rotational basis [IIA.8]. From their first days in the Introduction to Language Studies course for basic course students at the Student Learning Center, through their classroom experiences, to their final language testing and graduation, students are carefully and systematically monitored academically to ensure they are progressing toward desired student learning outcomes. The DLIFLC also holds regular meetings with stakeholders to determine expectations, and current and future needs [IIA.9].

Planning Agenda:

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

Evidence – IIA:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1	DLIFLC Mission & Vision Statements. Retrieved September 21, 2011 from http://www.dliflc.edu/mission.html	1
IIA.2	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.3	Department of Army. (December 1, 2009). Army Culture and Foreign Language Strategy.	3
IIA.4	United States Army Learning Concept for 2015 presentation. (June 2-3, 2010).	4
IIA.5	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.6	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.7	DLIFLC Regulation 10-1, Organization and Functions. (n.d.).	7
IIA.8	Summary of 360° Evaluation for DLIFLC. (2009).	8
IIA.9	Defense Language Testing Working Group Charter (DLTWG). (n.d.).	9

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

Systematic evaluation and testing of language programs at the Basic and Post-Basic resident and non-resident levels are conducted to ensure that all instructional programs adhere to the mission and vision of the institute.

The core of the Institute’s undergraduate program in the Basic Program taught at the Presidio of Monterey. Intensive classroom instruction is provided by native speaker instructors in more than 20 languages to several thousand students at any given time. Over a period of 26 to 64 weeks, as determined by the difficulty of the language, students move from beginning understanding through higher levels of achievement. These programs are described in detail in the General Catalog [IIA.1.1] and will be addressed in more detail in other sections of this document.

The DLIFLC’s vision statement ends with the pledge that the Institute will meet language training and education “at the point of need” [IIA.1.2]. In fulfillment of this commitment, the DLIFLC’s Directorate of Continuing Education (CE), delivers the institute’s intermediate and advanced language courses. Additionally, CE leads the Institute’s various Language Training Detachments (LTDs), which are non-credit, non-certificate and non-degree language programs. The LTDs are developed to facilitate linguist refresher courses. CE Mobile Training Teams (MTT) provides a flexible, mobile program which brings language training anywhere there is a need [IIA.1.3]. Online programs and resources such as SCOLA, WebReader and Joint Languages University (JLU) are linked on the DLIFLC website to facilitate student language training support and to augment the various resources already available at the Institute [IIA.1.4].

Self Evaluation:

The directorate of Continuing Education (CE) efficiently meets the needs of both its resident students and DLIFLC graduates abroad. In an ever-evolving state of needs (e.g. changing number of graduate populations, locations, and language needs), CE demonstrates a keen ability to adapt in a timely manner to those needs through proactive and innovative scheduling of teachers and courses. MTT members adapt their curriculums to not only meet student learning outcomes but also to the learning styles of the students assigned. The SLC also assists CE carry out this mission by teaching Introduction to Language Studies to MTT sites [IIA.1.5].

Planning Agenda:

As the need to teach people anywhere in the world continues to grow, the DLIFLC will maintain its commitment to delivering the best foreign language education. Language program evaluations by evaluation specialists and student course evaluations will continue to be administered.

Evidence - 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1.1	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.1.2	DLIFLC Mission & Vision Statements. Retrieved September 21, 2011 from http://www.dliflc.edu/mission.html	1
IIA.1.3	Continuing Education Overview presentation. (n.d.).	10
IIA.1.4	DLIFLC Annual Program Review. (2010).	11
IIA.1.5	Student Learning Center Mobile Training Program syllabus. (n.d.).	12

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

Descriptive Summary:

The DLIFLC has two main goals: 1) to produce effective military linguists who are competent in their language, understand cultural nuance, and can function in the field through its basic course program and 2) to sustain, enhance and maintain the skills of said linguists in its post basic course program. As articulated by the Defense Language Road Map [IIA.1a.1], the goal of the Department of Defense (DoD) is to “establish a cadre of language professionals possessing an ILR proficiency of 3/3/3 in Reading/Listening/Speaking” [IIA.1a.2]. The DLIFLC’s Basic Program fulfills that requirement to a minimum 2/2/1+ level, and its post basic course provides enhanced instruction through and beyond ILR level 3 [IIA.1a.3].

With high levels of student language proficiency as the DoD's and DLIFLC's ultimate goal, the institute first prepares its basic course students through the Student Learning Center's Introduction to Language Studies course. The students receive an initial orientation to the culture, history, geography and strategic importance of the language they are about to study. Students take a refresher on English grammar to remind them of the intricacies of sentence structure and grammatical parts of speech, which is vital in navigating a foreign language course. Additionally, students receive initial training on the use of DLIFLC technologies [IIA.1a.4]. Students in intermediate and advanced programs are military linguists assumed to already possess area studies and linguistic knowledge sufficient to support advanced language study. These are further developed within their respective programs of study, as evinced by the program syllabi [IIA.1a.5]. One special area of educational need arises primarily among Russian Arms Control Speaking Proficiency Course (RACSPC) students who are native speakers of Russian. The English language proficiency of some may be sufficiently limited to affect class and test performance. As necessary, these students are mentored in English language by academic specialists of the directorate of Continuing Education's Academic Support Center. In Fiscal Year 2011, approximately 800 hours of such assistance was provided. The RACSPC teaching staff have also instituted, within the past year, a distinct 32-week program for native speakers of Russian in order to efficiently meet the special educational needs of these students [IIA.1a.6].

Throughout their language courses, students take numerous assessments which aid teachers in determining student progress and in developing tailored instruction. Teachers and Military Language Instructors evaluate and counsel students academically to ensure students are on track toward meeting proficiency benchmarks and to provide additional one-on-one help as needed. Graded testing vehicles (e.g., vocabulary quizzes, end of unit or end of semester tests) are used as measurable, meaningful feedback to the student. These grading tools have been evaluated by academic specialists as well as testing and curriculum experts to ensure that current modalities and researched testing theories are employed.

The identification of student learning needs is individualized through the application of Diagnostic Assessment (DA) protocol in the Basic and Post-Basic language programs. DA is simultaneously utilized to assess students' progress toward achieving stated proficiency outcomes. In the directorate of Continuing Education's school of Resident Education, intermediate and advanced students undergo DA at the beginning, middle and at the end of their courses [IIA.1a.7]; 517 DAs were performed in FY11. The goal of this procedure is to accurately assess individual learner characteristics and specific areas of weakness that students need to address, provide individualized learning plans, and to inform the instructional teams so that they can accommodate the needs of each individual student [IIA.1a.8]. In addition, DLIFLC students who participate in immersion programs outside the United States normally undergo DA both prior to immersion and upon their return, in order to assess the effectiveness of each immersion program. The Defense Language Proficiency Test (DLPT) quantitatively evaluates an individual's language proficiency level in reading and listening. Speaking proficiency is evaluated in the Oral Proficiency Interview (OPI). Both assessment tools use the externally validated ILR scale for grading purposes. The DLPT's statistical analysis is assessed periodically to check for currency, methodology and whether the test meets its intended purposes: to accurately determine an individual's ability to understand a language in written and audio form. The OPI is quality controlled with random third ratings to validate the assessment. The DLPT and OPI serve as the basic, intermediate and advanced course

final proficiency assessments [DLIFLC Regulation 350-10, 14 August 2006, p. 70], and indicate the level to which students have met or exceeded minimum graduation standards [IIA.1a.1].

The DLIFLC is conducting significant research in determining factors in student success and student attrition. The Attrition Reduction Study aims to identify factors not only within the classroom, but in all areas that encompass student life [IIA.1a.9].

Last, a working group called the Defense Language Curriculum Working Group provides additional input to review and contribute to DLIFLC curricula and instructional practices. The forum provides transparency and input to the institute’s goal of producing military linguists with the highest level of foreign language proficiency possible.

Self Evaluation:

The DLIFLC language courses are offered in two directorates: Undergraduate Education (UGE) and Continuing Education (CE), which together efficiently meet the students’, stakeholders’ and future employers’ linguistic needs. The DLIFLC effectively meets those varied needs primarily through its basic language and other courses.

The institute’s basic course fulfills the ILR 2/2/1+ requirement and the institute is striving to achieve ILR 2+/2+/2. In doing so, the institute has conducted numerous curriculum reviews. The institute found that more time and effort is necessary to prepare teachers to the point of consistently producing higher student DLPT outcomes.

All students in basic, intermediate and advanced courses receive a minimum of 30 hours of instruction per week plus tailored instruction as needed. A regularly scheduled seventh period provides supervised study for people needing special assistance, tailored assistance and as a place to get started on evening and out-of-class work, while an optional evening study hall is provided from 6:30 p.m. to 8:30 p.m. four nights per week [IIA.1a.10]. Additional assistance is available for intermediate and advanced course students outside the core six instructional hours per day, and similar arrangements are in place at LTDs to provide further organized, individual instruction.

Planning Agenda:

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

Evidence - 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1a.1	Defense Language Transformation Roadmap. (January, 2005).	13
IIA.1a.2	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency	2

	Levels.	
IIA.1a.3	Commander's Update Brief. (July 27, 2011).	14
IIA.1a.4	1.) Student Learning Center website. Retrieved January 17, 2012 from http://www.dliflc.edu/slc.html 2.) Student Learning Center Facebook. Retrieved January 17, 2012 from http://www.facebook.com/permalink.php?story_Fbid=211986125557811&id=567707129	15
IIA.1a.5	1.) Intermediate Korean Program Resident Instruction Directorate of Continuing Education. (n.d.). 2.) Advanced Korean Program Resident Instruction Directorate of Continuing Education. (n.d.).	16
IIA.1a.6	Russian Arms Control Speaking Proficiency Program syllabus. (n.d.).	17
IIA.1a.7	Intermediate Korean and Chinese Program Resident Instruction Program Syllabi. (2011).	18
IIA.1a.8	Diagnostic Assessment Center brochure. (n.d.).	19
IIA.1a.9	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.1a.10	DLIFLC Attrition Reduction Initiative Commandant Briefing. (December 6, 2010).	20

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

Descriptive Summary:

DLIFLC faculty members recognize and appreciate the relationship between teaching and learning. Course content, methods of instruction and student learning needs and styles must work in tandem for learning to occur. Therefore, processes are in place in which committees provide oversight and through which colleagues interact to ensure that appropriate teaching methodologies are utilized [IIA.1b.1]. DLIFLC employs a team teaching system to ensure instructors' diverse teaching styles and philosophies of teaching are amalgamated to better serve students' various learning styles. When teachers are hired, they are required to attend the DLIFLC Instructor Certification Course. This course ensures faculty are clear on expectations and teaching methods [IIA.1b.2].

DLIFLC course syllabi, in accordance with current best practices in the field, are based on current methodology and favor the use of task-based instruction (TBI) over more traditional lecture-based models. This ensures, on both an institutional and program level, that teaching is effective, realistic and meaningful in accordance with the syllabus [IIA.1b.3], [IIA.1b.4]. Faculty may employ a range of other methodologies. Faculty are regularly observed employing strategies such as pair work, group work, portfolio or project-based work, integration of creative media, presentation, and debate in the classroom. To maximize learning, teaching takes place in

various formats including whole-class, small section, split section or one-on-one. One-on-one speaking is implemented extensively in many DLIFLC schools.

DLIFLC schools actively encourage maximum use of the target language by implementing a full immersion environment whenever possible. Diverse culture-related activities, cookeries, field trips, speech contests, writing contests and other instructional delivery modes are planned and implemented to make the learning more meaningful and hands-on, thus ensuring maximal opportunities for targeted language use. Immersion activities lasting from one to three days are instituted throughout the three semesters in the basic courses.

The directorate of Continuing Education (CE) oversees the Language Training Detachments (LTDs) which serve to meet various language needs within the US and abroad. Extension LTDs provide sustainment and enhancement training, mainly for individuals who scored sub-2 as measured by the Interagency Language Roundtable (ILR) scale, or who need higher level skills for a specific mission. Special Operations Forces (SOF) LTDs are 18-52 week courses tailored for the SOF community and more performance-oriented. At liaison LTDs, a DLIFLC representative provides information on DLIFLC capabilities and support opportunities to various supported organizations, while also providing subject matter expertise on foreign language and cultural competencies. General purpose LTDs provide in-depth, 16-week pre-deployment foreign language and culture training to units prior to departure to overseas missions. Afghanistan/Pakistan Hands (AFPAK) LTDs provide support for four instructional phases for Dari, Pashto or Urdu to specifically designated military members who are being assigned on a continual basis to those countries where these languages are spoken, with the goal of speaking ILR 2 or higher [IIA.1b.5].

Technology is heavily used to deliver instruction. The institute utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. For example, SmartBoards are used to layer textbook materials with authentic video and current articles available on the Internet. iPods are used for listening activities and recording student speech. Tablet PCs are used for non-Latin script writing practice, storage of curricula and multimedia files, homework, note taking and research on the internet. The institute is currently transitioning from Blackboard to Sakai as a course delivery system due to reduced cost and ease of use.

The directorate of Continuing Education's (CE) school of Distance Learning focuses on technology-mediated delivery of instruction to students who may be located thousands of miles away from their instructors, as well as blended forms of learning [IIA.1b.6]. CE Mobile Training Teams (MTT) also deliver instruction face-to-face at remote sites as required [IIA.1b.7].

Formative assessment for learners in the form of Diagnostic Assessment is also delivered through multiple media. While usually a face-to-face procedure, DA can, when required, be carried out by MTTs or technological mediation (virtual DA). Though virtual DA has not been widely utilized to date, it is available to Foreign Area Officers (FAO) upon demand. The DLIFLC also possesses an Online Diagnostic Assessment (ODA) tool for multiple languages, with more languages in development. The ODA, which is available at all times and provides

feedback immediately upon completion, focuses on assessment of the learner’s current proficiency level in reading or listening [IIA.1b.8].

Self Evaluation:

The DLIFLC strives to ensure that course syllabi and student learning outcomes are clearly tied to educational needs, proficiency goals and testing. The Faculty Development Division provides workshops and seminars based on the changing needs of the institute [IIA.1b.1]. The institute understands its student needs and leverages resources to promptly address these needs.

Planning Agenda:

Faculty Development will continue to train DLIFLC faculty on designing current, engaging, proficiency-based activities to enhance traditional core materials that focus on translation, transcription and gisting. This dual-pronged approach will ensure that students are better prepared for externally normed proficiency exams such as DLPT and OPI while also delivering needed instruction in vocational, military-specific final learning outcomes. The DLIFLC will continue to strive to ensure that course syllabi and student learning outcomes are clearly tied to educational needs, proficiency goals and testing. Schools will continue to use diverse teaching methods to break up the learning day and to keep students actively engaged.

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

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

Evidence - 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1b.1	DLIFLC Holiday Program. (2008). (Faculty Development).	21
IIA.1b.2	DLIFLC Faculty Development Division Course Catalog. (2010).	22
IIA.1b.3	Intermediate Korean and Chinese Program Resident Instruction Program Syllabi. (2011).	18
IIA.1b.4	Advanced Persian-Farsi and Spanish Program Resident Instruction Program Syllabi. (2011).	23
IIA.1b.5	Continuing Education Overview presentation. (n.d.).	10

IIA.1b.6	List of Distance Learning Products and services. Retrieved January 17, 2012 from www.dliflc.edu/products.html	24
IIA.1b.7	DLIFLC AFPAK Hands (APH) Dari Sustainment Course Syllabus. (n.d.).	25
IIA.1b.8	Online Diagnostic Assessment website. Retrieved January 12, 2011 from http://oda.lingnet.org/	26

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

Descriptive Summary:

Student learning outcomes required for graduation are stipulated in DLIFLC Regulation 350-10. [IIA.1c.1]. Students completing the basic program must receive a minimum score of listening 2, reading 2, speaking 1+ on the DLPT and have a cumulative GPA of “C” (2.0) or higher. No end-of-course grades below “D” (1.0) will be accepted [IIA.1c.2]. To satisfy the credit requirement for the Associate of Arts in Foreign Language degree, the student must complete a minimum of 63 semester credits of college level work. This total is obtained through 45 credits of DLIFLC coursework (including nine credits of language general education) and 18 credits of outside general education requirements. Outside general education requirements may be fulfilled by CLEP/DANTES examinations, coursework from other accredited institutes, or by military training accredited by the American Council on Education (ACE) CREDIT Program [IIA.1c.2].

DLIFLC students are evaluated for the foreign language they studied according to rigorous standards and against specific and well-defined proficiency objectives using the Interagency Language Roundtable proficiency scale [IIA.1c.3], which was developed to measure learning outcomes in listening, reading and speaking. The DLIFLC utilizes the DLPT (Defense Language Proficiency Test) and OPI (Oral Proficiency Interview) to test students’ proficiency upon graduation and annually thereafter during their career as linguists. These same tests are used throughout the Department of Defense and the federal government system to assess the target language abilities of linguists on an on-going basis.

The DLIFLC diploma is awarded to each student who completes all language program requirements, as listed in DLIFLC Regulation 350-10, Chapter 10 [IIA.1c.1]. Diploma requirements include: the completion of all courses with a grade of “D” or higher, a cumulative GPA of 2.0 or higher, and scores on the DLPT/OPI of L2/R2/S1+ or higher for the basic program, L2+/R2+/S2 for the intermediate program and L3/R3/S2 for the advanced program. Any student who completes the program but does not meet all of the diploma criteria receives a certificate of completion. Any student who attends any portion of a program but does not complete the program receives a certificate of attendance. Diplomas are not awarded in refresher or sustainment language programs [IIA.1c.2].

Through its Evaluation and Standardization division, the institute constantly updates and provides the most current assessment and evaluation tools, such as the DLPT5, which has

generally replaced the DLPT IV. With each revision of the DLPT, the assessment construct more closely resembles the world in which the linguist will operate. Currently, the DLPT5 has replaced the DLPT IV in over 85% of our language courses [IIA.1c.4].

Taken toward the end of a student's intensive course of studies, the DLPT and OPI comprise the major evaluation tools used to evaluate student learning outcomes. These assessments were developed outside of the language schools by a specialized team in DLIFLC's Testing and Evaluation division. They have been developed, tested and standardized specifically for each foreign language, adhering to universal best practices in testing and evaluation. Furthermore, these exams have been deemed reliable and valid through assessment and review processes external to the Institute [IIA.1c.5], [IIA.1c.6]. The DLIFLC considers test results as the basic indicator of each language program's successes and failures. Additionally, input from the Defense Language Curriculum Working Group [IIA.1c.7], [IIA.1c.8], the Defense Language Testing Working Group [IIA.1c.9], [IIA.1c.10] the Defense Language Advisory Panel [IIA.1c.11], the Defense Language Steering Committee [IIA.1c.12], the Cryptologic Language Advisory Council and the Cryptologic Training Council is used to evaluate student output and the relevance of DLIFLC methods and programs to mission requirements. Input and expertise from the crypto-linguist community, Special Operating Forces, Human Intelligence activities, and foreign area officers (FAOs) are continuously elicited and employed in conjunction with exam scores to improve training and outcomes.

In addition to its external validation processes, the DLIFLC employs regular, systematic efforts to assess learning outcomes internally, and relies upon research and program evaluation conducted by the Evaluation and Standardization (ES) directorate [IIA.1c.13]. This directorate administers and grades tens of thousands of tests and conducts its own statistical item analysis, discrimination and validation efforts. The DLIFLC student learning outcomes are thus verified by a scrupulous, well-regulated set of external and internal evaluations, as opposed to teacher-generated assessments or exams used strictly within individual programs [IIA.1c.4].

Though the DLPT and OPI are the apex summative testing vehicles that help determine a student's graduation status, each DLIFLC student takes various other assessments that help faculty determine the student's progress and level of linguistic achievement during his/her tenure at the institution. Along with the DLPT and OPI assessments, students are evaluated on their global foreign language skills (e.g., listening, reading and speaking) and related sub-skills (e.g., transcription, gisting, and translation) on a regular, on-going basis throughout their courses [IIA.1c.2]. These sub-skills are referred to as Final Learning Objectives (FLOs). Daily vocabulary, grammar and other quizzes give a consistent and formative snapshot of the student's previous day or week of learning. Chapter quizzes, weekly checks and unit tests assess larger-scale understanding of important grammar, vocabulary, reading, listening, speaking, gisting and transcription skills [IIA.1c.14].

The end-of-semester tests (named 101/102, 201/202, and 301/302 for each of the three semesters, respectively) encapsulate the progression of the student's language skills, testing the student's accumulated language knowledge and use. FLO testing gives a concrete assessment of a student's ability to meet given language use objectives (e.g., speaking in past, present and future tense) tied to job skills and military needs. Innovative, qualitative and holistic evaluation tools

are also used to assess cumulative learning via portfolios and project-based activities, such as collaborative internet research and both English and target language presentations on historical, cultural and current events [IIA.1c.14].

Whether daily, weekly or at given course points, regular and well-controlled assessments ensure that students receive the feedback and instruction that empower them with linguistic tools to keep them on the right trajectory toward the reading, listening and speaking skills needed to reach graduation standards.

In assessing the quality of instructional programs, multiple data are taken into consideration, such as test results, ESQ/ISQs, 360 Program Evaluation feedback, sensing sessions with students, class observations and quarterly reports. Deans, chairs, branch chiefs, academic specialists and others in the schools and in Curriculum Development use both the summative and formative assessment data to check trends and to evaluate if adjustments in curriculum or approach are needed. Based on these observations, actions are implemented at the department, team and teacher level to evaluate and improve programs.

Self Evaluation:

Within its resident and non-resident programs, the DLIFLC effectively promotes continual analysis of student learning outcomes and carries out systematic reviews of student success rates in each area of overall curriculum. In every language class, students are efficiently evaluated via prognostic and diagnostic reports developed using critical benchmark assessment scores. Through such analyses, teachers identify struggling and/or failing students. Those students receive effective additional individual counseling pertinent to each graded event. Students in academic jeopardy receive mandatory tailored assistance and are offered both self-initiated, optional and unit/teacher-initiated, mandatory study halls and opportunities aimed at timely intervention to meet individual learning needs.

Planning Agenda:

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

Evidence - 1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1c.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

IIA.1c.2	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.1c.3	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.1c.4	Directorate of Evaluation and Standardization presentation. (n.d.).	27
IIA.1c.5	Defense Language Proficiency Test (DLPT5) Familiarization Guide for Multiple Choice Format. (n.d.).	28
IIA.1c.6	American Council on Teaching Foreign Languages (ACTFL). (2012). Proficiency Guidelines: Speaking, Writing, Listening and Reading.	29
IIA.1c.7	4th Defense Language Curriculum Working Group (DLCWG) Agenda. (August 24, 2011).	85
IIA.1c.8	Memorandum for See Distribution. Subject: Defense Language Curriculum Working Group (DLTWG) Notes. (April 13, 2011).	86
IIA.1c.9	Defense Language Testing Working Group Charter (DLTWG). (January 26, 2009).	9
IIA.1c.10	Defense Language Testing Working Group (DLTWG) Member Representation. (n.d.).	87
IIA.1c.11	Update to the DLAP presentation. (November 8, 2011).	88
IIA.1c.12	Update to the Defense Language Steering Committee presentation. (August 2010).	89
IIA.1c.13	Summary of 360° Evaluation for DLIFLC. (2009).	8
IIA.1c.14	DLIFLC Indonesian Basic Program Syllabus 2011	31

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.

Descriptive Summary:

The Defense Language Steering Committee identifies and establishes the major student learning outcomes based on Interagency Language Roundtable (ILR) sill level descriptors, which are periodically assessed and updated to meet evolving needs [IIA.2.1]. The primary responsibility for tracking progress on goals and objectives related to the institute's academic mission and administration – including monitoring the degree of achievement of externally defined outcomes – lies with the Deputy Chief of Staff for Operations (DCSOPS). DCSOPS monitors the breadth, depth and rigor of language courses in numerous ways, with close scrutiny on course completion and graduation rates.

An example of that scrutiny and rigor is the institute's on-going studies to determine the correlation between final course grades and DLPT scores. These statistical measures are used by the schools to examine in-house tests and other evaluation procedures for relevancy and currency among the languages for which they are responsible. The statistical information provided by the directorate of Academic Affairs and Research and Evaluation division is triangulated with data collected on a regular basis in student feedback sessions conducted by the Office of the Dean. DLIFLC Regulation 350-10 provides guidance on course surveys and questionnaires, and mandates regularly scheduled student feedback sessions [IIA.2.2]. The purpose of these sessions is to ascertain more about classroom dynamics, quality of instruction, tests and assessment procedures. Classroom observations supply another venue for quality assurance.

A major regular evaluation publication is the Annual Program Summary (APS), which includes a review of student enrollment, attrition rates, graduation statistics, student outcomes and test score data in statistical form for the purpose of data comparison [IIA. 2.3]. The institute's Academic Senate provides feedback on academic issues to the Provost and other DLIFLC leaders. At the school level, Faculty Advisory Councils (FAC) advise each school's dean on academic matters that affect the school in general. They have been active in establishing a salient communication channel between the faculty and administration. The Annual Program Review (APR), which is published and distributed electronically and in hardcopy form, is the institute's primary vehicle to communicate matters of quality assurance to the institute's public [IIA.2.4]. Furthermore, the Training Improvement Certification Program (TICP) is another venue for military units and schools to identify and discuss matters of mutual concern [IIA.2.5].

The Student Learning Center (SLC) relies on internal [IIA.2.6], [IIA.2.7], [IIA.2.8], [IIA.2.9] [IIA.2.10] and external [IIA.2.11], [IIA.2.12] data collection and program evaluation to continually improve instructional courses and program offerings. Internal program evaluation consists of systematic data collection for all SLC programs through student feedback forms. Quarterly, trend analysis is conducted to determine needed areas of program improvement, teacher development and curricular change [IIA.2.13], [IIA.2.14]. External program evaluation on the efficacy of the SLC's programs and offerings conducted by the Research and Analysis division began in the first quarter of FY12. The evaluation focuses on the measurable student outcomes for SLC's program and is expected to be completed by the end of the fiscal year [IIA.2.15].

In 2007, the Research and Analysis division conducted research on the use of the SLC's student portfolios in the basic language programs [IIA.2.11]. One of the findings was the DLIFLC basic course faculty were not aware of SLC program offerings or of the use of the student portfolios. In response, the SLC instated a standardized, portfolio information session for the teachers of those students transitioning from the SLC's one-week, preparatory course to the basic language course [IIA.2.16].

In addition to the institute's basic language programs and the Student Learning Center, Language Training Detachments (LTDs) are designed to bring specific training at the host site's request (See also Standard IIA.1b). Student Learning Outcomes (SLOs) are accessed via the DLPT and DLIFLC faculty present at each LTD, with centralized management by DLIFLC [IIA.2.17].

Self Evaluation:

The DLIFLC continues to use well-established and effective methodologies to design, develop and implement course objectives and programs. Assessments are effectively employed to determine quality of the programs and courses, allowing for benchmarking strong points and areas of improvement. These assessments are based on statistical analyses to allow comparisons and in-depth analyses. Faculty involvement occurs on many different levels and in various manners, allowing for effective forwarding of their inputs concerning course or program changes. Committees, such as the Faculty Advisory Councils (FAC), create a feedback paradigm that allows the institute to make timely changes to better meet student learning outcomes.

Planning Agenda:

None.

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2.3	360° Evaluation Narrative. (n.d.).	30
IIA.2.4	DLIFLC Annual Program Review. (2010).	11
IIA.2.5	Operation Order 12-25 (Training Improvement Certification Program) (TICP). (November 21, 2011).	33
IIA.2.6	Class Climate: Workshops/Seminars [V.6] Student. (November 9, 2011).	90
IIA.2.7	Class Climate: Language Enhancement after DLI (V.6). (September 1, 2011).	91
IIA.2.8	Class Climate: ILS Overall. (February 1, 2011).	92
IIA.2.9	Class Climate: Academic Advising Feedback. (November 16, 2011).	93
IIA.2.10	Class Climate: Introduction to Language Studies (ILS) Orientation. (November 1, 2011).	94
IIA.2.11	Salyer, S., Kam, S., Berman, S., & Hughes, G. (January 2010). <i>The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio, Final Report</i> . DLIFLC.	95
IIA.2.12	Pierre, C. (March 2008). <i>Foreign Language Learning and the Efficacy of Preparatory Course Interventions</i> . Capella University.	96

IIA.2.13	Memorandum for ATZP-MH. Subject: Student Learning Center Quarterly Historical Report, 4th Quarter CY-2011. (January 10, 2012).	97
IIA.2.14	Fisher, K. (FY11 Quarter 2). Introduction to Language Studies Student Feedback Comments. DLIFLC.	98
IIA.2.15	Performance Work Statement for Strategic Plan and Time Studies: Homework and Self-Study Project Contract Support for DLIFLC Directorate of Evaluation & Standardizations. (May 23, 2011).	99
IIA.2.16	Student Learning Center (SLC) Portfolio Information Session Implementation Guidelines. (February 28, 2011).	100
IIA.2.17	(LTD) Language Training Detachment Map and Descriptions. (n.d.).	34

2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing and improving instructional courses and programs.

Descriptive Summary:

The institute has robust procedures to design, determine learning outcomes for, and ultimately deliver and evaluate courses and programs. Faculty members participate at each stage of these procedures. The Defense Language Steering Committee establishes overall needs and identifies and establishes the major learning outcomes based on Interagency Language Roundtable Skill (ILR) level descriptors [IIA.2a.1]. Employers of DLIFLC graduates define and articulate needed language skills for their purposes. This then identifies student learning outcomes that the DLIFLC further defines and implements.

The institute utilizes a number of formative and summative vehicles to evaluate the student learning outcomes. Feedback sessions, class observations, chapter tests and other measurements are systematically scrutinized by teaching teams for relevancy and currency. Classroom observation reports [IIA.2a.2] document what has taken place during the hour, and then note strong points and recommendations to further improve quality of instruction. The observer later meets with the faculty member to discuss instructional methods. Oral Proficiency Interviews (OPI), and various final assessments also help the schools determine whether they are meeting objectives [IIA.2a.3].

The Annual Program Summary (APS) is prepared for internal and external use. The institute uses the quantitative data on student enrollment, attrition rates, graduation statistics, student outcomes and test score data to enhance student programs and outcomes [IIA.2a.4].

The DLIFLC recognizes the faculty’s central role in establishing and improving courses and programs. Teachers provide input through teaching team discussions, task force meetings and project committees. The institute’s Academic Senate provides feedback on academic issues to

the Provost and other DLIFLC leaders. Each school elects representatives to serve on its internal Faculty Advisory Committee (FAC) as well as to represent the school in the Academic Senate. Within both the Academic Senate and FACs, permanent and ad hoc committees are formed to address specific issues such as faculty professional development, student learning and trends, the institute's implementation of technologies, standards and policies [IIA.2a.5].

Faculty members are encouraged to publish their knowledge, practices and successes in an internally published and distributed language teaching journal (e.g., Bridges). They also present at annual Faculty Professional Development Day and the Holiday Program, during which instructors exchange knowledge and experiences gained throughout the year [IIA.2a.6]. The DLIFLC also contributes to the wider body of professional knowledge by producing two external peer-reviewed journals (*Applied Language Learning* and *Dialogue on Language Instruction*) [IIA.2a.7], [IIA.2a.8].

Individual basic program classes are evaluated on a regular basis by the teaching team, with formal reports after Unit 2, Semester 1, Semester 2, pre-DLPT, and post-DLPT submitted through the teaching team leader or chair to the dean and to the associate provost for Undergraduate Education. These standardized reports provide an analysis of student performance and actions taken to improve the learning experience [IIA.2a.9].

Self Evaluation:

The DLIFLC uses well-established and effective methodologies to design, develop and implement course objectives and programs. Military service units tell the DLIFLC what is needed for military linguist duties. Assessments are effectively utilized to determine quality of the programs and courses, allowing for benchmarking strong points and areas of improvement. These assessments are, in general, based on statistical analysis to allow comparisons and in-depth analysis. Faculty involvement occurs on many different levels via different paths, enabling effective forwarding of their inputs concerning course or program changes. Committees, such as the Faculty Advisory Councils (FACs), are actively engaged in institutional processes, creating a feedback paradigm that allows the institute to make timely changes to better meet student learning and other academic objectives.

Planning Agenda:

None.

Evidence - 2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2a.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2a.2	Class Observation Form. (n.d.).	35
IIA.2a.3	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

IIA.2a.4	DLIFLC Annual Program Summary. (2010).	32
IIA.2a.5	Academic Senate Meeting Minutes. (April, 2011).	36
IIA.2a.6	DLIFLC Holiday Program. (2008). (Faculty Development).	21
IIA.2a.7	Woytak, L. (Editor). (2010). <i>Applied Language Learning</i> . Vol. 20. Numbers 1 & 2.	37
IIA.2a.8	Woytak, L. (Editor). (2010). <i>Dialog on Language Instruction</i> . Vol. 21. Numbers 1 & 2.	38
IIA.2a.9	Sample class reports. (n.d.).	39

2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Self Evaluation:

The key to the DLIFLC’s identification of necessary language competency levels, setting of appropriate student learning outcomes and adoption of monitoring and assessment procedures for all courses relies on recommendations made by stakeholders at a yearly meeting of flag officers (military generals), Senior Executive Service (SES) and representatives from the institute. This Annual Program Review (APR) addresses accomplishments of the past year, plans for the current year and other matters for discussion and guidance, including stakeholder quality expectations. The published APR is the institute’s primary vehicle to communicate matters of quality assurance to the public and was most recently published in October 2010 [IIA.2b.1]. Using the APR and other programs, DLIFLC leadership identify areas of need and create a budget that allocates resources to various programs so that student progress can be assessed more regularly and learning outcomes can be achieved more effectively.

As the DLIFLC is a military organization and subject to Department of Defense directives, faculty members work effectively within the leadership’s pre-defined guidelines to identify appropriate language learning outcomes, outline effective curricula, produce targeted outcome-based materials, provide instruction and measure competency levels. In conjunction with and relying on guidance from the administration and numerous external advisory committees, the DLIFLC’s faculty is central to the process of reviewing the relevance of learning outcomes, establishing appropriate expectations for specialized vocational training, and improving the quality of all courses, including those that lead to certificates of attendance, DLIFLC diplomas and Associate of Arts degrees. Faculty assess student learning, review student accomplishments and offer guidance and counseling to students through internal unit and course assessments, as well as unit and course tests created external to the school house, including the DLPT.

In response to previous accreditation recommendations and in order to align the institute more closely with best practices at parallel academic institutions, the Academic Senate and each school’s Faculty Advisory Council (FAC) have actively established salient vertical and

horizontal communication channels between the faculty and administration regarding teaching and learning [IIa.2b.2]. All faculty personnel are members of a school's FAC. They elect a board consisting of a president, vice-president, and secretary. Each FAC sends one or two senators to the Academic Senate (based on the size of the directorate or school). The feedback generated within the FAC is communicated to the Academic Senate president, who relays the input to the Provost so that necessary steps are taken to make necessary goal updates, identify discrepancies between stated outcomes and performance, remedy problems or reward exceptional actions. Responses from the Office of the Provost are relayed back to the faculty through the senate.

Additionally, UGE academic schools (under the direction of the Office of the Provost) and military units regularly participate in the Training Improvement Certification Program (TICP) to discuss and make progress on matters of mutual academic and vocational training concerns [IIA.2b.3]. In this forum, action plans are developed to deal with areas of mutual concern. In recent years, this has resulted in, among other improvements, a systematic student attrition study initiative, needed updates to DLIFLC Regulation 350-10 and improved accountability procedures [IIA.2b.4].

Self Evaluation:

Through its varied assessment programs and review, the DLIFLC proactively conducts sufficient oversight and assessment of its programs and courses. From the top down, the Annual Program Review garners input from external stakeholders and directly affects funding allocation and implementation of programs. From within the DLIFLC, faculty members regularly and effectively provide their input concerning academic matters, policies and institutional processes that guide the development and evaluation of courses and programs through the FACs, Academic Senate, and in-school forums. Faculty inputs are efficiently forwarded to higher authorities through this channel, allowing for quick action to reward accomplishments or to resolve issues.

Planning Agenda:

None.

Evidence - 2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2b.1	DLIFLC Annual Program Review. (2010).	11
IIA.2b.2	DLIFLC By-Laws Academic Senate Faculty Advisory Councils. (September 2006).	40
IIA.2b.3	Memorandum for Record. Subject: 29 Sep 10 Training Improvement Certification Board Summary. (October 16, 2010).	84
IIA.2b.4	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

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

Descriptive Summary:

The Institution's programs provide a rich, high-quality foreign language learning experience in an intensive, well-organized structure. The breadth, depth and rigor of language courses are monitored in numerous ways with close scrutiny for successful course completion and graduation rates.

With a focus on meeting employer needs, the duration, appropriate sequencing and synthesis of learning in all language programs is coordinated by continuous dialog between military service units, Command Language Program Managers (CLPM), the National Security Agency (NSA) and the Defense Language Office (DLO). These dialogues promote establishing minimum required language proficiency results and course length as well as prioritizing other critical needs. This helps the Department of Defense (DoD) and the DLIFLC to initiate appropriate resource and funding levels to facilitate success. Four categories of languages have been established based on the difficulty a native speaker of English has to learn the language. Category 1 includes IndoEuropean languages such as Spanish, French, Italian and Portuguese. Basic program instruction in these languages is conducted over a 26-week period. The two Category 2 languages currently being taught are German and Indonesian, with a 35-week period of instruction. Category 3 includes the majority of languages taught at the institute, with a 48-week program of instruction. Category 4 languages include Arabic, Chinese, Japanese, Korean, and Pashto; the program of instruction is 65 weeks. [IIA.2c.1] After an evaluation of the Pashto basic program it was extended from its original 48 weeks to 65 weeks to meet student proficiency requirements. The Spanish Basic Program has also been extended in a trial program to increase student proficiency levels. There has been a tradition of dialog on the adjustment or adherence to the established system course length involving all levels at the institute [IIA.2c.2], [IIA.2c.3].

The institute has a Proficiency Enhancement Program (PEP) in place with the goal of raising basic course graduates' overall proficiency scores. The enhancement plan aims to accomplish this not by increasing course length, but rather by: (1) increasing the minimum entry level Defense Language Aptitude Battery scores for initial placement in foreign Language Programs, (2) allowing those candidates more individual time on task by decreasing the student to teacher ratio from an average of 10:1 to 6:1 or 8:1 depending on the language category, (3) providing more access to language input outside of the classroom by issuing tablet PCs and iPods or iTouches with support software, training and compatible materials to entering students, and (4) moving from a .mil network to an open .edu network that allows for more efficient and consistent access to authentic materials [IIA.2c.4].

Faculty members are also encouraged to conduct mini-action research projects which examine ways to improve and to refine their teaching. Since action research involves the application of the scientific method to everyday problems in the classroom, teachers are engaged in reflective thinking that assists them in determining how to improve instruction. This serves to foster

increased institutional dialogue about instructional issues and student learning [IIA.2c.5]. Faculty members holding Associate Professor rank or higher are expected to conduct an Action Research project every rating period as part of their performance standards [IIA.2c.6].

Language Training Detachments (LTDs) serve to meet the various language needs within the US and abroad. For liaison LTDs, a DLIFLC representative provides information on DLIFLC capabilities and support opportunities to various supported organizations, while also providing subject matter expertise on foreign language and cultural competencies. Afghanistan/Pakistan Hands (AFPAK) LTDs provide support for four instructional phases for Dari, Pashto or Urdu to specifically designated military members who are being assigned on a continual basis to those regions where these languages are spoken, with the goal of speaking ILR 2 or higher. Extension LTDs provide sustainment and enhancement training, mainly for individuals who scored sub-2 as measured by the ILR scale, or who need higher level skills for a specific mission. Special Operations Forces (SOF) LTDs are tailored 18-52 week courses tailored for the SOF community and more performance oriented. General purpose LTDs provide in-depth, 16-week pre-deployment foreign language and culture training to units prior to departure to overseas missions [IIA.2c.7].

The institute conducts regular and systematic reviews of basic course programs. An example is the 360-degree study of language courses in which students, faculty, administrators and external evaluators look at a program in detail. The study includes an analysis of the curriculum, classroom observations, interviews and formal reports to the DLIFLC leadership [IIA.2c.8].

Self Evaluation:

Command Language Program Managers, the National Security Agency and the Defense Language Office hold the institute accountable to produce linguists at a defined proficiency level. The institute enrolls classes on a weekly basis in order to meet agency needs and maximize the number of students who can be trained each year.

The Proficiency Enhancement Program (PEP) standards have been successfully implemented in a number of programs [IIA.2c.4]. However, some rapidly growing, high-enrollment languages, such as Pashto, have had to compromise on class size due to difficulty in hiring instructors. Other significant PEP elements such as higher admissions standards, issuance of personal technology devices and open internet access on campus remain in place. An aggressive recruitment and hiring program is currently in place to ensure that the final component of the Proficiency Enhancement Program is operating in all of the institute's programs.

In addition to PEP elements, a number of qualitative and quantitative improvements in faculty training support higher language proficiency goals. This includes: (1) an increased number of observed and debriefed teaching hours in initial Instructor Certification Course (ICC) training, (2) the implementation of a systematic and developed Instructor Recertification Course (IRC), (3) the implementation of a post-basic instructor certification program (PBICP), (4) an e-certification program for instructors involved in distance learning, (5) increased classroom presence by academic specialists and department chairs and branch chiefs, and (6) increased time devoted to technology training for school instructors. These measures are in place to ensure that

the quality of classroom instruction is and remains state-of-the-art. Class observations provide a sound vehicle for quality control when used as one of several methods for providing feedback for improvement. These observation assessments are most useful when examining only a few factors at a time (e.g., teacher-student interaction, teacher wait time and others).

Planning Agenda:

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

Evidence - 2c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2c.1	DLIFLC general CATALOG	5
IIA.2c.2	DLIFLC Command Campaign Plan 2011-2015.	41
IIA.2c.3	DLIFLC. (March 30, 2004). Transformation White Paper.	42
IIA.2c.4	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	43
IIA.2c.5	Tozcu, A. (2009). Teacher Action Research presentation. DLIFLC.	44
IIA.2c.6	Senior System Civilian Evaluation Report Support Form – DA Form 7222-1. (May 1993).	45
IIA.2c.7	(LTD) Language Training Detachment Map and Descriptions. (n.d.).	34
IIA.2c.8	Salyer, S. (n.d.) <i>Executive Summary</i> . DLIFLC.	46

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

Descriptive Summary:

Due to its highly diverse and dispersed learning community, the DLIFLC provides a variety of face to face and technologically mediated services to help identify and meet the learning needs of its students. Platforms include on- and off site face-to-face instruction, real time video teletraining (VTT), Broadband Language Training System (BLTS) and asynchronous self-study training materials delivered both via internet and DVD/CD.

As part of their first week of onsite basic course instruction, students attend a course titled Introduction to Language Studies at the Student Learning Center [IIA.2d.1]. There, students complete learning style inventories using Felder and Soloman’s Online Learning Styles Index Questionnaire [IIA.2d.2] and Strategy Inventory for Language Learning (SILL) [IIA.2d.3]. The intent of these activities is to simultaneously inform students of their preferred learning styles and related strategies as well as to acquaint them with both the teaching methodology and the

support technology employed by the DLIFLC. A student portfolio containing the results of the various inventories is prepared and presented to the student's teaching team to help the faculty understand the student and to better counsel the student as the course of studies progresses [IIA.2d.4].

In order to accommodate various learning styles, the DLIFLC trains students in language acquisition theory, learning strategies and language maintenance. Additionally, all on- and off-site students have access to diagnostic assessment. A diagnostic assessment specialist trained by the DLIFLCs' Diagnostic Assessment Center uses an internally generated formative protocol to identify individual learner differences (e.g., cognitive styles and sensory preferences) and individual linguistic strengths and weaknesses. This provides the students and the teaching teams with results that inform individualized learning plans and classroom teaching methods. Online Diagnostic Assessment (ODA) is also available.

In order to maximize the use of technology enhanced classrooms, faculty and students are trained in SmartBoard and other pertinent emerging technologies. Resident basic courses incorporate laboratory instruction in listening and multimedia labs. All courses use authentic audio and video clips in class, contain a significant element of task- and project-based activities that require internet research and are enhanced by a plethora of created support materials that take advantage of a variety of software. The initial weeks of basic course instruction, which include service unit orientation, SLC participation and technology training, aid students in developing the proper knowledge and skill sets needed to succeed in class [IIA.2d.5]. Similar forms of preparation assistance are incorporated into Continuing Education (CE) programs.

A typical classroom day in basic, intermediate and advanced courses is six, 50 minute periods. Teaching teams provide a weekly schedule of class and laboratory times, along with daily objectives and homework assignments. During their initial few weeks in the basic course, students attend mandatory special assistance hours with a teacher present directly after class. This routine helps to: 1) provide students direct access to a teacher to answer questions and 2) incorporate time management skills for doing homework and balancing other activities. This establishment of good study habits and homework discipline can greatly aid students who lack such skills from their previous academic experiences. In order to maximize one-on-one time between teacher and student and to provide smaller, sub-group instruction that is more closely tailored to various learning styles, the institute has increased the number of split sessions whereby two or three teachers lead a class hour. This is coupled with specialized, remedial instruction to address students' special needs and/or learner orientations [IIA.2d.5].

Self Evaluation:

Proactive orientation programs such as Introduction to Language Studies continue, to effectively prepare students for their initial forays into language learning. Helping students identify their individual learning styles gives them effective insights into how to adjust their own learning to maximize language acquisition. Faculty and supervisors are provided information on student learning styles before classes begin and are given training about how to incorporate learning styles when developing lesson plans. Faculty Development division and individual schools efficiently train their faculty how to use the available data and class observations to tailor their teaching and to assign homework to different types of language learners.

Some service units place students who are awaiting their class start date on casual duty status. During this time, they are assigned duties not related to preparation for their classes (e.g., painting building interiors, policing areas for trash, or general cleaning of the unit building command areas and hallways). Student time may be better spent in preparing for language instruction.

Current ISQ/ESQ results indicate that not very many schools address *how* students learn within their teaching team discussions; rather, in most instances, time is only dedicated to the language learning itself.

Planning Agenda:

The criteria for classroom observations could be adjusted to address student learning styles in a more explicit way. To help meet the needs of student learning styles, students attending the Introduction to Language Studies should couple learning styles self-discovery with congruent compensatory strategies [IIA.2d.1].

Evidence - 2d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2d.1	Student Learning Center Topics covered in Introduction to Language Studies. (February, 2009).	47
IIA.2d.2	Soloman, B., Felder, R. Index of Learning Styles Questionnaire. Retrieved October 21, 2011 from http://www.engr.ncsu.edu/learningstyles/ilsweb.html	48
IIA.2d.3	Strategy Inventory for Language Learning (SILL). (n.d.).	49
IIA.2d.4	Portfolio Information Session for UGE Faculty: lesson Plan. (n.d.)	50
IIA.2d.5	DLIFLC Student Learning Center webpage. Retrieved January 17, 2012 from http://www.dliflc.edu/slc.html	51
IIA.2d.6	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

2e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary:

The number, type and size of instructional programs offered by the DLIFLC are determined by national security needs and consequently change with changing world circumstances. The DLIFLC conducts a comprehensive Annual Program Review (APR) to ensure institutional integrity, currency, quality, relevancy and achievement of learning outcomes. Thereby, language programs, attainment of instructional objectives and disenrollment rates are carefully scrutinized and the current year is compared with previous years. The same information is used to compute a Teaching Team Success Index as part of an ongoing review of instructional effectiveness at the teacher level [IIA.2e.1].

In an effort to meet current and future needs for achieving learning outcomes, DLIFLC is currently fully implementing a Proficiency Enhancement Program (PEP), in which class size is being reduced. This is based on research indicating that a reduced teacher-to-student ratio will help improve individual student learning. To investigate the effects of reduced class size, the Research division is monitoring the learning outcomes of the students in Proficiency Enhancement Program classes [IIA.2e.2].

As part of regular internal reviews, the schools and the Evaluation and Standardization division obtain various forms of student feedback on instruction. Within each language school, administrators and academic specialists conduct classroom observations and group sensing sessions with students. At the mid- and end- of-program, Evaluation and Standardization members administer computerized student questionnaires that are designed to evaluate the instructional program and instructors. Evaluation and Standardization processes and reports the students' questionnaire responses to the dean of the evaluated school [IIA.2e.3].

The various forms of feedback from these programs, as well as other vehicles, help the DLIFLC to ascertain whether its courses and programs are relevant, appropriate and current. Additionally, feedback indicates whether these courses and programs fulfill learning outcomes that meet student learning outcomes in fulfilling the institute's mission. The directorate of Academic Affairs provides the institute's leadership (e.g., deans, associate provosts, Provost, and Commandant) with weekly statistics on graduating classes, including detailed results of proficiency scores for each graduate and a quarterly summary of academic proficiency levels for all students who graduate up to the end of the reporting period [IIA.2e.4].

Self Evaluation:

The institute's efforts to meet this standard are proactively aggressive, with all programs subject to ongoing evaluation in one form or another. The DLIFLC Annual Program Review continues to effectively communicate and document the institute's attainment of its objectives. The numerous statistical summaries serve to inform senior leadership in the DLIFLC chain of command as well as the DLIFLC's clients and other interested organizations. The Annual Program Review also serves as an effective forum for dialogue in which client representatives may voice concerns.

Evaluation and Standardization produces its comprehensive program and instructor evaluation reports in a highly efficient manner. Reports are made available to the various language schools only a few days after the data are collected from students.

The DLIFLC examines the relationship between program characteristics and student learning outcomes under the Proficiency Enhancement Program in accordance with its dedication to improve. The evaluation for Proficiency Enhancement Program is thorough and very carefully designed.

Planning Agenda:

None.

Evidence - 2e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2e.1	DLIFLC Annual Program Review. (2010).	11
IIA.2e.2	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	43
IIA.2e.3	Interim and End of Program Student Questionnaire Analysis. (2010-2011).	52
IIA.2e.4	DLIFLC Basic Course Student Results FY 2012 YTD. (January 6, 2012).	53

2f. The institution engages in ongoing systematic evaluation and integrated planning to ensure currency and measure achievement of its stated Student Learning Outcomes and courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary:

As stated in section 2e, the DLIFLC’s Annual Program Review (APR) [IIA.2f.1] and its Annual Program Summary (APS) [IIA.2f.2] encapsulate the institute’s ongoing effort to use systematic evaluation to allow the school’s leadership to ensure that its stated Student Learning Outcomes and courses are current and relevant. The DLIFLC is legally compelled by the Government Performance and Results Act (GPRA) of 1993 to develop a comprehensive strategic plan at least every three years. Additionally, under the Department of Defense Instruction 5160.4 [IIA.2f.3], the DLIFLC is required to formulate a five-year plan which is to be updated on an annual basis. While there are mandates and regulations related to the mission statement and the strategic planning process, the review of the mission statement and adjustment of the strategic plan is crucial to the institute’s success.

The institute has instituted procedures designed to identify and remove redundancies, encourage innovation and be accountable. All of these are intended to be accomplished along the following five Lines of Effort: 1) Resident Language Instruction, 2) Non-Resident Language Instruction, 3) Teaching/Learning Methodology and Technology, 4) Testing and Evaluation, 5) Service Member, DoD Civilian and Family Health, Safety, and Welfare. The DLIFLC’s effectiveness

relies upon information sharing and a shared goal of excellence, which are essential to achieving the mission [IIA.2f.4].

The Commandant, through his staff, tracks academic progress to meet goals and objectives set for the academic effort. Major goals and objectives are focused on meeting the standards set for the institute by the Defense Language Steering Committee, providing and conducting proficiency based testing and developing or improving products and services such as GLOSS, HeadStart2, AFPAC Hands support and dialect training in Levantine and Iraqi.

Self Evaluation:

The DLIFLC’s effective planning provides an informed forecast of how future events are likely to transpire based on understanding the current situation and conditions of the operational environment. This forecast accounts for the uncertainty, chance and friction innate to complex situations. These overall evaluations aid DLIFLC commanders and senior leaders to express the importance of flexibility and adaptability in the planning process [IIA.2f.1]. The Lines of Effort focus effectively ensures that the institute looks at all aspects of the DLIFLC which may affect student learning and achievement.

Planning Agenda:

None.

Evidence - 2f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2f.1	DLIFLC Annual Program Review. (2010).	11
IIA.2f.2	DLIFLC Annual Program Summary. (2010).	32
IIA.2f.3	Defense Language Program (DoD Directive) Number 5160.41E. (October 21, 2005, Incorporating Change 1, May 27, 2010).	54
IIA.2f.4	Memorandum for See Distribution. Subject: DLIFLC Command Guidance FY (Fiscal Year) 2012. (December 18, 2011).	55

2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary:

The institute uses the Defense Language Proficiency Test (DLPT) developed by the DLIFLC Test Development division of the Evaluation and Standardization directorate. This test is the capstone examination for each student at the DLIFLC and is currently in its fifth generation [IIA.2g.1]. Because the DLPT is used to determine eligibility for graduation, the DLPT is the highest-stakes test offered at the DLIFLC. Also, this test is used throughout the U.S.

Government for a number of high-stakes decisions concerning foreign language proficiency pay and military job assignments.

The validity of the DLPT is under constant and intense scrutiny. Internal review consists of item development, pilot testing and evaluation. At a minimum, 200 examinees are used to assess each test item. In addition, independent reviews are conducted, three reviews per test item. Another step is a panel review by the Standards Setting Panel [IIA.2g.2], [IIA.2g.3], [IIA.2g.4]. The panel consists of experts in test review methodology, to include psychometricians. Then, once data is received, psychometricians review and analyze the data and review test scoring calibration. In sum, the DLPT is a rigorously reviewed, high-stakes testing program administered by the DLIFLC to graduating students and by the Defense Manpower Data Center to military linguists in the field. Highly qualified, target-language experts working in collaboration with trained experts in the Interagency Language Roundtable (ILR) skill level descriptors ensure conformity to these proficiency standards [IIA.2g.5]. Military service member’s Foreign Language Proficiency Pay (FLPP) is assessed using the DLPT as the testing instrument.

In a more comprehensive view of DLPT assessment, the institute created the Defense Language Testing Advisory Board (DELTAB). This group is composed of nationally recognized experts in the fields of language testing and educational measurement. The DELTAB evaluates the DLIFLC’s assessment programs and offers guidance regarding all aspects of these programs. The DELTAB’s oversight of the DLIFLC’s assessment practices has resulted in several major improvements in practices that support test validity and minimize bias, such as external review, production of a framework document and standard-setting studies [IIA.2g.6].

Self Evaluation:

The DLIFLC’s procedures for management, assessment and review of the Defense Language Proficiency Test are rigorous. The test is significant as it affects students, foreign language proficiency pay and military duty assignment. The test is available to all members of the U.S. military.

Planning Agenda:

None.

Evidence - 2g:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2g.1	Defense Language Proficiency Test (DLPT5) Familiarization Guide for Multiple Choice Format. (n.d.).	28
IIA.2g.2	Plake, B., Impara, J., Cizek, G. (April 30, 2011). <i>Observation Report: Standard Setting for DLPT5 Levantine Listening Examination.</i>	101
IIA.2g.3	Plake, B., Cizek, G., Impara, J. (May 16, 2011). <i>Observation Report: Standard Setting for DLPT5 Modern Standard Arabic</i>	102

	<i>(MSA) Reading and Listening Examinations.</i>	
IIA.2g.4	Impara, J., Cizek, G., Plake, B. (August 19, 2011). <i>Observation Report: Standard Setting for DLPT5 Persian Farsi Reading and Listening Examinations.</i>	103
IIA.2g.5	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2g.6	CASL, Defense Language Testing Advisory Board (DELTAB). Retrieved September 27, 2011 from http://casl.umd.edu/node/62	56

2h. The institute awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary:

Students earn course credits by successfully completing course requirements and mastering the student learning outcomes applicable to the resident basic and intermediate language programs. Such outcomes are measured at the class level and also according to Interagency Language Roundtable skill level descriptors [IIA.2h.1].

As do other comparable postsecondary institutions, the DLIFLC uses the Carnegie system for defining credits (1 semester credit for every 16 hours of classroom hours of attendance). The institute exceeds these minimum standards as well. The institute’s student learning objectives (i.e., foreign language proficiency) is the same across all four language categories in the basic language program. However, because the institute’s semester lengths vary due to the language category, the total number of hours a student spends in class varies with the difficulty of each language. The DLIFLC determined that a 25 week, Category I language program was the basis for awarding semester credit when it sought degree-granting status in 2001. Specifically, students attend class at least six hours per day, five days per week, for 25 weeks. This routine has remained constant. This is a minimum of 750 classroom hours of instruction, from which the institute derives its awarding of 45 credits for a basic language course. This applies to all basic language programs, to include the longer language programs in language Categories II, III and IV. For Category III and IV language programs which span 46 and 63 weeks in duration, the 45 credits that the DLIFLC issues are significantly lower than what the Carnegie system indicates. Intermediate language program graduates receive 18 semester credit hours in accordance with the standard ratio of hours of instruction to credit.

Students are tested at the end of each semester on the language and also on area studies and other final learning objectives. This encourages students to study all aspects of the program, not just the three proficiency modalities tested by the DLPT/OPI. DLIFLC 350-10 policy requires graduating students to receive no less than a 1.0 grade point (‘D’) in any course with a cumulative Grade Point Average (GPA) of 2.0 (‘C’) throughout the program of study [IIA.2h.2]. Once a student’s semester grades are determined as well as graduation status, results are officially posted by the Registrar’s office.

In terms of course sequencing, a typical program at a college breaks foreign language courses into sets that are delivered at specified times. The DLIFLC's courses are embedded into the language program in such a way as to link natural conversational experience using all language skills to allow students to maximize their abilities. For example, a teacher may concentrate on a specific aspect of language learning before touching on other areas that are considered distinct courses at other colleges. The institute uses course syllabi with defined Student Learning Outcomes and course numbering system. Sequencing used at the DLIFLC is not typically found at other educational institutions [IIA.2h.3].

Self Evaluation:

The DLIFLC is a performance/outcome-based institution. Credits are not awarded for seat time but for proficiency in the studied language. The system works well as it relies on defined student learning outcomes that are made known up front to both teachers and students. In addition, it is understood that the longer programs in duration receive the same credits as the 25 week program. A student earns the same amount of credit (45 semester hours) for a basic language course that lasts 25 weeks as one that lasts 64 weeks of full-time instruction. Student Learning Outcomes, course curriculum scope and sequence, and unit exams provide an effective learning environment.

Planning Agenda:

None.

Evidence - 2h:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2h.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2h.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2h.3	DLIFLIC Indonesian Basic Program Syllabus 2011.	31

2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary:

Student Learning Outcomes are at the course level, program level and institutional level. Criteria for degree or diploma are published in the DLIFLC Regulation 350-10 as well as the course syllabi [IIA.2i.1]. In addition, the institute is fortunate to have a validated assessment instrument

that is used to measure student achievement of stated and standardized interagency language learning outcomes. This “capstone” test, the Defense Language Proficiency Test (DLPT) versions 4 and 5, tests listening and reading. The DLPT is used to assess all languages instructed at the institute. Speaking is tested in all languages through the Oral Proficiency Interview (OPI). Writing is measured with in-class exercises and tests. Each student graduating from the institute must take and pass a DLPT and OPI.

The DLIFLC was awarded federal degree-granting status by the U.S. Congress in 2001 and the ACCJC awarded degree-granting status in 2002. Associates of Arts degrees are awarded to those who both meet their language requirement as well as complete a minimum number of general education courses as agreed upon with external degree granting institutions who work with the DLIFLC to provide non-language coursework. This is also defined in 350-10 and the AA Degree page on the DLIFLC.edu website. The degree program is designed to provide all students a comprehensive education that will enable them to carry out linguist duties and responsibilities as well as be contributing members of society.

From May 2002 through September 30, 2011, the DLIFLC has granted a total number of 6,765 DLIFLC Associate of Arts in Foreign Language Degrees. Since Fiscal Year 2008, when 1,027 degrees were awarded, the number of degrees has been consistently 960 or higher. The following chart illustrates the number of degrees granted annually since May FY 2002 [IIA.2i.2].

Number of DLIFLC Associate of Arts Degrees Awarded per Fiscal Year (FY)

<i>Fiscal Year</i>	<i>Number of Degrees Granted</i>
May FY 2002	192
FY 2003	406
FY 2004	562
FY 2005	519
FY 2006	505
FY 2007	611
FY 2008	1,027
FY 2009	993
FY 2010	990
FY 2011	960

DLIFLC Directorate of Academic Affairs [IIA.2i.2]

In 2008, the institute expanded the general education credit opportunities to be more in line with the California Community College Chancellor’s Office. This provided greater opportunities for students to complete degree requirements in the specific General Education Area. Credits remained the same and the specific General Education Areas remained unchanged.

Self Evaluation:

The DLIFLC awards degrees and diplomas based on criteria set forth in its programs and connected to students’ success. The institute improved the relevancy of its AA degree program in 2008 by aligning itself more closely to the California Community College System’s General

Education Areas. Although the DLIFLC’s student population is rather transient, the intent was to enable student mobility among institutions while still meeting DLIFLC’s existing General Education subject areas. Since this change, the program has stabilized to confer approximately 1,000 Associate of Arts per fiscal year.

Planning Agenda:

None.

Evidence – 2i:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2i.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2i.2	AA Degrees Granted by Mail and In Residence report summary. Retrieved October 20, 2011 from internal database of Department of Academic Affairs.	57

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

Descriptive Summary:

As DLIFLC basic and intermediate course students progress through their language programs, they accrue classes which may be incorporated into the DLIFLC Associate of Arts (AA) degree or degrees from other institutions. Definition of programs and general education requirements can be found in the institute’s General Catalog and website.

The General Education areas have not changed since 2002, when the Institute became accredited as degree-granting. The underlying goal at the DLIFLC is for all students to receive a comprehensive education that enables each student to carry out linguist duties and responsibilities and be a contributing member of society. To achieve this goal, students who receive an AA degree are required to show competence in general education, as well as knowledge and skills in the foreign language studied while in residence at the Presidio of Monterey.

To convey the philosophy and requirements, the AA degree program is briefed to all incoming students during the first week at the institute. In addition, the Presidio of Monterey has an Education Center which provides testing services and information on the various institutions that may be called upon to assist students to complete their DLIFLC AA degree general education requirements. In addition, major milestones with the degree program, are published in the

Institute's magazine, the *Globe* and have been published on Army Radio, reaching a more expansive military audience.

The major, General Education categories, stated learning outcomes, and process to earn the DLIFLC AA degree remains unchanged since the program's inception. All of these components were reviewed and approved by the then Academic Advisory Council (now Academic Senate) and Board. The Academic Senate is periodically briefed on the AA degree program and weekly totals of AA degree recipients are published totaling 6,798 to date [IIA.3.1].

In order to satisfy the credit requirement for graduation, students must complete at least 62 semester units of college-level work. This includes 35 units in the foreign language major and 27 semester credits of General Education classes. These credits in total must satisfy credit minimums in each of the following General Education A: Area A: English Writing and Composition, 3 credits; Area B: Critical Thinking (Satisfied through MS 120 & 220), 3 credits; Area C: Science, 3 credits; Area D: Humanities (Satisfied through AS140, 240 & 340), 3 credits; Area E: Social Sciences, 3 credits; Area F: Computers, 3 credits; Area G: Area Studies (satisfied through AS140, 240 & 340); Area H: Physical Education (satisfied through Basic Military Training), 3 credits; Area I: Mathematics, 3 credits [IIA.3.2].

Of the 27 semester credits required for the DLIFLC AA degree, nine can be satisfied in DLIFLC basic language course programs. The DLIFLC courses which satisfy General Education requirements are as follows:

Area B: Critical Thinking

Lower Division:

MS 120. Introduction to Job Related Skills in the Foreign Language (2 credits)

Upper Division:

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

Area D: Humanities

Lower Division:

AS 140. Introduction to Foreign Language Culture (2 credits)

Upper Division:

AS 240. History and Geography of the Foreign Language Region (1 credit)

Area G: Area Studies

Lower Division:

AS 240. History and Geography of the Foreign Language Region (1 credit)

Upper Division:

AS 340. Area & Intercultural Studies within the Foreign Language Region (2 credits)

General Education courses not taught at the DLIFLC must be completed at an accredited institution. DLIFLC students can also meet the remainder of the General Education requirements through Advanced Placement (AP) testing, College Level Examination Program, Defense Activity for Nontraditional Education Support or through military training through the Academic Council on Education (ACE) Credit Program [IIA.3.2]. The institute has two academic credit

articulation agreements intended to facilitate transfer of academic credit to four-year colleges. One agreement is with Bellevue University and the other with North Georgia State College and University [IIA.3.3], [IIA.3.4]. Due to the Institute's specific mission, it is unlikely that the Institute will offer the entire complement of general education courses.

The criteria for courses transferred to meet DLIFLC general education requirements (as stipulated in the General Catalog and AA Degree website) are outlined below:

- Must come from a regionally accredited institution or candidate for regional accreditation
- Must be completed with the equivalent of a "C" or better, earning at least three semester credits
- Must not be developmental or preparatory
- Must satisfy the issuing institution's general education requirements for the particular general education area

Students have access to information on general education transfer credit opportunities through the DLIFLC Education Center as well as the AA Degree Office. Both offices are open either during student lunch time or after hours. The Education Center conducts briefings for new students and assists them in coordinating with testing agencies and other colleges in order to meet not only the DLIFLC AA degree requirements but other educational goals. The DLIFLC AA Degree General Education Requirement Checklist and Alternative Methods to Satisfying the DLIFLC General Education Requirements are kept by the Directorate of Academic Affairs and are available to the public on the DLIFLC.edu website and general catalog.

Self Evaluation:

Degree requirements and contact information are prominently posted on the DLIFLC website, in the barracks, instructional facilities and other areas frequented by students. The Registrar's office effectively accommodates those students wishing to register for the degree. The breakdown of language and general education courses into individual college level courses is not well understood by the faculty. Most teachers, although well acquainted with the curriculum of their particular program, are not familiar with how different elements of the program meet general education and language major requirements. At present, the Registrar's Office under the directorate of Academic Affairs offers to give presentations to the faculty, but the presentations are arranged on case-by-case basis and do not effectively reach the majority of DLIFLC teachers. Although AA degree requirements are posted on the www.dliflc.edu website and in the General Catalog, it is not reaching the entire faculty. The challenge is exacerbated in that faculty members who received their education in their respective countries of origin may not be very familiar with American higher education system.

Planning Agenda:

The DLIFLC will incorporate into its Faculty Development program, Academic Senate or similar faculty orientation presentation, a presentation concerning the breakdown of courses, credits and degree program. This presentation may be a briefing with informational handouts

given during a Faculty Professional Development Day event, or through another medium as needed to ensure faculty are informed.

Evidence – 3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3.1	AA Degrees Granted by Mail and In Residence report summary. Retrieved October 20, 2011 from internal database of Department of Academic Affairs.	57
IIA.3.2	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.3.3	Memorandum of Understanding Between the DLIFLC and Bellevue University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	58
IIA.3.4	Memorandum of Understanding Between the DLIFLC and North Georgia College and State University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	59

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

Descriptive Summary:

The DLIFLC offers General Education courses that satisfy three major areas of knowledge: Humanities (through 140 and 240), Critical Thinking (through 120 and 220), and Area Studies (through 240 and 340) [IIA.3a.1].

Courses covering the Humanities have components in the fine and performing arts, literature of the language, as well as the philosophy and religion of the language area. Additional areas include an understanding and sensitivity for artistic and cultural creation and expression. Courses covering Critical Thinking present logical thought, critical evaluation and clear and precise expression. Courses in this area have an oral presentation component allowing students to demonstrate their ability to persuade, debate, argue and inform in a clear, concise and logical manner with emphasis on content and delivery in the foreign language.

Courses covering Area Studies present the foreign language cultural area(s) and include geography, history, political and economic system(s) of the foreign language area(s).

The DLIFLC frequently evaluates and reviews courses. Specifically, deans, academic specialists and department chairs assess the programs through student feedback (e.g., ESQ and ISQ Surveys), observations and review of supplemental materials and teacher-created materials. In

addition DLIFLC tracks the age of curriculum in the Annual Program Summary [IIA.3a.2] and updates curricula accordingly.

Self Evaluation:

The DLIFLC general education courses demonstrate expected degree of mastery by the students. Institutional emphasis on integrating culture is manifested by adding the phrase “culturally-based” to the institute’s mission statement and into the curriculum. Emphasis on the use of authentic material and teaching in the target language (faculty are evaluated on these aspects) aim to integrate culture with language.

Planning Agenda:

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

Evidence - 3a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3a.1	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.3a.2	DLIFLC Annual Program Summary. (2010).	32

3b. A capability to be a productive individual and lifelong learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary:

Oral communication is a major component of all language courses at the DLIFLC. Due to a small class size (six students per class), students are expected to speak from their first day of class onward. As the students’ foreign language skills build, they are presented with tasks of increasing difficulty and language manipulation. Before they graduate, all students take the Oral Proficiency Interview (OPI) and must score a minimum of 1+ in speaking to meet the graduation minimum standard. An OPI score of 1+ indicates that the student demonstrated the ability to speak in paragraphs and completed the following tasks: gave directions and instructions, discussed current events, provided descriptions, and narrated in present, past and future tenses. To score 2+ or 3 on OPI, the students must demonstrate their ability to provide abstract explanations, support opinions and hypothesize [IIA.3b.1].

Although composition and rhetorical skills are not specifically tested, students learn to write in the respective alphabets of their foreign language, and many classroom tasks and evaluated

homework assignments make use of writing at least to the paragraph level and often beyond. Students have also engaged in extra-curricular activities, such as writing articles in the target language for Wiki sites and writing skits and dialogs for production.

Prior to being issued their tablet PCs for class, students participate in a mandatory training orientation on tablet PC use conducted at the Student Learning Center. The students also receive an additional 2-hour, hands-on training once they arrive at their school house. Throughout the duration of the course, the students use computers to access instructional materials, complete their homework and do research. Students and teachers also use Blackboard, Sakai, SharePoint and SmartBoard technology.

Military Studies 120 and 220 satisfy the general area of critical analysis/logical thinking. Both MS 120 and 220, Introduction to Job Related Skills in the Foreign Language and Introduction to Military Topics in the Foreign Language, emphasize critical thinking skills, such as logical thought, evaluation and clear and precise expression. These courses have an oral presentation component, allowing students to demonstrate their ability to persuade, debate, argue or inform in a clear, concise and logical manner. Furthermore, per ILR indicators, students who graduate at the 2+ or higher level in speaking proficiency have categorically demonstrated an emerging ability to speak about abstract topics and to hypothesize, speculate, synthesize, analyze and extrapolate.

It is worth noting that learning a language to a pragmatic fluency level is one of the most difficult tasks a person can accomplish, requiring mastery of grammar, syntax, vocabulary and other language related factors.

Most DLIFLC students participate at least once in Field Training Exercise (FTX) events. During an FTX, the students use their language skills to engage in problem-based scenarios, which require them to collect information from multiple sources, evaluate and analyze gathered information, and organize it in coherent reports. Problem based scenarios require students to negotiate meaning, employ higher-level critical thinking skills and thus process information on a deeper level.

Before graduation, all basic course students return once again to the Student Learning Center to attend the 4-hour Language Learning after DLIFLC (LEAD) workshop. This course is aimed at helping the graduates become self-directed language learners. LEAD helps students make the transition from classroom-based learning to field-based learning by introducing educational opportunities available to them post-DLIFLC. The course also addresses topics such as the role of memory in language maintenance and web- and computer-based language learning resources, such as the DLIFLC's Global Language Online Support System (GLOSS), Weekly Training Events, Field Kits, Countries in Perspective, Online Diagnostic Assessment and other language sustainment tools [IIA.3b.2], [IIA.3b.3].

Self Evaluation:

The DLIFLC invests considerable resources to adequately equip students to become life-long language learners. The Defense Language Proficiency Test is available to all DLIFLC graduates

and U.S. military personnel. In addition, the demand for language sustainment exists and the institute has created numerous programs to fill this Department of Defense need.

Planning Agenda:

None.

Evidence - 3b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3b.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.3b.2	Language Enhancement After DLIFLC (LEAD) website. Retrieved January 17, 2012 from http://www.dliflc.edu/autonomouslangua.html	60
IIA.3b.3	Global Language Online Support System (GLOSS) Webpage. Retrieved from http://gloss.dliflc.edu/	61

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

Descriptive Summary:

Through their mandatory service unit or civilian training, DLIFLC students and faculty meet a number of annual training requirements, covering such issues as Sexual Harassment/Assault Response and Prevention, Notification and Federal Employee Anti-discrimination and Retaliation training, Ethics training, Suicide Awareness and Prevention training, and Drug and Alcohol Awareness training. These requirements vary in number by service, but nonetheless give students good grounding in concepts that prepare them to become ethical human beings and effective citizens [IIA.3c.1].

The institute differs from other academic institutions in the fact that the majority of the faculty is foreign born. In their daily interactions with teachers, the students are exposed to ethnic, religious, gender, age and cultural diversity. Through their participation in immersion programs, students gain further insights into other cultures and societal value systems.

Through their military service, DLIFLC students have shown their willingness to assume civic responsibility on the national and global level. On a local level, DLIFLC service units also participate in civic and philanthropic activities which further cement students’ understanding of the need to act as responsible human beings and global representatives of the United States. For example, DLIFLC students help with donations for the Marine Corps Toys for Tots, provide parking and security at local charity functions and serve at local philanthropic fund raisers to enhance their civic engagement through volunteerism.

Self Evaluation:

Organizations, such as military units, Civilian Personnel Advisory Center (CPAC), the Chaplain’s office, the Office of Morale, Welfare and Recreation (MWR), the Equal Employment Opportunity (EEO) and the Equal Opportunity (EO) office are effective in training the faculty and students on such topics as ethics, cultural diversity, sexual harassment. They also help them to become involved in volunteer and other community opportunities.

Planning Agenda:

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

Evidence - 3c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3c.1	Army Regulation 350-1. Army Training and Leader Development. (August 4, 2011).	62

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary:

The institute is authorized by Congress as the U.S. military’s primary educational institute for teaching foreign languages to enlisted and officer linguist students. In its basic and continuing education programs, the DLIFLC’s focus area of inquiry is teaching a foreign language to a given level proficiency. These language programs require focused study in the established interdisciplinary core language and culture studies, including studies of regional-specific culture and military topics relevant to the target language.

For instance, students in Indonesian basic program will learn Indonesian to the graduation standard through a rigorous course of reading, listening, writing and speaking taught by native speakers of the language. In the process of learning the language, they will be exposed to authentic listening and reading materials reflecting the culture and the topics covered in the Final Learning Objectives (FLOs). Their speaking skills will be enhanced and polished by discussing these materials and synthesizing them [IIA.4.1]. As students acquire and hone their language skills, their ability to manipulate that language becomes more fluid and more intricate. Initially, conversations may focus on basic greetings and other survival skills, whereas later the language effort focuses on more in-depth conversational topics. Throughout the entire process, language use and acquisition is the main area of inquiry.

Self Evaluation:

With language acquisition and skill development as the focus of study in every classroom, the combination of language programs, their inherent interdisciplinary core of instruction, and well trained teaching staff are effective in providing every opportunity for their students to accomplish language learning.

Planning Agenda:

None.

Evidence – 4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.4.1	DLIFLIC Indonesian Basic Program Syllabus 2011.	31

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

Descriptive Summary:

DLIFLIC diploma graduates are given further technical and professional training at Goodfellow Air Force Base as they prepare to serve as Army Signal Intelligence Analysts, Air Force Cryptologic Linguists, etc. Each of these entry-level jobs requires a considerable amount of linguistic and cultural knowledge, as well as the ability to analyze, interpret, synthesize and evaluate information. DLIFLIC graduates enter this technical training already possessing the linguistic and cultural background competency needed to succeed in more advanced skill training.

In order to ensure that students are able to meet the changing needs of their profession [IIA.5.1], the DLIFLIC is constantly updating curricula and course offerings in response to field requests for updated training from our clients. This is largely accomplished through a routine feedback/feed forward system between the institute and Goodfellow Air Force, Base among others. As a result of these communications, the DLIFLIC has recently expanded language training to include Levantine and Iraqi dialects and Punjabi.

As a result of their experience as military linguists, alumni possess high-demand skills in critical emerging foreign languages that most universities are not yet mobilized to teach. This gives DLIFLIC graduates important niche skills that ensure future employability in a wide range of highly-specialized and well-remunerated careers. Many eventually move into higher positions in the military, federal government and private sector, making significant contributions to the country’s national security needs.

After graduating from their basic language courses, Air Force service members may transfer their language and other credits toward the Community College of the Air Force (CCAF) for a degree in their job specialty (linguistics) or apply it to further study toward an Instructor of Technology and Military Science degree [IIA.5.2], [IIA.5.3].

The Institute has articulation agreements with Bellevue University and North Georgia State College and University to facilitate transfer of academic credit. Being from an accredited degree-granting institution, a DLIFLC Associates Degree is the basis for pursuit of higher degrees of students' choosing in a wide variety of fields at any public or private college or university. Study toward any degree is significantly facilitated by tuition assistance and veterans' tuition benefits.

Self Evaluation:

The institute sufficiently equips its students with the linguistic, cultural and analytic skills needed to complete further accredited vocational training. In addition to admission to military career trajectories, DLIFLC graduates are prepared and enabled to pursue civilian educational paths of their choosing.

Planning Agenda:

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

Evidence – 5:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.5.1	Naderi, H., (personal communication, October 18, 2011). Military Occupational Specialty (MOS) Job Descriptions.	63
IIA.5.2	Community College of the Air Force degree requirements website. Retrieved January 17, 2012 from http://www.au.af.mil/au/ccaf/academics/index.asp	64
IIA.5.3	Instructor of Technology and Military Science. Retrieved October 20, 2011 from http://www.au.af.mil/au/ccaf/catalog/2011cat/ter_2ibb.htm	65

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary:

Upon arrival in their assigned language school class, every student receives a course syllabus that specifies learning outcomes consistent with those in the institute's officially approved course outline. The syllabi start with introductory notes about the target language and culture and outline program overviews, including Student Learning Outcomes, themes to be covered, texts, homework, assessments for each semester and graduation standards to receive their diplomas. Supplementary documents, such as DLIFLC Regulation 350-10, DLIFLC basic course extended descriptions, summary charts of DLIFLC basic programs, and ILR proficiency level descriptions, are also made available.

The institute's leadership and faculty verify that the course syllabi include Student Learning Outcomes, support resources available and standards of academic behavior. In 2011, the Undergraduate Education (UGE) Syllabus Project was initiated to create and implement a collaboratively designed unity and clarity template for the overall DLIFLC syllabi, which after peer review has been accepted and followed by DLIFLC schools [IIA.6.1].

New students are briefed that, per DLIFLC Regulation 350-10 [IIA.6.2], all basic course graduates receive the basic course diploma if they meet or exceed DLPT level 2 in listening and reading and 1+ in speaking and maintain a grade point average (GPA) of 2.0 or above overall, with a D or higher in their coursework. Students are informed at the outset of their course that they will receive only the basic course completion certificate if they complete the course but fail to meet the requirement minimum in any *one* of their DLPT test scores, a GPA less than 2.0, or any coursework with less than a "D". Students are briefed that if a student is unable to complete the duration of the basic course for administrative or medical reasons, the Office of the Registrar will, upon student's request, issue an Attendance Certificate and a partial transcript for specific courses completed.

The DLIFLC General Catalog, which is available in hard copy or online provides information about all DLIFLC language and degree programs [IIA.6.3].

The DLIFLC Associate of Arts Degree office is available for students to visit. There they may obtain information about transfer of credits and course requirements, as well as register for the degree program [IIA.6.4]. Students who register early in their language programs may be evaluated for completion of requirements and possibly be awarded their DLIFLC AA degree at their course graduation, provided all requirements have been satisfied. Whether through the AA Degree office information and mentorship, actual registration or online previewing of degree information, students gain an understanding of the requirements and expected outcomes pertinent to attaining their degree.

Self Evaluation: DLIFLC meets this standard

The DLIFLC effectively strives to provide to every student opportunities to excel in their language courses and provide academic degrees which will fulfill their educational goals.

Planning Agenda:

None.

Evidence - 6:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6.1	Silzer, P. (personal communication, February 15, 2011). Orientation Meeting Regarding UGE Syllabus Project.	66
IIA.6.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.6.3	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.6.4	AA Degree website. Retrieved January 17, 2011 from http://www.dliflc.edu/aadegreeprogram2.html	67

6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are in accordance with policy. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary:

DLIFLC Regulation 350-10, Chapter 10, outlines policies for transcripts and the petitioning for course graduation diplomas and Associate of Arts degrees. Transfer policies are also outlined in the DLIFLC General Catalog [IIA.6a.1] and on the DLIFLC website, www.dliflc.edu, AA Degree section [IIA.6a.2].

The DLIFLC ensures that transfer credit policies are made available to the student during their duration as a student at the Institute and to the community in general via www.dliflc.edu. During a student's first full week of class, the Associate of Arts degree, diplomas, certificates of completion, certificates of attendance, transcripts, transfer-of-credit and graduation criteria are addressed to students per DLIFLC Regulation 350-10. When registering for their degree, the Associate of Arts Degree office provides clear instruction for the transfer credit policies to students. Upon graduation, but prior to their departure, the DLIFLC Student Learning Center provides students information on methods to maintain and augment one's language, plus covers transfer credit policies for the Associate of Arts degree and additional educational opportunities and degree programs beyond the DLIFLC [IIA.6a.3].

Student Learning Outcomes for transfer credit is explicitly defined and mirrors California Community College General Education Areas. Although a student's general education credits from other schools may be recognized for credit toward the DLIFLC AA degree, advanced placement in any basic language course is based on a student's DLPT score and needs of his or her service branch. If a student demonstrates strong skills in the target language on their first day

of a class, this will likely be recognized by the teaching team, who may request a DLPT for the student to determine their skill level. If the student's DLPT score warrants and concerned parties (e.g., teaching team leader, dean, dean of students) recommend advanced placement, the student's service branch program manager may order the change in class. For example, an Air Force student who previously lived in Germany (i.e., exchange student or military family member stationed there) and spoke very good German, might be transferred into a class just below his or her current proficiency level. In most cases, however, previous college language courses provide only a good head start in class, with that level quickly surpassed after a few weeks.

Upon graduation, the institute provides students with transcripts, graduation certificates and diplomas. The institute develops, implements and evaluates articulation agreements as appropriate to its mission where patterns of student enrollment between institutions are identified [IIA.6a.5], [IIA.6a.6]. For any articulation agreement, the non-DLIFLC institution must be a Servicemembers' Opportunity College (SOC) institute that will agree to accept CLEP credits. [IIA.6a.4]. Currently, the DLIFLC Education Center has partnerships with local schools such as Brandman University and the Monterey Institute of International Studies which are dedicated to providing educational opportunities to the DLIFLC faculty and students. Since 2007, the institute has had articulation agreements with Bellevue University and North Georgia College and State University. These agreements allow for quick transfer and full crediting of courses for the Institute's graduates. Such courses fulfill the General Education Requirements for the AA degree: English Composition, College Math, Natural/Physical Science, Social Science, Technology and Physical Education [IIA.6a.5], [IIA.6a.6].

Self Evaluation:

The DLIFLC offers clear and accurate information about educational courses and programs and transfer policies. The institute enjoys two well-negotiated articulation agreements, but lacks personnel resources to expand these opportunities.

Given the institute's basic language course rigor and pace, the DLIFLC is justified in matriculating students with previous language credits into the beginning of a program. The flexibility to test and evaluate incoming students already in possession of strong language fluency is sufficient to allow such transfers on a case by case basis.

The DLIFLC has a long-standing implicit agreement with the Naval Postgraduate School-School of International Graduate Studies (SIGS). In the Department of National Security Affairs catalog, it states, "NSA's regional curricula allow successful completion of language training at the Defense Language Institute to serve as a partial substitute for a Master's thesis. Curriculum 687 allows students the option of substituting significant additional course work at the 4000 level in lieu of thesis research. In addition to either language training or additional course work, students who do not write a thesis also must take a comprehensive examination, for which they prepare by enrolling in NS0811 during their final quarter. NS0811 counts as a regular course and should not be taken as an overload" [IIA.6.7].

Planning Agenda:

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

Evidence - 6a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6a.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.6a.2	AA Degree website. Retrieved January 17, 2011 from http://www.dliflc.edu/aadegreeprogram2.html	67
IIA.6a.3	DLIFLC Student Learning Center webpage. Retrieved January 17, 2012 from http://www.dliflc.edu/slc.html	51
IIA.6a.4	Memorandum for See Distribution. Subject: TRADOC Policy Letter 18, TRADOC School/NCO Academy Guidance on Entering into Agreements with Civilian Colleges and Universities. (June 10, 2010).	68
IIA.6a.5	Memorandum of Understanding Between the DLIFLC and Bellevue University. Subject: Academic Credit Articulation Agreement Between the DLIFLC and Bellevue University. (December 15, 2011).	58
IIA.6a.6	Memorandum of Understanding Between the DLIFLC and North Georgia College and State University. Subject: Academic Credit Articulation Agreement Between the DLIFLC and Bellevue University. (December 15, 2011).	59
IIA.6a.7	Memorandum for Record. Subject: Rules of Engagement (ROE) for AFIT students transitioning from NPS to the DLIFLC. (August 19, 2011).	69

6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary:

The DLIFLC has very strict policies regarding student enrollment. As students are sponsored by their military service organization to attend the DLIFLC, the institution is not affected by immediate cessation of programs. Instead, programs are phased in and phased out due to enrollment. Therefore, enrolled students are not affected by program elimination. Program requirements take on a similar approach as it is phased in by fiscal year.

Self Evaluation:

The DLIFLC courses, programs and program requirements slated to undergo significant changes are adequately determined in advance and are never implemented in midcourse for enrolled students. Changes to exit standards or enrollment standards are effectively applied only to new class start dates so that enrolled students are not affected. Guidance regarding management of the Defense Foreign Language Program is explained in Army Regulation 350-20 and Army Regulation 11-6. [IIA.6b.1], [IIA.6b.2]. The DLIFLC has demonstrated resiliency in adapting to changes in military service unit requirements in terms of enrollments and language programs.

Planning Agenda:

None.

Evidence - 6b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6b.1	Department of the Army. (March 15, 1987). Army Regulation 350-20, Management of the Defense Foreign Language Program.	70
IIA.6b.2	Department of Army. (August 31, 2009). Army Regulation 11-6, Army Foreign Language Programs.	71

6c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary:

The DLIFLC represents itself clearly, accurately and consistently to prospective and current students, the public and its personnel through a variety of print and online means. The DLIFLC has a communications office, known as Strategic Communications (StratComm). The office produces DLIFLC branding on documents and produces print and electronic media.

The DLIFLC website contains a wide assortment of informational links to inform perspective students about the institute’s programs, culture and other pertinent information.

The DLIFLC General Catalog is available in print and also accessible online. The catalog includes the mission statement, programs, degree descriptions, policies affecting students, general education requirements and graduation requirements [IIA.6c.1].

The *Globe* is a quarterly magazine published by StratComm covering all elements of life at the DLIFLC [IIA.6c.3]. To further disseminate pertinent information concerning the DLIFLC, core documents are available on the DLIFLC Publications page at <http://www.dliflc.edu/>

publications.aspx. Specific information on student achievement is on a need to know basis only and reserved for user agencies, such as the National Security Agency, during the Annual Program Review.

In an effort to assure integrity in all representations about the DLIFLC mission, program and services, the institute’s policies, procedures and publications are regularly reviewed. For instance, the Annual Program Review (APR) issued by the Office of the Deputy Chief of Staff of Operations, provides an annual update of the DLIFLC Core Competencies, including Resident Language Instruction, Non-resident Language Instruction, Learning Methodology, Technology and Test Development and Evaluation. The Annual Program Review is also the institute’s primary vehicle to communicate matters of quality assurance to the public and was most recently published in October 2010 [IIA.6c.2].

The Faculty Personnel System Handbook is reviewed and published by the Faculty Personnel System office, and it explains the hiring process and governing regulations for new employees. It also incorporates periodic updates outlining regulations and procedures for merit based salary increases, rank advancements, tenure and other competitions [IIA.6c.4].

Lastly, the DLIFLC Deputy Chief of Staff for Operations, Operations Security Office reviews documents, publications, presentations for operations security concerns.

Self Evaluation:

The DLIFLC regularly and efficiently reviews institutional policies, procedures and publications. Publications are kept up-to-date and are readily available on the publications page. However, offices should continue to set internal timelines for their review to ensure timeliness of information and high quality of presentation. The institute provides general information to the public, sufficiently protecting sensitive or protected data.

The institute adequately ensures that different offices continue to update their core documents and publications in a timely manner.

Planning Agenda:

None.

Evidence - 6c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6c.1	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.6c.2	DLIFLC Annual Program Review. (2010).	11
IIA.6c.3	DLIFLC. (Spring 2011). Globe.	72
IIA.6c.4	DLIFLC Regulation Number 690-1. Faculty Personnel System Handbook. (August 18, 2008).	73

7. In order to assure the academic integrity of teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary:

The institute's Commandant signed and published the latest policy on Academic Freedom, stating "Academic freedom at the DLIFLC is based on two complementary but slightly divergent concepts of academic freedom. Taken together, these concepts embrace the intent of both the American Association of University Professors (AAUP), with its focus on the concerns

of individual faculty members, and the U.S. Supreme Court, with its focus on both individual and institutional concerns." Further, "individual academic freedom is based on an understanding of the value of free inquiry, tempered by recognition of the institute's unique mission and its position in American society." Therefore, the institute's leadership encourages the faculty to research and experiment, share their findings with others, exercise good judgment when presenting potentially controversial topics in the classroom and use teaching methodologies that support the attainment of the mission-defining Final Learning Objectives. Adherence to these principles will allow the institute to accomplish its goals while still allowing ample opportunities for the faculty's professional expression and development [IIA.7.1].

In terms of student academic honesty, every incoming student receives briefings concerning the Institute's and individual school house's policy concerning cheating and other acts incongruent with academic honesty. Since the institute's student population is military, they are expected to display the highest levels of professionalism, honor and honesty. Regardless of his or her rank or service unit, each service member is governed by a military justice system which enforces good order and discipline through the Uniform Code of Military Justice (UCMJ). Although very similar among military service units, each military service has a values system. Singular acts in violation of policies are dealt with by the individual's unit commander, who is authorized to administer appropriate disciplinary action under the UCMJ procedures as needed. As a military institute, institutional integrity is guided strongly by the UCMJ [IIA.7.2].

Self Evaluation:

The DLIFLC values academic freedom, but as a military institution must temper it somewhat in light of its unique position. This is inherent in the institute's mission as the institute's students are often placed in harm's way after graduation. Students are members of the U.S. military and are legally bound by military law for good order and conduct. Disciplinary issues are handled in a prescribed manner under the Uniform Code of Military Justice and through the four service units at the institute.

Planning Agenda:

None.

Evidence – 7:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7.1	DLIFLC Statement on Academic Freedom. (August 9, 2011).	74
IIA.7.2	Uniform Code of Military Justice. Title 10, Chapter 47. Retrieved September 26, 2011 from http://uscode.house.gov/download/pls/10c47.txt	75

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

Descriptive Summary:

The DLIFLC enjoys not only one of the most diverse backgrounds of faculty members in the federal government, but also in all of U.S. academia. This diversity requires constant attention to the need to distinguish between personal conviction and professionally accepted views in a discipline. In an effort to provide guidance on these issues, the following documents and handbooks are designed to publicize and provide a basic understanding among incoming and current faculty and staff on such issues:

- Faculty Handbook DLIFLC Regulation 690-1 [IIA.7a.1]
- Commandant’s policy letters regarding employee rights (e.g., religious expression) [IIA.7a.2]
- The Six Articles of the Code of Conduct [IIA.7a.3]
- The Seven Army Values [IIA.7a.4]
- Hatch Act (managed by the US Office of Special Counsel, this act provides guidance on political activity rights and restrictions concerning federal employees) [IIA.7a.5]
- General Catalog 2011-2012, DLIFLC Pamphlet 350-8 [IIA.7a.6]

In addition, employees attend mandatory training, such as the New Employee Orientation and the annual Civilian Ethics training, as well as periodic on-line training.

Self Evaluation:

The DLIFLC effectively publicizes its governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews via the publications and workshops mentioned above [IIA.7a.7]. Deans and other school leadership adequately reiterate and discuss academic policies during staff meetings and faculty professional development events. New faculty would benefit from getting a hard copy of the updated FPS Handbook at their New Employee Orientation, while seasoned faculty would benefit from getting an updated Handbook via e-mail once per year.

Planning Agenda:

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

Evidence - 7a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7a.1	DLIFLC Regulation Number 690-1. Faculty Personnel System Handbook. (August 18, 2008).	73
IIA.7a.2	Memorandum for See Distribution. Subject: Command Policy on Religious Expression at the DLIFLC and POM. (May 13, 2008).	76
IIA.7a.3	The US Service Members' Code of Conduct. (n.d.).	77
IIA.7a.4	Army Values. (n.d.).	78
IIA.7a.5	DoD Directive 1344.10. Political Activities by Members of the Armed Forces. (February 19, 2008).	79
IIA.7a.6	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.7a.7	DLIFLC Statement on Academic Freedom. (August 9, 2011).	74

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

At the institute, each student is expected to display professionalism and honesty in his or her coursework. As an Army entity, the DLIFLC emphasizes the Army's Six Articles of the Code of Conduct, the Seven Army Values, DLIFLC 350-10 and the school-based Student Handbook as guidelines concerning academic honesty and the consequences for policy violations. Students have access to these documents through their units. All basic course students sign an academic honesty policy during their initial days in their respective schools [IIA.7b.1].

Self Evaluation:

Currently, the units adequately conduct briefings with incoming students on the issues of student academic honesty and the consequences for dishonesty and violation consequences, which are based on guidance from the UCMJ. In addition, the individual schools efficiently conduct a series of two-hour briefings by the school dean, associate dean and Chief Military Language Instructor (CML) for new students concerning issues of student academic honesty, typical acts that constitute dishonesty and the consequences for dishonesty. After each school's initial briefings on academic honesty, students are required to sign an Academic Honesty Policy Memorandum of Understanding (MOU) [IIA.7b.2].

Planning Agenda:

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

Evidence - 7b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7b.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.7b.2	Memorandum of Understanding Between Multi-Language School and Student. Subject: Student Conduct. (n.d.). 2.) Memorandum for All Students. Subject: Policy Letter - Student Conduct. (December 16, 2010).	80

7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies including statement in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary:

Policies pertaining to academic regulations and student administration and conduct are found in the DLIFLC’s Regulation 350-10 [IIA.7c.1]. This regulation is maintained by the office of the Dean of Students. Military students are subject to codes, regulations and policies as found in the Uniform Code of Military Justice (UCMJ) [IIA.7c.2], as well as command policies set by their respective unit commanders and chain-of-command. Further, as service members, military students are expected to display normative military demeanor in terms of personal actions and behaviors. Changes in regulations (e.g., repeal of “Don’t Ask, Don’t Tell”) are briefed to service members in accordance with their service directives.

To prevent potential cross-cultural conflict issues and to inform personnel of complaint procedures and open-door policies for equal opportunity violations [IIA.7c.3], the institute conducts significant Equal Employment Opportunity (EEO) training [IIA.7c.4] with all service members, faculty and students at the school and unit levels. To raise overall awareness on important work issues, faculty and staff undergo briefings on current EEO, Inspector General (IG) and other issues (e.g., unprofessional relationships, freedom of religious expression, etc.).

With recent Federal and DoD policy changes regarding “Don’t Ask, Don’t Tell,” the DLIFLC service units have been proactive in ensuring the rights of all of service members, including gay and lesbian members. With the official repeal now in place as of September 2011 [IIA.7c.5], the

DLIFLC leadership and the local Judge Advocate General (JAG) have taken all necessary steps to ensure the protections and freedoms of all the service members at the DLIFLC, without regard to sexual orientation.

Training workshops on subjects such as cross-cultural communication are given at the institute, emphasizing that even though the DLIFLC teaches language and culture, the classroom environment at the institute is based on the educational norms of U.S. postsecondary institutions. If an employee attempts to enforce or instill specific beliefs on others, the institute is compelled to monitor this behavior. The Civilian Personnel Advisory Center (CPAC) provides assistance to managers with any person that is not complying with the institute’s regulations.

Self Evaluation:

The institute is proactive in its training of faculty, staff and military units concerning applicable regulations on codes of conduct and employee rights and obligations. Briefings and training are efficiently presented multiple times to facilitate attendance. Online training is effectively made available when possible for teleworkers and those unable to be physically present for training. The installation’s Equal Employment Opportunity or Equal Opportunity officer proactively engages with the Inspector General office to thoroughly investigate and resolve any EEO or EO related complaints.

Planning Agenda:

None.

Evidence - 7c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7c.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.7c.2	Uniform Code of Military Justice. Title 10, Chapter 47. Retrieved September 26, 2011 from http://uscode.house.gov/download/pls/10c47.txt	75
IIA.7c.3	Memorandum for See Distribution. Subject: Commander’s Open Door Policy. (July 22, 2010).	81
IIA.7c.4	FY 2011 Installation Equal Opportunity Training Plan.	82
IIA.7c.5	Chandler, R., Odierno, R., McHugh, J. (personal communication, September 20, 2011). Don’t Ask, Don’t Tell Repeal.	83

8. Institutions offering curricula in foreign locations to students other than US nationals operate in conformity with standards and applicable commission policies.

Descriptive Summary:

The DLIFLC does not offer instruction in foreign locations to non-U.S. nationals.

Self Evaluation:

None.

Planning Agenda:

None.

Evidence - 8:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
	Not applicable	

Standard IIA Evidence

Evidence – IIA:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1	DLIFLC Mission & Vision Statements. Retrieved September 21, 2011 from http://www.dliflc.edu/mission.html	1
IIA.2	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.3	Department of Army. (December 1, 2009). Army Culture and Foreign Language Strategy.	3
IIA.4	United States Army Learning Concept for 2015 presentation. (June 2-3, 2010).	4
IIA.5	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.6	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.7	DLIFLC Regulation 10-1, Organization and Functions. (n.d.).	7
IIA.8	Summary of 360° Evaluation for DLIFLC. (2009).	8
IIA.9	Defense Language Testing Working Group Charter (DLTWG). (n.d.).	9

Evidence - 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1.1	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.1.2	DLIFLC Mission & Vision Statements. Retrieved September 21, 2011 from http://www.dliflc.edu/mission.html	1
IIA.1.3	Continuing Education Overview presentation. (n.d.).	10
IIA.1.4	DLIFLC Annual Program Review. (2010).	11
IIA.1.5	Student Learning Center Mobile Training Program syllabus. (n.d.).	12

Evidence - 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1a.1	Defense Language Transformation Roadmap. (January, 2005).	13
IIA.1a.2	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.1a.3	Commander's Update Brief. (July 27, 2011).	14
IIA.1a.4	1.) Student Learning Center website. Retrieved January 17, 2012 from http://www.dliflc.edu/slc.html 2.) Student Learning Center Facebook. Retrieved January 17, 2012 from http://www.facebook.com/permalink.php?story_Fbid=2119861	15

	25557811&id=567707129	
IIA.1a.5	1.) Intermediate Korean Program Resident Instruction Directorate of Continuing Education. (n.d.). 2.) Advanced Korean Program Resident Instruction Directorate of Continuing Education. (n.d.).	16
IIA.1a.6	Russian Arms Control Speaking Proficiency Program syllabus. (n.d.).	17
IIA.1a.7	Intermediate Korean and Chinese Program Resident Instruction Program Syllabi. (2011).	18
IIA.1a.8	Diagnostic Assessment Center brochure. (n.d.).	19
IIA.1a.9	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.1a.10	DLIFLC Attrition Reduction Initiative Commandant Briefing. (December 6, 2010).	20

Evidence - 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1b.1	DLIFLC Holiday Program. (2008). (Faculty Development).	21
IIA.1b.2	DLIFLC Faculty Development Division Course Catalog. (2010).	22
IIA.1b.3	Intermediate Korean and Chinese Program Resident Instruction Program Syllabi. (2011).	18
IIA.1b.4	Advanced Persian-Farsi and Spanish Program Resident Instruction Program Syllabi. (2011).	23
IIA.1b.5	Continuing Education Overview presentation. (n.d.).	10
IIA.1b.6	List of Distance Learning Products and services. Retrieved January 17, 2012 from www.dliflc.edu/products.html	24
IIA.1b.7	DLIFLC AFPAK Hands (APH) Dari Sustainment Course Syllabus. (n.d.).	25
IIA.1b.8	Online Diagnostic Assessment website. Retrieved January 12, 2011 from http://oda.lingnet.org/	26

Evidence - 1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1c.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.1c.2	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.1c.3	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2

IIA.1c.4	Directorate of Evaluation and Standardization presentation. (n.d.).	27
IIA.1c.5	Defense Language Proficiency Test (DLPT5) Familiarization Guide for Multiple Choice Format. (n.d.).	28
IIA.1c.6	American Council on Teaching Foreign Languages (ACTFL). (2012). Proficiency Guidelines: Speaking, Writing, Listening and Reading.	29
IIA.1c.7	4th Defense Language Curriculum Working Group (DLCWG) Agenda. (August 24, 2011).	85
IIA.1c.8	Memorandum for See Distribution. Subject: Defense Language Curriculum Working Group (DLTWG) Notes. (April 13, 2011).	86
IIA.1c.9	Defense Language Testing Working Group Charter (DLTWG). (January 26, 2009).	9
IIA.1c.10	Defense Language Testing Working Group (DLTWG) Member Representation. (n.d.).	87
IIA.1c.11	Update to the DLAP presentation. (November 8, 2011).	88
IIA.1c.12	Update to the Defense Language Steering Committee presentation. (August 2010).	89
IIA.1c.13	Summary of 360° Evaluation for DLIFLC. (2009).	8
IIA.1c.14	DLIFLC Indonesian Basic Program Syllabus 2011	31

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2.3	360° Evaluation Narrative. (n.d.).	30
IIA.2.4	DLIFLC Annual Program Review. (2010).	11
IIA.2.5	Operation Order 12-25 (Training Improvement Certification Program) (TICP). (November 21, 2011).	33
IIA.2.6	Class Climate: Workshops/Seminars [V.6] Student. (November 9, 2011).	90
IIA.2.7	Class Climate: Language Enhancement after DLI (V.6). (September 1, 2011).	91
IIA.2.8	Class Climate: ILS Overall. (February 1, 2011).	92
IIA.2.9	Class Climate: Academic Advising Feedback. (November 16, 2011).	93
IIA.2.10	Class Climate: Introduction to Language Studies (ILS) Orientation. (November 1, 2011).	94

IIA.2.11	Salyer, S., Kam, S., Berman, S., & Hughes, G. (January 2010). The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio, Final Report. DLIFLC.	95
IIA.2.12	Pierre, C. (March 2008). Foreign Language Learning and the Efficacy of Preparatory Course Interventions. Capella University.	96
IIA.2.13	Memorandum for ATZP-MH. Subject: Student Learning Center Quarterly Historical Report, 4th Quarter CY-2011. (January 10, 2012).	97
IIA.2.14	Fisher, K. (FY11 Quarter 2). Introduction to Language Studies Student Feedback Comments. DLIFLC.	98
IIA.2.15	Performance Work Statement for Strategic Plan and Time Studies: Homework and Self-Study Project Contract Support for DLIFLC Directorate of Evaluation & Standardizations. (May 23, 2011).	99
IIA.2.16	Student Learning Center (SLC) Portfolio Information Session Implementation Guidelines. (February 28, 2011).	100
IIA.2.17	(LTD) Language Training Detachment Map and Descriptions. (n.d.).	34

Evidence - 2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2a.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2a.2	Class Observation Form. (n.d.).	35
IIA.2a.3	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2a.4	DLIFLC Annual Program Summary. (2010).	32
IIA.2a.5	Academic Senate Meeting Minutes. (April, 2011).	36
IIA.2a.6	DLIFLC Holiday Program. (2008). (Faculty Development).	21
IIA.2a.7	Woytak, L. (Editor). (2010). <i>Applied Language Learning</i> . Vol. 20. Numbers 1 & 2.	37
IIA.2a.8	Woytak, L. (Editor). (2010). <i>Dialog on Language Instruction</i> . Vol. 21. Numbers 1 & 2.	38
IIA.2a.9	Sample class reports. (n.d.).	39

Evidence - 2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2b.1	DLIFLC Annual Program Review. (2010).	11

IIA.2b.2	DLIFLC By-Laws Academic Senate Faculty Advisory Councils. (September 2006).	40
IIA.2b.3	Memorandum for Record. Subject: 29 Sep 10 Training Improvement Certification Board Summary. (October 16, 2010).	84
IIA.2b.4	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

Evidence - 2c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2c.1	DLIFLC general CATALOG	5
IIA.2c.2	DLIFLC Command Campaign Plan 2011-2015.	41
IIA.2c.3	DLIFLC. (March 30, 2004). Transformation White Paper.	42
IIA.2c.4	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	43
IIA.2c.5	Tozcu, A. (2009). Teacher Action Research presentation. DLIFLC.	44
IIA.2c.6	Senior System Civilian Evaluation Report Support Form – DA Form 7222-1. (May 1993).	45
IIA.2c.7	(LTD) Language Training Detachment Map and Descriptions. (n.d.).	34
IIA.2c.8	Salyer, S. (n.d.) <i>Executive Summary</i> . DLIFLC.	46

Evidence - 2d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2d.1	Student Learning Center Topics covered in Introduction to Language Studies. (February, 2009).	47
IIA.2d.2	Soloman, B., Felder, R. Index of Learning Styles Questionnaire. Retrieved October 21, 2011 from http://www.engr.ncsu.edu/learningstyles/ilsweb.html	48
IIA.2d.3	Strategy Inventory for Language Learning (SILL). (n.d.).	49
IIA.2d.4	Portfolio Information Session for UGE Faculty: lesson Plan. (n.d.)	50
IIA.2d.5	DLIFLC Student Learning Center webpage. Retrieved January 17, 2012 from http://www.dliflc.edu/slc.html	51
IIA.2d.6	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

Evidence - 2e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2e.1	DLIFLC Annual Program Review. (2010).	11
IIA.2e.2	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	43
IIA.2e.3	Interim and End of Program Student Questionnaire Analysis. (2010-2011).	52
IIA.2e.4	DLIFLC Basic Course Student Results FY 2012 YTD. (January 6, 2012).	53

Evidence - 2f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2f.1	DLIFLC Annual Program Review. (2010).	11
IIA.2f.2	DLIFLC Annual Program Summary. (2010).	32
IIA.2f.3	Defense Language Program (DoD Directive) Number 5160.41E. (October 21, 2005, Incorporating Change 1, May 27, 2010).	54
IIA.2f.4	Memorandum for See Distribution. Subject: DLIFLC Command Guidance FY (Fiscal Year) 2012. (December 18, 2011).	55

Evidence - 2g:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2g.1	Defense Language Proficiency Test (DLPT5) Familiarization Guide for Multiple Choice Format. (n.d.).	28
IIA.2g.2	Plake, B., Impara, J., Cizek, G. (April 30, 2011). Observation Report: Standard Setting for DLPT5 Levantine Listening Examination.	101
IIA.2g.3	Plake, B., Cizek, G., Impara, J. (May 16, 2011). Observation Report: Standard Setting for DLPT5 Modern Standard Arabic (MSA) Reading and Listening Examinations.	102
IIA.2g.4	Impara, J., Cizek, G., Plake, B. (August 19, 2011). Observation Report: Standard Setting for DLPT5 Persian Farsi Reading and Listening Examinations.	103
IIA.2g.5	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2g.6	CASL, Defense Language Testing Advisory Board (DELTAB). Retrieved September 27, 2011 from http://casl.umd.edu/node/62	56

Evidence - 2h:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2h.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2h.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2h.3	DLIFLIC Indonesian Basic Program Syllabus 2011.	31

Evidence – 2i:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2i.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2i.2	AA Degrees Granted by Mail and In Residence report summary. Retrieved October 20, 2011 from internal database of Department of Academic Affairs.	57

Evidence – 3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3.1	AA Degrees Granted by Mail and In Residence report summary. Retrieved October 20, 2011 from internal database of Department of Academic Affairs.	57
IIA.3.2	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.3.3	Memorandum of Understanding Between the DLIFLC and Bellevue University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	58
IIA.3.4	Memorandum of Understanding Between the DLIFLC and North Georgia College and State University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	59

Evidence - 3a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3a.1	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.3a.2	DLIFLC Annual Program Summary. (2010).	32

Evidence - 3b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3b.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.3b.2	Language Enhancement After DLIFLC (LEAD) website. Retrieved January 17, 2012 from http://www.dliflc.edu/autonomouslangua.html	60
IIA.3b.3	Global Language Online Support System (GLOSS) Webpage. Retrieved from http://gloss.dliflc.edu/	61

Evidence - 3c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3c.1	Army Regulation 350-1. Army Training and Leader Development. (August 4, 2011).	62

Evidence – 4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.4.1	DLIFLIC Indonesian Basic Program Syllabus 2011.	31

Evidence – 5:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.5.1	Naderi, H., (personal communication, October 18, 2011). Military Occupational Specialty (MOS) Job Descriptions.	63
IIA.5.2	Community College of the Air Force degree requirements website. Retrieved January 17, 2012 from http://www.au.af.mil/au/ccaf/academics/index.asp	64
IIA.5.3	Instructor of Technology and Military Science. Retrieved October 20, 2011 from http://www.au.af.mil/au/ccaf/catalog/2011cat/ter_2ibb.htm	65

Evidence - 6:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6.1	Silzer, P. (personal communication, February 15, 2011). Orientation Meeting Regarding UGE Syllabus Project.	66
IIA.6.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.6.3	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.6.4	AA Degree website. Retrieved January 17, 2011 from http://www.dliflc.edu/aadegreeprogram2.html	67

Evidence - 6a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6a.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.6a.2	AA Degree website. Retrieved January 17, 2011 from http://www.dliflc.edu/aadegreeprogram2.html	67
IIA.6a.3	DLIFLC Student Learning Center webpage. Retrieved January 17, 2012 from http://www.dliflc.edu/slc.html	51
IIA.6a.4	Memorandum for See Distribution. Subject: TRADOC Policy Letter 18, TRADOC School/NCO Academy Guidance on Entering into Agreements with Civilian Colleges and Universities. (June 10, 2010).	68
IIA.6a.5	Memorandum of Understanding Between the DLIFLC and Bellevue University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	58
IIA.6a.6	Memorandum of Understanding Between the DLIFLC and North Georgia College and State University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	59
IIA.6a.7	Memorandum for Record. Subject: Rules of Engagement (ROE) for AFIT students transitioning from NPS to DLIFLC. (August 19, 2011).	69

Evidence - 6b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6b.1	Department of the Army. (March 15, 1987). Army Regulation 350-20, Management of the Defense Foreign Language Program.	70

IIA.6b.2	Department of Army. (August 31, 2009). Army Regulation 11-6, Army Foreign Language Programs.	71
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Evidence - 6c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6c.1	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.6c.2	DLIFLC Annual Program Review. (2010).	11
IIA.6c.3	DLIFLC. (Spring 2011). Globe.	72
IIA.6c.4	DLIFLC Regulation Number 690-1. Faculty Personnel System Handbook. (August 18, 2008).	73

Evidence – 7:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7.1	DLIFLC Statement on Academic Freedom. (August 9, 2011).	74
IIA.7.2	Uniform Code of Military Justice. Title 10, Chapter 47. Retrieved September 26, 2011 from http://uscode.house.gov/download/pls/10c47.txt	75

Evidence - 7a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7a.1	DLIFLC Regulation Number 690-1. Faculty Personnel System Handbook. (August 18, 2008).	73
IIA.7a.2	Memorandum for See Distribution. Subject: Command Policy on Religious Expression at the DLIFLC and POM. (May 13, 2008).	76
IIA.7a.3	The US Service Members' Code of Conduct. (n.d.).	77
IIA.7a.4	Army Values. (n.d.).	78
IIA.7a.5	DoD Directive 1344.10. Political Activities by Members of the Armed Forces. (February 19, 2008).	79
IIA.7a.6	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.7a.7	DLIFLC Statement on Academic Freedom. (August 9, 2011).	74

Evidence - 7b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7b.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

IIA.7b.2	Memorandum of Understanding Between Multi-Language School and Student. Subject: Student Conduct. (n.d.). 2.) Memorandum for All Students. Subject: Policy Letter - Student Conduct. (December 16, 2010).	80
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Evidence - 7c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7c.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.7c.2	Uniform Code of Military Justice. Title 10, Chapter 47. Retrieved September 26, 2011 from http://uscode.house.gov/download/pls/10c47.txt	75
IIA.7c.3	Memorandum for See Distribution. Subject: Commander's Open Door Policy. (July 22, 2010).	81
IIA.7c.4	FY 2011 Installation Equal Opportunity Training Plan.	82
IIA.7c.5	Chandler, R., Odierno, R., McHugh, J. (personal communication, September 20, 2011). Don't Ask, Don't Tell Repeal.	83

**Defense Language Institute
Foreign Language Center**

Standard IIB:

Student Support Services



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard IIB. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

The U.S. Armed Forces has been a leader in matters of equality and equal opportunity since the time of the Tuskegee Airmen and Buffalo Soldiers. Military recruitment and admission to the DLIFLC are determined strictly on the basis of the Department of Defense's need for military linguists. Recruiting commands are charged with enlisting personnel to meet these requirements. All branches of the military (Army, Navy, Air Force, Marines and Coast Guard) select students for admissions based on their unique service requirements.

Defense Language Aptitude Battery (DLAB) criteria and other admissions criteria and policies can be found in various print and electronic sources, including the General Catalog and on the DLIFLC website (dliflc.edu). In addition to the services' basic recruiting efforts, the DLIFLC also holds Command Language Program conferences, educator tours and an annual open house, known as Language Day, discussed below.

The DLIFLC does not engage in the same types of recruiting that are typically conducted by other colleges. Rather, students are assigned to attend language classes at the DLIFLC by each military service and other DoD entities based on U.S. national security requirements. As such, the make-up of the student body is limited almost exclusively to members of the armed forces, almost all of whom have demonstrated an aptitude for language learning as measured by the DLAB test and who have been selected by one of the services or other DoD entity to attend the institute.

Because the DLIFLC admission process is necessarily limited, rather than use the SAT and/or ACT and application for admission, the DLAB scores of those selected to study at the DLIFLC are examined to help determine which language studied at the basic course. Minimum DLAB scores for basic course enrollment are as follows:

95 for a Category I language	(French, Italian, Portuguese and Spanish)
100 for a Category II language	(German, Indonesian)
105 for a Category III language	(Hebrew, Hindi, Persian Farsi, Dari, Punjabi, Russian, Serbian/Croatian, Tagalog, Thai, Turkish, Uzbek and Urdu)
110 for a Category IV language	(Modern Standard Arabic, Iraqi, Chinese, Japanese, Korean, Levantine and Pashto)

On a case by case basis, a branch of service may request a DLAB minimum score waiver in order to enroll a student into higher category languages. Students' desired language of study, as well as the needs of each branch of service, affects choice of language.

The military units at the institute have rules in place to help create an environment conducive to intensive language learning. These include mandatory study halls, restricted off-post access and minimum grade requirements for participating in extracurricular activities. All are designed to support student success.

Should a student be failing for lack of ability, medical or personal reasons, s/he may be transferred to another class earlier in the course, or even restart the course. In extreme cases, students may be transferred to a language program in a lower category. Descriptions of these processes are presented in DLIFLC Regulation 350-10.

Student support services found at the DLIFLC are unparalleled. Programs are designed to support military students' needs, as described in question 1 below.

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

Descriptive Summary:

The primary objective of the DLIFLC's educational programs is to teach the target language as a vehicle of active communication [IIB.1.1]. The academic environment created at the DLIFLC is both conducive to learning and supporting students in their commitments to their respective military services. Non-academic services are funded and provided by the Presidio of Monterey (POM) Garrison Command, whose mission statement asserts they provide "first-class infrastructure and services to support mission readiness and enhance the quality of life for the Monterey Military Community and their families" [IIB.1.2].

The POM Garrison provides services that address health, safety, fitness, social, military, housing, educational, legal and economic affairs. Offices include:

Army Community Service (ACS)	Logistics
Army Retention Office	Medical/Health Services
Army Substance Abuse Program (ASAP)	Network Enterprise Center
Better Opportunity for Single Service Members (BOSS)	Plans, Training, Mobilization and Security (DPTMS)
Child Youth and School Services (CYSS)	Plans, Analysis and Integration Office (PAIO)
Civilian Personnel Advisory Center (CPAC)	Police
Mission and Installation Contracting Command USAR DOC WEST	Public Affairs
Education Services	Public Works
Emergency Services	Religious Support
Equal Employment Opportunity	Resource Management Office
	Retirement Services Office
	Safety
	School Liaison (K-12)

Equal Opportunity
Family, Morale, Welfare and
Recreation (FMWR)
Fire Department
Family Housing

Transportation Office
Inspector General
Human Resources
Legal Services (SJA)

These and other support services offices are accessible to service members and their families via internet, phone or in person. The U.S. Army Garrison Command supports these services throughout the world on U.S. military installations. As such, students at DLI-Washington and Language Training Detachments (LTDs) are provided quality of life services through this system or are financially compensated to access these types of services for themselves. Academic support services are provided by DLIFLC personnel or contractors selected by DLIFLC to DLI-Washington or the LTDs. Support services are evaluated using the Interactive Customer Evaluation (ICE) system. ICE is an online survey managed by U.S. Army Garrison Operations and provides qualitative and quantitative data [IIB.1.3]. Interim Student Questionnaire (ISQs) and End of Program Student Questionnaire (ESQs) also provide the Garrison feedback on services as well [IIB.1.4], [IIB.1.5].

Under the Directorate of Academic Affairs, the Office of the Registrar supports the Defense Language Institute Foreign Language Center by providing high quality, accurate and timely academic support services related to Associate of Arts Degree administration, enrollment, registration, credential verification, graduation certificates, diplomas, awards and transcript services for all DLIFLC students (www.dliflc.edu/registrar2.html).

Self Evaluation:

The DLIFLC and the Garrison Command thoroughly monitor the delivery of services, both academic and quality of life, through a wide variety of means and evaluation tools. The Garrison Command, which functions as the primary support agency for student quality of life issues, has a broad approach that is customer focused and continues to explore ways of improving its support to the institute, its primary customer. The Garrison Commander and staff critically examine methods to make services more user-friendly in terms of staffing, accessibility and hours. Garrison's reliance on ICE and ISQ/ESQ data has adequately resulted in improvements in the delivery of the broad range of services for which the Garrison Command is responsible (e.g., expanding bus services, expanded dining hall hours and weekend library hours).

The two main dining facilities, Combs and the award-winning Belas, continue to be monitored for food quality and customer satisfaction. The Garrison Command is very adept at using student feedback from various sources to make adjustments to better satisfy student needs and desires when able.

In terms of housing, the DLIFLC and Garrison leadership are currently studying options to coordinate with its local contractor, Pinnacle Management Company, such that the latter fulfills its reconstruction contract in a timely manner. Based on ISQ and ESQ results, Garrison leadership has determined it must improve the housing situation by improving communication and coordination with the Pinnacle Management Company, particularly regarding repairs and

reconstruction. This will serve to increase limited access to quality affordable, off-site housing for married and higher ranking students who do not live in Presidio of Monterey barracks.

The DLIFLC is committed to ensuring its student services not only identify and meet student needs, but also enhance achievement. Success in providing a supportive learning environment via student services, as well as in meeting already identified needs and identifying unmet needs, is documented with sufficient accuracy and frequency via the ICE, ISQ and ESQ processes.

Planning Agenda:

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

Evidence – 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.1.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.2.2	Presidio of Monterey Garrison website. Retrieved January 13, 2001 from http://www.monterey.army.mil/about	2
IIB.3.3	Presidio of Monterey Interactive Customer Evaluation website. Retrieved September 26, 2011 from http://ice.disa.mil	3
IIB.4.4	Sample Interim Student Questionnaire (ISQ). (n.d.).	4
IIB.4.5	Sample End of Program Student Questionnaire (ESQ). (n.d.).	5

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

Descriptive Summary:

The DLIFLC issues a yearly catalog in both paper and electronic form [IIB.2.1]. Course catalogs since 1978 are available on the DLIFLC website. In addition, academic regulations and matters related to student administration are detailed more specifically in the DLIFLC Regulation 350-10 [IIB.2.2].

The General Catalog provides information about the institute including its history, mission, vision, goals and educational philosophy. In addition, the catalog describes the composition of the DLIFLC’s academic staff, outlining the characteristics of the faculty, staff, members of the command (e.g., Commandant, Assistant Commandant, Chief of Staff, etc.), the military units (229th Military Intelligence Battalion, Marine Corps Detachment, the Center for Information Dominance detachment, 311 and 314 Training Squadrons) and the senior academic leaders (e.g., Provost and Associate Provost for Operations, Undergraduate Education, Evaluation and

Standardization, Language Science and Technology and Continuing Education). The General Catalog also describes the DLIFLC's scope of instruction and types of foreign language programs offered. It includes standard information, including course offerings, the academic calendar and the types and locations of learning resources available to students.

The DLIFLC General Catalog also includes the following:

A: General Information:

Official Name, Addresses, Telephone numbers:

Defense Language Institute Foreign Language Center, 1759 Lewis Road, Suite 253,
Monterey CA 93944, 831-242-7176

Web Site Address of the Institution:

<http://www.dliflc.edu>

Educational Mission:

Updated as of October 12, 2011

Course, Program and Degree Offerings:

Described in Catalog

Academic Calendar and Program Length:

Described in Catalog

Academic Freedom Statement:

Updated as of August 11, 2011

Available Student Financial Aid:

Not applicable – DLIFLC is not a Title IV institution. Students do not pay tuition.

Available Learning Resources:

Described in Catalog

Names and Degrees of Administrators and Faculty:

Available in Faculty Personnel Office

Names of Governing Board Members:

Available from the Board of Visitors Designated Federal Official

B. Requirements

Admissions:

Admissions are conditional upon: 1) entering military service or hiring by a DoD agency, 2) meeting or exceeding required ASVAB and DLAB minimum scores and 3) assignment by the individual's respective service to enter linguist training.

Student Fees and Other Financial Obligations:

Not applicable since DLIFLC students do not pay tuition.

Degrees, Certificates, Graduation and Transfer:

Described in the 2011-12 DLIFLC General Catalog

C. Major Policies-Students

Academic Regulations, including Academic Honesty;

During initial language instruction periods, students are thoroughly briefed on the concept of academic honesty, as described in DLIFLC 350-10. Academic and unit personnel stress that cheating, sharing homework and other acts not in keeping with the DLIFLC's academic policies will not be tolerated. If violations occur, they are immediately dealt with by each school's Chief Military Language Instructor (CMLI) and

the class Military Language Instructor (MLI), who investigate the incident and make recommendations to the service member's unit and the dean as to how to proceed. Violations may require anything from a Letter of Counseling up to Uniform Code of Military Justice court martial, depending on the extent, intent and time period of the violation.

Nondiscrimination:

Employees and students are briefed on the DLIFLC's non-discrimination policies and how to deal with policy violations. Institute policies are congruent with similar federal and state policies, and the Equal Opportunity Office (EEO) presents periodic briefings to faculty and staff to ensure compliance and understanding of the policies and the Equal Opportunity (EO) office support DLIFLC students [IIB.2.3].

Acceptance of Transfer Credits:

To enter any language program, a student does not require any previous college work. As a rule, advanced placement does not occur except on a case by case basis. However, given the pace, scope and rigor of each basic course, most students with only college credits in learning a language usually are not granted advanced placement; they soon discover that their previous college work only provides an initial head start (i.e., knowledge of the language's alphabet, grammar or basic greetings) in their basic course.

Grievance and Complaint Resources:

The DLIFLC maintains an EEO Office, which briefs faculty and staff on various EEO issues and an EO Office that acts in a similar capacity for military personnel and students. It serves as the focal point for investigations and of grievances concerning equal opportunity, sexual harassment and other acts covered by current EEO and EO policies.

Sexual harassment:

The DLIFLC actively and frequently trains faculty, staff and students on its policies concerning sexual harassment and assault. In conjunction with EEO, EO and law enforcement agencies, the DLIFLC is diligent in investigating allegations of sexual harassment and prosecuting offenders. Under programs like the U.S. Army Sexual Harassment and Rape Prevention Program, the DLIFLC's service units each have sexual assault response policies and procedures in place. Under DoD's Confidentiality Policy, sexual assault victims are offered two reporting options: restricted reporting and unrestricted reporting. DoD's Confidentiality Policy permits victims of sexual assault to report the crime to specified individuals who can then ensure the victim receives medical care, treatment and counseling without notifying command or law enforcement officials. These specific individuals include the Sexual Assault Response Coordinator (SARC), Victim Advocates (VA), healthcare providers and chaplains.

Refund of Fees:

As students do not pay tuition, the DLIFLC does not have a fee refund.

D. Publications-Location:

When publications or required information is not contained within the catalog, such as faculty names and degrees, the location of the information is furnished.

Self Evaluation:

The DLIFLC General Catalog, containing the above information, has been adequately updated for the FY2011-2012 edition, and it has been posted on the institute’s website. The DLIFLC website experienced a redesign four years ago and is easy to use in terms of locating information or publications. The hard copy version of the catalog is equally easy to read, user friendly and well organized.

Those publications not included in the General Catalog can be found on the DLIFLC website under Publications at dliflc.edu [IIB.2.4] and in the Office of the Dean of Students.

The DLIFLC has shown significant improvement in developing its General Catalog since 2006 [IIB.1.2]. The DLIFLC General Catalog is adequately updated and is sufficiently available through the DLIFLC.edu website or in paper copy. The institute was short staffed in 2008 and did not produce a Catalog that year. The information contained therein is efficiently formatted and user-friendly to accommodate users, with excellent operational security safeguards in place.

Planning Agenda:

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

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.2.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.2.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIB.2.3	Presidio of Monterey Equal Employment Opportunity website. Retrieved September 26, 2011 from http://www.monterey.army.mil/Equal_Opportunity	7
IIB.2.4	DLIFLC website. Retrieved October 27, 2011 from http://www.dliflc.edu/index.html	8

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary:

As mentioned above, faculty, staff, students and community members provide feedback for the above-named support services through an Interactive Customer Evaluation (ICE) accessible through the Presidio of Monterey website [IIB.3.1]. As detailed on the ICE website, the feedback on service quality to allows managers to assess the quality of their services. When such feedback indicates that more than one DLIFLC entity is involved (e.g., CAL Med and Behavioral Health), a cross-community discussion of solving any issues or employing best practices is encouraged, with the possible result of increased performance results by both

entities. Additionally, the Armed Forces Action Plan, a grassroots program that holds regular focus groups, enables all to raise issues of concern and make recommendations that affect quality of life improvements. Finally, the Interim and End of Program Student Questionnaires [IIB.3.2], [IIB.3.3], include a Quality of Life survey that asks students to evaluate the support services available to them and how effectively these support services meet their learning support needs. The DLIFLC leadership regularly takes the results of all of the above into account when determining any changes for its support services.

Self Evaluation: Standard IIB.3: DLIFLC meets the standard

The DLIFLC regularly researches and adequately identifies the learning support needs of its student population through ICE, sensing sessions and ESQs/ISQs. The variety of sources through which the DLIFLC conducts its research sufficiently ensures a breadth of feedback from students in all situations (i.e., students in different stages of their careers and students of different marital/family statuses). Moreover, the number of students included in evaluation measures is large enough to provide an accurate representation of student life and capture student needs both at a particular moment in time and over time.

Planning Agenda:

None.

Evidence - 3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3.1	Presidio of Monterey Interactive Customer Evaluation website. Retrieved September 26, 2011 from http://ice.disa.mil	3
IIB.3.2	Sample Interim Student Questionnaire (ISQ). (n.d.).	4
IIB.3.3	Sample End of Program Student Questionnaire (ESQ). (n.d.).	5

3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary:

The institute offers a wide variety of services that provide total support for single and married students alike. Services specifically designed to meet the needs of distance learners also exist. Through the ESQs, ISQs and other feedback systems, the DLIFLC leaders may evaluate the equitable access, user friendliness and customer satisfaction with institute services, no matter their location or frequency of use.

Educational services for resident students include the Aiso library, located on the Presidio of Monterey, and Chamberlin library, located at the Fort Ord Military Community. Within the service units and schools, language learning labs operate to provide teaching venues to practice listening comprehension skills (e.g., gisting, dictation). Service units, the Student Learning Center and the Education Center all provide special assistance programs and opportunities to augment one's learning strategies [IIB.3a.1].

The Command Language Program is a military linguist skill sustainment project that provides opportunities and resources to help linguists enhance language proficiency. This may be in the form of offsite refresher courses, Mobile Training Teams conducting on site courses, or specially equipped rooms designed for language study (e.g., video tele-training). The directorate of Continuing Education's Distance Learning division is responsible for creating additional options for technology-mediated delivery, including the Broadband Language Training System, and hybrid delivery (e.g., video teletraining and online), integrating Global Language Online Support System learning objects and technology integration [IIB.3a.1].

The DLI-Washington office offers comparable educational services through contract providers in the Washington, D.C. area. Students are housed at various military facilities throughout the area depending on their branch of services or are housed at off-post, non-military housing. The level of educational and campus support is commensurate with the contracted institution's guidelines. The Installation Commander or his or her staff regularly evaluates the level and appropriateness of support to the Washington area through video teleconference, e-mail, phone conversations and direct visits with DLI-Washington.

The Continuing Education (CE) resident program for intermediate and advanced students is designed to push students to higher proficiency results. The minimum requirements for graduation from the intermediate courses are L2+/R2+/S2 and the advanced course requires L3/R3/S2+ [IIB.3a.2].

The DLIFLC's Language Training Detachments (LTDs) provide increased access to the institute's educational services to Department of Defense (DoD) members on or near the installation of their home unit assignment. All programs not instructed at the DLIFLC are non-credit, non-certificate, non-degree programs. Students attending training at the LTD are provided both quality of life and educational support in the LTD's local area which are comparable to that provided at DLIFLC's main campus. The same types of evaluation instruments are used at the LTDs and other satellite language learning facilities.

The first LTDs were established in 2003 to support language proficiency sustainment and enhancement at sites where high concentrations of language professionals are assigned. From the original five LTDs in 2003, the DLIFLC today has 22 detachments in 20 different locations around the world from Korea to Germany, with the majority located in the continental United States. The LTD is a vital component to achieve the institutional vision of the DLIFLC as the acknowledged leader in all aspects of culturally based foreign language education. The success of the LTD format has driven an increased interest in using them to fulfill the expanding needs of the DoD [IIB.3a.3].

Self Evaluation:

The Garrison Command adequately ensures the comprehensive delivery of virtually all quality of life services for the DLIFLC. Although some dissatisfaction in general areas, such areas as housing and hours of operation for dental and medical services have been noted, as well as some highly specific complaints (e.g., certain food items), student quality of life services are more than adequately met. Services at satellite facilities are delivered in a comparable manner.

The delivery of non-resident educational support and sustainment through LingNet, video tele-training and Mobile Training Teams is far-reaching and effectively meets the current Command Language Program Manager requirements throughout the U.S. Armed Forces.

Planning Agenda:

None

Evidence – 3a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3a.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.3a.2	Intermediate Korean and Chinese Program Resident Instruction Program Syllabi. (2011).	9
IIB.3a.3	Memorandum for HQDA. Subject: Executive Summary: RMD700 Language Training Detachments Concept of Operations. (June 4, 2010).	10
IIB.3a.4	(LTD) Language Training Detachment Map and Descriptions. (n.d.).	11

3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary:

As the vast majority of students are members of the armed forces, each student knows and is encouraged to follow the value codes for their particular branch. Each service unit has written codes, axioms and mottos to help students reflect and act in accordance with high standards of behavior. Beyond the classroom, the following DLIFLC services all emphasize and seek to create an environment of personal responsibility, civic responsibility and the personal development of each student:

Army Community Service Center

The mission of the Army Community Service (ACS) center is to facilitate the commander's ability to provide comprehensive, coordinated and responsive services which support readiness of soldiers, civilian employees and their families. The staff at ACS believes that seeking support information and education is a sign of family strength rather than an indication of difficulty [IIB.3b.1].

Armed Forces Action Plan

The Armed Forces Action Plan is a grassroots process that enables all members of the total Army family to raise issues of concern and make recommendations that affect quality of life improvements. Focus groups are held on the installation on a regular basis to allow the fullest participation by Presidio and Ord Military Community residents.

Safety Office

DLIFLC students and faculty participate in Safety Day events plus briefings that cement their understanding of their safety responsibilities towards each other and to the local community [IIB.3b.2].

Army Substance Abuse Program

The Army Substance Abuse program's mission is to strengthen the overall fitness and effectiveness of the DLIFLC students through drug abuse prevention training, rehabilitation services, group and individual therapy and education [IIB.3b.3].

Better Opportunities for Single Service Members

The Better Opportunities for Single Service Members (BOSS) councils may elect to participate in community programs or projects, which make a difference in the lives of others, the community and ultimately themselves. This service is voluntary in nature and in accordance with the installation volunteer program. The program can be implemented in support of existing or established volunteer programs, or programs developed by the BOSS council. Several of the Presidio of Monterey offices also contribute to an environment that encourages the intellectual, aesthetic and personal development of students.

Education Services

The Education Center's mission is to provide professional educational services to support the personal and professional development goals of the Presidio of Monterey community [IIB.3b.4].

Outdoor Recreation and Leisure Tour and Travel Services

The Presidio of Monterey's Outdoor Recreation program offers a wide range of recreational activities and programs. Their approach to recreation and travel services allows their facility to be the first and only stop students need to make when fulfilling their recreation needs [IIB.3b.5].

Hobson Student Activity Center

The Hobson Student Activity Center (HSAC) contributes to students' aesthetic and personal development by providing a place for students to pass time safely and have fun. HSAC activities include weekly games tournaments, music recording rooms with instruments, karaoke, private

movie theaters, dancing lessons and special events, such as Operation Rising Star (a singing competition).

Religious Support

The Religious Support Office provides proactive ministry with the purpose of impacting the Presidio of Monterey community with an energetic, relevant religious support program that will enhance the spiritual lives of students and their families, alumni, faculty and staff [IIB.3b.6].

Self Evaluation:

The DLIFLC effectively creates an environment that encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all of its students. While the atmosphere of personal and civic responsibility goes far beyond legislated actions and extends deeper into the attitudes and mindsets of the DLIFLC students, certain elements of personal and civic responsibility are guaranteed by Garrison requirements. The Safety Office, for example, effectively oversees all motorcycle training for all military service members at the DLIFLC.

Planning Agenda:

None.

Evidence - 3b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3b.1	Presidio of Monterey Army Community Center website. Retrieved October 27, 2011 from http://www.monterey.army.mil/ACS/acs_main.html	12
IIB.3b.2	Presidio of Monterey Garrison Safety Office website. Retrieved October 19, 2011 from http://www.monterey.army.mil/Safety_main.html	13
IIB.3b.3	Presidio of Monterey Army Substance Abuse Program website. Retrieved October 27, 2011 from http://www.monterey.army.mil/Substance_Abuse/asap_main.html	14
IIB.3b.4	Presidio of Monterey Education Center Services website. Retrieved January 13, 2011 from http://www.monterey/army/mil/Education_Services/education_main.html	15
IIB.3b.5	Presidio of Monterey Family Morale and Welfare Center website. Retrieved October 27, 2011 from http://www.monterey.army.mil/FMWR/fmwr_main.html	16
IIB.3b.6	Presidio of Monterey Religious Support website. Retrieved October 27, 2011 from http://www.monterey.army.mil/Religious_Support/chaplain_main.html	17

3c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary:

Academic Advising Programs

Academic advising is currently available to students through at least three formal sources. First, students participate in monthly advising sessions with members of their teaching team. During these sessions, individual overall progress, assessment performance, and skill strengths or deficiencies are discussed in accordance with the DLIFLC Regulation 350-10 [IIB.3c.1]. As needed, an individualized study plan for future action is devised. Second, school academic specialists provide more in-depth advising based on a diagnostic assessment of students. Third, students have access to personalized academic advising through the Individual Study Management program at the Student Learning Center [IIB.3c.2]. Students may either self-refer or be referred by teaching faculty or military staff. Advising sessions include an in-depth discussion of students' learning style preferences, study habits, motivations or attitudes about language learning, extra-curricular and other factors that may be impeding student success. Students receive concrete, personalized academic advice both verbally during the session and in writing through an advising session report.

The Presidio of Monterey U.S. Army Health Clinic provides confidential psychological counseling and other services through its Behavioral Health Clinic [IIB.3c.3].

All new faculty members are required to participate in the Instructor Certification Course, which includes information about the aforementioned monthly student advising [IIB.3c.4]. The Faculty Development division and the directorate of Continuing Education each offers training workshops in academic counseling, during which instructors may further enhance their understanding of and skills as advisors. Finally, the Student Learning Center offers academic and study strategies to students.

Self Evaluation:

The DLIFLC takes several effective steps to evaluate its academic counseling and advising, including ESQ and ISQ and academic advising evaluations [IIB.3c.5], [IIB.3c.6]. Both the qualitative and quantitative data collected from students shows that the counseling and academic advising services provided by the above divisions and directorates support student development and success.

Planning Agenda:

None.

Evidence - 3c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3c.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIB.3c.2	DLIFLC Academic Advising & Individual Study Management website. Retrieved October 19, 2011 from http://www.dliflc.edu/academicadvising.html	18
IIB.3c.3	Presidio of Monterey U.S. Army Health Clinic website. Retrieved September 28, 2011 from http://www.mamc.amedd.army.mil/calmed/pom_appointments.htm	19
IIB.3c.4	1.) Instructor Certification Course website. Retrieved October 19, 2011 from http://www.dliflc.edu/fdicc.html 2.) Instructor Certification Course Syllabus. (n.d.).	20
IIB.3c.5	Sample Interim Student Questionnaire (ISQ). (n.d.).	4
IIB.3c.6	Sample End of Program Student Questionnaire (ESQ). (n.d.).	5

3d. The Institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**Descriptive Summary:**

As a Department of Defense school, the DLIFLC leadership fosters a climate that encourages and enhances equal opportunity for all students to succeed, regardless of their ethnic, cultural or religious background. As part of the diverse community of the Monterey Peninsula, the DLIFLC reflects diversity within its faculty since most instructors are native speakers of the language they teach. Students are exposed to the native speaker's unique insights into the culture, customs and traditions of the countries where the course language is spoken.

The institute annually holds a Language Day event. This event is an open house whereby the DLIFLC language departments and students share cultural cuisine, song and dance with the Monterey Peninsula community [IIB.3d.1]. The event attracts upwards of 2,000 high school students and language teachers and demonstrates the institute's commitment to furthering the understanding and appreciation of diversity.

The institute, through the U.S. Army Garrison, also holds many events that celebrate diversity. Among the events are the DLIFLC Days of Remembrance observance, hosted by the Marine Corps Detachment [IIB.3d.2], Women's Equality Day [IIB.3d.3], African-American History Month, Asian/Pacific Islander History Month and other opportunities, to include Ramadan observance and Equal Opportunity training [IIB.3d.4].

The student population likewise reflects a wide range of diversity: entry level learners from all branches of service, students in mid-career status, enlisted and officer personnel, various age groups and backgrounds, as well as single and married service members.

Self Evaluation:

The DLIFLC follows DoD guidelines regarding diversity and equal opportunity for its military and civilian constituents. Through its special emphasis programs, the DLIFLC intentionally and adequately supports and encourages general unity across a diverse ethnic, cultural and religious population. The U.S. Army Garrison has staff to enhance ethnic, cultural and religious diversity. Groups of students regularly interact with and are mentored by people of a wide variety of backgrounds and nationalities during events such as Language Day, immersions, field trips, extracurricular department events, culture events, and the Student Learning Center’s instructional movie nights.

Planning Agenda:

None.

Evidence - 3d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3d.1	DLIFLC. (May 13, 2011). <i>Globe</i> Language Day Edition.	21
IIB.3d.2	Days of Remembrance Observance flyer. (May 5, 2011).	22
IIB.3d.3	Women's Equality Day flyer. (August 26, 2011).	23
IIB.3d.4	FY 2011 Installation Equal Opportunity Training Plan.	24

3e. The Institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing bias.

Descriptive Summary:

The prospective DLIFLC student must meet the criteria for entrance into the military and score a certain standard on the Armed Services Vocational Aptitude Battery (ASVAB). If he or she expresses an interest in the intelligence field and meets all specific qualifying criteria (physical, educational, etc.) for that field, and a need for a particular linguist exists, the DLAB is administered. The individual’s DLAB score, military service contract, ASVAB scores and needs of one’s branch of service are all contributing factors to the individual’s service decision to enter the student into linguist training.

Since 1971, the Defense Language Aptitude Battery (DLAB) test has been the primary assessment tool for admission to the DLIFLC. The test reflects a range of grammar and

phonological problems found in major world languages and a mixture of Western European and Asian language patterns within the structure of a completely artificial language [IIB.3e.1].

Beyond one's DLAB score, admission to the DLIFLC is based on the needs of the various service branches (Army, Navy, Air Force and Marine Corps) and the security needs of the nation as determined by national level leaders and entities. The need for linguists in any of the various languages taught at the DLIFLC may change from year to year or even month-to-month based on military contingency operations requirements.

Results of a 2004 study indicate no bias in the DLAB, Defense Language Proficiency Test (DLPT), or Final Learning Objectives (FLOs) attributable to gender [IIB.3e.2].

Self Evaluation:

Admission to the DLIFLC is based on the needs of the various service branches and the security needs of the nation as determined by national level leaders. The DLAB has consistently proven to be a reliable instrument for assisting with student placement in languages suitable to their aptitude. Students who score higher than average on the DLAB tend to perform better in the Category IV languages (i.e., those languages deemed more difficult for native-English speakers to learn). Higher DLAB scores also indicate a lower probability that a student will be dropped from a class due to lack of ability.

Data from the DLAB scores is effectively and routinely monitored by the directorate of Academic Affairs [IIB.3e.3]. Additionally, institutional research on the DLAB is performed in the course of special projects conducted by the Research Analysis (RA) division.

Many factors regarding admissions to the DLIFLC are military based. The institute routinely monitors the conduct of all assessment tools and affords students the opportunity to provide feedback regarding any bias during the testing.

Planning Agenda:

None.

Evidence - 3e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3e.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.3e.2	Wong, C. (December, 2004). An Analysis of Factors Predicting Graduation of Students at DLIFLC. Naval Postgraduate School.	25
IIB.3e.3	DLIFLC Annual Program Summary Fiscal Year 2010	26

3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary:

The Academic Records division of the directorate of Academic Affairs maintains enrollment records and grades in secure, password-protected automated systems with backup. A copy of the full database is backed up nightly by Presidio of Monterey Network Enterprise Center (POM NEC) and can be restored upon request. The DLIFLC's various language schools send grades electronically to Academic Records, which then performs quality control, converting the information into a standardized format. Grade corrections, non-basic language program data, and changes in student status are received by encrypted email and uploaded manually. Safeguards in accordance with the Privacy Act of 1974 are in place to protect students' personal information [IIB.3f.1], [IIB.3f.2].

The Defense Language Institute-Washington maintains its own records on a local database and sends a quarterly copy to the Department of Academic Affairs data managers for addition to the DLIFLC database. The Washington office sends this information via encrypted U.S. Military email or registered mail to ensure security.

The DLIFLC maintains records back to 1947 when the institute was called the Army Language School. Shortly after, the institute moved to Monterey. The Washington office has maintained records since its opening in 1976. The Academic Records division maintains all files and allows read-only access in an electronic format by authorized personnel who have been granted access by the Office of the Provost. The DLIFLC maintains and releases academic transcripts in accordance with the Family Education Rights and Privacy Act and other privacy provisions [IIB.3f.2]. The policy is prominently printed on every DLIFLC transcript. The DLIFLC Registrar division conducts annual departmental meetings to review student records processed and ensure the staff is in compliance with the Privacy Act.

Self Evaluation:

The storage, maintenance and release of student records are firmly grounded. Student grades are sent to Academic Affairs in a standard format using Student Training Administrative Tracking System (STATS). This process enables staff to check and upload the data to the Academic Database. The schools consistently use STATS to report grades in accordance with DLIFLC Regulation 350-10 [IIB.3f.3]. In addition, the STATS program is now over ten years old and since its incorporation into the DLIFLC system, there has been a continuous effort to have STATS updated to work more readily with current computer programs and systems.

In keeping current with amendments of the Family Education Rights and Privacy Act, the DLIFLC Registrar is a member of the American Association of College Registrar and Admission Officer Association. There have been no violations on the part of the DLIFLC or data breaches.

Planning Agenda:

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

Evidence - 3f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3f.1	AMC Pamphlet 25-51. Privacy Program: Standard Operating Procedures for the Personally Identified Information Core Management Group. (May 13, 2011).	27
IIB.3f.2	Privacy Act of 1974. Retrieved September 28, 2011 from http://www.archives.gov/about/laws/privacy-act-1974.html	28
IIB.3f.3	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

4. The institution evaluates student support services to assure the adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

The institute evaluates student support services using a variety of instruments. Quality of life and student support services are evaluated as follows:

Interim Student Questionnaire (ISQ)/End of Program Student Questionnaire (ESQ) Data

Quality of Life interim and end-of-course questionnaires are administered to all DLIFLC students. The questionnaires are administered once or twice a year depending on the length of the language program. They are computer delivered, use a 4-point Likert scale and allow students to make written comments on the subjects addressed in the questionnaires. The items solicit responses on the following: barracks and housing, dining facilities, bus transportation, medical and dental services and travel services. The questionnaires also address issues related to fraternization, sexual harassment and discrimination. ISQ/ESQ data is passed on to service providers and serves as a basis for service evaluations and remedial actions [IIB.4.1]. One example fostered changes in library hours from week days to also include Saturday hours.

Interactive Customer Evaluation

Virtually all quality of life services are regularly evaluated by users through the Interactive Customer Evaluation. This is a U.S. Army Garrison service that extends to all student support services. Customers are given the opportunity to assess how well they are being served by the

given activity. The survey is available to all users on the Presidio of Monterey website and service providers rely on the comments to make adjustments to the quality of services [IIB.4.2].

Unit Quality of Life Evaluations

Army units have focus groups in which complaints and grievances on quality of life issues are brought to the attention of unit command personnel. Additionally, they conduct pre-graduation sensing sessions to discuss a wide range of topics related to quality of life issues. Military service units have similar types of sensing sessions and meetings. In addition, students can also use their military chain-of-command to air grievances.

Housing Complaints

Off-base housing complaints can be addressed to the Residential Communities Initiative office.

Inspector General

The Inspector General serves as a third party which reviews issues brought forth by staff, faculty and service members/students concerning the range of institute-related issues and their effects on community members [IIB.4.3].

Leisure Needs Survey

On a triennial basis, the directorate of Community Activities conducts a Leisure Needs survey, which gives customers the opportunity to rate all aspects of the various morale, welfare and recreation activities. The feedback from this survey is used to support new programming and modify existing programs.

Miscellaneous Review Measures

The Army Community Services Program is under the U.S. Army Community and Family Support Center Command Group and is evaluated every three years for compliance with Department of Army standards. The dining facilities and commissary are inspected regularly for compliance with health and safety standards.

Self Evaluation:

The DLIFLC highly prizes the collection and resulting action from student data. Measures, such as ISQ and ESQ, effectively offer an immediate and quantifiable snapshot of a student's satisfaction with various elements of the institute. The opportunity to provide narrative comments enhances the survey, adequately encouraging honest communication about needed improvements or strong areas. The Commandant, Assistant Commandant and Provost efficiently make significant use of these documents to improve student support, teacher and instruction quality, and the reduction of duplicate effort in the Institution.

Planning Agenda:

None.

Evidence - 4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.4.1	DLIFLC. (2010). End of Course Program Effectiveness Analysis.	29
IIB.4.2	Presidio of Monterey Interactive Customer Evaluation website. Retrieved September 26, 2011 from http://ice.disa.mil	3
IIB.4.3	Inspector General website. Retrieved October 27, 2011 from http://www.monterey.army.mil/Inspector_General/ig.html	30

Standard IIB Evidence

Evidence – 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.1.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.2.2	Presidio of Monterey Garrison website. Retrieved January 13, 2001 from http://www.monterey.army.mil/about	2
IIB.3.3	Presidio of Monterey Interactive Customer Evaluation website. Retrieved September 26, 2011 from http://ice.disa.mil	3
IIB.4.4	Sample Interim Student Questionnaire (ISQ). (n.d.).	4
IIB.4.5	Sample Interim Student Questionnaire (ISQ). (n.d.).	5

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.2.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.2.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIB.2.3	Presidio of Monterey Equal Employment Opportunity website. Retrieved September 26, 2011 from http://www.monterey.army.mil/Equal_Opportunity	7
IIB.2.4	DLIFLC website. Retrieved October 27, 2011 from http://www.dliflc.edu/index.html	8

Evidence - 3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3.1	Presidio of Monterey Interactive Customer Evaluation website. Retrieved September 26, 2011 from http://ice.disa.mil	3
IIB.3.2	Sample Interim Student Questionnaire (ISQ). (n.d.).	4

IIB.3.3	Sample End of Program Student Questionnaire (ESQ). (n.d.).	5
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Evidence – 3a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3a.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.3a.2	Intermediate Korean and Chinese Program Resident Instruction Program Syllabi. (2011).	9
IIB.3a.3	Memorandum for HQDA. Subject: Executive Summary: RMD700 Language Training Detachments Concept of Operations. (June 4, 2010).	10
IIB.3a.4	(LTD) Language Training Detachment Map and Descriptions. (n.d.).	11

Evidence - 3b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3b.1	Presidio of Monterey Army Community Center website. Retrieved October 27, 2011 from http://www.monterey.army.mil/ACS/acs_main.html	12
IIB.3b.2	Presidio of Monterey Garrison Safety Office website. Retrieved October 19, 2011 from http://www.monterey.army.mil/Safety_main.html	13
IIB.3b.3	Presidio of Monterey Army Substance Abuse Program website. Retrieved October 27, 2011 from http://www.monterey.army.mil/Substance_Abuse/asap_main.html	14
IIB.3b.4	Presidio of Monterey Education Center Services website. Retrieved January 13, 2011 from http://www.monterey/army/mil/Eduation_Services/education_main.html	15
IIB.3b.5	Presidio of Monterey Family Morale and Welfare Center website. Retrieved October 27, 2011 from http://www.monterey.army.mil/FMWR/fmwr_main.html	16
IIB.3b.6	Presidio of Monterey Religious Support website. Retrieved October 27, 2011 from http://www.monterey.army.mil/Religious_Support/chaplain_main.html	17

Evidence - 3c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3c.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August	6

	14, 2006).	
IIB.3c.2	DLIFLC Academic Advising & Individual Study Management website. Retrieved October 19, 2011 from http://www.dliflc.edu/academicadvising.html	18
IIB.3c.3	Presidio of Monterey U.S. Army Health Clinic website. Retrieved September 28, 2011 from http://www.mamc.amedd.army.mil/calmed/pom_appointments.htm	19
IIB.3c.4	1.) Instructor Certification Course website. Retrieved October 19, 2011 from http://www.dliflc.edu/fdicc.html 2.) Instructor Certification Course Syllabus. (n.d.).	20
IIB.3c.5	Sample Interim Student Questionnaire (ISQ). (n.d.).	4
IIB.3c.6	Sample Interim Student Questionnaire (ISQ). (n.d.).	5

Evidence - 3d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3d.1	DLIFLC. (May 13, 2011). <i>Globe</i> Language Day Edition.	21
IIB.3d.2	Days of Remembrance Observance flyer. (May 5, 2011).	22
IIB.3d.3	Women's Equality Day flyer. (August 26, 2011).	23
IIB.3d.4	FY 2011 Installation Equal Opportunity Training Plan.	24

Evidence - 3e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3e.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.3e.2	Wong, C. (December, 2004). An Analysis of Factors Predicting Graduation of Students at DLIFLC. Naval Postgraduate School.	25
IIB.3e.3	DLIFLC Annual Program Summary Fiscal Year 2010	26

Evidence - 3f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3f.1	AMC Pamphlet 25-51. Privacy Program: Standard Operating Procedures for the Personally Identified Information Core Management Group. (May 13, 2011).	27
IIB.3f.2	Privacy Act of 1974. Retrieved September 28, 2011 from http://www.archives.gov/about/laws/privacy-act-1974.html	28
IIB.3f.3	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August	6

	14, 2006).	
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Evidence - 4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.4.1	DLIFLC. (2010). End of Course Program Effectiveness Analysis.	29
IIB.4.2	Presidio of Monterey Interactive Customer Evaluation website. Retrieved September 26, 2011 from http://ice.disa.mil	3
IIB.4.3	Inspector General website. Retrieved October 27, 2011 from http://www.monterey.army.mil/Inspector_General/ig.html	30

Defense Language Institute Foreign Language Center

Standard IIC:

Library and Learning Support Services



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

IIC: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, esthetic, and cultural activities in whatever form and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The Defense Language Institute Foreign Language Center's (DLIFLC) learning support services include Aiso Library, Chamberlin Library, web-based resources from the Language Science and Technology Directorate, on-site libraries at Language Training Detachment locations, a DoD Center Resource Materials Development Center of books and media and military unit-provided support. Each learning support service assesses its own programs through a system they have developed to receive feedback and improve services that they provide [IIC.1.1].

Other learning services include the Student Learning Center for the basic courses and its counterpart Academic Support Center for continuing education students, the Diagnostic Assessment Center (DAC), and resources provided by the directorate of Language Science & Technology [IIC.1.2].

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary:

Libraries

Aiso Library and Chamberlin libraries support the objectives of the instructional programs by providing materials for supporting the learning mission. The institute's library collections comprise over 125,000 items, containing numerous separate foreign language collections. In addition to books, there are video recordings, newspapers, magazines, journals, games, maps and computer software related to all levels of language instruction. A broad range of subjects is covered in each language. The general collection concentrates on linguistics, language teaching and foreign area studies [IIC.1.3]. Library workstations with access to .mil websites and general public websites, cable broadcasts, word processing and language software are available. DSL wireless access is also available to patrons using laptop computers, which can be used to connect to various language enhancement programs on the internet [IIC.1.4]. Army Knowledge Online (AKO) provides a gateway to 49 databases and online resources, providing access to more than 10,000 magazines and journals and more than 1,000 newspapers [IIC.1.5].

In addition to the online catalog with the libraries' holdings, the libraries have developed a website of resources targeted for language learning. In addition, the website includes a variety

of free on-line language resources that may be used to enhance language learning activities [IIC.1.3].

The Aiso library provides study areas and more private rooms for group study. These rooms are available to faculty, staff and students to reserve for meetings, presentations and study groups [IIC.1.6].

The DoD Center Resource Materials Development Center (RMDC) has developed a small collection of books and videotapes pertinent specifically to teaching upper levels of foreign language proficiency, as well as leadership books on topics related to Continuing Education's (CE) leadership development seminars for directors and leaders of CE programs. These materials are more exclusively aimed toward faculty, but students do use them upon occasion, especially the upper-level grammar reference books. The purpose of providing the RMDC is the proximity to CE classrooms for just-in-time needs [IIC.1.7].

All Language Training Detachment (LTD) sites associated with Extension Programs (EP) (upper levels of proficiency) have on-site libraries for foreign language and area studies volumes available to teachers and students at those sites. Some sites have computer labs within the library facility; others have computer labs adjacent to the library facility [IIC.1.8]. All EP LTD sites have access to all the volumes within the Aiso and Chamberlin libraries through the Interlibrary Loan program [IIC.1.9]. The Interlibrary Loan program supports all of the DLIFLC's students, faculty, and staff. In FY11, Aiso library received and fulfilled 100 Interlibrary Loan requests [IIC.1.10].

Student Learning Center

The Student Learning Center (SLC) empowers the DLIFLC basic course students with skills and resources to help them succeed in language learning. As stated in Standard IIA.2d, the SLC manages and conducts the Introduction to Language Studies course for all incoming basic course students. In addition to this course, the SLC also offers follow-up support through study and learning skill workshops and one-on-one academic advising. Finally, the SLC provides all graduating basic course students with instruction on becoming a self-sufficient professional linguist and a life-long language learner. SLC has served more than 25,000 students since being launched in 2005 [IIC.1.11].

In addition, the SLC supports field-based students at the LTDs, providing an entry-week orientation to language learning for students in the general purpose forces. This week parallels the topics taught to basic course students but is adapted to the specific background of the soldier in a non-language career field [IIC.1.12].

Academic Support Center

The Academic Support Center (ASC) within the directorate of Continuing Education (CE) provides the same kinds of language learning assistance to students at upper levels of proficiency, helping them handle unique issues, such as de-fossilization of improper language forms, and more general issues, such as test anxiety. The ASC specialists also work directly with teachers within the classroom to determine how better to meet individual student needs. These services are provided to all CE students, regardless of location. There are academic specialists at each of the

LTD sites. Where specific expertise or greater attention is needed, specialists from the ASC travel to the sites to augment the work of the academic specialists [IIC.1.13].

Diagnostic Assessment Center

The Diagnostic Assessment Center (DAC) trains teachers in DA techniques and certifies DA specialists in formative evaluation measurements that are used throughout the learning process to determine the specifics of the difference between what students already know and what they need to know in order to meet graduation requirements in a proficiency framework (i.e. what they can do with what they know). All students have access to diagnostic assessments throughout their training. Depending upon the level of the student, this might occur mid-course or at the end of a semester in the basic course, at three points in the continuing education courses (e.g., entry, mid-point, one month prior to graduation), before and after immersion experiences, or before the onset of training for the EP LTD sites and all distance learning programs [IIC.1.14].

Language Science and Technology Resources

Language Science and Technology (LS&T) provides DLIFLC students and faculty with the technology support needed to effectively utilize instructional programs. Through its Technology Integration (TI), Language Technology Evaluation and Application (LTEA), Curriculum Development (CD) and Faculty Development (FD) divisions (Standard IIC), LS&T provides research, evaluation and technology support materials to the schools. LS&T continuously evaluates the newest, latest programs and technologies so that proactive, timely procurement and implementation can be accomplished [IIC.1.15]. In addition, Language Technology Specialists (LTSs) in each school and division determine specific school and division needs, provide training, and communicate current and future needs to the LTEA and Chief Technology Office (CTO) at regular LTS meetings [IIC.1.16].

The Online Diagnostic Assessment (ODA) division provides an online version of the DA that can be used with large groups or students in distant locations where face-to-face DA is not possible. ODA, like face-to-face DA conducted by certified DA specialists, is standardized to the directorate of Evaluation and Standards' proficiency norms and can also be used by students who have already graduated as they seek to improve their language while assigned to their various duty stations [IIC.1.17].

Unit Provided Support

Each military unit (i.e., Army, Navy, Air Force, Marines) at the DLIFLC offers some academic support for their own students. Headstart programs work as a pre-basic course self-study language program where students can become acquainted with the alphabet, sentence structures and culture of their future target language while waiting for their actual course to start [IIC.1.15].

These support programs are mostly performed by graduates, volunteer peer mentors and available staff in the military units. The service units rarely assign an MLI or staff member full-time teaching duties in Headstart to avoid interference with normal duties. Units rarely have any designated teaching facilities within their respective unit areas. However, the Navy, Marines and Air Force have invested in study spaces for their students within military unit buildings or barracks. Students may also use the Aiso library where study rooms have also been made available [IIC.1.18].

When a student's GPA drops below 3.0 in their language program, each unit offers some kind of academic support (e.g., peer mentoring). Through advising, the unit's academic advisors assess each student's learning environment, methods of study and any specific academic issues. Students develop their own study plans, with input from their faculty, because no units offer systematic ongoing instruction for their students. Units depend heavily on the academic assistance from the schools (e.g., 7th hour, evening study hall, tailored homework and individual assistance from language teachers). The DLIFLC Regulation 350-10 requires students receive special assistance when their grade point average falls below 3.0. In addition, the Army requires attendance at evening study hall [IIC.1.19]. Advising from service units is additional to academic advising offered by the schools or the SLC [IIC.1.20].

Self Evaluation:

Through its Aiso and Chamberlin libraries and other educational programs, the DLIFLC has sufficient support services to satisfy the needs of the institution. The institution, through its directorates, will regularly research, evaluate and provide a variety of products, such as language related publications including newspapers, games, CDs and DVDs in order to support the quality of its instructional programs.

Planning Agenda:

None.

Evidence - 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1.1	DLIFLC. (2010). End of Course Program Effectiveness Analysis.	1
IIC.1.2	DLIFLC Annual Program Review 2010.	2
IIC.1.3	DLIFLC Library Databases website. Retrieved January 14, 2012 from http://www.dliflc.edu/databases.html	3
IIC.1.4	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1.5	Army Knowledge Online Library Services. Retrieved January 14, 2011 from http://www.dliflc.edu/contentpage.aspx?id=388	5
IIC.1.6	Study Room Reservation Sheet sample. (November 27 - December 3).	6
IIC.1.7	Professional Development Resource Center Check Out Log sample. (2011).	7
IIC.1.8	Language Training Detachment Library Sites and Services sample flyers. (n.d.).	8
IIC.1.9	Aiso Interlibrary Loan Program. Retrieved January 14,	9

	2011 from http://www.dliflc.edu/inter-libraryloa.html	
IIC.1.10	Example OCLC Loan request. Retrieved January 6, 2011 from http://firstsearch.oclc.org/WebZ/FSPage?pagename=sagefullrecord	10
IIC.1.11	Student Learning Center Services flyers. (n.d.).	11
IIC.1.12	Student Learning Center Mobile Training Program Syllabus. (n.d.).	12
IIC.1.13	Leaver, B. (n.d.). Directorate of Continuing Education Information presentation.	13
IIC.1.14	Diagnostic Assessment Information Packet. (2011-2012).	14
IIC.1.15	Campbell, C. (n.d.). Language Science and Technology presentation.	15
IIC.1.16	LTS Meeting Minutes. (May 24, 2011).	16
IIC.1.17	Online Diagnostic Assessment website. Retrieved January 12, 2011 from http://oda.lingnet.org/	17
IIC.1.18	Headstart brochure. (n.d.).	18
IIC.1.19	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	19
IIC.1.20	Student Learning Center Academic Advising flyer and sign up form. (n.d.).	20

1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary:

Book collections and educational equipment and materials are housed at the various DLIFLC libraries, the largest and most central of these being Aiso Library and Chamberlin Library. These two libraries are supplemented by the various LTD-site libraries, which reflect the holdings of the central libraries but in significantly smaller quantity [IIC.1a.1].

Libraries

The Aiso Library and Learning Center

Aiso Library provides print, online and multi-media resources for the DLIFLC. It supports students, faculty and staff in carrying out their mission to the military community [IIC.1a.2]. It supports both the residential training programs and the distance education programs of the DLIFLC through timely release of its materials upon request [IIC.1a.3]. Full borrowing

privileges are extended to the DLIFLC community [IIC.1a.1]. The library has agreements with other area educational libraries for reciprocal library use. Command Language Programs (located worldwide) can use their post or school libraries for interlibrary loans directly to Aiso [IIC.1a.4].

The Chamberlin Library

Chamberlin library is located at the Ord Military Community (OMC) in Seaside. It is the general library for the military community on the Monterey Peninsula, with strong collections in military history and world cultures. The collection consists of over 67,000 items. In addition to books, there are audio and video recordings, newspapers, magazines and computer workstations. The library is open to the general public. Anyone may use the resources on the premises. Full borrowing privileges are extended only to the military and to Department of Defense civilians (including retirees and their families) [IIC.1a.1].

Both Aiso and Chamberlin libraries provide support services as follows:

- Maintaining collection of materials and resources, especially for foreign language learning
- Providing access to recorded knowledge, information and data
- Providing a variety of quiet learning spaces within the libraries
- Providing training and assistance to faculty, staff and students with the use of knowledge and information [IIC.1a.1]

Library Facilities and Equipment

Aiso library, originally constructed in 1987, is an 18,000 sq. ft. facility consisting of a ground floor and a mezzanine area. The mezzanine holds the language book collection and has study areas with computer work stations with Internet DSL capability. The ground floor includes the general book collection, periodicals and reference sections, audiovisual, software, games and library services.

Library services include the following:

- Circulation
- Reference
- Conference room with SmartBoard and computers for hands on training
- Enclosed study/conference areas with SmartBoards for groups up to 12 persons
- Computers with DSL Internet access, language software and word processing
- Viewing workstations for DVD's, video and cable television
- Laser printers
- Copy machine
- Scanner [IIC.1a.1]

Chamberlin Library, located at the Ord Military Community (OMC), is a 14,000-sq. ft. facility. Library services at Chamberlin include the following:

- Reference and circulation area
- Study rooms
- Computers with internet access

- Conference room
- Presidio of Monterey Archives (POM Archives) [IIC.1a.1]
-

Library Staffing

Reference services include individual instruction on the use of the Library on an ad hoc basis, which includes collaborative instruction by a staff of six librarians at the reference desk. Each librarian serves as manager of library services during the library’s weekly hours of operation. All librarians perform other duties including acquisitions, access services, collection development, electronic services, cataloging and systems services. There is one full-time librarian at Chamberlin. Part-time library technicians serve at both Chamberlin and Aiso.

Five technicians scheduled during peak operating hours also serve at Aiso. These technicians perform additional duties related to acquisitions, subscriptions, circulation, data input, cataloging and collection maintenance. Their circulation duties include checkout, registering and issuing library cards and providing computer support information services. There is one technician at the Chamberlin Library who performs these same duties and manages interlibrary loans. The circulation and reference section in each library is the focal point for library services.

Technical services include acquisitions, cataloging and serials. The staff includes an access services librarian, accounting technician, catalog librarian, electronic catalog services librarian, processing technician, serials technician and an acquisition librarian who orders for both libraries. (Individual CVs are available upon request). The two libraries share the same integrated library system, including the maintenance of servers, and website [IIC.1a.5].

Library Materials/Resources

The Libraries support the learning and teaching mission by providing learning materials in multiple formats. The following data is provided through the Library Solutions Integrated Library Systems, October 2011 [IIC.1a.2].

<u>Aiso Library</u>	
Items	Total
Audio	1,339
Books	44,399
DVD	5,965
Games	178
Maps	994
Periodicals	466
Software	620

<u>Chamberlin Library</u>	
Items	Total
Audio	2,262
Books	56,490
Video	2,777

The Aiso Library Collection Development Plan outlines the policy for the collection content to support DLIFLC instructional programs. This policy is applied to all Library acquisitions. Purposeful acquisition in target languages is the primary guidance for library acquisitions. The library takes patron requests that conform to the Library mission [IIC.1a.3].

The library maintains a website that allows access to the library collection content and other online and electronic sources. Some of these sources are available through the Army Knowledge Online portal and others are accessed directly by site identification. Interlibrary loans are available. Computers, language cable TV and audio/visual equipment are available for use in the Library. All formats are available for check-out, including language software, music and film [IIC.1a.1].

In order to provide timely self-evaluation, the library distributes questionnaires to all exiting students and faculty that provides feedback for collection content and services. The integrated library system can provide reports that measure and analyze circulation of materials, number of items, collection content and student and faculty use [IIC.1a.6].

Library Materials Budget

The budget for FY2010 for all library materials and subscriptions was \$226,798 for both libraries. Access to the library collection at both locations is a web-based catalog from Library Solutions Integrated Library System. This system provides circulation, cataloging and online user-account access for many user services, including renewals, hold requests and e-mails to staff [IIC.1a.2].

Student Learning Center (SLC) Faculty

The SLC faculty members have previous language teaching experience and advanced degrees in language relevant areas sufficient to attain at least an Assistant Professor rank. Some are former DLIFLC-trained linguists with other DoD experience. SLC faculty have language proficiency in English, appropriate cultural sensitivity and awareness, and many have target language proficiency. Currently, SLC has expertise in various regions including Europe, East Asia, the Middle East and Latin and South Americas. This level of expertise in language acquisition, coupled with area studies knowledge, provides SLC faculty insight that translates into credible, respected advising and training capabilities which meet individual students and student group instructional needs [IIC.1a.7].

Self Evaluation:

The library system, though adequate to meeting today's mission, should conduct future needs assessments in order to ascertain future facility and resource needs. Its current interlibrary system is excellent in terms of meeting student and teacher requirements for other materials. Any redundant books, CDs and other materials should be provided to the students or teachers to build their own personal libraries, while also opening space for new library acquisitions.

The Students Learning Center (SLC) should be ever mindful of its core mission: to empower students, both during their initial forays and throughout their time at DLIFLC, to succeed in attaining or exceeding the required language acquisition standards. Its Introduction to Language Studies effectively meets the initial need, and its academic advising is proactive in reaching out to students and teaching teams to provide additional advising help to students.

Planning Agenda:

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

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

Evidence – 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1a.1	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1a.2	DLIFLC Library Databases website. Retrieved January 14, 2012 from http://www.dliflc.edu/databases.html	3
IIC.1a.3	1.) Aiso Library Acquisition and Collection Development. (October 18, 2011). 2.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting February 17, 2009. 3.) Army Libraries Online Catalog brochure. (n.d.). 4.) Fort Carson Library Reference Desk and General Information. (n.d.). 5.) Order Request form sample. (n.d.)	21
IIC.1a.4	Aiso Interlibrary Loan Program. Retrieved January 14, 2011 from http://www.dliflc.edu/inter-libraryloa.html	9
IIC.1a.5	1.) Position Description Librarian GS-1410-09. (February 13, 2001). 2.) Major Duties Library Technician, GS-5. (n.d.).	22
IIC.1a.6	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1a.7	Lim, H., (April 29, 2011). FY 11 Mid-Year SLC ISQ ESQ Student Feedback. DLIFLC.	24

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

Descriptive Summary:

Users of library and other student learning resources have many options to learn how to use those resources. The libraries provide formal orientation, as described below, and informally technology specialists assigned to teams of instructors, departments and schools are available to assist as needed on the spot (see description in section on Language Science and Technology Resources, 2d above) [IIC.1b.1].

Libraries

Aiso library acts purposely to teach students information competency. Through Library orientation classes and the library website, students learn strategies for conducting library research, using the online catalog and accessing electronic databases [IIC.1b.2].

The library staff offers orientations to incoming language classes. Teachers request the orientations from library staff in the first few weeks of class to familiarize students with library services. The staff tailors each orientation to sources for the students' target language. Classes view a PowerPoint presentation which details resources available through the Army Library web site available through the Army Knowledge Online (AKO) website.

During their library orientation, each student is given an information handout describing proper use of the following areas: Library registration for borrowing library materials, authorization for Internet access, how to use the catalog, library webpage content, rules and regulations, information about Chamberlin Library, language games, multi-media collections and the institute's map collection [IIC.1b.2].

Reference services include individual instruction on the use of library, including collaborative instruction by a staff of six librarians who work rotating shifts at the reference desk. Librarians address the following topics: defining and implementing the reference interview, refining search strategies, evaluating library and electronic recourses, using the Dewey Decimal System, and selecting relevant and current information.

Reference librarians have an outreach program that includes information competency sessions on Language Day, Faculty Professional Development Day, Holiday Programs and various training holidays when military students are not required to attend classes [IIC.1b.3].

Other Support Services

In addition to its Introduction to Language Studies and its academic advising, the Student Learning Center (SLC) provides training to develop student information competency. The SLC's Autonomous Language Sustainment (ALS) program addresses the differences between classroom-based learning and independent learning. ALS trains near-graduates on methods and approaches for individual field-based language enhancement in the mandatory course "Language Enhancement after DLIFLC (LEAD)" and encourages autonomous learning through a series of workshops focused on maximizing proficiency using online learning tools [IIC.1b.2]. LEAD objectives include: helping DLIFLC graduates become more effective self-directed language learners in the field, training, supporting and encouraging DLIFLC graduates to enhance their foreign language proficiency in the field, raising awareness about the importance of proficiency

maintenance as members of the intelligence field and informing graduates about resources available in the field (e.g.,the Command Language Program, SCOLA and Lingnet) [IIC.1b.4].

At the Student Learning Center, the Individual Study Management (ISM) program offers tailored, one-on-one academic advising services by SLC staff. In a non-threatening environment, advisors actively listen to students, offering personalized advice and suggestions for effective strategies, skills and approaches to foreign language learning; follow-up advising sessions are encouraged and available upon request [IIC.1b.5].

The SLC's Workshops and Seminars (W&S) program addresses issues particular to language learning at the DLIFLC. Student workshops are designed to follow-up on topics introduced during Introduction to Language Studies. The SLC can also design workshops upon request. W&S also offers faculty seminars, brown bags and mini-conferences that address the DLIFLC student experience. Student workshops address foreign language learning skills including study, grammar, reading, listening, immersion, technology and testing skills [IIC.1b.4].

Self Evaluation:

Libraries

Sufficient individual library instruction on library resources and information literacy is available to students at any time during operating hours as a librarian is always available at the reference desk. In addition, library staff presents effective orientations to classes in the first two to three weeks of instruction.

Student Learning Center

The Student Learning Center has an effective, systematic evaluation process to receive feedback from students immediately upon course completion. Students evaluate the course on the basis of class materials, instructors and overall course satisfaction. This constructive feedback is adequately used to improve curriculum development for each program [IIC.1b.6].

According to ISQ and ESQ responses gathered from students in 2010, not all of the teaching teams effectively utilized student portfolios for further development in the schools. UGE teachers also do not make effective use of information on learning styles and strategies [IIC.1b.7].

Although the W&S seminars and Academic Advising programs provide instructions on how to utilize learning strategies, because this program is by request, not every student takes advantage of these services. For academically weak students, the schoolhouses and units need to work with the SLC in terms of identifying such students and getting assistance in developing study habits in the early stages of language learning. The SLC is continually evaluating its services and alters its operations in response to the feedback received [IIC.1b.7].

Planning Agenda:

Libraries

The libraries will continue outreach to faculty to increase the number of new students receiving orientations and increase outreach for library orientation classes and information literacy to

include orientations for new faculty and staff. The library will continually review and revise its Library website to ensure the library resources and services listed are current [IIC.1b.3].

Student Learning Center

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

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

Evidence – 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1b.1	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1b.2	DLIFLC. Aiso Library Orientation. (n.d.).	25
IIC.1b.3	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1b.4	Student Learning Center Workshop Request Form sample. (n.d.).	26
IIC.1b.5	Student Learning Center Academic Advising flyer and sign up form. (n.d.).	20
IIC.1b.6	Introduction to Language Studies Student Evaluation Procedures. (n.d.).	27
IIC.1b.7	1.) Summary for Evaluation Meeting with SLC. (December 6, 2011). 2.) Student Learning Center Construct for Data Review. (November 9, 2011). 3.) Program Evaluation of the Student Learning Center. (November 3, 2011). 4.) Talking Points for SLC Meeting. (October 11, 2011). 5.) Lett, J. (January 2010). The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner	28

	Portfolio. DLIFLC. 5.) Portfolio Information Session for UGE Faculty: Lesson Plan. (n.d.).	
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1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of deliver.

Descriptive Summary:

The DLIFLC prides itself in its ability to reach thousands of service members every year. By providing students with easily accessible facilities, cutting-edge technology, and innovative language learning tools, the DLIFLC is able to support students world-wide [IIC.1c.1].

Libraries

The Aiso library is centrally located and easily accessible from all language schools. Teachers may contact library staff to schedule orientations or for special library projects and study. The library is open 75.5 hours per week on, weekdays, weekends and evenings. Access to the library collection and online research is available through the library website Chamberlin library supports DLIFLC contingent groups, including the directorate of Continuing Education. Aiso Library is open Monday-Thursday 0745-2100; Friday 0745-1645, Saturday 1200-1700 and Sunday 1230-2100. Chamberlin Library is open Monday-Friday 1000-1800 and Sunday 1200-1700 [IIC.1c.2].

The Aiso and Chamberlin libraries have a combined online catalog for locating library materials as follows: reserve materials online by placing holds on desired items, view and renew materials that are checked out under their account, check status of account and change one’s library account information (e.g., address and password changes) [IIC.1c.1].

In addition to the online catalog with each library’s holdings, the library has developed a website of resources targeted for language learning. The site has links to electronic and digital sources purchased by the library and available to students and faculty for use at their work sites. Aiso library serves all students and staff with current identification. All have access to AV equipment and computers, plus a conference room and study areas. The conference room can be scheduled for seminar, class and tutorial sessions. Item renewal can be accomplished remotely online, by phone, or in person. Electronic reference services are available on the Library website [IIC.1c.3].

Student Learning Center

The Student Learning Center is located in the Presidio of Monterey and is easily accessible to the schools, military units and students. Students, teachers and units may contact SLC faculty anytime to schedule academic advising and workshops/seminars. Workshops and seminars can also be scheduled in the requesting students’ school house, if space is available [IIC.1c.4].

SLC also provides mobile training to students who do not reside in the Presidio of Monterey. The SLC has served more than 1,700 students in various locations, offering Introduction to

Language Studies (ILS), Language Enhancement after DLIFLC (LEAD) and workshops on DLPT-5 preparation [IIC.1c.5].

Available at its Presidio of Monterey location and online, the Student Learning Center provides sufficient access to its courses, workshops and academic advising services which enable students to obtain needed support.

Self Evaluation:

With its online services and two locations, the DLIFLC library system is accessible to students and faculty alike. The online resources, which can be accessed from the libraries’ computers or through the internet at other locations, provide excellent and up to date language maintenance websites. Available at its Presidio of Monterey location and online, the Student Learning Center provides sufficient access to its courses, workshops and academic advising services which enable students to obtain needed support.

Planning Agenda:

The library provides a wireless service in Aiso library for student use of laptop notebooks, and will continue to strive for an .edu network to make resources even more accessible. The SLC will seek out ways to publicize its services and increase student use of its services, including innovative cultural experiences, like movie night [IIC.1c.6].

Evidence - 1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1c.1	DLIFLC Library Databases website. Retrieved January 14, 2012 from http://www.dliflc.edu/databases.html	3
IIC.1c.2	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1c.3	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1c.4	Student Learning Center Services flyers. (n.d.).	11
IIC.1c.5	Student Learning Center Mobile Training Program Syllabus. (n.d.).	12
IIC.1c.6	SLC Outreach flyers: Cultural Movie Night (2012), Professionalization of the Military Linguist. (November	29

	10, 2011).	
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1d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary:

The DLIFLC contracts with the City of Monterey for building maintenance. The City of Monterey provides excellent service in maintaining the structure and all associated electrical, plumbing and HVAC components. Work orders for all identified deficiencies are submitted and tracked to completion. A web based feedback system is operational and monitored by City of Monterey personnel.

The DLIFLC contracts with PRIDE Services to clean the building on a weekly basis. In addition to vacuuming, light dusting and emptying the trash and recycling bins, the cleaning crews are contracted by the Institute to conduct carpet cleaning and floor stripping and cleaning.

Through DLIFLC’s contracts with the City of Monterey and PRIDE Services, both the library and the Student Learning Center have cleaning and maintenance systems for their facilities. A state-of-the-art motion fire alarm system is in place in both buildings. Fire extinguishers are available throughout the buildings in accordance with fire code. Standard operating procedures are in place for closing and securing the computers and buildings at the end of each business each day and a checklist is provided to document compliance with the procedures [IIC.1d.1].

Staff regularly attends training sessions offered by the DLIFLC to keep aware of security requirements, policies and procedures. Library computers on the .mil conform to upgrades and security issues [IIC.1d.2].

The Library collection is secured by a 3M security system activated at checkout and all exits are monitored during open hours. The main entrance is accessible in compliance with the Americans with Disabilities Act (ADA). The Library software database has been moved to the servers in Building 420.

The Student Learning Center (SLC) also has dehumidifiers that are used to safeguard personnel and equipment from humidity on the lower floor of building. 221. The Presidio of Monterey Police Department is located across the street from the SLC building, with officers conducting regular patrols in the area.

Self Evaluation:

The City of Monterey and PRIDE Services provide excellent work in maintaining both the Aiso and Chamberlin Libraries and the Student Learning Center.

Both library and SLC staff adequately perform regular securing the buildings at the end of the day, with daily building security checklists being used to ensure standardized and complete security checks [IIC.1d.3].

Planning Agenda:

None.

Evidence - 1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1d.1	Solicitation/Contract/Order for Commercial Items. (Pride Industries W9124N-12-F-0001). (November 1, 2011). 2.) Award/Contract. City of Monterey W9124N-06-D-0001. (September 1, 2006).	30
IIC.1d.2	POM SOP 190-13 Physical Security Program. (n.d.).	31
IIC.1d.3	Student Learning Center Daily Building Security Checklist. (January 2012).	32

1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary:

The DLIFLC libraries work in concert with the Federal Library Network for the sharing of paper and electronic resources. Service agreements are current and ongoing with a range of federal agencies (see below). In addition, the DLIFLC maintains contractual agreements with commercial vendors (i.e. publishers), as listed below.

Libraries

The Army Library Program, the Online Computer Library Center and the Federal Library Network for acquisitions and services give the DLIFLC Libraries access to online electronic resources, including: databases, electronic books, journal articles and bibliographic records. They provide a cost-effective means of acquiring print, audio, video and computer-based learning programs and other materials for the library’s permanent collection. The library staff monitors the use of these contracts and services and evaluates the performance and timeliness of services provided [IIC.1e.1]. The following is a list of library contracts and services:

FBIS (Federal Broadcast Information Service) Interagency Agreement provides subscription services for foreign publications that are not commercially available.

Army Library Program provides a large number of electronic resources and other materials to general or consolidated libraries with access through AKO accounts

FEDLINK (Federal Library Network) Interagency Agreement provides purchase and service agreements with various library and information source vendors to cover most of the major library materials and services [IIC.1e.2].

OCLC (Online Computer Library Center) provides cataloging data and online bibliographic and full text databases, including journal articles <http://www.oclc.org> [IIC.1e.3].

Army Libraries Vendors

Baker & Taylor	– books, DVDs, audio-visual materials
EBSCO	– periodical subscriptions
Gale	– on-line databases
The Library Corporation	– Automated library system vendor
AKO library databases	– Army Knowledge Online sources

The DLIFLC ensures the quality of its library's contract services through the DLIFLC Budget Office. Information to assess the overall use of these services is obtained by Army libraries [IIC.1e.4].

Self Evaluation:

Due to its contracts and good relationships with the above listed services and vendors, the DLIFLC library system can adequately provide the support needed to acquire materials and services which meet learning support needs. Multiple contracts allow the Library flexibility in attaining needed materials, plus a purchasing power that enables it to augment its resources as needed cost-effectively. Strictly adhering to Army contracting regulations and administrative guidelines when contracting for Library resources and services, purchases are made in a timely manner in conformance with requirements set by the Department of Defense and are in accordance with Department of Defense procurement procedures and regulations. These requirements ensure accountability in the entire chain of the procurement process. Purchases made by library staff are adequately tracked not only by the staff, but by the budgeting and local contract offices and the DFAS regional office, from which expenditures are paid. The library staff is adequately trained and authorized to purchase library materials with government credit cards and purchase requests, to receive shipments, to maintain accountability records and to authorize payment of invoices. By using such funding devices, services and material purchases are sufficiently monitored for completeness and accuracy.

Planning Agenda:

The library will continue to explore vendor services and new sources with emphasis on electronic source availability, cost effectiveness and user-friendliness. It will research online database providers in mission areas with emphasis on specific language providers to ensure that

the most innovative and linguist-applicable resources are discovered, researched and incorporated into the online systems. The library will continue to survey areas of collaboration with army libraries for sharing of library resources, while also providing wireless service within the library for user laptop access during duty hours.

Evidence - 1e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1e.1	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1e.2	Aiso Interlibrary Loan Program. Retrieved January 14, 2011 from http://www.dliflc.edu/inter-libraryloa.html	9
IIC.1e.3	OCLC Global Gateway. Retrieved January 12, 2012 from http://www.oclc.org/us/en/global/default.htm	33
IIC.1e.4	Army Knowledge Online Library Services. Retrieved January 14, 2011 from http://www.dliflc.edu/contentpage.aspx?id=388	5

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

Descriptive Summary:

All learning support services, including the library, are evaluated by students and faculty on a consistent basis. Without the library and Student Learning Center specifically, student outcomes would not be as successful [IIC.2.1].

Libraries

The library uses various formal and informal methods for evaluating its adequacy in meeting student and teacher needs. Adequate, ongoing evaluation is ensured through ICE, TLC Reports Module, ISQs, ESQs and exit interviews. All outgoing students, staff and faculty are provided the DLIFLC exit questionnaire, which is designed, among other purposes, to gather feedback related to library products and services. In addition, the Library has its own exit questionnaire to collect additional data for the purpose of analyzing and managing library services. The library strives to identify areas that need attention based on the feedback. Informal feedback, such as student comments to librarians, are noted and addressed on a case-by-case basis [IIC.2.2].

Student Learning Center

The Student Learning Center (SLC) collects evaluation data systematically for all the courses offered. Using secure collection methods and Scantron technology, student feedback surveys are in place to assess the quality of instruction and materials, curricular objectives being met and applicability of the curricula to student learning. The survey is conducted at the end of every course. Student feedback is systematically reviewed and analyzed quarterly with a trend analysis to spot areas for improvement or reward. The reports are shared among SLC faculty and staff, followed by active discussions which lead to action plans for future implementation [IIC.2.3].

Self Evaluation:

Libraries

The library management system effectively maintains its data and web servers located in building 420, allowing access to online user accounts available from the library web site. The Library web site is continuously reviewed for accuracy and currency. Additional online databases have been acquired to encompass mission emphasis, in sufficient response to user feedback. The library adequately makes regular and concentrated efforts to acquire new language software for circulation. However, though the acquisition of new books and materials is adequate, more teacher involvement should be incorporated into the collection building process.

ICE suggestions, although infrequent, are always reviewed by all library staff. It would appear that this mechanism for feedback is allowing for adequate addressing of input. However, apparently either students are unaware of the ICE option or choose to use a lesser automated option for providing feedback. Acquisitions can be complex. Typically, the libraries must purchase items in languages the librarians do not speak from vendors who do not speak English. The difficulty carries over to cataloguing books in languages that one does not read.

Student Learning Center

In order to make informed decisions regarding future program development, the SLC started a program evaluation study in one of the UGE schools in February 2011. This study examines the effectiveness of the follow-up interventions that SLC offers. SLC follow-up interventions include learning strategy workshops, academic advising, portfolio consultation with teaching teams and learner plan assessment. The results will be reported early in 2012 [IIC.2.3].

Planning Agenda:

Libraries

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

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

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

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

Continuing Education

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

Student Learning Center

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

Evidence - 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.2.1	Student Learning Center Daily Building Security Checklist. (January 2012).	34
IIC.2.2	DLIFLC. (2010). End of Course Program Effectiveness Analysis.	1
IIC.2.3	1.) Summary for Evaluation Meeting with SLC. (December 6, 2011). 2.) Student Learning Center Construct for Data Review. (November 9, 2011). 3.) Program Evaluation of the Student Learning Center. (November 3, 2011). 4.) Talking Points for SLC Meeting. (October 11, 2011). 5.) Lett, J. (January 2010). The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio. DLIFLC. 5.) Portfolio Information Session for UGE Faculty: Lesson Plan. (n.d.).	28

Standard IIC Evidence

Evidence - 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1.1	DLIFLC. (2010). End of Course Program Effectiveness Analysis.	1
IIC.1.2	DLIFLC Annual Program Review 2010.	2
IIC.1.3	DLIFLC Library Databases website. Retrieved January 14, 2012 from http://www.dliflc.edu/databases.html	3
IIC.1.4	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1.5	Army Knowledge Online Library Services. Retrieved January 14, 2011 from http://www.dliflc.edu/contentpage.aspx?id=388	5
IIC.1.6	Study Room Reservation Sheet sample. (November 27 - December 3).	6
IIC.1.7	Professional Development Resource Center Check Out Log sample. (2011).	7
IIC.1.8	Language Training Detachment Library Sites and Services sample flyers. (n.d.).	8
IIC.1.9	Aiso Interlibrary Loan Program. Retrieved January 14, 2011 from http://www.dliflc.edu/inter-libraryloa.html	9
IIC.1.10	Example OCLC Loan request. Retrieved January 6, 2011 from http://firstsearch.oclc.org/WebZ/FSPage?pagename=sagefullrecord	10
IIC.1.11	Student Learning Center Services flyers. (n.d.).	11
IIC.1.12	Student Learning Center Mobile Training Program Syllabus. (n.d.).	12
IIC.1.13	Leaver, B. (n.d.). Directorate of Continuing Education Information presentation.	13
IIC.1.14	Diagnostic Assessment Information Packet. (2011-2012).	14
IIC.1.15	Campbell, C. (n.d.). Language Science and Technology presentation.	15
IIC.1.16	LTS Meeting Minutes. (May 24, 2011).	16
IIC.1.17	Online Diagnostic Assessment website. Retrieved January 12, 2011 from http://oda.lingnet.org/	17
IIC.1.18	Headstart brochure. (n.d.).	18
IIC.1.19	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	19

IIC.1.20	Student Learning Center Academic Advising flyer and sign up form. (n.d.).	20
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Evidence – 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1a.1	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1a.2	DLIFLC Library Databases website. Retrieved January 14, 2012 from http://www.dliflc.edu/databases.html	3
IIC.1a.3	1.) Aiso Library Acquisition and Collection Development. (October 18, 2011). 2.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting February 17, 2009. 3.) Army Libraries Online Catalog brochure. (n.d.). 4.) Fort Carson Library Reference Desk and General Information. (n.d.). 5.) Order Request form sample. (n.d.)	21
IIC.1a.4	Aiso Inter Library Loan Program. Retrieved January 14, 2011 from http://www.dliflc.edu/inter-libraryloa.html	9
IIC.1a.5	1.) Position Description Librarian GS-1410-09. (February 13, 2001). 2.) Major Duties Library Technician, GS-5. (n.d.).	22
IIC.1a.6	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1a.7	Lim, H., (April 29, 2011). FY 11 Mid-Year SLC ISQ ESQ Student Feedback. DLIFLC.	24

Evidence – 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1b.1	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1b.2	DLIFLC. Aiso Library Orientation. (n.d.).	25
IIC.1b.3	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2,	23

	2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	
IIC.1b.4	Student Learning Center Workshop Request Form sample. (n.d.).	26
IIC.1b.5	Student Learning Center Academic Advising flyer and sign up form. (n.d.).	20
IIC.1b.6	Introduction to Language Studies Student Evaluation Procedures. (n.d.).	27
IIC.1b.7	1.) Summary for Evaluation Meeting with SLC. (December 6, 2011). 2.) Student Learning Center Construct for Data Review. (November 9, 2011). 3.) Program Evaluation of the Student Learning Center. (November 3, 2011). 4.) Talking Points for SLC Meeting. (October 11, 2011). 5.) Lett, J. (January 2010). The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio. DLIFLC. 5.) Portfolio Information Session for UGE Faculty: Lesson Plan. (n.d.).	28

Evidence - 1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1c.1	DLIFLC Library Databases website. Retrieved January 14, 2012 from http://www.dliflc.edu/databases.html	3
IIC.1c.2	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1c.3	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1c.4	Student Learning Center Services flyers. (n.d.).	11
IIC.1c.5	Student Learning Center Mobile Training Program Syllabus. (n.d.).	12
IIC.1c.6	SLC Outreach flyers: Cultural Movie Night (2012), Professionalization of the Military Linguist. (November 10, 2011).	29

Evidence - 1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1d.1	Solicitation/Contract/Order for Commercial Items. (Pride Industries W9124N-12-F-0001). (November 1, 2011). 2.) Award/Contract. City of Monterey W9124N-06-D-0001. (September 1, 2006).	30
IIC.1d.2	POM SOP 190-13 Physical Security Program. (n.d.).	31
IIC.1d.3	Student Learning Center Daily Building Security Checklist. (January 2012).	32

Evidence - 1e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1e.1	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1e.2	Aiso Interlibrary Loan Program. Retrieved January 14, 2011 from http://www.dliflc.edu/inter-libraryloa.html	9
IIC.1e.3	OCLC Global Gateway. Retrieved January 12, 2012 from http://www.oclc.org/us/en/global/default.htm	33
IIC.1e.4	Army Knowledge Online Library Services. Retrieved January 14, 2011 from http://www.dliflc.edu/contentpage.aspx?id=388	5

Evidence - 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.2.1	Student Learning Center Daily Building Security Checklist. (January 2012).	34
IIC.2.2	DLIFLC. (2010). End of Course Program Effectiveness Analysis.	1
IIC.2.3	1.) Summary for Evaluation Meeting with SLC. (December 6, 2011). 2.) Student Learning Center Construct for Data Review. (November 9, 2011). 3.) Program Evaluation of the Student Learning Center. (November 3, 2011). 4.) Talking Points for SLC Meeting. (October 11, 2011). 5.) Lett, J. (January 2010). The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner	28

	Portfolio. DLIFLC. 5.) Portfolio Information Session for UGE Faculty: Lesson Plan. (n.d.).	
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Defense Language Institute Foreign Language Center

Standard IIIA:

Human Resources



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard IIIA: Human Resources

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.

The Defense Language Institute Foreign Language Center (DLIFLC) employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered. These employees work to constantly improve institutional effectiveness. The institute's personnel are treated equitably, are evaluated regularly, are spoken with systematically and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to its educational role by using persons of diverse backgrounds to encourage communication, education and pedagogy. The institute incorporates human resource planning with institutional planning to produce graduates that fully understand all aspects of their field of study.

1a. Criteria, qualifications and procedures for the selection of personnel are clearly and publicly stated. Each work statement and performance standard is directly related to institutional missions and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities and potential to contribute to the mission of the institution. Institution faculty plays a significant role in the selection of new faculty. Degrees held by faculty and administrations are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. Institutions are recognized only if equivalence has been established.

Descriptive Summary:

The DLIFLC selects personnel using two different criteria qualification systems for hiring of its professional faculty and its support employees known as support staff or staff. The DLIFLC faculty are hired under a special federal hiring authority. This authority is an exception to a process that federal government uses to hire its regular employees. This authority allows the Department of Defense under Title 10 United States Code to hire faculty and is documented by an Assistant Secretary of Defense (Force Management Policy) Memorandum for Assistant Secretary of Defense (Command, Control, Communications, and Intelligence). The subject is the approval of the Defense Language Institute Foreign Language Center Faculty Pay System, November 15, 1996, also known as the Pang document after Frederick Pang, the Assistant Secretary of Defense for Force Management Policy [IIIA.1a.1]. This document was created in

the 1990s when the DLIFLC management and its Union, AFGE Local 1263, worked together and testified before Congress on the need for a law to exempt the DLIFLC from the normal United States Office of Personnel Management (OPM) hiring methods to gain authority to hire teaching faculty to support the school. The result was that the DLIFLC obtained the authority to hire faculty under an authority of Title 10 United States Code, Chapter 81, Section 1595. The DLIFLC support staff positions are hired under the normal federal authority for hiring personnel, which is expressed in Title 5 of the United States Code. The DLIFLC supporting employees are federal employees identified usually as General Schedule (GS) or Wage Grade (WG) employees. An explanation of GS/WG employee hiring is contained in the documentation below.

Faculty. The institute hires its faculty through an external hiring process established by the Department of the Army (DA) using locally developed Faculty Pay System (FPS) Qualification Standards initially approved by the Office of Personnel Management, a federal agency that acts as the federal human resource agency for the federal government. The FPS Qualification Standards are based in the Pang document but developed by the Provost and his Associate Provosts. These standards are placed on a job application which is then posted on a web based employment site, through which applicants may apply for individual positions [IIIA.1a.2]. Job announcements are open year-round; however, cutoff periods are established for each language based on the institute's projected need. The undergraduate deans, or selecting official, will ask for hiring lists from the local civilian personnel office.

The human resource professionals in the Civilian Personnel Advisory Center (CPAC) obtain a list of all applicants that have applied and appear to meet the criteria for a specific position. The electronic application system sorts resumes into qualified and non-qualified applicants. The qualified applicants are further sorted into one of three categories: Best Qualified, Highly Qualified and Qualified. The applicant "Best Qualified" referral lists are forwarded to a designated selecting official for consideration. The designated selecting official receives a listing which includes only the applicants' resumes. The selecting officials are charged with following a selection process which may include the use of hiring panels, several interviews, and a review of curriculum vitae. Hiring panels may include chairpersons, academic specialist and other faculty. Selecting officials are required to prepare interview questions in advance and they must review these questions with any panel members that will participate in the hiring board. Questions are designed to elicit responses based on the applicants' knowledge and use of technology, instructional methodology and educational experience. The panel asks the same questions of all applicants in order to establish a baseline of the applicants' knowledge. Selection is made based on the candidate's subject matter expertise. The duties of the position must be satisfactorily addressed by the applicant prior to notifying the applicant that he or she is a contender for the position.

Once a designated selecting official (usually the dean) has identified an applicant that has the education and experience needed for selection, the selecting official will notify the CPAC of which candidate has been identified for hire. The CPAC will then request an Oral Proficiency Interview (OPI) for those candidates whose positions require an OPI. These OPIs are requested in both the target language and English. Language testing and proficiency levels are determined in accordance with the Interagency Language Roundtable standards [IIIA.1a.3]. Using these standards helps to maintain quality and consistency across all language programs in the various schools. The OPIs are conducted by disinterested parties. They are scheduled for every

applicant by the institute's testing division which is given the list of desired candidates that the DLIFLC would propose to hire. Once the candidate has passed the OPI, the CPAC will make a final job offer, setting up an Entrance on Duty (EOD) start date. The candidate's pay is set in accordance with the DLIFLC Faculty Pay System approved by the Assistant Secretary of Defense, dated November 15, 1996 [IIIA.1a.1].

Under the DLIFLC Title 10 authority, faculty are hired into a rank which ranges from Assistant Instructor through Professor based on their education and experience. The Commandant of the DLIFLC has established procedures under DLIFLC Regulation 690-1 for hiring of faculty personnel [IIIA.1a.4]. The successful candidate must submit proof of education (i.e., an official transcript obtained from an accredited academic institution and mailed directly from the school to the DLIFLC) in order to be hired at the appropriate rank. A human resource professional residing in the CPAC will verify the degree and the degree granting institute's accreditation and then determine if the school is recognized by the U.S. Department of Education using the most current Higher Education Directory. Candidates who received their education outside the U.S. have their transcripts validated through the National Association of Credential Evaluation Services (NACES) web site [IIIA.1a.5]. As with transcripts, all information and credentials must be mailed by the degree granting institution identified by the candidate directly to the CPAC. After a candidate has been approved and an EOD given, his or her educational credentials are sent by the CPAC to the Deputy Chief of Staff for Personnel and Logistics (DCSPL) Office. The DLIFLC's Deputy Chief of Staff for Personnel, Faculty Personnel Office will then build and maintain an educational file for each faculty member assigned to the school.

The institute's qualification standards and the hiring criteria for its faculty are based upon the employee's ability to teach a specific scholarly activity which is directly related to the DLIFLC's mission. The educational mission will dictate which OPI requirement and rank are required for a given position. Faculty positions related to curriculum development, testing and evaluation and faculty development may not require a foreign language and the requirement for an Oral Proficiency Interview in a foreign language is often times waived.

To ensure sound instructional methodology, the DLIFLC requires that all of its classroom instructors complete an Instructor Certification Course (ICC), provided by the DLIFLC Faculty Development Division. This requirement is repeated every five years so that faculty stay at the forefront of technology and teaching methodology. The ICC basic course is four weeks in length while the ICC refresher course is two weeks in length; both programs support employee growth. See Standard IIIA.5, 5a below for more information on ICC.

Staff. The DLIFLC non-professional (non-teaching) employees, or support personnel, are categorized and identified as staff. The institute must hire its non-educational employees as federal employees using well defined criteria set forth in the federal hiring guidelines listed under Title 5 United States Code regulations issued by the Office of Personnel Management, the Department of Defense and the Department of the Army. These criteria include priority mandates to hire American citizens and veterans, and processes to hire internally before looking outside the institute for employees. One example, a federal law which influences the hiring process for all positions, is Title 5 United States Code, Section 2108 [IIIA.1a.6]. A complete set of rules as well as standards may be found at the Office of Personnel Management website

[IIIA.1a.7]. The rules for the staff are complex and include procedures to classify the position and pay setting.

Language Training Detachment Staff. Language Training Detachments (LTDs) and other language sustainment services fall under the DLIFLC's Directorate of Continuing Education (CE). LTDs, all of which are non-credit, non-degree, and non-certificate awarding, exist for flexible periods of time, typically two to three years, depending on the linguistic needs of the host which the LTD supports. The DLIFLC, not the military organization, is responsible for hiring of faculty and staff, with CE leadership soliciting staffing recommendations from the host. Ultimate authority in terms of faculty and staff selection and disposition is solely the domain of the DLIFLC. This authority further allows the DLIFLC to ensure that qualified personnel are recruited to support student learning programs and services wherever offered and by whatever means delivered.

Self Evaluation:

The DLIFLC hires its employees based on criteria that meet the standard of fair practices. The Department of the Army has determined that the DLIFLC job related criteria are fair, unbiased and straightforward. Job qualifications are measured against staffing criteria maintained by the Office of Personnel Management (OPM) that are adequately stated in job announcements which are based directly on the DLIFLC's programmed needs. Applicants are assessed during the hiring process by a minimum of three separate offices. All faculty and staff applicants must demonstrate that they meet the job qualification standards prior to being hired.

The majority of the faculty hired by the DLIFLC have advanced degrees and they meet the educational criteria for faculty established by the DLIFLC. It has been noted that some of the DLIFLC faculty hired from developing regions often lack advanced degrees and require additional faculty development and support. Early instruction and follow-on mentoring provided through the ICC, coupled with the use of teaching teams, allows all new faculty to acclimate to the institute's educational standards. Educational assistance is often provided to those that demonstrate the desire to increase their education.

The DLIFLC staff perform tasks that are needed outside of the educational mission. This would include and cover such areas as: office administration, support operations, finance, space management and logistics. These tasks are required to enhance the educational mission but are not established as direct educational positions. The staff hiring processes are drastically different and these processes are tested by the Army using various teams designed to validate that the laws and regulations are followed. The Army uses Quality Assurance teams, Inspector General reports and Management Control programs [IIIA.1a.8] to test the DLIFLC assertion that staff mission and hiring criteria are adequate.

Performance reviews of educational hiring processes are performed on a recurring basis. One of the primary staff sections at the DLIFLC, the Deputy Chief of Staff for Personnel and Logistics (DCSPL), is charged with reviewing teaching job announcements, recruitment programs and advertising. This office partners with the educational operation team in the Provost Office to determine if the correct audience is being reached. This process is ongoing and is reviewed by the institute's Board of Visitors and during Annual Program Reviews.

Planning Agenda:

None.

Evidence - 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1a.1	1.) Memorandum for Assistant Secretary of Defense (3CI). Subject: Approval of DLIFLC Faculty Pay System (November 15, 1996). 2.) Memorandum for Assistant Secretary of Defense (Force Management Policy). Subject: Approval of the DLIFLC Faculty Pay System (March 25, 1996).	1
IIIA.1a.2	USAJOBS Federal Government's Official Jobs Website. Retrieved August 17, 2011 from www.usajobs.opm.gov	2
IIIA.1a.3	Interagency Language Roundtable. Retrieved August 17, 2011 from www.govtilr.org	3
IIIA.1a.4	DLIFLC Regulation 690-1, Faculty Personnel System. (August 18, 2008).	4
IIIA.1a.5	NACES (National Association of Credential Evaluation Services). Retrieved July 31, 2011 from www.naces.org	5
IIIA.1a.6	Title 5 - Government Organization and Employees Part III = Employees Section 2108. Retrieved July 31, 2011 from www.gpoaccess.gov	6
IIIA.1a.7	U.S. Office of Personnel Management website. Retrieved July 31, 2011 from www.opm.gov	7
IIIA.1a.8	Army Regulation 11-2, Managers' Internal Control Program. (January 4, 2010).	8

1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Any action taken following evaluations is timely and documented.

Descriptive Summary:

The Defense Language Institute Foreign Language Center evaluates all of its personnel on an annual basis in accordance with a systematic process designed by the Department of the Army (DA). The Army has established a regulation which requires annual evaluations to be conducted for all assigned personnel. The date required for evaluation is established by Army Regulation 690-400 [IIIA.1b.1]. The DLIFLC has published its internal regulation to establish a rating period for its faculty [IIIA.1b.2]. All faculty are rated for the annual or yearly period which runs from October 1 to September 30 of each year. The staff are rated dependent upon their General Schedule (GS) rank or Wage Grade (WG) rate as follows: GS -1 to GS-8 and WG-1 to WG-8 are

rated from January 1 to December 31; GS-9 to GS-12 are rated from November 1 to October 31; and GS-13 to GS-15 are rated from July 1 to June 30 of each year. The Army regulation mandates that an evaluation must be done for any employee who has been employed for a minimum of 120 days during the annual evaluation period. All employees are evaluated using the process contained in Army regulation 690-400 and the evaluation is captured on associated Army forms [IIIA.1b.3-6], [IIIA.1b.4], [IIIA.1b.5], [IIIA.1b.6]. The Army regulation and the DLIFLC regulations require that evaluations are conducted on a timely basis and documented in writing. The documentation is done on the appropriate Army form and signed and dated using digital encryption to establish an unalterable date. These documents will be further explained below.

Faculty Evaluation. To accomplish a full, effective performance rating, employees are given written performance objectives within 30 days of the start of the evaluation period. These objectives are provided to each employee by their supervisor in a collaborative and personal session. They include institutional responsibilities as determined by a supervisor in conjunction with the employee's position description [IIIA.1b.7], [IIIA.1b.8]. Faculty responsibilities are discussed and organized at the Associate Provost level to ensure educational goals and objectives are part of the process. Each employee's supervisor is required by Army Regulation 690-400 to review the employee's objectives at the midpoint and to provide help guidance to the employee, if required, through the use of constructive and meaningful discussion. Evaluations are written on a standard Army Form DA 7222, which is populated by a form known as a support form, DA 7222-1. These forms have an area that allows for the employee's, the supervisor's and the second level supervisor's input and direction. An employee's area of expertise is contained in a standard position placed on the evaluation form, providing the employee with an explicit description of how his or her position is directly linked to the DLIFLC mission.

The DLIFLC employee's contribution to the mission is documented in annual performance evaluations on the appropriate Army form. Faculty Merit Pay is derived through performance appraisals. Employees can receive a rating of Excellent (E), Satisfactory (S), Needs Improvement (N) or Failed (F) to meet the standard. This letter designation is placed on the evaluation which is linked to the institute's objectives and mission. Any employee who receives written notice that he or she has failed a performance standard receives a special appraisal and a Performance Improvement Plan (PIP) [IIIA.1b.1]. Formal counseling and the use of the PIP allows suitable performance-based action to take place while giving measurable performance metrics to evaluate the quality of the institute's faculty.

General Schedule and Wage Grade Evaluation. Staff are evaluated based on their given rank designation known as General Schedule (GS) or Wage Grade (WG). General Schedule and Wage Grade employees (staff) are evaluated using the same forms and following a similar process; however, salary for the staff is set by law and not linked directly to evaluations. Staff that achieve an excellent or satisfactory performance rating may be awarded a cash bonus otherwise known as a cash award, if their evaluation rating supported the DLIFLC improvement in quality. Awards criteria for the staff is set by the Commandant each year. Amounts of these cash awards each year are limited based on available funding.

Self Evaluation:

The evaluation process for faculty is accurate and meets Army and DLIFLC Regulatory guidelines [IIIA.1b.2]. The faculty evaluations require supervisory review but are based upon employee performance input. Supervisors are required to be in agreement with each other as both rate the employee against both the standard provided to the employee and the accomplishments that the employee documents with supporting evidence. The rating evaluation process is collegial, open and conducted in person. These evaluation discussions are a required part of the process. All parties are asked to sign the evaluation to document the process. These evaluations are brought to the offices of the Deputy Chief of Staff for Personnel and Logistics (DCSPL) for a final regulatory check. Evaluations are returned to the school or dean after regulatory review to then be used for the first evaluation regarding the employee's merit pay. To explain what this means, faculty evaluations are used in the Faculty Pay System as the primary evaluation vehicle to determine increases to pay. This process is known as Merit Pay and is covered in both the DLIFLC Regulation 690-1 and the Faculty Pay System previously discussed. Merit pay is an increase to salary plus a possible bonus tied to an evaluation review. Faculty evaluations are reviewed by both a supervisory and secondary pay panels, Merit Pay Boards, which award points. This point award is required in order to quantify the employee's overall contribution to the mission. A rating scheme measures employees' performance and contributions against a matrix designed to reward top performers with an increase in pay and a bonus. FPS employees are informed of their points and merit award distribution through letters detailing the dollar amount going to base salary and cash award amount.

The DCSPL publishes the merit pay rules annually with guidance from the Provost. The Inspector General reviews the evaluation program on a recurring basis in order to examine disparities addressed by faculty members after they receive their merit pay. The union also maintains a vigil to ensure parity of award.

Planning Agenda:

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

Evidence - 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1b.1	Army Regulation 690-400, ch 4302, Total Army Evaluation System, Civilian Personnel. (October 16, 1998).	9
IIIA.1b.2	DLIFLC Regulation 690-1, Faculty Personnel System. (August 18, 2008).	4
IIIA.1b.3	Senior System Civilian Evaluation Report, DA Form 7222. (March 2010).	10
IIIA.1b.4	Senior System Civilian Evaluation Support Form, DA Form 7222-1. (August 1998).	11
IIIA.1b.5	Base System Civilian Evaluation Report, DA Form 7223. (March 2010).	12
IIIA.1b.6	Base System Civilian Performance Counseling	13

	Checklist/Record DA 7223-1. (August 1998).	
IIIA.1b.7	Position Description - Secretary (OA) GS-0318-06. Retrieved May 12, 2009 from https://acpol2.army.mil/fasclass/search_fs/search_fs_output.aps	14
IIIA.1b.8	Position Description - Administrative Support Tech (OA) GS-0303-06. Retrieved May 12, 2009 from https://acpol2.army.mil/fasclass/search_fs/search_fs_output.aps	15

1c. Faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary:

Language teachers are directly responsible for producing student learning outcomes and are responsive to tailoring instruction to improve student learning. In general, eight instructors teach four sections, or classes, as a team, with two teachers assigned to each student section throughout the course. The section size is eight students in Category I and II languages and six students in Category III and IV languages. The teachers work together as a team, and evaluate each student's progress through a battery of standardized and non-standardized assessments and classroom interactions. The team counsels students weekly, after each standardized tests and on other occasions when the team determines it is appropriate. As a result, individual tailored instruction is developed at the discretion of the team as a cooperative effort with the student.

Each team applies various language teaching approaches that may be appropriate for a particular class. Class instruction usually consists of four hours of curriculum driven instruction and two hours of individually tailored instruction. Team leaders, chairs and academic specialists in each school observe the classes in order to evaluate teaching effectiveness and student learning and take action and, if necessary, to improve instruction. This would include sending the teachers to various professional development opportunities, recommending new source material or providing guidance on advising students.

Performance standards are directly tied to institutional goals and are reviewed by the Provost, associate provosts and deans in light of overall institution objectives. Measures of teaching effectiveness are built into the evaluation process and used proactively by the faculty, management and mentors to assess student achievement. The faculty evaluation process begins with initial counseling by the supervisors using performance standards that identify and document overall goals along with measures of performance to determine teaching effectiveness [IIIA.1c.1], [IIIA.1c.2], [IIIA.1c.3]. In addition, student feedback is requested at the mid-term and at the end of the course to either address concerns early on for teaching and program effectiveness or to help validate teacher performance at the end [IIIA.1c.4]. Finally, students' test results, grades and attrition rates are documented [IIIA.1c.5] and are placed on the evaluation report [IIIA.1c.1] by the faculty members to provide quantitative measures to validate that teaching goals were both clear and effectively met.

Self Evaluation:

Students' learning progress is measured by a battery of formal and informal assessments. Teachers work as a team towards successful learning outcomes ultimately measured by a final Defense Language Proficiency Test. Successful team teachers are recognized and their successful experiences and theories are shared with other teachers and teams at teacher training events.

Input to the performance standards on the faculty support form [IIIA.1c.2] is required within 30 days of the end of the rating period and has clear and focused effectiveness measures described within the document. Use of this standard Army employee support form with agreed-upon goals and objectives helps faculty identify what measures will be evaluated early on. The support form keeps the institute's objectives as a primary responsibility of the teacher. Having the student feedback at the midterm of each course provides faculty an opportunity to gauge their performance and adjust the curriculum in the classroom to maximize student learning. Standardized tests, student course grades and graduation success rates are documented and reviewed by supervisors and faculty to see if stated learning outcomes have been achieved. This data is provided to the highest levels of the DLIFLC leadership for review and assessment. Awards are given to faculty for achieving a specified outcome; awards, such as the Provost Teaching Team Excellence Award, document this assessment. The scope of information on variable teaching effectiveness is a useful tool to evaluate teacher performance and to improve effectiveness at the each individual, departmental, school and institutional level.

Performance standards direct the faculty's focus in achieving the goals in the standards, and ultimately support the mission. Continuation of periodic review of the performance standards to meet the DLIFLC overall goals will contribute to student progress toward successful learning outcomes.

Planning Agenda:

None.

Evidence – 1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1c.1	Senior System Civilian Evaluation Report, DA Form 7222. (March 2010).	10
IIIA.1c.2	Senior System Civilian Evaluation Support Form, DA Form 7222-1. (August 1998).	11
IIIA.1c.3	Senior System Civilian Evaluation Support Form Template for DLIFLC Faculty, DA Form 7222-1. (August 1998 and May 1993).	16
IIIA.1c.4	ESQ, Program Effectiveness Analysis. (September 12, 2010).	17
IIIA.1c.5	CE1 term 3 Progress Report. (March 24, 2011).	18

1d. The institution upholds a written code of professional ethics for all its personnel.

Descriptive Summary:

Ethical conduct for all personnel is a cornerstone of employee performance. The institute follows the Joint Ethics Regulation [IIIA.1d.1], the Standards of Conduct for Department of the Army Personnel, AR 600-50 [IIIA.1d.2], and the DLIFLC Professional Code of Ethics [IIIA.1d.3]. It enforces the standards of conduct described in the Installation's Civilian Employee Handbook [IIIA.1d.4]. These policies define the institute's ethical conduct. Ethics training is conducted by the Staff Judge Advocate (SJA) Office and the Network Enterprise Center as directed by the U.S. Army. Ethics training is also conducted on a periodic basis by Civilian Personnel Advisory Center personnel and the Office of Staff Judge Advocate (OSJA).

Ethics are incorporated into the evaluation process. All new employees are provided a copy of the Ethical Conduct Directive [IIIA.1d.5] along with the Civilian Employee Handbook that stresses ethical behavior in all aspects of employee conduct. All employees receive ethics training as part of the annual network certification process and ethics updates are sent out routinely by the SJA Office and the Civilian Personnel Advisory Center (CPAC). Each year the military requires unit commanders and directors to review all of their subordinate duty positions to determine whether the duties of the position require filing a Confidential Financial Disclosure Report [IIIA.1d.6]. The purpose of the confidential financial disclosure system is to assist government employees in avoiding conflicts between official duties and private interests or affiliations. This process is completed online.

The Commandant tasks the Inspector General (IG) to review aspects of the ethics program each year to determine compliance and report on that compliance. The commandant has overall responsibility to ensure this program is completed. Corrective actions, if required, are monitored by the Staff Judge Advocate (SJA) until completion. The SJA Office reports compliance of ethics training to the appropriate military departments. Finally, the Board of Visitors (BOV) is also required to receive ethics and conflict of interest training every year as well as submit a confidential financial disclosure.

Self Evaluation:

Professional conduct for federal employees is prescribed in Executive Directive and Department of Defense (DoD) and Department of the Army (DA) Regulations. These regulations mandate initial and ongoing training for employees and ensure that ethics standards are well known to the faculty, staff and the Board of Visitors (BOV). The Federal Employee Handbook is updated with the latest information and changes are made as necessary. The faculty and staff are represented by the American Federation of Government Employees (AFGE) Local Union 1263 and are subject to the conditions set forth in the negotiated agreement [IIIA.1d.7]. Contract re-negotiations are currently being conducted. Professional ethics standards are not only consistent, but identical throughout federal employment. Any violation of the ethics regulations results in disciplinary action.

Planning Agenda:

None.

Evidence – 1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1d.1	Department of Defense Directive 5500.07. (November 29, 2007) Standards of Conduct.	19
IIIA.1d.2	Army Regulation 600-50 Standards of Conduct for Department of Army Personnel. (January 28, 1988).	20
IIIA.1d.3	Appendix A - Professional Code of Ethics. (May 3, 1991).	21
IIIA.1d.4	Civilian Employee Handbook, Department of the Army. (n.d.).	22
IIIA.1d.5	Executive Order 12731 of October 17, 1990, "Principles of Ethical Conduct for Government Officers and Employees".	23
IIIA.1d.6	OGE (Office of Government Ethics) Form 450, 5 CFR Part 2634, Subpart 1, Confidential Financial Disclosure Report, Executive Branch. (June, 2008).	24
IIIA.1d.7	Negotiated Agreement between Defense Language Institute and American Federation of Government Employees Local 1263. (January 18, 1991).	25

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the services necessary to support the institution’s academic mission and charter.

Descriptive Summary:

The institute’s administrative structure, which includes sections such as the Command Group, Resource Management, Technology Integration and Test Development, is built using an Army modeling process designed to provide structure for non-military focused organizations. This modeling process is known as a Table of Distribution and Allowances (TDA) [IIIA.2.1]. A TDA is a compilation of workload factors ranging from financial operations to school administration. A TDA is built using guidelines taken from Army Regulation 570-4 [IIIA.2.2]. In this regulation, sections are added or subtracted using a formulaic process. A TDA structure is formed to provided teachers or staff based on these processes when an assigned mission or task comes from the organization’s educational leadership. See section IIIA.5.a for more details.

The level of full time manning is based upon resource formulas developed by the Department of the Army for the institute. These formulas, while driven by manpower or staffing guides issued to the institute, are based upon affordability. The undergraduate program is formula based. The institute has established a funding model which supports the breakdown of teaching faculty as follows: two faculty for every eight students for Category I and II languages, and every six students for Category III and IV languages. That same model, however, results in the requirement for department chairs to supervise 26 to 30 teachers. Deans manage and supervise

from five to eight chairs. Administrative staff and faculty for each school are built on a standard school model of 150 teachers. This model has allowed each school dean to be able to adjust the teaching, administrative and non-teaching staff to somewhere between 9 to 15 personnel to support anywhere from 125 to 220 teachers. The institute employs 99% of its teaching faculty on a full-time basis. Adjunct faculty consists of less than 1% of total faculty and usually consists of retirees that are recalled to handle peak load periods.

The formation of a new school and or new teaching element is based on assigned workload, mission and pedagogy. New educational sections are formed in consultation with the Associate Provost for Undergraduate Education and the Provost, and then routed through the primary work sections for funding, manpower validation and hiring issues for approval by the Commandant. The Provost and his staff evaluate the educational requirements inherent in the mission then use the TDA documentation process to allocate responsibilities among the staff. A key aspect of this evaluation is the interface with manpower and resource management activities to determine adequacy of staffing levels based on existing manpower and financial resources. Evaluation includes affordability assessments based on educational needs and the available experience levels within the institute. Army models using manpower assessments are employed to ensure the proper mix of educators in the school as appropriate for the school's educational environment. The Army Training and Doctrine Command (TRADOC) Resource Management team periodically conducts on-site manpower studies to determine the adequacy of TDA in achieving the mission. Studies were completed in 2007 and 2010. These studies often result in TDA revisions.

Student load drives teacher staffing. Student attendance levels are forecasted two to four years out at the DLIFLC using another Army modeling process, the Structural Manning Decision Review (SMDR), an Army process which determines the number of incoming students from each service. The institute adjusts these forecasts quarterly through the Army's Training Requirements Arbitration Panel (TRAP). These forecasted students generate teacher requirements which are then placed against a TDA which is updated on an annual basis. Funds are also predicted by annual funding appropriations that help determine affordability of predicted student load. Faculty requirements are forecasted and budgeted to meet academic missions using annual appropriations separate from the SMDR process. The Provost and associate provosts determine additional academic staffing levels for the faculty that include testing, curriculum development and technology integration. These areas are staffed either with internal assets through the DCSPL's Faculty Personnel Office by means of Calls for Candidates [IIIA.2.3], or hired externally through the USAjobs.gov website [IIIA.2.4]. Deans for the non-teaching personnel must address staffing levels in light of given tasks and funds availability. The DLIFLC provides funding as approved by the Provost and Commandant through the Resource Management Office.

In order to facilitate and accelerate hiring, a hiring meeting is conducted on a monthly basis. These meetings serve to update the Commandant and assist the academic team in monitoring the hiring process [IIIA.2.5]. All offices involved in the hiring process, to include the requesting offices, the security office, the testing office and the Resource Management office coordinate with each other to expedite the hiring process.

Self Evaluation:

The DLIFLC manpower budget is appropriated based on authorized staffing processes using the TDA as a base. A request for hire authority is approved when documented requirements are established and incoming students are identified. The DLIFLC hiring process has evolved and changed; both teaching and academic support personnel requirements must meet the needs of the institute. The Provost maintains the flexibility to move faculty to support an identified academic need. TDA documentation does not drive response to an educational requirement.

The DLIFLC conducts a review of its manpower document annually. It updates and issues an approved TDA each year. All supervisors have input to this process.

Planning Agenda:

None.

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.2.1	DA (Department of Army) Approved 0211TDA. (n.d.).	26
IIIA.2.2	Army Regulation 570-4, Manpower Management. (February 8, 2006).	27
IIIA.2.3	Call for Candidates to Faculty Personnel System Members (Sample) Call Number 11-13. (March 31, 2011 - April 14, 2011).	28
IIIA.2.4	USAJOBS and Army Civilian Service websites. Retrieved August 23 and September 16, 2011 from www.usajobs.gov and www.armycivilianservice.com	29
IIIA.2.5	FPS Summary - Hire Tracker. (July 31, 2011).	30

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

3a.

The institution establishes and adheres to written policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary:

The DLIFLC personnel policies are reviewed, at a minimum, every three years. After review they are re-approved and signed by the Commandant. The review of a policy or procedure is defined as staffing. This is where the policies are verified for current applicability by elements within the institute known as staff sections [IIIA.3a.1]. Each staff section has an area of

expertise that supports the institute in the areas of personnel, operations, finance, legal, etc. Experts from these fields work in what are known as the institute’s administrative staff divisions. Written policies concern such things as faculty and staff awards, the ability to telecommute, etc. Personnel policies and procedures are reviewed and updated in concert with the Provost’s Office in order to conform to and be consistent with the overall educational mission. Policies are routed or “staffed” using an automated staffing process that allows all staff sections to provide input or comments [IIIA.3a.2].

The institute’s personnel policies and regulations provide the faculty with an equitably and consistently administered written procedure. The objective is that all Provost and staff administrative sections have input to personnel policies or establishment of new procedures. Any documents that are reviewed and approved by the Commandant will also be examined by the union. This gives an additional layer to help determine the impact and implementation of the policy or regulation on the faculty themselves. The institute’s personnel policies or changes to procedure are vetted through the union for comment. The Commandant signs any updated policy and it is then posted to the intra-net web site or share drive [IIIA.3a.3]. Faculty are advised of the updated procedures through electronic and static bulletin boards, staff meetings and town hall meetings.

Self Evaluation:

The DLIFLC Chief of Staff has the responsibility to maintain and review all personnel policies and procedures. Personnel policies are validated by the Civilian Personnel Office to verify that they are in compliance with the Office of Personnel Management, the Department of Defense or Department of the Army rules or regulations. In addition, the U.S. Army Training and Doctrine Command (TRADOC) conducts a quality assurance visit, or accreditation visit, to ensure the institute meets Army teaching standards. This team evaluated the DLIFLC in March of 2011 (FY 2011). The quality assurance visit resulted in the DLIFLC receiving an exemplary rating. This quality assurance visit ensures employees are aware of policies and that they are fairly and equitably administered. TRADOC provided the results in June 2011 [IIIA.3a.4].

The DLIFLC is currently negotiating a new collective bargaining agreement to replace the 1991 agreement. The new union contract, which should be completed within the next calendar year, has procedures in place to ensure that the rank and file have access to and can review the personnel policies.

Planning Agenda:

None.

Evidence – 3a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.3a.1	DLIFLC Organizations. (February 10, 2011).	31
IIIA.3a.2	eForms 40. Retrieved May 9, 2011 from https://portal.monterey.army.mil/resources/Form40/_layouts/FormServer.aspx?XmlLocation	32

IIIA.3a.3	Welcome to the DLIFLC (Policies and Publications). Retrieved August 22, 2011 from https://portal.monterey.army.mil/Pages/main	33
IIIA.3a.4	1) Serio, Rachel of TRADOC (Personal communication , June 16, 2011). Congratulations for DLIFLC TRADOC Accreditation to LTC Michael Frenchick; 2) Memorandum For Colonel Pick - Subject: Notification of Accreditation Status for DLIFLC with TRADOC "Institute of Excellence" Certificate. (June 6, 2011).	34

3.b. The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

Descriptive Summary:

Personnel files are known as Official Personnel Files (OPFs). An OPF is established for each DLIFLC employee. By Army regulation, these files are maintained at the Army’s West Region Personnel Center in Fort Huachuca, Arizona. The Civilian Personnel Advisory Center (CPAC) must meet strict DoD and federal guidelines for security. Files are maintained in accordance with 36 CFR Chapter XII [IIIA.3b.1]. Employees also have the opportunity to review an online version of their file through an Army website portal to an application known as MyBiz. The Army provides internet links to employee information stored on a central data base behind firewalls and which is password protected. Links to access this information are contained in instructions provided to all employees. These files are accessed through the Civilian Personnel On-Line website [IIIA.3b.2].

In addition, the DLIFLC Personnel Office (DCSPL) maintains a working folder for each faculty member for the purpose of facilitating internal processes to include internal reassignments, rank advancement, merit awards and tenure competition. Employees may request to view their personnel files at any time. The files are secured with a cypherlock.

Self Evaluation:

The OPFs are maintained by Department of the Army at Fort Huachuca, AZ. The Army’s West Region Personnel Center is required to comply with law and regulation regarding security of these records. Working personnel files are maintained in the DCSPL and are secured with a cypherlock. These controls have proven to be sufficient to safeguard the files. All employees have access to their records

Planning Agenda:

None.

Evidence – 3b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.3b.1	DOE G 1324.5B; Implementation Guide for use with 36 CRF	35

	Chapter XII Subchapter B - Records Management. (July 19, 1996).	
IIIA.3b.2	CPOL main page. Retrieved January 6, 2012 from www.cpol.army.mil	36

4. The Institution demonstrates through policies and procedures an appropriate understanding of and concern for issues of equality and diversity.

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

Descriptive Summary:

The Federal Government sets the criteria for diversity through civil rights laws. In order to create and maintain programs that support its diverse staff, the institute utilizes an Equal Opportunity (EO) office for all of its military personnel and an Equal Employment Opportunity (EEO) office for all its civilian personnel. Both offices work to promote and celebrate diversity programs throughout the year, ensure equal opportunity practices throughout the institute, and provide guidance and support to the different populations at the DLIFLC [IIIA.4a.1]. In the 2006 evaluation report, it was noted that the DLIFLC is a mini United Nations, one that functions well and is thriving. The military EO office hosts events that honor Black History Month, Asian-Pacific Islander Month and Hispanic History Month, Women’s History Month, Native American Indian Heritage Month and others. These events are published via flyers and e-mails for all to attend. The civilian workforce takes full advantage of these special emphasis program events. In accordance with command guidance, the institute recently gave training on the repeal of the Don’t Ask Don’t Tell Policy. This mandatory training for both students and faculty came in recognition of the changing nature of the institute’s student body and as an effort to support student diversity [IIIA.4a.2], [IIIA.4a.3].

The institute augments the directed programs above with an annual, one day program called Language Day. The public as well as school students and educators throughout the State of California are invited to participate in Language Day. The Language Day program showcases cultural displays, cultural performances and ethnic foods [IIIA.4a.4].

The institute has many curricular activities that support diversity in the workplace. The Provost Office has a World Religion Chaplain who helps support understanding about diversity. The language curriculum includes cookery, where culturally unique meals are prepared to increase the bond between faculty and students. It also includes celebrations of dance and music. Frequently, these events are publicized or made available to all faculty. All events on the institute are centered on supporting the multicultural base of the workforce. Celebrating each unique culture is a cornerstone of the institute’s educational program.

Self Evaluation:

The administration has been effectively proactive in helping faculty and staff to integrate into a diverse multicultural environment.

Planning Agenda:

The EEO Office will undergo a regional evaluation in April 2012. The purpose of the evaluation will be to ensure that the training is reaching all new employees and refresher training is being reported. In addition, the military EO Office has required senior leader training scheduled for January 2012.

Evidence – 4a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.4a.1	1.) DLIFLC "Days of Remembrance" Observance Hosted by MCD (May 5, 2011); 2.) Women's Equality Day (August 25, 2011); 3.) Ramadan Observance Flyer. (August 19, 2011).	41
IIIA.4a.2	Repeal of Don't Ask/Don't Tell Army Vignettes. (n.d.).	37
IIIA.4a.3	Repeal of Don't Ask, Don't Tell (DADT) Tier II Educational Material. PowerPoint. (n.d.).	38
IIIA.4a.4	<i>Globe</i> magazine (Language Day Edition). (May 13, 2011). DLIFLC.	64

4.b. The institute regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary:

The Equal Opportunity Office maintains government required statistics and regularly informs the institute on its meeting of federal government determined employment diversity statistics for its civilian workforce. The institute works diligently to support employment equality and diversity through a coordinated effort between the Equal Opportunity Office and the Civilian Personnel Advisory Center. The Equal Opportunity Office reports its workforce statistics to the Department of the Army annually. The report is maintained outside of the DLIFLC control, but it provides statistical data on the employment of various disadvantaged group. For example, the DLIFLC lags in its hiring of Hispanics mainly due to the language requirement for its language teachers. The majority of faculty at the DLIFLC are native or heritage speakers (first generation of the family in America) pulled from native populations around the world. The institute requires firsthand knowledge of language and culture [IIIA.4b.1]. Finding populations of native speakers of the languages taught at the DLIFLC who are also a minority as established by the federal government has proven difficult. The basic skills requirements for foreign language instructors at the institute means the fundamental nature of its population is diverse.

The institute has several offices that serve to assess the overall climate in the workplace. The Inspector General's Office routinely reaches out to the workforce ensuring that the rules are applied fairly and consistently. The Civilian Personnel Advisory Center reviews policies and procedures with its employee relations section. The local union serves as the final check of all policies and procedures to ensure that no group is disadvantaged. The DLIFLC Staff Judge Advocate checks everything for legal sufficiency while the Provost and the Dean of Students poll the students through surveys to determine the climate in the classroom [IIIA.4b.1].

Self Evaluation:

Statistical information on workforce diversity is collected, analyzed and presented to the Department of Army. As emphasized above, the institute maintains several activities to support a workforce that is uniquely diverse and rich in heritage.

Planning Agenda:

None.

Evidence – 4b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.4b.1	USAJOBS Federal Government's Official Jobs Website. Retrieved August 17, 2011 from www.usajobs.opm.gov	2

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

Descriptive Summary:

The institute subscribes to federal guidelines, Department of Defense and Department of the Army regulations and directives [IIIA.4c.1]. The Commandant and his or her staff advocate for maintaining the highest quality staff through EEO education [IIIA.4c.2], cultural events, such as Remembrance Day and monthly awareness themes such as Black History Month, Asian American Month, Federal Women’s Month [IIIA.4c.3]. The institute supports celebrations in recognition of the different populations represented among the faculty, staff, administration and students. The institute uses the Inspector General’s Office, the Equal Opportunity (EO) Office and the Equal Employment Opportunity Office (EEO) to measure the effectiveness of its treatment of others [IIIA.4c.4].

The institute has many offices which help it validate fair and equitable treatment for all. The DLIFLC Inspector General’s (IG) Office provides the Commandant a method to demonstrate integrity in its treatment of employees. The IG Office establishes an annual inspection plan and conducts investigations brought to their attention by any employee or student. The EEO and Staff Judge Advocates Office (Legal Office) are available to employees. The Equal Employment Opportunity (EEO) office provides advisory services to the DLIFLC workforce, to include monthly-held ‘joint-action team meetings’ with related agencies (e.g., CPAC, IG and SJA) to address systemic issues and concerns impacting the DLIFLC. The EEO publishes flyers that are posted on bulletin boards which give employees knowledge of where to bring a complaint [IIIA.4c.5]. The Staff Judge Advocate’s (SJA) Office reviews all administrative and legal actions for legal sufficiency, sets the ethical climate and acts as the institute’s ethics counselor.

In the undergraduate schools, the deans regularly obtain student feedback through sensing sessions with the students. Intermediate and end of course reviews and feedback are provided by students, serving to validate the integrity of processes [IIIA.4c.6].

Leadership at the Defense Language Institute Foreign Language Center conducts annual town hall meetings [IIIA.4c.7]. Town hall meetings allow for faculty to discuss the institute's direction regarding fair and equal treatment. The Commandant and the Provost conduct meetings with faculty using the Command Open Door Policy [IIIA.4c.8].

Self Evaluation:

Leadership, administration, faculty, staff and students have access to a multitude of programs and offices that ensure equitable treatment. The DLIFLC has provided these groups with an enormous amount of support with regards to recognizing cultural diversity and cross-cultural cooperation. Events scheduled throughout the year, along with education and training, give everyone the opportunity to freely exchange thoughts and ideas in an respectful environment. The institute encourages these programs and educational venues to ensure that the administration, faculty, staff and students are treated with integrity.

Planning Agenda:

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

Evidence – 4c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.4c.1	Memorandum for All Army Personnel, Subject: Army Personnel Commitment to Federal Ethics. (January 28, 2011).	39
IIIA.4c.2	1.) FY 2011 Installation EEO Education/Training Plan; 2.) Warning Order 11-11 (SHARP MTT Train Up) (February 8, 2011); 3.) Fireproof your marriage. (flyer, n.d.).	40
IIIA.4c.3	1.) DLIFLC "Days of Remembrance" Observance Hosted by MCD (May 5, 2011); 2.) Women's Equality Day (August 25, 2011); 3.) Ramadan Observance Flyer (August 19, 2011).	41
IIIA.4c.4	Equal Employment Opportunity (EEO). Retrieved July 31, 2011 from www.monterey.army.mil/EEO/	42
IIIA.4c.5	Equal Employment Opportunity (EEO) Points of Contact. (May 6, 2010).	43
IIIA.4c.6	DLIFLC Regulation 350-1 Student Management, Education, Training and Administration. (July 1, 2004).	44

IIIA.4c.7	Town Hall Meeting Power Point slides. (n.d).	45
IIIA.4c.8	Memorandum for See Distribution, Subject: Commander's Open Door Policy. (July 22, 2010).	46

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

5a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary:

Faculty Development

The institute utilizes the Faculty Development (FD) Division to meet the needs of its personnel with respect to training, supporting and educating the multi-cultural resident and non-resident faculty members. FD provides assessments for professional development needs, shares and adopts best practices and designs and implements effective, customized foreign language teacher education programs for the DLIFLC [IIIA.5a.1].

Professional development activities for faculty include both pre-service programs and in-service Programs. The faculty pre-service program is the four-week long (160 hours) Instructor Certification Course (ICC) that is required for all civilian and military faculty members who are newly hired by the institute to teach language.

During the 160 hour ICC program, there are five teaching days. FD specialists who facilitate the ICC observe the participants’ actual teaching in the classroom. All faculty participating are debriefed daily; teachers and FD specialists discuss their teaching performance methods and provide suggestions to improve delivery. At the end of the ICC, FD facilitators send the Post-ICC Feedback Report to the supervisor of each participant. The purpose of this document is to provide school personnel with information for the teacher’s continuing post-ICC development and mentoring as needed. Upon completion of the ICC, FD Specialists closely monitor the participants’ teaching in the classroom through class observations. The certification is given only after all requirements as a classroom teacher are met [IIIA.5a.2]. If necessary, FD specialists provide on-going mentoring up to six months to assist teachers in meeting all of the requirements.

On-going in-service programs for professional development include several categories of programs such as the Instructor Recertification Course (IRC), educational technology, academic development, educational leadership, team development, mentoring program and visiting scholar program. Faculty Development facilitates over 400 iterations of various workshops over the course of any given year [IIIA.5a.3].

The institute’s faculty utilize what they have learned in a professional development workshop program called SWAP, which is a monthly foreign language teaching activity hosted by an FD

specialist team. SWAPs can include a mini demonstration as well as teaching demonstrations in an actual class room. During SWAP, the DLIFLC faculty members actually swap their new teaching skills or classroom activities acquired from workshops or independently through a short presentation [IIIA.5a.4].

The Academic Senate presents training through visiting scholars and academic venues that support improvement to teaching methods. The Academic Senate organizes seminars during student training holidays and hosts Faculty Professional Development Day, which is an annual summer academic event and a part of the institute's professional development program [IIIA.5a.5].

The institute also provides tuition assistance to all eligible faculty members for coursework that is directly related to the DLIFLC mission and the work performed by the faculty member. Tuition assistance depends on funding availability and the nature of the coursework. This program is a shared effort between the institute and the recipient. The institute pays only the tuition and the faculty member pays all other expenses [IIIA.5a.6]. Currently, 25 regionally accredited academic institutions provide BA, MA, and post graduate level course work that are consistent with the institute's mission. California State University at Monterey Bay, Monterey Peninsula College, Brandman University, Argosy University, Monterey Institute of International Study, and University of San Francisco are local institutions which the DLIFLC faculty attend.

During Fiscal Year (FY) 2010, about 180 faculty and managers, on average, per term received tuition assistance (there are six terms per FY). There were 1,266 tuition assistance requests processed in FY 2010. Tuition assistance has been used for courses in the academic areas of Foreign Language Education, Second Language Acquisition, Educational Research, Educational Leadership, Education Technology, Multi-cultural Studies, Adult Learning, Distance Learning, E-Learning, Educational Program Management and Organizational Leadership. The institute's budget on tuition assistance program has been continuously increased from \$522 thousand in FY 2006 to \$2.2 million in FY 2010, which shows that the institute has continually made an effort to meet the faculty's professional development needs.

To support faculty development, faculty members can request that the institute fund conference attendance. Faculty attend a variety of conferences, for example: the LEARN conference, American Counsel in Education, American Council of Teaching Foreign Language, Teachers of English to Speakers of Other Language, Northeast Conference on the Teaching of Foreign Language, American Educational Research Association, American Association of Teachers of Korean, American Association of Teachers of Spanish and Portuguese, Central Association of Russian Teachers of America, Middle East Association of Languages, etc. [IIIA.5a.7]. The Master Private Event List is maintained by the Staff Action Control Officer in the Provost Office, and faculty members are informed about these professional development opportunities through their supervisors.

Staff Development

Non-academic, General Schedule staff is not normally eligible for tuition assistance for academic training. However, they may receive academic training, government training and job specific

training as a part of their Individual Development Plan, new assignments or changes in mission. This training may be given at an academic institution or a government training facility. The institute’s intent is to provide these employees with the knowledge, skills and abilities to perform their mission. The support staff also receives training through on-the-job training, developmental work assignments, local mission oriented training and mentorship, such as through the Civilian Personnel On Line (CPOL) Training and Career Development website [IIIA.5a.8].

Self Evaluation:

All faculty in professor ranks maintain performance standards which specify that professional development is a critical task and is one of the standards that all the DLIFLC faculty members must achieve [IIIA.5a.9]. Supervisors are tasked to ensure that their faculty are afforded opportunities to participate in professional development events. FD operates its program to respond to this requirement. The ICC procedure for new teachers is kept current by the Dean of Faculty Development division and the department’s staff [IIIA.5a.9]. Other non-academic staff also have various training opportunities to improve their skills.

The tuition assistance program’s effectiveness can be measured by the steady increase in faculty participation. The institute has measurably increased its budget for the tuition assistance program to meet its personnel’s professional development needs.

Planning Agenda:

None.

Evidence – 5a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.5a.1	Faculty Development Main Programs: Pre-Service program, In-Service Program. (n.d).	47
IIIA.5a.2	Faculty Development Responses to Accreditation Human Resource Questions, Dr. Hyekyung Sung. (September 30, 2010).	48
IIIA.5a.3	Faculty Development Non-Reimbursable Training Monthly Activity Report FY 2010.	49
IIIA.5a.4	The Foreign Language Activity SWAP (February 24, 2011).	50
IIIA.5a.5	Calls for Proposals - Academic Senate Thirteenth Annual Faculty Professional Development Day. (July 5, 2010).	51
IIIA.5a.6	Army Regulation 350-03; Faculty Education, Training & General Professional Develop. (December 19, 2008).	52

IIIA.5a.7	Master Private Event List By Abstract Submittal Date, FY 2009.	53
IIIA.5a.8	CPOL Training & Career Development. Retrieved on August 1, 2011 from http://cpol.army.mil/library/train/ces/	54
IIIA.5a.9	Base System Civilian Evaluation Report, DA Form 7223. (March 2010).	12

5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

Evaluations of professional development programs are conducted through various methods directly related to the activity or program. For example, Faculty Development (FD) program managers periodically observe the current professional development programs run by that directorate. Also, FD workshop participants are required to fill out the evaluation forms after each workshop. Observation data as well as useful suggestions collected from participants' evaluations are used to make necessary adjustments in the next iterations of the same workshop. Through this systematic cycle of reflecting and revising efforts based on the program evaluation data, FD programs in the institute are continually being improved [IIIA.5b.1].

The institute has created the Mentoring Program, a new mentoring program designed to respond to a specific need of any individual faculty member. Once the chairperson or an academic specialist of each school identifies a specific need for a certain faculty member and requests FD mentoring services, FD specialists create an individualized mentoring program and provide it on a one-on-one basis [IIIA.5b.2].

The institute's Instructor Certification Course (ICC) process encourages teachers to make improvements in their teaching skills. ICC training provides feedback reports to the teacher's supervisor for continuing development. If teachers do not meet all of the ICC requirements, instructor certification is not provided. FD specialists provide mentoring for up to six months to assist the teacher in meeting all the requirements. See Standard III, Section 5.5a for a detailed description [IIIA.5b.3].

The institute systematically evaluates its tuition assistance program as well. Tuition assistance recipients put their training records in DA Form 7222-1 as performance appraisal input and are evaluated by their first line and second line supervisors, which leads to their skills improvement [IIIA.5b.4]. The academic leadership encourages tuition assistance recipients to give presentations to other faculty in order to share new teaching methodologies and language education technologies acquired from university coursework.

Self Evaluation:

Through the various programs available, the DLIFLC continues to refine its faculty professional development process. The institute has kept the ICC certification process rigorous as described in the Description of 5a, which is a good example of how the institute assures that participants improve their classroom teaching methodology [IIIA.5b.5], [IIIA.5b.6], [IIIA.5b.7].

The institute has also systematically evaluated the tuition assistance program and has used these evaluations as the basis for improvement. To receive tuition assistance, applicants are required to receive the approval from their immediate supervisors as well as from their Deans by showing how their job skills have been improved through their academic coursework [IIIA.5b.7]. All of academic coursework supported by the institute must be finished with a minimum grade of B- or Pass for further funding [IIIA.5b.8].

Currently, only one basic school out of eight is fully utilizing Faculty Development's Mentoring Program for their faculty members. Other schools as well as other directorates should initiate this program for their staff's professional development needs.

Planning Agenda:

None.

Evidence – 5b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.5b.1	Faculty Development DLIFLC Workshop Evaluation Form. (May 28, 2010).	55
IIIA.5b.2	Faculty Development Responses to Accreditation Human Resource Questions, Dr. Hyekyung Sung. (September 30, 2010).	48
IIIA.5b.3	ICC Workshop Evaluation Dates: February 12 - March 13.	56
IIIA.5b.4	Performance Counseling and Plan of Action for Improvement. (n.d.).	57
IIIA.5b.5	Memorandum for See Distribution, Subject: ICC Certification Procedures for New Teachers. (September 9, 2004).	58
IIIA.5b.6	Faculty Development Main Programs: Pre-Service program, In-Service Program. (n.d).	47
IIIA.5b.7	Authorization, Agreement and Certification of Training - Standard Form 182 (December 2006) (Tuition Assistance Request Form).	59
IIIA.5b.8	DLIFLC Tuition Assistance Program: Tuition Repayment Agreement. (n.d.).	60

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

Descriptive Summary:

The institute's human resource plan for all but its platform instructors is based on the Army manpower management program [IIIA.6.1]. This Army model mandates that positions are tied to the mission and documented on what is known as a Table of Distribution and Allowances (TDA). Army Regulation 570-4 requires that periodic reviews of personnel staffing be documented. The U.S. Army Training and Doctrine Command (TRADOC) completed the most recent study of the DLIFLC structure. This review, which was conducted in December 2010, included the examination of organization and position structure as well as workload of each office. Revisions as the result of this review will subsequently result in changes to the TDA [IIIA.6.2]. The TDA is updated yearly.

Requirements for platform instructors for the institute are systematically developed using a different process. This programmatic process links platform instructors to future student enrollments. The process used is called the Institutional Training Resource Model (ITRM) which resides in the Department of the Army Headquarters and is a data driven process. It focuses on both short and long term planning models and takes directed input from an Army enrollment scheduling program. The DLIFLC first sees this process as a four year forecast and it systemically changes to a finalized monthly schedule of inbound students. The DLIFLC Deputy Chief of Staff for Operations (DCSOPS) scheduling office coordinates and publishes a class schedule up to two years in advance [IIIA.6.3]. This schedule allows the DLIFLC schools to ensure sufficient numbers of instructors will be available. In addition, the number of enrolments and starting dates are adjusted as required through quarterly meetings with all military services and other government agencies.

The DLIFLC will often receive additional tasks and foreign language related requests from government agencies that include requests for additional foreign language training at various language levels by various means (e.g., Language Training Detachment, Mobile Training, video conference training and online training), as well as new curricular and online products. The majority of these requests will be coordinated with the DCSOPS Office which examines each request. They will help determine the DLIFLC's capability to perform each task in coordination with manning and funding availability.

Additional training requests that are not requested through the above system will be accepted based on faculty and resource availability. As these requests are not originally funded, the requesting agency will fund the program as reimbursable programs.

Institutional human resource planning is derived from the requirements generated by the military services through the various programming models at the Department of Army level. The tasks given to the DLIFLC can include the restructuring of an organization to accomplish the DLIFLC's mission. The progress and difficulties in accomplishing tasks are monitored by senior leaders through biweekly Command and Staff reports [IIIA.6.4].

Manpower assessments and validation are based on continual analyses and evaluation of mission, priorities, guidance, constraints and available resources. DLIFLC managers at all levels review existing military and civilian personnel data and budget in order to ensure effective and efficient use of manpower resources.

Self Evaluation:

The DLIFLC’s manpower assessment is based upon two divergent programs and the institute’s base budget is determined through requirements established by these systems. In recent years, the number of enrollments and language related tasks have been increasing. The use of programmed budget decisions to help directly fund this growth has been a hallmark of the institute. Current downward budget pressures may cause the process to be relooked in the future. In this event, program funds may be withdrawn or reduced.

Most employees in staff positions are awarded permanent status in accordance with civilian personnel rules. Currently, slightly less than 50% of the faculty are in tenured positions, but most are serving in tenure track positions. There are also a few term employees in staff or faculty positions, as well as a few student interns in paid or “for credit” status.

Planning Agenda:

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

Evidence – 6:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.6.1	Army Regulation 570-4, Army Manpower Management Program. (February 8, 2006).	61
IIIA.6.2	DA (Department of Army) Approved 0211TDA. (n.d.).	26
IIIA.6.3	DLIFLC Master Class Schedule for Fiscal Year 2011. (April 7, 2011).	62
IIIA.6.4	DLIFLC Command and Staff (July 31, 2011) PowerPoint.	63

Standard IIIA Evidence

Evidence – IIIA.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1a.1	1.) Memorandum for Assistant Secretary of Defense (3CI). Subject: Approval of DLIFLC Faculty Pay System (November 15, 1996). 2.) Memorandum for Assistant Secretary of Defense (Force Management Policy). Subject: Approval of the DLIFLC Faculty Pay System (March 25, 1996).	1
IIIA.1a.2	USAJOBS Federal Government's Official Jobs Website. Retrieved August 17, 2011 from www.usajobs.opm.gov	2
IIIA.1a.3	Interagency Language Roundtable. Retrieved August 17, 2011 from www.govtilr.org	3
IIIA.1a.4	DLIFLC Regulation 690-1, Faculty Personnel System. (August 18, 2008).	4
IIIA.1a.5	NACES (National Association of Credential Evaluation Services). Retrieved July 31, 2011 from www.naces.org	5
IIIA.1a.6	Title 5 - Government Organization and Employees Part III = Employees Section 2108. Retrieved July 31, 2011 from www.gpoaccess.gov	6
IIIA.1a.7	U.S. Office of Personnel Management website. Retrieved July 31, 2011 from www.opm.gov	7
IIIA.1a.8	Army Regulation 11-2, Managers' Internal Control Program. (January 4, 2010).	8

Evidence – IIIA.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1b.1	Army Regulation 690-400, Ch 4302, Total Army Evaluation System, Civilian Personnel. (October 16, 1998).	9
IIIA.1b.2	DLIFLC Regulation 690-1, Faculty Personnel System. (August 18, 2008).	4
IIIA.1b.3	Senior System Civilian Evaluation Report, DA Form 7222. (March 2010).	10

IIIA.1b.4	Senior System Civilian Evaluation Support Form, DA Form 7222-1. (August 1998).	11
IIIA.1b.5	Base System Civilian Evaluation Report, DA Form 7223. (March 2010).	12
IIIA.1b.6	Base System Civilian Performance Counseling Checklist/Record DA 7223-1. (August 1998).	13
IIIA.1b.7	Position Description - Secretary (OA) GS-0318-06. Retrieved May 12, 2009 from https://acpol2.army.mil/fasclass/search_fs/search_fs_output.aps	14
IIIA.1b.8	Position Description - Administrative Support Tech (OA) GS-0303-06. Retrieved May 12, 2009 from https://acpol2.army.mil/fasclass/search_fs/search_fs_output.aps	15

Evidence – IIIA.1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1c.1	Senior System Civilian Evaluation Report, DA Form 7222. (March 2010).	10
IIIA.1c.2	Senior System Civilian Evaluation Support Form, DA Form 7222-1. (August 1998).	11
IIIA.1c.3	Senior System Civilian Evaluation Support Form Template for DLIFLC Faculty, DA Form 7222-1. (August 1998 and May 1993).	16
IIIA.1c.4	ESQ, Program Effectiveness Analysis. (September 12, 2010).	17
IIIA.1c.5	CE1 term 3 Progress Report. (March 24, 2011).	18

Evidence – IIIA.1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1d.1	Department of Defense Directive 5500.07. (November 29, 2007) Standards of Conduct.	19

IIIA.1d.2	Army Regulation 600-50 Standards of Conduct for Department of Army Personnel. (January 28, 1988).	20
IIIA.1d.3	Appendix A - Professional Code of Ethics. (May 3, 1991).	21
IIIA.1d.4	Civilian Employee Handbook, Department of the Army. (n.d.).	22
IIIA.1d.5	Executive Order 12731 of October 17, 1990, "Principles of Ethical Conduct for Government Officers and Employees".	23
IIIA.1d.6	OGE (Office of Government Ethics) Form 450, 5 CFR Part 2634, Subpart 1, Confidential Financial Disclosure Report, Executive Branch. (June, 2008).	24
IIIA.1d.7	Negotiated Agreement between Defense Language Institute and American Federation of Government Employees Local 1263. (January 18, 1991).	25

Evidence – IIIA.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.2.1	DA (Department of Army) Approved 0211TDA. (n.d.).	26
IIIA.2.2	Army Regulation 570-4, Manpower Management. (February 8, 2006).	27
IIIA.2.3	Call for Candidates to Faculty Personnel System Members (Sample) Call Number 11-13. (March 31, 2011 - April 14, 2011).	28
IIIA.2.4	USAJOBS and Army Civilian Service websites. Retrieved August 23 and September 16, 2011 from www.usajobs.gov and www.armycivilianservice.com	29
IIIA.2.5	FPS Summary - Hire Tracker. (July 31, 2011).	30

Evidence – IIIA.3a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.3a.1	DLIFLC Organizations. (February 10, 2011).	31

IIIA.3a.2	eForms 40. Retrieved May 9, 2011 from https://portal.monterey.army.mil/resources/Form40/_layouts/FormServer.aspx?XmlLocation	32
IIIA.3a.3	Welcome to the DLIFLC (Policies and Publications). Retrieved August 22, 2011 from https://portal.monterey.army.mil/Pages/main	33
IIIA.3a.4	1) Serio, Rachel of TRADOC (Personal communication , June 16, 2011). Congratulations for DLIFLC TRADOC Accreditation to LTC Michael Frenchick; 2) Memorandum For Colonel Pick - Subject: Notification of Accreditation Status for DLIFLC with TRADOC "Institute of Excellence" Certificate. (June 6, 2011).	34

Evidence – IIIA.3b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.3b.1	DOE G 1324.5B; Implementation Guide for use with 36 CRF Chapter XII Subchapter B - Records Management. (July 19, 1996).	35
IIIA.3b.2	CPOL main page. Retrieved January 6, 2012 from www.cpol.army.mil	36

Evidence – IIIA.4a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.4a.1	1.) DLIFLC "Days of Remembrance" Observance Hosted by MCD (May 5, 2011); 2.) Women's Equality Day (August 25, 2011); 3.) Ramadan Observance Flyer. (August 19, 2011).	41
IIIA.4a.2	Repeal of Don't Ask/Don't Tell Army Vignettes. (n.d.).	37
IIIA.4a.3	Repeal of Don't Ask, Don't Tell (DADT) Tier II Educational Material. PowerPoint. (n.d.).	38
IIIA.4a.4	<i>Globe</i> magazine (Language Day Edition). (May 13, 2011). DLIFLC.	64

Evidence – IIIA.4b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.4b.1	USAJOBS Federal Government's Official Jobs Website. Retrieved August 17, 2011 from www.usajobs.opm.gov	2

Evidence – IIIA.4c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.4c.1	Memorandum for All Army Personnel, Subject: Army Personnel Commitment to Federal Ethics. (January 28, 2011).	39
IIIA.4c.2	1.) FY 2011 Installation EEO Education/Training Plan; 2.) Warning Order 11-11 (SHARP MTT Train Up) (February 8, 2011); 3.) Fireproof your marriage. (flyer, n.d.).	40
IIIA.4c.3	1.) DLIFLC "Days of Remembrance" Observance Hosted by MCD (May 5, 2011); 2.) Women's Equality Day (August 25, 2011); 3.) Ramadan Observance Flyer (August 19, 2011).	41
IIIA.4c.4	Equal Employment Opportunity (EEO). Retrieved July 31, 2011 from www.monterey.army.mil/EEO/	42
IIIA.4c.5	Equal Employment Opportunity (EEO) Points of Contact. (May 6, 2010).	43
IIIA.4c.6	DLIFLC Regulation 350-1 Student Management, Education, Training and Administration. (July 1, 2004).	44
IIIA.4c.7	Town Hall Meeting Power Point slides. (n.d.).	45
IIIA.4c.8	Memorandum for See Distribution, Subject: Commander's Open Door Policy. (July 22, 2010).	46

Evidence – IIIA.5a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.5a.1	Faculty Development Main Programs: Pre-Service program, In-Service Program. (n.d).	47
IIIA.5a.2	Faculty Development Responses to Accreditation Human Resource Questions, Dr. Hyekyung Sung. (September 30, 2010).	48
IIIA.5a.3	Faculty Development Non-Reimbursable Training Monthly Activity Report FY 2010.	49
IIIA.5a.4	The Foreign Language Activity SWAP (February 24, 2011).	50
IIIA.5a.5	Calls for Proposals - Academic Senate Thirteenth Annual Faculty Professional Development Day. (July 5, 2010).	51
IIIA.5a.6	Army Regulation 350-03; Faculty Education, Training & General Professional Develop. (December 19, 2008).	52
IIIA.5a.7	Master Private Event List By Abstract Submittal Date, FY 2009.	53
IIIA.5a.8	CPOL Training & Career Development. Retrieved on August 1, 2011 from http://cpol.army.mil/library/train/ces/	54
IIIA.5a.9	Base System Civilian Evaluation Report, DA Form 7223. (March 2010).	12

Evidence – IIIA.5b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.5b.1	Faculty Development DLIFLC Workshop Evaluation Form. (May 28, 2010).	55
IIIA.5b.2	Faculty Development Responses to Accreditation Human Resource Questions, Dr. Hyekyung Sung. (September 30, 2010).	48

IIIA.5b.3	ICC Workshop Evaluation Dates: February 12 - March 13.	56
IIIA.5b.4	Performance Counseling and Plan of Action for Improvement. (n.d.).	57
IIIA.5b.5	Memorandum for See Distribution, Subject: ICC Certification Procedures for New Teachers. (September 9, 2004).	58
IIIA.5b.6	Faculty Development Main Programs: Pre-Service program, In-Service Program. (n.d.).	47
IIIA.5b.7	Authorization, Agreement and Certification of Training - Standard Form 182 (December 2006) (Tuition Assistance Request Form).	59
IIIA.5b.8	DLIFLC Tuition Assistance Program: Tuition Repayment Agreement. (n.d.).	60

Evidence – IIIA.6:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.6.1	Army Regulation 570-4, Army Manpower Management Program. (February 8, 2006).	61
IIIA.6.2	DA (Department of Army) Approved 0211TDA. (n.d.).	26
IIIA.6.3	DLIFLC Master Class Schedule for Fiscal Year 2011. (April 7, 2011).	62
IIIA.6.4	DLIFLC Command and Staff (July 31, 2011) PowerPoint.	63

Defense Language Institute Foreign Language Center

Standard IIIB:

Physical Resources



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary:

The DLIFLC maintains neat, clean and safe facilities spread across the Presidio of Monterey (POM), the former Fort Ord military complex (OMC) and leased properties adjacent to the Presidio of Monterey. The U.S. Army Garrison, Presidio of Monterey (USAG POM) is the organization responsible for the land and facilities assigned to DLIFLC activities. Like the DLIFLC, USAG POM, normally referred to as the Garrison, is a component of the U.S. Army commanded by an Army officer. The DLIFLC Commandant and the Garrison Commander both hold the same military rank of colonel. The Garrison Commander is responsible for all of the facilities and real property on OMC, POM and other Army properties in the area. The DLIFLC is the largest of several independent tenant units on those properties, all of whom depend on the Garrison for support.

Facilities

The main campus for the DLIFLC is situated on the USAG POM stretching from the shores of Monterey Bay to one of the highest points in the immediate area. The installation sits between the cities of Monterey to the East and Pacific Grove to the West with a wide assortment of classrooms, offices and other academic support facilities spread across 392 acres.

The facilities on the POM assigned to the DLIFLC include 49 academic buildings, numerous administrative facilities and 20 dormitories which the Army refers to as barracks. The Presidio of Monterey Facility Utilization Survey [IIIB.1.1] gives floor plans, dimensions and other information for a total of 66 buildings assigned to the DLIFLC. Due to force protection considerations, only the index of facilities in the survey with legends and floor plans for a single facility is shown as evidence. Additionally, the DLIFLC occupies three floors of the Department of Defense Center (DoD Center) on the OMC. The facilities which contain the eight basic course language schools under the Associate Provost for Undergraduate Education are sited exclusively on the POM and vary widely in building type. A few of those, such as Persian Farsi (UPF) and Korean language schools (UAB), are self-contained to include all classrooms, offices and administrative support areas under a single roof. However, the most common configuration is for a school to be spread across multiple facilities of various sizes and distinct floor plans. For example, Asian School I (UAA) is located in 19 buildings which extend across a large area of the lower POM. The European and Latin American School (UEL) is even more dispersed since it also includes the Larkin School, a leased property immediately adjacent to the POM accessible through a pedestrian turnstile in the perimeter fence.

The inventory of DLIFLC buildings includes a number of wooden structures which date as far back as 1903. Most of these were originally constructed as barracks, but have been reconfigured to serve as classrooms for two of the DLIFLC schools, administrative buildings and the Student Learning Center. Since they are listed on the National Historic Registry, they are subject to protection and maintenance in accordance with the State Historic Preservation Office.

Physical Challenges

Space for new construction for the DLIFLC is extremely limited on the POM due to a number of environmental factors, historical sites, physical constraints and operational factors which are all taken into consideration for planning decisions. The amount of available land on the POM is insufficient to meet all of the demands for space by the DLIFLC and other tenant organizations. Therefore, space requirements must be balanced to optimize the use of existing facilities and efficiently allocate open spaces for future construction.

Land on the OMC is relatively flat, but the steep hillsides on the POM present challenges to planning future construction projects and designing safe and efficient pedestrian flow and vehicular traffic routing. To mitigate the congestion in terms of personnel and vehicles, the DLIFLC is forced to accommodate numerous activities at secondary sites located away from the main campus in leased properties or in facilities on the OMC. The most notable of these is the DoD Center which is shared by several government agencies.

To coordinate planning activities for land, facilities and other physical resources, the USAG POM convenes the Real Property Planning Board (RPPB) on a semi-annual basis. The briefing slides from the Presidio of Monterey Real Property Planning Board (RPPB), March 17, 2011 [IIIB.1.2], lists the members of the Executive Board comprised of commanders and directors of the various tenant organizations on the POM and OMC, including the DLIFLC Commandant, service providers and Garrison support agencies. The board members work collectively to coordinate and resolve complex issues in a manner that supports the mission of the DLIFLC and other tenant organizations. The briefing notes give a snapshot view of the topics under discussion by this body.

Environmental Concerns

The DLIFLC must adhere to federal regulations for administering government properties that go far beyond merely providing safe and sufficient physical resources to support programs and services. The Army is required to prepare an Environmental Impact Statement (EIS) approved by the U.S. Fish and Wildlife Service before executing construction projects for new facilities currently in various stages of planning and construction. The current draft Environmental Impact Statement, Presidio of Monterey, Real Property Master Plan February 2011 [IIIB.1.3] serves as a public disclosure of the USAG POM plans for the POM Installation and allows for public input on the environmental effects of those plans. The EIS is a component of a larger document prepared by USAG POM, the Real Property Master Plan (RPMP) November 2009 [IIIB.1.4].

The RPMP describes the consequences of each of three action alternatives for development of the POM and OMC. The first alternative, No Action, is to not implement any of the RPMP proposals. Under that alternative, the POM Installation and its tenants would continue to use

existing infrastructure. Considering recent and future growth in student and teacher populations, the 'No Action' scenario would be difficult for the USAG Presidio and the U.S. Army to meet the needs of the tenants on the POM, to include the DLIFLC.

Under the second development alternative in the RPMP, the POM and OMC alternative, some of the new classrooms and housing facilities planned for the POM would be sited on the OMC. Under this alternative, there would be less new construction within the POM and more construction at the OMC. Consequences of this plan would be the need to build new support infrastructure such as dining facilities, medical facilities and barracks on the OMC to support any academic facilities sited there.

The third alternative, the development alternative chosen by agreement between the DLIFLC and USAG POM, is the POM-Centric Alternative. This option directs that the majority of POM installation improvements would occur within the POM rather than on the OMC. Facility improvements on the OMC would be limited to a few support activities only. The net result would be to keep the language schools in close proximity to critical support infrastructure achieving the greatest possible economy of effort to maximize quality in programs and services.

Among the several environmental concerns covered by the EIS document are the removing of trees, planting to mitigate the loss, protecting endangered plant species and conserving the limited water supply. USAG POM uses a variety of means to meet the limitations on available water as described in detail in Appendix A, Revised Water Impact Analysis of the draft Environmental Impact Statement [IIIB.1.3]. This document addresses availability of water credits with respect to construction of new facilities. For a broader view of the water situation and conservation, the Comprehensive Energy and Water Master Plan 65% Preliminary Submittal, March 18, 2010 [IIIB.1.5] lays out a plan to meet and ideally exceed federal mandates for energy and water conservation. The document outlines sustainable methods for reduction in the use of energy and water resources mandated by the federal government within the required timeframes. It establishes a long range vision for the installation, the goals upon which that vision is based and the direction and potential actions needed to attain them.

Approved construction activities are carefully monitored and controlled to prevent storm water run-off into the adjacent community and ultimately into the Monterey Bay per federal and state environmental regulations in place to safeguard environmental quality. The federal government sets the overall requirements, but each state has its own rules and the State of California tends to be even stricter than federal environmental regulations. To comply with the strict regulations, the Environmental Branch of the USAG POM Public Works Department directs an aggressive Storm Water Pollution Prevention Plan specifically tailored to every construction project.

Historical Concerns

Many historical factors come into play with space planning as the DLIFLC and USAG POM utilize a large number of buildings listed on the National Historic registry. Most of the Spanish American War era structures in the historic district are utilized on a daily basis as academic facilities. Other open areas on the POM installation fall under the federal regulations covering archeological sites due to the presence of Native American artifacts and human remains on the lower POM near the shoreline of the Monterey Bay. Like the historic resources, the

archeological sites also fall under the purview of the State Historical Preservation Officer who is a key player in planning processes in coordination with the USAG POM.

Operational Factors

Finally, operational factors are a consideration in campus planning. With a wide variety of facilities needed to meet academic requirements, every effort is taken to maintain the integrity of individual schools, language programs, departments and even teaching teams. Major efforts are made to keep those entities together and not geographically separated. One tool which the USAG POM has successfully employed to support this effort is explained in the Information Sheet, U.S. Army Mass Transit Benefit Program, U.S. Air Force and U.S. Navy Transportation Incentive Program [IIIB.1.6]. By leveraging monies available under this federal program, the DLIFLC students and faculty can ride between work and home on Monterey Salinas Transit Authority buses at no cost. With members travelling as far as San Jose on the buses, the vehicle traffic is dramatically reduced on the POM and members travel to work in comfort and safety.

The Ord Military Community (OMC), covering 859 acres, would appear to hold promise for expansion and growth of the DLIFLC. However, large tracts of Army property at OMC were given to local communities, universities or other entities when Fort Ord closed in the mid-nineties. All existing buildings at OMC which belong to the Department of the Defense are being used to the fullest extent possible. A large number of buildings which belong to other organizations are awaiting demolition and are not owned by the federal government. Those properties belong to the municipalities of Marina and Seaside, California State University at Monterey Bay and to other agencies. They are not available to the DLIFLC for renovation or demolition.

Two properties belonging to the Monterey Peninsula Unified School District have been leased by the DLIFLC since 2006. The first of those properties, Larkin School (22,611 sq ft), located adjacent to the lower Presidio, currently holds the offices, classrooms and administrative spaces of the European and Latin America Language School (UEL). It is accessible from the main DLIFLC campus through a pedestrian turnstile in the perimeter fence. A second lease with Monterey Peninsula Unified School District, the Monte Vista School, ended in June 2011. Effective the same month, the DLIFLC replaced that property with other leased facilities on Ryan Ranch Business Park in Monterey, approximately 10 miles from the POM. Three separate leased facilities at Ryan Ranch now hold elements of the Language Science and Technology Directorate (LST). The leases for those properties were negotiated through the Sacramento District Office of the U.S. Army Corps of Engineers, Real Property Division. The Corps of Engineers continues to serve as the agent for the DLIFLC in all matters concerning the Ryan Ranch properties.

The lease for Larkin school was renewed in April 2010 for one year, with options to renew up to five years. The property will remain part of the overall space management strategy at least until 2013, which is the construction completion date for the last of three new General Instruction Buildings (GIBs). Whether the DLIFLC retains the Larkin property lease beyond 2013 depends on student population projections. As of April 2009, when the Real Property Master Plan was being drafted, the need for renewal or new negotiation for leases for continued use was still being validated according to Section 6 of the Real Property Master Plan, November 2009 [IIIB.1.4].

The Monte Vista School (33,000 sq ft), located in Monterey approximately two miles from the POM, was leased by the DLIFLC until June 2011 when the Monterey Peninsula Unified School District regained the property. The DLIFLC elements located there were moved into three separate leased facilities at Ryan Ranch for a total of 36,456 sq ft. The leases for all three of the Ryan Ranch facilities are also one year leases activated in May 2011 and renewable at the discretion of the government for up to five years. The staff and faculty employees at those locations belong to the Technology Integration (TI) and Curriculum Development (CD) Departments, subordinate units under the Language Science and Technology Directorate.

Equipment

As an Army organization, the DLIFLC meets its equipment needs via an extremely regimented supply system maintained by the Deputy Director of Personnel and Logistics. The DLIFLC Command Section takes an active role in property accountability to prevent loss or damage to government equipment. Equipment and supplies are funded by the DLIFLC but the Logistics system for procurement and delivery is a function of the USAG POM. Oversight for Information Technology equipment falls under the purview of the Chief Technology Officer and is covered under a separate section in this document.

Safety

All facilities on the DLIFLC and POM are subject to periodic safety inspections. There are two independent safety offices on the POM which are co-located and work in cooperation with each other to ensure a safe and healthful work environment for the institute. The Installation Safety Office (ISO) is a DLIFLC agency focused on school operations and reports to the Commandant. The Garrison Safety Office is a USAG POM agency which reports to the Garrison Commander. Core safety programs overlap and are synchronized by the ISO in support of the DLIFLC mission.

Fire

The Presidio of Monterey Fire and Emergency Services (POM FES) is charged with protecting life, property and the environment within the boundaries of the USAG POM, the OMC and Satellite Command at Camp Roberts. Personnel, equipment and apparatus resources are situated to ensure the best quality, efficient and functional capabilities in the areas of fire operations, fire prevention, dispatch, rescue and hazardous materials response and mitigation.

POM FES operates out of a fire station on General Jim Moore Blvd. on the OMC to provide full response to the OMC. In contrast, they provide only education, building inspection and other fire prevention support on the POM. The City of Monterey provides full response on the POM via formal contract with the USAG POM.

The POM FES maintains several automatic agreements with local fire agencies and is a part of the California Emergency Management Agency (CALEMA) Master Mutual Aid Agreement. Each automatic aid agreement contains an operational plan which specifies types of resources to be provided and other exchanges. The following agencies have existing or pending automatic aid agreements with POM FES:

Seaside Fire Department (Current)

Marina Fire Department (Current)
Monterey Regional Fire Protection District (Current)
California Fire (Current)
CSUMB Fire & Emergency Services (Current)
Bureau of Land Management (Current)
North Monterey County Fire Protection District (Pending)
Fort Hunter Liggett Fire Department (Pending)

Security

The Directorate of Emergency Services (DES) is a USAG POM organization which includes Department of the Army Civilian Police (DACP), Fire and Department of Army Security Guards (DASG), who patrol the Presidio of Monterey (POM), La Mesa Housing and Ord Military Community (OMC) in addition to conducting access control at the four access gates on the POM. They are responsible for law and order, facility security, access to the installation and vehicle registration. They manage the program for parking permits from their OMC offices. Since 2001, the POM has been a closed installation with National Guard, Contract Security Guards and now DA Security Guards posted at all four vehicle gates on the POM perimeter. Conversely, there is no perimeter for the OMC properties and those areas are patrolled by DACP assigned to DES.

Space Management

The space management duties fall under the DLIFLC Deputy Chief of Staff for Personnel and Logistics. The organizational manning document for the DLIFLC allots only one position for space management, the space management technician. This person is responsible for advising senior leadership on space requirements and current capacities gathered through analysis of statistical data. Other duties of the DLIFLC space manager include: acting as the liaison to the U.S. Army Corps of Engineers and to the USAG POM, Public Works Engineering Branch on new facility construction projects; reviewing all requests for sustainment, restoration and modernization of facilities and coordinating with the Department of Public Works to process and track all work requests; coordinating moves between organizations and schools for more efficient use of space; and, acting as contract officer representative on lifecycle replacement of furniture for classrooms and offices.

The mid-term goal of space management is to consolidate schools and languages to the extent possible within contiguous spaces (i.e., in the same building or group of buildings). Due to fluctuations in the student load and differences between language programs, some schools grow at the same time that other schools are reduced in size. In those cases, the school with surplus space must share classrooms and/or faculty office space with schools experiencing a shortage. This cross-leveling mechanism is often only a temporary remedy arranged that can be within a short time. In other cases, permanent changes must be made to reallocate space from one school to another.

A long term goal of space management is to end reliance on the leased properties on Ryan Ranch and return the Curriculum Development (CD) and Technology Integration (TI) elements of the LST Division to the main POM campus and to surrender the Larkin School which supports the European and Latin America School. However, those leases are vital components of the space

management plan through the end of the current construction cycle which will yield three new General Instruction Buildings (GIBs) with a total of 236,244 sq ft gross.

According to the construction schedule, the third and last of the new GIBs will be finished by August 2013. At that time, class sections assigned to buildings in the historic district can be moved into new facilities constructed specifically as technology-equipped classrooms for the smaller, PEP-sized class sections. Subsequently, the historic buildings will be available for occupation by organizations currently in leased properties.

An important tool for self evaluation on how well the DLIFLC uses physical resources overall to support programs and services on the DLIFLC is the monthly space management update. These updates give specific details of the space management plans covering all DLIFLC organizations. The Chief of Staff chairs the meetings and reviews the briefing materials submitted by the space manager in the office of the Deputy Chief of Staff for Personnel and Logistics. The attendees are representatives from each of the eight schools and support organizations. Among the latter are the Chief Information Office, Resource Management Directorate, Civilian Personnel Office, Physical Security, Safety, Public Works, AFGE Local 1263 (government employees' union), the U.S. Army Garrison, Presidio of Monterey and academic organizations including Language Science and Technology, Continuing Education, Evaluations and Standardization and the Immersion Language Office. The meetings are used to coordinate between agencies that often have competing requirements for available space and to determine where space can be found to meet projected needs. The nature of the monthly space briefings and topics of discussion are shown in the collection of Monthly Space Briefings Title Slides and Agendas from 2009-2010 and Monthly Space Briefs 2009-2011 [IIIB 1.7]. Due to military operational security constraints, specific details from the briefings are not included in the attachment.

Self Evaluation:

To distribute the available spaces fairly and determine how those spaces are used, the DLIFLC follows a priority ranking system which allocates space in an efficient manner based on a three-tier system. This allows the DLIFLC to determine priorities for the limited space on the Presidio campus and to make the best decisions about which activities will be located off the main campus at the Department of Defense (DoD) building on OMC, on leased properties in the vicinity or even out of state at other military installations or DoD facilities.

The first tier of the priority ranking system is for classroom space on the POM campus for students in basic language courses according to student load projections derived from training requests submitted by the four services and other agencies. The second tier is for faculty office space based on the same projections. The third tier applies to administration and organizations that directly support classroom instruction. Those organizations are normally located off-campus due to lack of space on the POM. Included in the third tier are the directorates located on OMC in the DoD Center and on the leased properties.

The DoD Center on the OMC has space assigned to three DLIFLC directorates: Continuing Education (CE), Evaluation and Standards (ES) and Faculty Development (FD). Additionally, several other DoD activities not associated with USAG POM or the DLIFLC share the facility.

One of those, the Defense Manpower Data Center (DMDC), is the tenant charged with overall facility management in coordination with USAG POM, Department of Public Works. Terms of the agreement between those two agencies are stated in Appendix A, General Provisions Interservice Support Agreement (ISSA) W912A8-04314-001 [IIIB.1.8].

Evaluation criteria for classroom design and layout of lecture halls and laboratories on Army installations is covered by U.S Army regulations including the Army Space Planning and Criteria Manual, January 5, 2010 [IIIB.1.9]. The Training and Doctrine Command (TRADOC), the higher headquarters for the DLIFLC, recognizes that the DLIFLC is unique and distinct from other classroom settings due to the length of the course and the teacher to student ratio. Their attempts to tailor the regulatory guidance accordingly are in progress.

Since the beginning of a dynamic period of renovation and construction in the year 2005, the DLIFLC continues moving forward with short-term, mid-range and long-term plans to adapt and expand existing physical resources and to construct new facilities while simultaneously maintaining older facilities to meet the demands of projected growth in student load. This entails careful evaluation of the current situation and prioritization of new requirements for structural renovations and repairs.

Planning Agenda:

None.

Evidence - 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.1.1	Presidio of Monterey Facility Utilization Survey. (May 2009).	1
IIIB.1.2	Presidio of Monterey Real Property Planning Board (RPPB - TOC and Introduction). (March 17, 2011).	2
IIIB.1.3	Draft Environmental Impact Statement, Presidio of Monterey, Real Property Master Plan Feb 2011 (TOC and Executive Summary).	3
IIIB.1.4	1.) Real Property Master Plan (November 2009). 2.) Presentation on POM Real Property Master Plan. (November 9, 2009).	4
IIIB.1.5	Comprehensive Energy and Water Master Plan. (March 18, 2010).	5
IIIB.1.6	Information Sheet, U.S. Army Mass Transit Benefit Program, U.S. Air Force and U.S. Navy Transportation Incentive Program. (n.d.).	6
IIIB.1.7	LST Update. (March 22, 2011).	9
IIIB.1.8	Appendix A General Provisions, Interservice Support Agreement (ISSA) W912A8-04314-001. (n.d.).	7
IIIB.1.9	Army Space Planning and Criteria Manual. (January 5, 2010).	8

1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary:

The DLIFLC has a good record of securing funding to provide new facilities to meet projected growth in language programs. It has also been fortunate to have adequate funding for lifecycle replacement of office and classroom furniture.

Physical Resource Requirements

The Defense Language Institute Foreign Language Center is in the midst of a dynamic period due to significant growth in student load as well as expansion in many support activities. The DLIFLC is near the end of a multi-year process which began in 2005 to make physical accommodations in support of the Proficiency Enhancement Program (PEP) and will continue to make minor adjustments to facilities to accommodate the faculty and students projected for future years. A key component of PEP in terms of space is the commitment to extremely low teacher-to-student ratios as directed in AFTL-P Memorandum Team Teaching Policy, March 30, 2003 [IIIB.1a.1]. This document establishes teams of six teachers to cover three class sections. The PEP standards later defined the size of the class sections as six or eight students based on the difficulty of the language.

Khalil Hall, the newest GIB, commissioned in December 2010, incorporates classroom layouts configured for the lower teacher-to-student ratios. The floor plan for the new facility, as well as two more GIBs currently under construction, is designed for a teacher-to-student ratio as low as 2:6. The lower ratios across the institute incur a requirement for more faculty office space. This commitment has necessitated massive conversion of spaces campus-wide to provide for an increase in the number of faculty offices and classrooms through the renovation of existing classrooms and other spaces to make more efficient use of resources.

Physical Resource Planning

The USAG POM Public Works in conjunction with the U.S. Army Corps of Engineers (USACE), City of Monterey maintenance division and other contractors maintain a non-stop pace to plan and execute a large number of actions ranging from routine daily sustainment, restoration and modernization work, to multi-year military construction projects. On a monthly basis, the USACE Monterey Project Manager holds a review of current projects for the POM and OMC. The update is open to personnel from DPW, the DLIFLC, USACE and other support agencies. The Presidio of Monterey Project Status Update, March 2, 2011 [IIIB.1a.2] shows military construction projects underway or in the planning stages, including: two new barracks, a dining facility, two new General Instructional Buildings (GIBs) and renovations to several existing facilities. For operational security reasons, specific details of the projects are not included.

Among recent upgrade projects are re-roofing projects, insulation of select buildings and necessary repairs or upgrades to utilities infrastructure. Additionally, Department of Defense dollars under MCA Funding (Major Construction - Army) has paid for Barracks Upgrade Projects (BUP) to improve living standards and the new GIB construction projects discussed previously.

Maintaining Facilities

Each DLIFLC organization assigns a facility manager responsible for coordinating sustainment, restoration and modernization actions (SMR) on those facilities assigned to his or her organization. The primary tool for requesting SMR actions is the Facilities Engineering Work Request (FEWR). Facility managers submit FEWRs to the space manager in the office of the Deputy Chief of Staff for Personnel and Logistics. The space manager reviews every work request to validate the need and edits the document for clarity before submitting to the USAG POM Department of Public Works (DPW) for action. On a quarterly basis, the DPW provides training for new facility managers using the POM Form 4283, Facilities Engineering Work Request (FEWR or Work Request) Workshop XXI, March 25, 2010 [IIIB.1a.3]. The training package focuses on the administrative steps to train building managers on how to process and submit work request packages for buildings their organization occupies. To determine who can submit the FEWRs, the space manager maintains a list of persons who have completed the training. This is provided to the City of Monterey Maintenance Department and to DPW. To ensure continuity, both organizations accept work requests only from designated personnel.

The procedure for submitting a FEWR to request sustainment, restoration or modernization actions to be performed on a facility is spelled out in the Procedures for Obtaining Design Approval and Proprietary (Technical and Administrative) Approval of Facilities Engineering Work Requests DA Form 4283 Memorandum [IIIB.1a.4]. The memo covers a multitude of issues that must be addressed in order for the work order process to work quickly and efficiently to perform building maintenance issues. It address environmental concerns, access for persons with disabilities, OSHA regulations, funding and responsibilities of the various offices involved in processing work requests.

For minor repairs to DLIFLC facilities, facility managers submit service orders online. The City of Monterey Maintenance Department, based on a competitive bid process, was chosen to provide this support per the Presidio Municipal Services Agency (PMSA). The procedures for submitting service orders via the City of Monterey Maintenance portal are formally stated in the Directorate of Public Works (DPW) and PMSA Procedures for Submitting Service Orders to the PMSA Service Desk for OMC/POM/SATCOM Via Intra-web Version [IIIB.1a.5]. The presidio municipal services agency brief provides an overview of the PMSA program [IIIB.1a.6].

For maintaining the interior of the DLIFLC facilities, recurring janitorial services for all facilities are performed under a service contract to cover trash removal from offices, vacuuming, sweeping and mopping of floors. Students are responsible for cleaning their own classrooms and emptying the trash. The military language instructors assigned to each school oversee the classroom clean-up.

Self Evaluation:

As a formal evaluation of how well the DLIFLC facilities and equipment meet the needs of programs and services, the DLIFLC hosted an evaluation team from the Army Training and Doctrine Command (TRADOC), of which the DLIFLC is a subordinate school, in January 2011. The team came to the DLIFLC for the purpose of evaluating TRADOC accreditation. During the visit, the team inspected a large number of barracks, schoolhouses and administrative facilities, including the DoD Center on OMC, to evaluate how well DLIFLC facilities are being maintained and to assess whether the facilities and environment are conducive to learning. The Evaluation of Accreditation Standards at the Defense Language Institute Foreign Language Center (DLIFLC) January 24-28, 2011 [IIIB.1a.7] concluded that its facilities are of “exceptional quality” and they awarded the DLIFLC with meeting accreditation standards.

The institute is limited in the ability to demolish and replace facilities that have reached the end of their useful life. Although the USAG POM has done a commendable job of keeping older facilities maintained in an adequate state of repair despite reductions in funding, when it becomes necessary to vacate a facility for upgrade, it is extremely difficult to find available space for temporary relocation of personnel assigned to those facilities. A work around is to repurpose underutilized spaces, such as basement areas or storage rooms, or to renovate existing rooms for more efficient use as offices or classrooms.

In the five years that have passed since the last ACCJC accreditation site visit in 2006, The DLIFLC has completed the following renovations or construction projects:

- GIB FY08 Khalil Hall new construction for 61 classrooms
- Bldg 220 renovated to add seven offices
- Bldg 235 renovated warehouse to create classrooms
- Bldg 848 conversion of lab to offices; created additional classrooms
- Bldg 620 conversion of lab to offices; created additional classrooms;
removed accordion walls; added permanent walls
- Bldg 633 added walls to create office spaces
- Bldg 618 Munzer Hall renovation to create 18 new classrooms
- Bldg 632 added permanent wall to create one additional classroom
- Bldg 623 replaced accordion walls with permanent walls in two double classrooms
- Bldg 621 replaced accordion walls with permanent walls in two double classrooms
convert Dean’s suite to create seven large classrooms
- Four buildings in 200-series pending contract award to create 11 classrooms

The Presidio of Monterey Facility Utilization Survey (FUS) [IIIB.1a.8] was delivered to USAG POM space planners in the Department of Public Works and the DLIFLC in May 2009 under a U.S. Army Corps of Engineers, Sacramento District contract with Woolpert Inc., of Dayton Ohio. The FUS is a database featuring a collection of detailed floor plans for 66 academic and administrative facilities occupied by the DLIFLC.

The database exists in hard copy and digital format with color graphics for each floor of every academic building on the POM. It also includes an accessible database maintained by the U.S. Army Corps of Engineers, Sacramento District. The tools allow space planners to better utilize

existing facilities, identify shortfalls and allocate space to the individual room level for faculty offices, classrooms and administrative areas. A cover sheet from the FUS shows the index of information provided for each of the 66 facilities covered in the database [IIIB.1a.8]. For security reasons, the specific floor plans are not included here.

Planning Agenda:

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

As a measure of the success of the planning function, the current space situation can be compared to the briefing given to the TRADOC Commander in 2006. The briefing, Options for Increasing Capacity at the Presidio of Monterey, CA, June 26, 2006 [IIIB.1a.9], looked at a wide array of options to meet future requirements for classroom and office space. The conclusion of the briefing was that the DLIFLC would need three new GIBs to be constructed. These projections were extremely accurate. The first of the three new GIBs, Khalil Hall, has been in service as an Arabic language school (UMA) since November 2010; the second, Corpuz Hall, will be commissioned as a Multi-Language School (UCL) in the spring of 2012. The third, Cook Hall, broke ground in late summer 2011.

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

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

Evidence – 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.1a.1	Memorandum. Subject: Team Teaching Policy. (March 30, 2003).	10
IIIB.1a.2	Presidio of Monterey Project Status Update. (March 2, 2011).	11
IIIB.1a.3	POM Form 4283, Facilities Engineering Work Request (FEWR or Work Request) Workshop XXI. (March 25, 2010).	12

IIIB.1a.4	Memorandum. Subject: Procedures for Obtaining Design Approval and Proprietary (Technical and Administrative) Approval of Facilities Engineering Work Requests DA Form 4283. (January 21, 2009).	13
IIIB.1a.5	Directorate of Public Works (DPW) and Presidio Municipal Services Agency (PMSA) Procedures for Submitting Service Orders to the PMSA Service Desk for OMC/POM/SATCOM VIA INTRA-WEB Version: April 1, 2011.	14
IIIB.1a.6	Presidio Municipal Services Agency. (n.d.).	15
IIIB.1a.7	Evaluation of Accreditation Standards at the Defense Language Institute Foreign Language Center (DLIFLC). (January 24-28, 2011).	16
IIIB.1a.8	Presidio of Monterey Facility Utilization Survey. (May 2009).	1
IIIB.1a.9	Options for Increasing Capacity at the Presidio of Monterey, CA. (June 26, 2006).	17

1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary:

Safety and Security

Since the DLIFLC students are almost exclusively military members and staff and faculty members are Department of Defense (DoD) employees, DoD regulations governing anti-terrorism and force protection must be followed. This was a major factor in selecting off-post installations.

The DLIFLC is bound by U.S. Army standards for educational facilities as defined in the attached DAIM-FD Memorandum, December 14, 2004 Army Standard for General Instruction Building (GIB) and Army Continuing Education System (ACES) Facilities [IIIB.1b.1]. Of direct application to the DLIFLC is the Consolidated Training Classroom (CTC) module. In this document, the U.S. Army standard for classroom usage is two instructors per 10 students. The DLIFLC standard for the PEP program previously discussed imposes a more demanding ratio. See AFTL-P Memorandum, Team Teaching Policy, March 30, 2003 [IIIB1b.2].

Electronic Security

Special considerations also come into play for cyber-security at off-post facilities. Protective measures must be in place to prevent unauthorized physical access to Information Technology (IT) equipment and circuitry. These concerns were addressed at the time the new leases were signed for the Ryan Ranch properties. The build-out costs of renovations to prepare the facilities for the DLIFLC covered special security measures for the communications closets which house the data lines and associated equipment specified by the DLIFLC chief technology officer.

Currently, the building security alarm systems vary widely and there is no overarching plan that covers all facilities. The newer facilities are alarmed as are the barracks, but not all of the school buildings are equipped with alarm systems. Larkin school is the exception. Access control through the pedestrian turnstile is linked to a DoD personnel accounting system that controls the computer access cards carried by all DLIFLC employees and assigned military members.

The two newest facilities with security alarm systems on the POM are the headquarters building, Rasmussen Hall, and Khalil Hall which holds Middle East School I. In both cases, the systems feature video cameras at each of the doors. The systems are used to secure the facilities after hours. Outside the normal duty hours, a special access card is required for entry. Only select individuals with a need for after-hours access are issued access cards. In that way, security is able to control building security and limit access. Any person previously granted access can be easily removed from the access list.

Accessibility

The City of Monterey Maintenance Department ensures compliance with Americans with Disabilities Act (ADA) standards for parking and building access on the Presidio for new construction and renovations. On OMC, the City of Seaside accomplishes the same tasks for facilities on that site. The parking plans for all three GIB projects on the Presidio (FY08, FY09 and FY11) have addressed parking in compliance with the Americans with Disabilities Act and Architectural Barriers Act from July 23, 2004. All of these actions contribute to a safe, healthful learning and working environment.

Self Evaluation:

Every organization on the DLIFLC must undergo safety inspections conducted on a recurring basis by the Installation Safety Office. The criteria for the inspection are provided by the Installation Safety Office prior to visiting each facility via the DLIFLC/POM Safety Program Inspection Checklist 2/2 Facilities Monthly Inspection [IIIB.1b.3]. When the inspectors note a discrepancy, the designated safety representative for the organization must take and document corrective action. The DLIFLC has done an excellent job meeting the challenge of maintaining a safe environment in older facilities and in areas where the occupancy levels are less than optimum due to space limitations.

The City of Monterey maintenance technicians perform recurring weekly checks of existing Americans with Disabilities Act (ADA) access measures on buildings to confirm the automatic door opening devices are in working condition as part of their daily procedures to ensure safe egress by all personnel in the event of an emergency. The technicians are often able to correct discrepancies on the spot. For more complicated repairs, such as a broken mechanism, the City of Monterey locksmith is quick to respond and make the repairs.

Planners have kept ADA standards at the forefront of landscape planning for new construction projects. They have successfully met the government standard, for example, planning and providing one handicapped space for every 25 parking spaces in the parking lots associated with the new GIBs and elsewhere on the installation.

During construction, the federal and state mandates for ADA access have proven to be easily implemented for new facilities while the projects are underway and contingency funds are still available to implement changes. As an example, the Khalil Hall project included a change order late in the construction cycle to address a deficiency involving the slope of the ground at the originally planned ADA parking spaces. Responsible parties came together in a cooperative effort to modify the plans to create new handicapped parking spaces which conform to the federal and state requirements. For the Corporal Corpuz site, USAG POM Public Works and the Contractor provided temporary ADA parking for use until permanent spaces were available at later stages of construction. Other projects geared towards ADA or safety compliance which have been completed since 2006 include:

- Installed two ADA parking spaces at Bldg 614
- Installed electric vehicle parking at Bldgs 614, 634, 417
- Bldg 452 Asian School Dean's Office ADA access pending funding
- Due to construction of FY09 GIB Bldg 632, moved six ADA spaces
- Bldg 619, Aiso Library, ADA parking and ramp access
- Bldg 618, Munzer Hall, ADA doors with automatic openers installed on two doors
- FY09 and FY11 GIBs construction plans designed around ADA accessibility
- ADA parking at FY11 GIB site is the first step in the construction project
- Bldg 417 Khalil Hall relocated four ADA spaces to site meeting grade requirements
- Reduced the number of crosswalks in 2011 to nearly half in order to enhance traffic flow and increase pedestrian safety

There is clearly a shortage of appropriate building sites on the POM as shown in the Real Property Master Plan, November 2009 [IIIB.1b.4]. Consequently, new construction sites tend to incur a net loss of existing parking spaces since parking lots tend to be flat and tend to avoid complications with environmental concerns, such as endangered species, or historical concerns associated with historic sites. A key planning factor for construction projects is the need to provide sufficient parking to accommodate growth and support the students and faculty in new structures.

In promoting a healthful learning and working environment, the shortest language courses on the DLIFLC are 26 weeks in length and the longest extend to 64 weeks. In consideration for the long course duration, classroom comfort for students is a paramount concern. The DLIFLC planners who put together the design criteria for all three of the new GIBs recognized the need for windows in the classrooms and offices to avoid creating the appearance of a cramped environment. All three of the GIB building plans feature a central courtyard which allows every classroom and office to have a window facing the outside of the building or facing into the open-air courtyard. This design feature affects other aspects of the building layout and the DLIFLC will continue to make this a priority in order to support a healthy learning environment in the future.

Planning Agenda:

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

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

Evidence – 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.1b.1	Memorandum. Subject: Army Standard for General Instruction Building (GIB) and Army Continuing Education System (ACES) Facilities. (December 14, 2004).	18
IIIB.1b.2	Memorandum. Subject: Team Teaching Policy. (March 30, 2003).	10
IIIB.1b.3	DLIFLC/POM Safety Program –Inspection Checklist 2/2 Facilities – Monthly Inspection. (March 3, 2010).	19
IIIB.1b.4	1. Real Property Master Plan (November 2009). 2. Presentation on POM Real Property Master Plan. (November 9, 2009).	4

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary:

Physical Resource Evaluation

To ensure fullest utilization of existing facilities, the Deputy Chief of Staff for Personnel and Logistics, Space Management Office calculates the number of classrooms available in each facility and updates the data as necessary to record any changes due to renovations, new construction or repurposing of rooms. The information is presented and discussed in the monthly space meetings previously noted.

The Presidio Municipal Services Agency (PMSA) is administered under a contract which extends through May 2016, and covers the base year plus four option years which USAG POM may exercise on the anniversary of the contract. As consideration for entering the option years, the government does a cost analysis to determine contract performance. This is done by comparing actual expenditures under the contract with the industry standard for specific items of work.

Technology Evaluation

The institute has a comprehensive technology equipment infrastructure plan (described in more detail in Standard IIIC – Technology Resources). The plan is developed with input from various advisory groups for close integration with the space management plan particularly during monthly space planning briefings which are attended by a representative from the Chief Information Office (CIO). The monthly space briefings include inputs from the CIO. All areas of the institute undergo program review on a consistent basis to ensure that facilities and equipment needs are met.

To evaluate its facilities on a regular basis, the USAG POM inserted a requirement in the Presidio Municipal Services Agency (PMSA) agreement for the City of Monterey Maintenance Division to produce daily, quarterly and annual maintenance logs known as Crystal Reports. A sample of these reports covers the period from 2008 through 2011 [IIIB.2.1], [IIIB.2.2], [IIIB.2.3]. For brevity, only the first page of each annual document is included as evidence. The complete documents covering the Unaccompanied Personnel Housing (UPH) work requests are available for inspection upon request. UPH Work Orders printed July 22, 2011 [IIIB.2.1], [IIIB.2.2] and [IIIB.2.3] cover the years of 2008, 2009 and 2010 respectively. These work requests are for the barracks which house approximately 85% of DLIFLC students.

In addition to maintenance activities, there are periodic scheduled inspections of facilities by the Safety Office and Fire Department, with occasional assistance from the Department of Public Works (DPW) engineers. Due to force protection concerns, only the Fire Department maintains documentation of these inspections, using their standard POMFD Inspection Form [IIIB.2.4].

Self Evaluation:

The PMSA contract is a cost-effective solution for the government as a result of the benefit from hiring a local activity and the economies of scale from partnering with the Maintenance Division which is already in place to support the local city government. Since the PMSA is held by a government agency on the local level, USAG POM enjoys certain rebates at the state and federal level which further reduce the cost of utilities and maintenance.

Planning Agenda:

None.

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.2.1	UPH Work Orders 10/1/2008-9/30/2009. (Printed July 22, 2011).	20
IIIB.2.2	UPH Work Orders 10/1/2009-9/30/2010. (Printed July 22, 2011).	21
IIIB.2.3	UPH Work Orders 10/1/2010-7/22/2011. (Printed July 22, 2011).	22
IIIB.2.4	Presidio of Monterey Fire Department Form: POMFD Inspection Form. Retrieved on August 11, 2011 from https://secure.emergencyreporting.com/occupancies/inspection_print.asp	23

2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary:

The DLIFLC’s facilities plans have always supported institutional goals. As the largest tenant on the POM and OMC properties, the DLIFLC enjoys superb support from the USAG POM across the entire spectrum of needs, from day-to-day routine maintenance to long-range planning for military construction projects, all of which support institutional goals. As stated previously, the primary tool for long-range planning is the Real Property Master Plan (RPMP), November 2009 [IIIB.2a.1], which is produced by USAG POM. To connect the RPMP to the DLIFLC operations, the Real Property Planning Board convenes on a semi-annual basis. Board members and topics of a typical meeting are shown in the Real Property Planning Board Briefing, March 17, 2011 [IIIB.2.a.2]. The board approves and executes actions of the RPMP in support of the 20-year vision of the U.S. Army for the POM installation by providing proactive planning to integrate the local vision for real property planning with the short- and long-term mission requirements of all tenant organizations on the POM.

The RPMP allows for systematic development that takes into account the constraints and opportunities of the installation, mission requirements and long-range community goals, while still providing a secure, high quality environment for service members and their families, contractors and retirees. The March 17 briefing, referenced above, demonstrates the

coordination efforts involved in the preparation of the master plan. At this meeting, senior leadership of the USAG POM and the DLIFLC determined that the long-range plan for construction is to be POM-centric rather than OMC-centric. The consequence of that decision is that future construction projects, such as the new GIBs, Corporal Corpuz Hall and Colonel Cook Hall and barracks, are planned for construction on the Presidio rather than on the OMC property.

For permanent construction, the Capital Investment Strategy in the Real Property Master Plan, November 2009 [IIIB.2a.3] is a prioritized list of real property actions and a Future Development Plan with the locations for those projects. The March 17 briefing shows the pros and cons for placing future construction on the Presidio as opposed to building the projects on OMC lands. Land is limited on the POM and there are constraints due to terrain, availability of water credits and the presence of endangered or protected plant species as described in the RPMP. Paragraph 2.4.1.1.1 of the Real Property Master Plan, November 2009 [IIIB.2a.1] identifies one federally endangered species, Yadon's piperia, and three state-designated species with no federal status: Monterey pine, Hooker's manzanita and small-leaved lomatium.

Within the constraints described above, efforts will be made to keep schools, barracks and support facilities together on the POM. The advantage of cohesion and efficiency that come with close proximity outweigh the advantages of having those activities geographically separated, thereby avoiding the inefficiencies due to transportation and other logistical factors.

The published Real Property Master Plan, November 2009 [IIIB.2a.1] is the installation's comprehensive planning process and serves as an umbrella document, integrating all plans relating to real property in a single, comprehensive document. Two of the five components of the RPMP relate to the integration of capital and the budget: the Capital Investment Strategy (CIS) described in the planning agenda below and the short range component.

Self Evaluation:

The U.S. Representative for California's 17th Congressional District (which includes the Presidio of Monterey) has been the driving force to secure congressional funding for the POM. Future funding requests will likewise depend on support from that office.

Locally, the military construction approval process begins with a project brochure prepared by the tenant organization (the DLIFLC or other) to define the scope. The brochure is presented to the USAG POM Master Planner for review and coordination with the U.S. Army Corps of Engineers. The Corps provides a cost estimate and begins the planning process that culminates with the DD Form 1391 presented to the U.S. Congress for fund appropriation. The planning process for capital improvement (i.e., new construction or major renovation) for the DLIFLC is regulated by U.S. Army and Department of Defense directives applicable to Army installations.

The list of actions to address other facility priorities in the RPMP includes the exploration of leasing possibilities in the outside community when the pace of Military Construction (MILCON) projects does not support growth of the mission. To that end, upon completion of a multi-year building project for three new General Instructional Buildings, existing leased properties on Ryan Ranch Business Park and at Larkin School will be vacated and the activities

located in those sites will be able to return to the Presidio proper and the leases will no longer be necessary.

Planning Agenda:

The Military Construction Project Data DD Form 1391 [IIIB.2a.4] for the Khalil Hall construction project number 60269 signed by the USAG Commander is an example of the planning process which will be used for any future construction projects. The DD Form 1391 will be the product of a planning conference known as a charrette conducted by the U.S. Army Corps of Engineers (USACE) during the earliest stage of a project. Future charrettes will be attended by representatives from the USACE, USAG POM and the DLIFLC in collaboration to identify and resolve issues of standardization, functionality, location, scope and cost which will impact the project execution.

Evidence – 2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.2a.1	1.) Real Property Master Plan (November 2009). 2.) Presentation on POM Real Property Master Plan. (November 9, 2009).	4
IIIB.2a.2	Presidio of Monterey Real Property Planning Board (RPPB - TOC and Introduction). (March 17, 2011).	2
IIIB.2a.3	Real Property Master Plan Section 5 Capital Investment Strategy. (November 2009).	24
IIIB.2a.4	FY 2008 Military Construction Project Data DD Form 1391. (Date: July 28, 2008 & November 20, 2002).	25

2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

The Real Property Master Plan, November 2009 [IIIB.2b.1] includes a list of actions to address facility priorities. Among the actions on that list, is the application of sustainment funding focused on a “worst-first” basis. The USAG POM maintains a Tabulation of Existing and Required Facilities (TAB), a quarterly report produced by the Army’s Real Property Planning and Analysis System. Based on the information shown in the TAB, the real property strategy focuses on these areas: military construction projects, major sustainment, restoration and modernization projects, diversion, conversion, or demolition projects and real estate projects (e.g., leases, license, permits, etc.).

The Real Property vision published in Section 2.2.2 of the Real Property Master Plan, November 2009 [IIIB.2b.1] sets the course for the installation's real property development for the next 20-50 years. The vision is to, “Evolve the installation into an Army top tier training and living

community with state-of-the-art facilities and land usage that maximizes mission readiness and care of people while maintaining positive community relationships”.

From the short to long term, the primary body tasked with physical resource planning is the Real Property Planning Board (RPPB), a USAG POM organization. The requirement to convene the RPPB is stated in the Presidio of Monterey Supplement 1 to AR 210-20, Installations Real Property Planning [IIIB.2b.2]. The Supplement requires a working group and an executive board comprised of voting members. The Real Property Planning Board Briefing, March 17, 2011 [IIIB.2b.3] is a typical briefing that shows a snapshot of the multitude of issues addressed by the board. Through this venue, the DLIFLC is able to integrate its institutional planning with physical resources planning in coordination with the USAG POM.

A portion of the Real Property Master Plan, November 2009 is the Capital Investment Strategy (CIS) Section 5. For the long term, the CIS covers facility development projects via a prioritized list of all real property actions and a Future Development Plan with general site locations for each new construction action. In the short to midterm, the CIS focuses on improving the condition and quantity of specific facilities by correcting shortfalls identified in the Installation Status Report (ISR), the primary inspection guide for U.S. Army facilities.

Self Evaluation:

USAG POM uses the Installation Status Report (ISR) as a reporting tool to higher headquarters as well as to determine facility status for local planning purposes. The ISR consists of quarterly inspections as mandated by Army Regulation 210-14 Installation Status Report Program [IIIB2b.2.4]. The inspections are segmented into 87 separate expansive and comprehensive Standards Rating Booklets depending on facility type. Installation Status Report (ISR) Infrastructure General Instructional Facilities Standards Rating Booklet 8 [IIIB.2b.5], which covers the DLIFLC schoolhouse facilities, is 62 pages broken down into 22 separate component areas. Each component is further broken down into subcomponents, each of which is assigned a red, amber or green status by the inspector depending on the criteria stated in the matrix. By using the comprehensive worksheets, planners compare facilities to construct rank-order prioritization lists for repairs and maintenance or replacement by new construction.

Based on the color-coded ratings assigned for the components and subcomponents, the USAG POM inspectors assign overall ISR rates to each facility in two broad categories: overall mission and overall quality. Each of those categories is rated red, amber or green for a given facility. The Department of the Army Assistant Chief of Staff for Installation Management (ACSIM) oversees the program as stated in the DAIM OD Memorandum December 3, 2010, Installation Status Report (ISR) Data Collection for Fiscal Year 2011 (FY11) [IIIB.2b.6]. The USAG POM Commander certifies the results of the quarterly inspections and submits those to the ACSIM. The extensive data contained in the report are available via online applications locally and at higher headquarters. The information is used in funding prioritization for new facilities and as a budget tool for sustainment, restoration, modernization and repair decisions locally.

The planning process for physical resources continues to depend on interface between the DLIFLC and the USAG POM office of Plans and Integration Operations (PAIO). Planners in

the PAIO office will provide projected population figures for military and civilian employees. This information allows the DLIFLC to determine specific requirements for physical resources.

PAIO planners use the Army Stationing Installation Plan, the official Army database of populations on Army installations worldwide based on a manpower allocation system, for planning for a five year window beginning two to three years into the future. This document will continue to set the point of reference to determine classroom and office space requirements for the DLIFLC.

Planning Agenda:

None.

Evidence – 2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.2b.1	1.) Real Property Master Plan (November 2009). 2.) Presentation on POM Real Property Master Plan. (November 9, 2009).	4
IIIB.2b.2	Presidio of Monterey Supplement 1 to AR 210-20, Installations Real Property Planning for Army Installations. (TBD 2009).	26
IIIB.2b.3	Presidio of Monterey Real Property Planning Board (RPPB - TOC and Introduction). (March 17, 2011).	2
IIIB.2b.4	Army Regulation 210-14 The Army Installation Status Report Program. (April 30, 2007).	27
IIIB.2b.5	Installation Status Report (ISR) Infrastructure General Instructional Facilities. Standards Rating Booklet 8. (October 1, 2010).	28
IIIB.2b.6	Memorandum. Subject: Installation Status Report (ISR) Data Collection for Fiscal Year 2011 (FY11). (December 3, 2010).	29

Standard IIIB Evidence

Evidence – IIIB.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.1.1	Presidio of Monterey Facility Utilization Survey. (May 2009).	1
IIIB.1.2	Presidio of Monterey Real Property Planning Board (RPPB - TOC and Introduction). (March 17, 2011).	2
IIIB.1.3	Draft Environmental Impact Statement, Presidio of Monterey, Real Property Master Plan Feb 2011 (TOC and Executive Summary).	3
IIIB.1.4	1.) Real Property Master Plan (November 2009). 2.) Presentation on POM Real Property Master Plan. (November 9, 2009).	4
IIIB.1.5	Comprehensive Energy and Water Master Plan. (March 18, 2010).	5
IIIB.1.6	Information Sheet, U.S. Army Mass Transit Benefit Program, U.S. Air Force and U.S. Navy Transportation Incentive Program. (n.d.).	6
IIIB.1.7	LST Update. (March 22, 2011).	9
IIIB.1.8	Appendix A General Provisions, Interservice Support Agreement (ISSA) W912A8-04314-001. (n.d.).	7
IIIB.1.9	Army Space Planning and Criteria Manual. (January 5, 2010).	8

Evidence – IIIB.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.1a.1	Memorandum. Subject: Team Teaching Policy. (March 30, 2003).	10
IIIB.1a.2	Presidio of Monterey Project Status Update. (March 2, 2011).	11
IIIB.1a.3	POM Form 4283, Facilities Engineering Work Request (FEWR or Work Request) Workshop XXI. (March 25, 2010).	12
IIIB.1a.4	Memorandum. Subject: Procedures for Obtaining Design Approval and Proprietary (Technical and Administrative) Approval of Facilities Engineering Work Requests DA Form 4283. (January 21, 2009).	13
IIIB.1a.5	Directorate of Public Works (DPW) and Presidio Municipal Services Agency (PMSA) Procedures for Submitting Service Orders to the PMSA Service Desk for OMC/POM/ SATCOM VIA INTRA-WEB Version: April 1, 2011.	14
IIIB.1a.6	Presidio Municipal Services Agency. (n.d.).	15
IIIB.1a.7	Evaluation of Accreditation Standards at the Defense Language Institute Foreign Language Center (DLIFLC). (January 24-28, 2011).	16
IIIB.1a.8	Presidio of Monterey Facility Utilization Survey. (May 2009).	1

IIIB.1a.9	Options for Increasing Capacity at the Presidio of Monterey, CA. (June 26, 2006).	17
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Evidence – IIIB.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.1b.1	Memorandum. Subject: Army Standard for General Instruction Building (GIB) and Army Continuing Education System (ACES) Facilities. (December 14, 2004).	18
IIIB.1b.2	Memorandum. Subject: Team Teaching Policy. (March 30, 2003).	10
IIIB.1b.3	DLIFLC/POM Safety Program –Inspection Checklist 2/2 Facilities – Monthly Inspection. (March 3, 2010).	19
IIIB.1b.4	1. Real Property Master Plan (November 2009). 2. PowerPoint Brief on POM Real Property Master Plan. (November 9, 2009).	4

Evidence – IIIB.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.2.1	UPH Work Orders 10/1/2008-9/30/2009. (Printed July 22, 2011).	20
IIIB.2.2	UPH Work Orders 10/1/2009-9/30/2010. (Printed July 22, 2011).	21
IIIB.2.3	UPH Work Orders 10/1/2010-7/22/2011. (Printed July 22, 2011).	22
IIIB.2.4	Presidio of Monterey Fire Department Form: POMFD Inspection Form. Retrieved on August 11, 2011 from https://secure.emergencyreporting.com/occupancies/inspection_print.asp	23

Evidence – IIIB.2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.2a.1	1.) Real Property Master Plan (November 2009). 2.) PowerPoint Brief on POM Real Property Master Plan. (November 9, 2009).	4
IIIB.2a.2	Presidio of Monterey Real Property Planning Board (RPPB - TOC and Introduction). (March 17, 2011).	2
IIIB.2a.3	Real Property Master Plan Section 5 Capital Investment Strategy. (November 2009).	24
IIIB.2a.4	FY 2008 Military Construction Project Data DD Form 1391. (Date: July 28, 2008 & November 20, 2002).	25

Evidence – IIIB.2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.2b.1	1.) Real Property Master Plan (November 2009). 2.) PowerPoint Brief on POM Real Property Master Plan. (November 9, 2009).	4
IIIB.2b.2	Presidio of Monterey Supplement 1 to AR 210-20, Installations Real Property Planning for Army Installations. (TBD 2009).	26
IIIB.2b.3	Presidio of Monterey Real Property Planning Board (RPPB - TOC and Introduction). (March 17, 2011).	2
IIIB.2b.4	Army Regulation 210-14 The Army Installation Status Report Program. (April 30, 2007).	27
IIIB.2b.5	Installation Status Report (ISR) Infrastructure General Instructional Facilities. Standards Rating Booklet 8. (October 1, 2010).	28
IIIB.2b.6	Memorandum. Subject: Installation Status Report (ISR) Data Collection for Fiscal Year 2011 (FY11). (December 3, 2010).	29

Defense Language Institute Foreign Language Center

Standard IIC:

Technology Resources



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard IIIC: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

The Defense Language Institute Foreign Language Center is committed to providing its students, faculty and staff with sustainable and effective technology that supports language learning programs for students and provides teaching resources and services. To accomplish this goal, the institute has established a comprehensive planning process to ensure resource allocation and, implementation, support for technology familiarization and applications and evaluation of new and existing technologies.

The following groups are responsible for overseeing the institute's technology resources: Presidio of Monterey Network Enterprise Center (POMNEC), the Directorate of Language, Science and Technology (LS&T), the Technology Integration division (TI), the Language Technology Evaluation and Applications division (LTEA), Audio Video Services, and Language Technology Specialists (LTSs) and the Office of the Chief Technology Officer (OCTO). These groups are collectively responsible for overseeing the institute's technology resources.

POMNEC is responsible for:

- Help desk
- Software updates and installation
- Network series
- Mission support services to language schools
- Operational support

The Directorate of Language, Science and Technology is responsible for:

- Overseeing the Curriculum and Faculty Development divisions, the Technology Integration and Language Evaluation and Application divisions, and the Library Learning Resource Centers
- Development of technical and non-technical language solutions for military personnel world-wide

The Technology Integration division is responsible for:

- Construction of new curricula using the latest instructional technology
- Assistance with programming and multimedia support
- Special Projects in support of troop deployment
- Development of online materials and authoring tools

The Language Technology Evaluation and Application division is responsible for:

- Research and evaluation of new and existing technologies in support of language teaching at the DLIFLC

- Managing contracts for technology services in support of language teaching at the DLIFLC and project collaborations
- Managing Language Technology Specialist meetings co-chaired by LTEA director and Chief Technology Officer (CTO)
- Managing technology training through LTSs

Audio Visual Services is responsible for:

- Equipment for audio and video recording
- Coordination of audio and video recording schedules with schools and departments
- Support for Video Tele Training (VTT)

Language Technology Specialists are responsible for:

- Management of the language technology connected issues in their respective school or division
- Implementation of school-wide language technology projects
- Identification of new technologies for language acquisition
- Providing training for faculty and students in technology use
- Providing updates and feedback on technology used at schools/divisions through weekly LTS meetings

The Office of the Chief Technology Officer (OCTO) oversees information technology transformation and serves as the central Instructional Technology (IT) support provider for the DLIFLC. This transformation is centered on five strategic focus areas, which include:

- Establishment of a robust, secure, and flexible academic network
- Improving the student experience
- Achieving operational efficiencies
- Implementing IT governance
- Enhancing partnerships and outreach

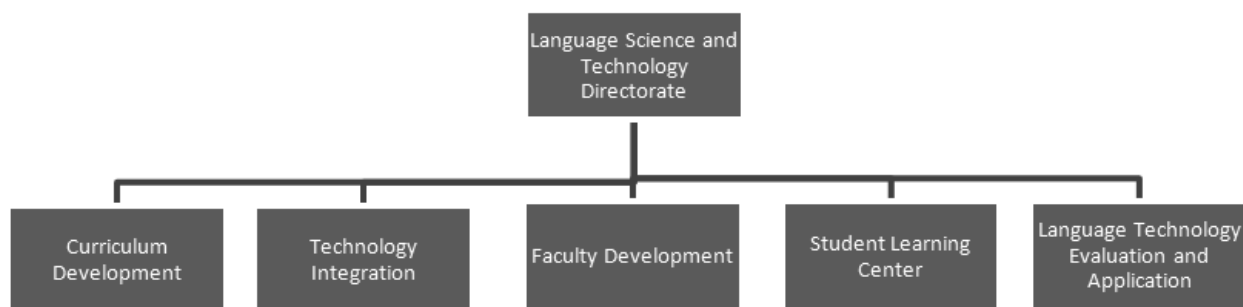
The DLIFLC realizes that technology planning and integration is critical for the institute's continued success. The planning and resource allocation process ensures that technology needs are understood and measures are taken to acquire, upgrade, continuously evaluate and replace technology to meet the changing needs of the institute. The following sections describe in detail how the DLIFLC meets Standard IIC by providing support for student learning programs and services and improving institutional effectiveness through integration with institutional planning.

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

Descriptive Summary:

Identifying and Addressing Technology Needs

The DLIFLC provides technology support aligned to the needs of learning, teaching, college-wide communications, research and operational systems. Headed by the LS&T Directorate, a hierarchical structure exists that supports leadership, collaboration and communication for technology support. The LS&T directorate oversees and provides leadership and guidance for successful implementation of processes that ensure technology needs are met through the Technology Integration, Language Evaluation and Application, Curriculum Development and Faculty Development divisions (see figure below.). These divisions also provide research, evaluation and technology support materials to the schools. In addition, Language Technology Specialists (LTSS) at each school and division determine specific school and division needs, provide training and communicate current and future needs to LTEA and CTO at regularly held LTS meetings. These needs are evaluated for timely implementation whenever possible.



Technology Integration (TI) uses the newest instructional technology to produce curricula and online materials and assist with programming and multimedia support. To address the need for cultural awareness training and support deploying troops, TI created the Headstart program, a set of interactive, self-study courses that familiarize the user with the language of the target region. Other programs include: Accents Library, Phone Conversations, Arabic Grammar Search, Language Survival Kits and Familiarization Courseware. The DLIFLC recognizes the need for continued development of online learning to support the development of language proficiency and cultural awareness beyond the basic course. TI answers this need by providing program support to courseware for online learning developed by the Curriculum Development division. This courseware includes Online Diagnostic Assessment (ODA) and Global Language Online Support System (G.L.O.S.S.) (see Section 1d, Distribution and Utilization for detailed descriptions).

The Language Technology Evaluation and Application division (LTEA) is responsible for all DLIFLC language technology-related contracts and services. Through research and pilot studies conducted prior to any institute-wide implementation, LTEA determines those applications which are most beneficial in meeting the DLIFLC mission requirements. This ensures that any technology under consideration aligns to the needs of the institute. Currently, the Undergraduate School of Consolidated Languages (UCL) is piloting the Sakai Learning Management System and .edu network that will eventually replace the .mil network. UCL's language technology specialist oversees the pilot study in order to provide feedback on effectiveness for language acquisition. Other research studies and projects, such as the Language Technology Study

Sections II and II, provide technology resources [IIIC.1.1]. These resources assist users in selecting the most effective technologies for their language. Considerations outlined for each resource include languages supported, features and recommendations and skill levels. Other technology studies include: machine translators, Smart Phones, iPad and mobile applications for iPad [IIIC.1.1].

The LTEA SharePoint website provides the venue for dissemination of information and how to access these applications [IIIC.1.2]. To assist students and faculty, the LTEA site includes contact information for LTEA faculty and staff, a public shared library of helpful documents such as reports, tutorials and technology resources, information from Language Technology Specialist (LTS) meetings and other technology support resources.

The Curriculum Development division (CD) creates curricula and supplemental materials that reflect the requirements from end-users, incorporating both traditional and technological resources for the DLIFLC Basic Course, Post-Basic Course, Continuing Education and Language Training Detachments. Upon request, CD's basic course department creates materials to meet the schools' specific student and teacher needs. Two examples of CD's curricular and supplemental materials are the Online Diagnostic Assessment (ODA) and the Global Language Online Support System (G.L.O.S.S.). ODA materials were created beginning in 2005. Each year, approximately 250 items are created, validated and added to the assessment bank of test items. Existing items are monitored and updated as needed, about three to four times per calendar year. The purpose of ODA is to analyze the military linguist's ability in listening and reading comprehension. The program provides tailored, formative feedback and identifies specific tasks that can be performed and areas that present the most difficulty. This process enables linguists to better manage their learning and focus on areas for further study and proficiency development. Development of G.L.O.S.S. online language lessons, or learning objects, began in 2003. Every month, 45 to 50 new learning objects are created and added to the course site. Materials created between 2003 and 2009 are now under review for possible updates. This dynamic program meets the need for multi-language online teaching materials for post-basic course and Language Training Detachment students [IIIC.1.3].

Language Technology Specialists (LTSs) provide focused technology support for each school and division in addition to identifying student and teacher technology needs and training. LTS meetings, co-chaired by the LTEA division and the Chief Technology Office (CTO), are held bi-monthly for a two way sharing of information. This sharing has two main purposes: 1) to disseminate information on new technologies and updates and 2) to obtain feedback from LTSs regarding their technology needs. LTSs additionally provide assessments of technology effectiveness and areas that need to be further addressed.

Supporting Operational Systems

Support for operational systems comes through the Office of the Chief Technology Officer (OCTO) DLIFLC helpdesk. After a help ticket is generated by the end-user or office point of contact, problems are prioritized and addressed according to the critical level and nature of the problem. Response times vary from acknowledgement within five minutes and resolution within two hours for urgent and important problems to acknowledgement within four hours and

resolution within 48 hours for non-critical issues. Critical issues include problems that prevent class from continuing or students' inability to use laptops for an entire class. Non-critical problems concern those issues that do not interfere with classroom instruction but do require assistance or software upgrades [IIIC.1.4].

Funding Sources for Support of Technology

Funding sources for support of technology are contingent upon the type of technology needed. The U.S. Army Training and Doctrine Command (TRADOC) provides funding for common use technologies, such as computers, printers and other resources accessible to everyone at the institute.

Taking into consideration previously identified technology needs not addressed with common use technologies, the individual school or division budget plan allows funding to fill in the technology gaps and procure additional resources for specific projects and individual school technology needs. The Undergraduate School of Consolidated Languages (UCL) uses school budget funds to purchase software for iPads that support Dari language acquisition and the .edu pilot project. LTEA budgets division funds to purchase software for desktop publishing and Adobe products for creation of professional publication and software development. Additionally, schools and divisions can request IT funds as a Required Activity (RA) or an unfunded requirement that was not included in the school's or division's annual budget. RAs are needs based requests for a specific activity or project. Programs such as Online Diagnostic Assessment (ODA), G.L.O.S.S., Headstart, Weekly Training Events and Language Survival Kits (LSKs) receive funding through RAs.

Self Evaluation:

The Language, Science and Technology Directorate continuously seeks to provide technology solutions for language acquisition through research, evaluation and innovation to meet the needs of the DLIFLC faculty, staff and military personnel worldwide. All divisions under the auspices of the directorate provide services to meet these goals. As new languages are introduced into the curriculum, each division provides needed services and resources. With the need for more trained military linguists to build trust in Afghanistan and Pakistan, the Rapport Program, an online basic language and cultural awareness training, was created to meet the demands of the AFPAK Hands program for language and cultural immersion [IIIC.1.3].

Through attendance at LTS meetings and responses to technology needs assessment surveys, Language Technology Specialists provide beneficial input and feedback to address technology needs as they arise [IIIC.1.5]. Bi-monthly meetings enable the CTO and LTEA to address these needs as they arise and provide resources and support as soon as possible. Additionally, LTSs provide status reports to maintain a flow of information and requests for additional support when needed. Two areas for potential improvement are 1) more consistently scheduled formal training by LTSs for teachers in addition to training on an as needed basis and a more formal reporting system to ensure that all LTSs provide updates and feedback even when they cannot attend the bi-monthly meetings.

Centralized IT support is provided under Network Enterprise Technology Command (NETCOM); however, the DLIFLC additionally provides internal IT staff to support institute initiatives. The helpdesk consists of a staff of 78 personnel: 32 for .mil supported systems and 46 for .edu supported systems. As the student, faculty and staff population increases, additional trained staff will be needed to provide increased IT support. A possible increase in student numbers will necessitate additional faculty hires, resulting in a need for increased IT support.

Other government funding sources outside the DLIFLC, such as the Office of the Director of National Intelligence (ODNI), are available to support the development and procurement of technology resources with the identification of a required need or activity. A grant proposal for the development of an Automatic Speech Recognition program has recently been submitted in response to a CALL for Human Language Technology (HLT) and Automatic Speech Recognition (ASR) Technology from the ODNI [IIIC.1.6]. HLT offers an important resource for field support when a linguist is not available; thus expansion of ASR technology is a priority.

Planning Agenda:

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

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

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

Evidence – 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIC.1.1	Marius, T., Berman, S. and Randolph, D. (November 30, 2009) <i>Foreign Language Resources for the U.S. Military: Machine Translation Devices and Cultural and Language Learning Resources</i> . DLIFLC. (Language Technology Study).	1
IIIC.1.2	Language Technology Evaluation Application (LTEA) SharePoint site. Retrieved August 23, 2011 from https://portal.monterey.army.mil/org/LTEA/Pages/main.aspx	2
IIIC.1.3	DLIFLC Website. Retrieved August 14, 2011 from http://www.dliflc.edu	3
IIIC.1.4	Annex K: DLIFLC Standard Operating Procedures DLIFLC Regulation 25-1). (n.d.).	4

IIC.1.5	2011 Spring LTS Technology Training Survey Results.	5
IIC.1.6	Proposal Preparation Instructions (ODNI requests proposals from IC organizations willing to serve as Human Language Technology Community Heads.). (n.d.).	6

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

Descriptive Summary:

The DLIFLC enhances its operation and effectiveness through effective technology use and innovative approaches to its technology services including distance learning technology and programs, professional support, facilities, hardware and software.

Decision Making for Technology

Technology resources are purchased directly by the DLIFLC or provided by contract services. Factors that influence the decision-making process include:

- Cost effectiveness
- Availability of technical support for operating systems, student services and administrative areas
- Training time needed for users to learn new software and hardware
- Ease of use
- Justifiable need
- Applications for enhancing language acquisition and proficiency goals

As a result of this process, for example, the Sakai learning management system (LMS) was selected to replace the existing Blackboard LMS. Several factors influenced the decision to migrate to the Sakai LMS. First was cost effectiveness. Blackboard (Bb) licensing was expensive, while Sakai provides an inexpensive open source (free) LMS with no cost to maintain DLIFLC alumni access. Second was justifiable need; the .edu network soon to be utilized by the institute supports Sakai LMS but does not support Blackboard LMS. Third was the applications function for enhancing language acquisition and proficiency goals; Sakai allows DLIFLC to create custom applications that can be used within the Sakai system [IIC.1a.1].

Distance Learning Technology

Distance learning technology, providing at the point of need access, supports learning during and beyond the Basic Course and is also utilized by Language Training Detachments. Access is available at distant locations and requires the use of a Common Access Card (CAC) or Army Knowledge Online (AKO) username and password [IIC.1a.2]. While some programs require CAC or AKO to access, other distance learning products, such as G.L.O.S.S., Cultural Orientations and Countries in Perspective Familiarization Modules are available directly from the internet and can be accessed by non-military personnel [IIC.1a.3], [IIC.1a.4]. Distance learning technology includes the following:

- Blackboard Learning Management System for course creation and delivery
- SharePoint for collaboration, document sharing, planning and wiki capability
- In-house created courses and products: Rapport for Dari, Pashto, and Iraqi languages, Cultural Orientations, Accents Library, Area Studies, Arabic Grammar Search, Country Profiles, Field Support Modules, G.L.O.S.S., Headstart2, Legends and Folktales, Phone Conversations and Weekly Training Events

Professional Support

Professional support enhances the operation and effectiveness of the institute through Language Technology Specialists (LTSS) on site at the school and division level and institute-wide through educational technology workshops and courses designed, developed and facilitated by the Faculty Development division. In addition to Faculty Development, other divisions under the LS&T directorate additionally provide support when needed. For example, the LTEA division maintains a SharePoint site with information regarding new technologies and existing applications [IIIC.1a.5]. Additionally, LTEA co-facilitates the bi-monthly LTS meetings in order to provide information on available new technologies and updates related to systems operations such as security, migration to new servers or software versions and other topics that directly affect school technology usage and operations.

Language Technology Specialists provide support services through scheduled and as needed technology training. They are also able to interact directly with the teachers in their schools to determine specific needs and assist in meeting these needs with training or procurement of technology support. For example, the LTS at the Undergraduate School of Consolidated Languages (UCL) provides regularly scheduled training for new teachers in programs, such as Blackboard, SmartBoard and Adobe Audition. Other training is provided on an as needed basis. For example, the LTS for the DLIFLC Middle East III school offers training for SmartBoard and Transparent Language's Rapid Rote on a monthly and as-needed basis for students and teachers who may not be able to attend the monthly training time or need additional support [IIIC.1a.6].

Once a new technology is procured, the Faculty Development division is proactive in designing and developing workshops so that training can be offered on or before the technology is deployed to faculty and staff. These educational technology courses focus on both the mechanics and applications for language acquisition using an experiential, "hands-on" learning approach. Course offerings include introductory and even advanced feature iterations including: "Getting Started with SmartBoard", "Designing Creative Tasks for the SmartBoard", "Introduction to Basic Microsoft Applications", "Microsoft Office 2007: Applications for Intermediate Users" and "Blackboard: Applications and Implications for Language Teaching" [IIIC.1a.7].

Security

The Presidio of Monterey Network Enterprise Center (POMNEC) provides security updates that are disseminated institute-wide. Emails provide updates for all users across the institute regarding NIPRNet outages, computer updates and other related issues. Additionally, the Army Networkworthiness program, designed to address compliance and mitigate risks, requires that all

technology systems and applications meet the standards for networthiness certifications (e.g., Certificate of Networthiness (CoN)). This certification ensures that all technology applications, systems, devices, web services and hardware are worthy to go on the Army's Enterprise network [IIIC.1a.8].

Facilities and Hardware

Technology facilities and hardware provide important resources at DLIFLC. Technological facilities include Technology Enhanced Classrooms versions 2 and 3 (TEC-II and TEC-III), language and training labs, curriculum and materials development areas, faculty and staff computers, student TabletPCs, iPods and audio/video recording equipment.

The TEC-II is a powerful multimedia configuration bringing together an interactive whiteboard, projector, desktop computer, printer and audio system as an all-in-one standard system consisting of: a computer, a 17" LCD Flat Panel monitor, a DVD/VHS Player, a VGA-QXGA high performance distribution amplifier for one input and two outputs, an eight plug outlet strip, one Smart Technologies SmartBoard SB680I w/Unifi projector, two premium computer speakers, a Control Access Card (CAC) keyboard, an optical mouse, a laser jet printer, and a computer workstation desk [IIIC.1a.9]. Every classroom at the DLIFLC is equipped according to TEC-II requirements. TEC III provides an updated version of TEC II with internet access to a Learning Management System (LMS), which presently utilizes the Blackboard and the Sakai LMSs.

Language and training labs are an integral part of the DLIFLC's language program. With increasing technology dependence, the need exists to maintain lab systems and provide additional support for troubleshooting and repair. There are currently a total of 25 sets of Multimedia Language and Computer Labs located throughout the institute [IIIC.1a.10]. Sixteen of the labs are installed with interactive and dynamic systems to support listening tests and class instruction. In these labs, special servers allow interaction between students and instructors. This interaction ranges from dialogues between partners to the instructor feeding an audio stream to student work stations. The network bandwidth of language and training labs can be anywhere from 10MB to 1GB per second. Each lab is used for an extensive set of teaching and learning activities provided by the Sanako service and includes: listening comprehension, discussion, model imitation and reading practice [IIIC.1a.11]. Instructors can select any of these activities by clicking on a drop-down menu and tabs. Teachers can also monitor students' screens or project them onto SmartBoards.

With the advent of the Naval Postgraduate School (NPS) -supported .edu network, the DLIFLC has introduced a parallel network to the heavily regulated NIPRNet, the Department of Defense's non-classified but sensitive router network system. The NIPRNet system limits access to online language resources and network capabilities that would enhance and support instruction and learning. The new .edu network is already installed and utilized at the Undergraduate Consolidated Languages (UCL) for Dari and Pashto. With this installation, a more robust wireless system has been introduced that has solved many of the problems experienced with the NIPRNet wireless network.

Mobile Technology: Tablet PCs and iPods

Each student is issued a portable Tablet Personal Computer (TabletPC) which comes already imaged with many language-specific learning software programs, such as Microsoft OneNote, Sanako Study 1200-student, iTunes, Language Pro, Macromedia Flashplayer 2, Transparent Language Rapid Rote and SMART Notebook 10 [IIIC.1a.12]. When newly imaged (or re-imaged), TabletPCs work almost seamlessly in integrating a variety of technology tools to access content and complete assignments by enabling USB transfer of files from iPods and supporting multimedia files.

All students are issued an iPod Touch as soon as they are enrolled in the language program and are allowed to retain iPods issued during their language training for use after completion of the basic course. This allows students to keep all of their courseware in a portable format and access and download updated documents from the .edu network for use and review in the field. Also, with uninterrupted access to the .edu Network, DLIFLC alumni can save updated materials on their iPods [IIIC.1a.13]. Each iPod is preloaded with language course audio materials and equipped with recording devices. Students can listen to audio homework assignments or other audio language files, watch videos related to the target language and record speaking assignments. With these capabilities, the iPod provides an essential device to facilitate students' language learning. Verification is evidenced through the University of Maryland's Center for Advanced Study of Language (CASL) research report [IIIC.1a.14]. This study shows that most students 1) use the iPod frequently, citing its portability, and 2) value the ability to practice active and passive listening outside of the classroom where they can access a variety of native speakers' voices and listen to extra authentic materials. Fifty-four percent (54%) reported using some form of technology for language study outside of the classroom with 22% favoring the iPod.

Learning and Collaboration Systems

The DLIFLC currently uses the Blackboard (Bb) learning management system, and SharePoint, an online collaboration and communication system. Blackboard provides 24/7, anytime, anyplace (asynchronous) access for non-resident linguists who utilize the DLIFLC website for distance learning courses. Students obtain course materials and participate in discussions and other activities that promote language acquisition in an online learning environment. Users access this learning management system through a web browser and must provide their AKO username and password [IIIC.1a.15]. SharePoint provides 24/7 access with any computer configured for a Common Access Card (CAC). This collaborative learning environment offers intranet access to materials and information for all schools, directorates and departments.

Blackboard

Blackboard is a user-friendly, intuitive learning management system (LMS) that utilizes a Windows-like interface for the creation of content. Course components are divided into content areas and tools. Content areas enable teachers to create lessons aligned to curriculum goals and incorporate other Blackboard components. For example, teachers can post a link to an article to read for homework and direct students to a discussion board forum to post a response related to the reading or link to a quiz created in the test manager. Tools provide easy to use templates for creating a staff profile, glossary of terms, announcements, tests and discussion forums. Many features of Blackboard support language learning applications such as collaboration through the

discussion board, group blog, glossary, test creator and grade book that automatically scores, records, and maintains a database of student grades [IIC.1a.16]. Users can create a personal profile and add their own personal information, photographs, interests, etc. Blackboard also offers a flexible, pick-and-mix approach to a range of educational support tools that designers can select and use when planning and building an online course. Students and Staff members can be assigned a number of different roles including course builder, grader, instructor and student, depending upon how the Blackboard learning management system will be utilized.

Benefits for learners include: 1) access to learning materials outside the classroom and off campus, 2) more personalized learning, peer collaboration and communication and 3) student-centered learning where users can learn at their own pace. An additional benefit is support for diverse learning styles and individualized instruction through incorporation of text, multimedia and asynchronous discussion.

Benefits for faculty include: 1) support for students locally and around the globe, 2) student tracking that shows dates when system was accessed and progress, 3) less paperwork to manage, 4) semi-automated assessment management, 5) learning materials designed with templates to ensure consistency, 6) assignment postings that can be set for release at a later date, and 7) easy update of learning content. Additionally, the system provides a cost-effective and time-saving method of content delivery as there are fewer printed materials to copy and post for students and easy and convenient access to authentic materials.

Current primary uses of Blackboard at the DLIFLC:

- Depositing curricular materials
- Assigning homework
- Administering graded activities (quizzes)
- Disseminating announcements/messages
- Conducting discussions related to classroom assignments or posting reactions to focus questions in the target language

Some benefits of using Bb include:

- Enhancing student-to-student and faculty-to-student communication
- Enabling student-centered teaching approaches
- Providing 24/7 accessibility to course materials
- Providing capability for embedding audio, video and image files that support language learning and skills integration
- Providing just-in-time methods to assess and evaluate student progress

A sampling of courses using Bb:

- Arabic Basic Course
- Chinese Basic Course
- Indonesian Basic Course
- Iraqi Basic Course

- Korean Basic Course
- Persian-Farsi Basic Course
- Russian Basic Course
- Spanish Basic Course
- Chinese Intermediate Course
- Afghan-Pakistan (AFPAK) Hands Program
- Select Faculty Development training courses

Overall - Bb 7.3 features and benefits:

Personal Organization:

- Calendar can flag key dates and events in the course year and link to assessment due dates
- Personal profile can display student photographs and other personal information
- To Do List allows students to set their own goals and produce task lists
- My Grades shows how students are progressing through course content and meeting objectives. My Grades also generates an online report which includes assessment scores and feedback comments

Communication:

- Communication tools foster collaborative, peer-group work
- Syllabus tool draws together course information in one place such as course handbook, institutional policies and guidelines
- E-mail allows users to message anyone in the same course
- Announcements tool allows messages to be sent by administrators to everyone enrolled in a course

Assessment:

- Enables staff and students to access their grades, assessments, feedback comments, and guidance at any time
- Assessments (e.g., quizzes, surveys and self-tests) support flexible summative and formative test creation options
- The ability to grade discussions and post to the Gradebook
- Online Grade Book and Grading Forms can produce student performance reports to track participation and progress
- The assessment process significantly enhances a paperless process

Learning Resources:

- Course designers can develop courses using media-rich materials including video, audio, Flash animation etc.
- Blackboard will import standard Microsoft Office applications
- Ability to link to any resource which has a web address

- Content generated in Blackboard can be exported between courses and re-used using standard protocols
- Learning Modules organize learning content, assessments and discussions, which can be exported and used in other areas of the course
- Learning content can be selectively released (adaptive release capability) to students on key dates

Since its procurement by the DLIFLC in December 2010, Blackboard has been used continuously by students, faculty and staff [IIIC.1a.17]. The extent to which Bb is utilized varies among the different schools and divisions depending upon the purpose and nature of Bb use and its accessibility in or out of the classroom or on or off the DLIFLC campus. For example, after the Department of Defense Enterprise Level Protection System imposed restrictions on the use of thumb drives for security reasons, many chose Bb as an alternative for file transfer. In addition to uploading files directly for access outside of the DLIFLC, Bb has also been used as a means of organizing access (links) to material residing on a shared server within the DLIFLC [IIIC.1a.18].

Sakai

The NPS .edu network is hosting Sakai, a new learning management system for the DLIFLC. At present, Sakai has been installed parallel to Blackboard with the intent that it will gradually fully replace Blackboard beginning October 1, 2011. Sakai will become the DLIFLC's LMS as part of the .edu network setup. The migration to the Sakai LMS will provide access to language resources such as Google Earth and other beneficial web applications that were previously restricted using the NIPRNet.

SharePoint

SharePoint provides the DLIFLC faculty and staff with intranet-based web pages that allow all departments, schools, directorates and divisions to post and share information including shared and personal files, presentations, lessons, surveys, curriculum materials and contact addresses. SharePoint sites are administered by designees from each DLIFLC organization and permissions are assigned based on allowable levels of usage. SharePoint enables institution-wide collaborations and timely access to shared information and materials. Faculty and staff can be more productive and manage time more efficiently since they have access to needed information from a single source. For example, the homepage for the Evaluation and Standardization Directorate (ESD) provides a mission and vision statement as well as a quick access to a separate SharePoint page for each division in the directorate. From the homepage, a variety of information is shared, such as calendars for scheduling shared training rooms. The Proficiency Standards Division (PSD) provides a personal page for each Oral Proficiency Interview (OPI) specialist, a planning calendar, training documents and videos and other information and materials that are easily accessible by all in the division.

Sanako 1200

Sanako is a language lab system that supports language lab electronic functions similar to audio labs using cassettes and electronic storage. Sanako provides teaching and learning activities for listening comprehension, discussion, model imitation and reading practice. Teachers are allowed to choose any content within the system they want for teaching.

DLIFLC's collaboration with University of South Florida (USF) and the creation of Learning Objects (LOs)

In the Critical Languages Project, University of Florida's Center for the Study of International Languages and Cultures (CSILC) combined language and area studies at undergraduate and graduate levels to create distance learning lessons concerning critical world regions. These lessons include Arabic and the Middle East, Farsi and the Persian Gulf, Dari and Pashto in and around Afghanistan, and Urdu and South-Central Asia. In Phase I of the Critical Languages Project, CSILC worked with the Defense Language Institute Foreign Language Center (DLIFLC) to develop more than 150 Arabic language lessons. In Phase II of the Critical Languages Project, CSILC developed 672 Dari, Farsi, Pashto and Urdu language lessons (168 lessons per language). The project's objective focused on improving students' language proficiency and teaching the students valuable lessons about the history, culture, politics, economy and religion of the Middle East as well as the South Central Asian nations of Iran, Afghanistan and Pakistan.

The DLIFLC's collaboration with San José State University (SJSU) – Global Studies

The Consortium for Foreign Language, Area, and Global Studies (CFLAGS) consists of the Office of International and Extended Studies at San José State University (SJSU), the Department of Extended Education and International Programs at California State University Monterey Bay (CSUMB) and the Language Acquisition Resource Center at San Diego State University (SDSU) [IIIC.1a.19], [IIIC.1a.20], [IIIC.1a.21].

Global Area Studies Learning Modules were produced by CFLAGS for the DLIFLC pursuant to U.S. Government Solicitation Number W912SU-07-R-0021. Modules consist of sixteen self-paced learning modules on topics drawn from the Global Studies Bachelor of Arts curriculum at San José State University. The following learning modules are included in the series:

General Topics

1. Introduction to Global Studies
2. Today's Global Challenges

Global Geography and Environment

3. Ocean Science
4. Global Climate Change
5. Nature and World Cultures

Global Business and Economics

6. Geography of the Global Economy
7. Global Dimensions of Business

Global History and Politics

8. Military History to 1871
9. History of American Foreign Relations Since 1913

Global Cultures and Society

10. Religion in America
11. Intercultural Communication and Global Understanding
12. Global Mass Communication
13. Global Society

Middle East and African Studies

14. History of Africa
15. Art of Islam
16. Middle East Politics

The learning modules are based upon instructional materials provided to students in comparable courses conducted at SJSU. Each learning module has been prepared by a faculty member from one of the three participating CFLAGS institutions: SJSU, CSUMB or SDSU. The faculty members who developed these learning modules are experts in their fields with many years of teaching experience.

Each module has been developed with the needs of DLIFLC students in mind. The modules are stand-alone applications accessible through one of many freely available web-browsers.

Self Evaluation:

The following paragraphs discuss specific considerations resulting from self evaluation of technologies utilized at the DLIFLC and feedback from end users that enable a deeper understanding of applications and issues to be addressed.

TEC-IIs are very functional and contribute greatly to the teaching mission at the DLIFLC. However, due to Army-imposed security updates, TEC-IIs are relatively slow at times. This occurs specifically with increases to network usage due to large file transfers and more users accessing the network. The NIPRNet poses considerable restrictions that limit the application of technology and access to language training materials [IIC.1a.22].

Also, replacement Lenovo computers (as part of the TEC-IIs) are not compatible with SmartBoard. Such incompatibility causes some problems with the functionality of SmartBoard; specifically, it will not allow the Lenovo digital pen to function. This incompatibility arises mostly due to a mismatch between new computers and outdated SmartBoard software.

Due to Presidio of Monterey Network Enterprise Center (POMNEC) security updates, sometimes individual computer logins are disabled, causing partial disruption to the flow of teaching programs that need to access online materials. When newly imaged, TabletPCs function well. However, they perform less efficiently because of security updates delivered by POMNEC.

TEC-IIIs have the capability of allowing TEC-III computers and TabletPCs to connect wirelessly. However, due to a high number of student enrollments, wireless connection speeds are not able to handle large files.

The optimal use of iPods has also been hindered by the Army's decision to deny a waiver request by the DLIFLC for their use with other computers. This means that students and faculty cannot connect their iPods to their TabletPCs, or to any other computers at the DLIFLC.

Blackboard works very well in general and students often use it as a file repository, to retrieve curricular materials or to complete assigned tests or quizzes. Faculty uses it mainly for lesson planning, as a repository for curriculum materials, and to post homework assignments. However, the Army Knowledge Online (AKO) login requirement sometimes poses problems when students and faculty forget their passwords. The process users must follow is tedious and not streamlined for efficient password recovery. Similarly, access to folders and files on SharePoint is often disrupted due to permission issues and network server problems.

Additionally, with Bb, allowable student enrollments are limited and a fee charged for additional enrollments beyond the allotted number. Bb also is not in compliance with NIPRNet security requirements, necessitating frequent shutdowns of the system in order to install security patches [IIIC.1a.23].

Although several areas of the school have been successful in obtaining external funding to support technology acquisition, inadequate technical support is a problem in instructional services, student services and administrative areas as mentioned in IIIC.1 above. Staffing levels for computer and network technology support have not matched student, staff and faculty growth. To help alleviate this situation, contractors have been enlisted to provide computer support as well as increased cooperative efforts by the technical staff; however, more support is still needed to meet a growing demand for technical support.

The use of the Sanako service has been declining due to connectivity and login problems caused by the NIPRNet setup. As a result, the Sanako contract has not been renewed, awaiting further evaluation of its usefulness and comparative evaluations of similar language lab programs available on the market. With the advent of the .edu Network, other language lab programs will become a viable option since the lengthy Certificate of Networthiness process will no longer be required.

The DLIFLC has no present contract with the University of South Florida (USF) and SJSU. Materials created by USF are available online on the DLIFLC.edu site. The Global Studies material created by SJSU is still under revision and will be made available in 2012 [IIIC.1a.24].

The .edu network is currently being piloted by the Undergraduate School of Consolidated Languages for Dari. All teachers, students, administrative and support staff now have an .edu email address and access to the website. Progress is being closely monitored by the Language Technology Specialist who provides updates at the bi-weekly LTS meetings. Benefits of utilizing the .edu network include: use of open source, or free, web applications that support

language acquisition such as Google Earth [IIIC.1a.25] and one-hundred percent web accessibility which was previously restricted through the .mil Network and USB device connection capabilities to .edu-connected computers. This allows easy file transfers such as recorded speech samples and class assignments, to share folders for teacher review and feedback. An Educational Network Proof of Principle Survey Analysis of user opinion of the network environment administered by the Office of the Chief Technology Officer (OCTO) generated an 80% overall satisfaction rate with the .edu network, with rating factors such as network wait time, site access, ease of use, iPod syncing, wireless speed and network help [IIIC.1a.26].

Planning Agenda:

TEC-II

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

TEC-III

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

Tablet PC

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

iPod Touch

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

Blackboard

The current version of Blackboard is accessible and has been used by most divisions to share materials with students. However, the system will eventually be replaced by the Sakai Collaborative Learning Environment which offers a similar online learning environment as Bb.

This learning management system is more reliable and less restrictive, while not compromising language learning features of Blackboard.

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

Sakai

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

SharePoint (SP)

SP has been available for over two years for the faculty to store and share material online. The DLIFLC SharePoint site will continue to be available as an intranet service on the NIPRNet [IIC.1a.27].

Sanako

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

.edu Network

All students, faculty and staff network users will migrate to the .edu network by April 2012. Migration will take place in phases, consisting of 250 users per phase, and has been planned to minimize user downtime [IIC.1a.28]. Priority will be given to schools teaching critical languages and technology support divisions. Additionally, wireless networks will be installed in the barracks to ensure anytime, anyplace accessibility for students to complete homework assignments and further enhance language learning.

Evidence – 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1a.1	Russell, J. (n.d.). <i>DLIFLC Sakai Transition</i> PowerPoint.	7
IIC.1a.2	AKO Website. Retrieved August 12, 2011 from http://www.army.com/army-knowledge-online-ako	8
IIC.1a.3	G.L.O.S.S. Website. Retrieved August 12, 2011 from http://gloss.dliflc.edu	9
IIC.1a.4	DLIFLC Website-Language Resources. Retrieved August 12, 2011 from http://www.dliflc.edu/language/resources.html	10
IIC.1a.5	Language Technology Evaluation Application (LTEA) SharePoint. Retrieved August 23, 2011 from https://portal.monterey.army.mil/org/LTEA/Pages/main.aspx	2

IIC.1a.6	2011 Spring LTS Technology Training Survey Results.	5
IIC.1a.7	Faculty Development Division Course Catalog. (2010).	11
IIC.1a.8	Network Enterprise Technology Command (NETCOM) Army Networthiness Program, from AKO Website. Retrieved August 14, 2011 from https://www.us.army.mil/suite/designer	12
IIC.1a.9	Solicitation/Contract/Order Form for Commercial Items (TEC-II_Contract_2007_W91QUZ-07-D-0009-0Q21; September 30, 2009).	13
IIC.1a.10	Language Labs Location List. (December 8, 2009).	14
IIC.1a.11	Sanako Study 1200, User Guide. (n.d.).	15
IIC.1a.12	UET TPC DLIFLC Activity Configuration Build Sheet. (April 19, 2010).	16
IIC.1a.13	ALARACT 048-2009 Retention of Media Players and iPods by DLIFLC Students. (2009).	17
IIC.1a.14	Using iPods for Foreign Language Learning, University of Maryland Center for Advanced Study of Language (CASL). (May 2008).	18
IIC.1a.15	Blackboard login page. Retrieved August 14, 2011 from https://learn.monterey.army.mil	19
IIC.1a.16	Featuring Blackboard - A New Look at Familiar Features. Retrieved August 17, 2011 from https://learn.monterey.army.mil	20
IIC.1a.17	Blackboard Showcase News Screen Shot from FD SharePoint 2010. Retrieved August 15, 2011 from https://portal.monterey.army.mil/org/FacultyDev/Pages/BB2010.aspx	21
IIC.1a.18	Order for Supplies or Services: Blackboard Contract 2007-F-0055. (September 15, 2007).	22
IIC.1a.19	Office of International and Extended Studies San Jose State University. Retrieved August 12, 2011 from http://ies.sjsu.edu	23
IIC.1a.20	CSUMB Department of Extended Education and International Programs Website. Retrieved August 12, 2011 from http://extended.csumb.edu	24
IIC.1a.21	SDSU Language Acquisition Resource Center Website. Retrieved August 12, 2011 from http://larc.sdsu.edu	25
IIC.1a.22	Memorandum for Defense Information System Agency Global Information Grid, Combat Support, System Network Approval Process. Approval to Operate (ATO) CCSD-72VS – NIPRNet. (October 9, 2007).	26
IIC.1a.23	Army Regulation 25-2 Information Assurance. (Revision, March 23, 2009).	27
IIC.1a.24	SJSU Chapter Plan - Global Studies. (n.d.).	28
IIC.1a.25	Google Earth website. Retrieved August 14, 2011 from http://www.google.com/earth/index.html	29

IIC.1a.26	Russell, J. (n.d.) <i>DLIFLC Educational Network Proof of Principle Survey Analysis</i> . DLIFLC. PowerPoint.	30
IIC.1a.27	DLIFLC SharePoint site. Retrieved August 14, 2011 from https://portal.montereyarmy.mil/Pages/main.aspx	31
IIC.1a.28	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32

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

Descriptive Summary:

The DLIFLC recognizes the critical importance of technology training for students and faculty from familiarization with using a specific technology to pedagogical applications for language teaching and learning. As new technologies are acquired, training programs are proactively incorporated into implementation plans. Planning for training is incorporated into considerations for acquiring new technologies.

Assessment of the Need for Technology Training

The DLIFLC determines the need for technology training depending upon the specific hardware or software program and individual needs. For programs disseminated institute-wide, such as Blackboard and SharePoint, introductory training is provided for all users with additional training offered by the LTSs or the Faculty Development division. When Blackboard was initially deployed, the Office of the Chief Information Officer (OCIO) scheduled numerous training iterations and provided a Blackboard Training Manual for reference [IIC.1b.1]. There are three additional means by which technology training needs are assessed: task force teams, feedback from Language Technology Specialists (LTSs) and requests from Department Chairs.

Technology Training for Students and Faculty

Student technology training is incorporated into the official language program. The Student Learning Center (SLC) provides technology training that is included during their one-week required orientation program [IIC.1b.2], [IIC.1b.3]. The SLC ensures each student receives their initial language technology training. Throughout a student’s tenure at DLIFLC, the SLC offers students additional assistance with any of the available technologies. As part of the SLC’s Introduction to Language Studies (ILS) course [IIC.1b.4] to prepare students to successfully study and learn a new language, one hour is dedicated to technology and includes an overview of the DLIFLC technology available to students, highlighting resources at the introductory 0 through 1+ Interagency Language Roundtable levels of proficiency. This module introduces students to rules and regulations of hardware, networks and acceptable use policy as well as technology resources.

Additionally, Language Technology Specialists at each school assist students with specific technology needs and support.

Faculty receives technology training through several different sources. As part of a required initial pre-service training program, new faculty members receive technology training through Faculty Development's (FD) educational technology program. Additionally, the FD division offers in-service workshops throughout the year to accommodate faculty language technology training [IIIC.1b.5]. Workshops include:

- Designing Creative Tasks for the SMARTBoard
- Effective Teaching with the Tablet PC
- Getting Started with SMART Board
- Introduction to Basic Microsoft Applications
- Microsoft Office 2007 Applications for Intermediate Users
- Quick and Easy Steps to Create Video Materials
- ScribeZone Workshop for Language Instructors
- Teaching Interactive Labs with SANAKO 1200
- Using Advanced SMARTBoard Features
- Using Audio and Video with the SMARTBoard
- Using Graphics and the SMARTBoard for Language Teaching
- Using Microsoft PowerPoint in the Foreign Language Classroom
- Using Microsoft PowerPoint in Task-Based Instruction
- Using Ulead Video Studio for Language Teaching
- Blackboard: Applications and Implications for Language Teaching
- Developing Quizzes Using Blackboard
- Using Blackboard for Homework

Additionally, the DLIFLC subscribes to Atomic Learning [IIIC.1b.6], which provides self-paced training and professional development resources, as well as technology skills training tutorials, to support the DLIFLC faculty and staff's technology training. The following are a sampling of the many software tutorials that Atomic Learning has to offer: Adobe Acrobat Pro, Adobe Acrobat Reader, Blackboard, Final Cut Pro, FrontPage, iPod touch, iTunes, OneNote, Photoshop, PowerPoint, SharePoint Server, SmartBoard Notebook, Windows Media Player and Microsoft Word.

At the school and department level, academic specialists and Language Technology Specialists (LTSs) conduct weekly, bi-weekly or monthly technology workshops, depending on need and scheduling. LTSs offer both regularly scheduled and as-needed training for technology resources available at the DLIFLC. Examples of regularly scheduled trainings include orientations for new students and faculty on programs such as Ulead, Blackboard, SCOLA and G.L.O.S.S., weekly overviews, bi-monthly basics on various programs and how to sessions offered weekly and monthly. In addition to these regularly scheduled sessions, LTSs provide training on an as-needed basis as determined and initiated by the LTSs, students or faculty. For example, the LTS for Consolidated Languages (UCL) offers weekly and as-needed training for

SmartBoard (e.g., Introduction to SmartBoard), Adobe Audition (e.g., Introduction and Advanced Features) and as-needed for Ulead Studio (e.g., Basics, How to Stream and Record and Locating Internet Resources). These ongoing trainings are customized to offer technology support to all levels of expertise [IIIC.1b.7].

The Language Technology Evaluation and Application (LTEA) division participates actively in conferences in and outside of the DLIFLC through technology presentations, poster sessions and production and dissemination of technology brochures. The department also supports schools with on-site visits to present technology customized for each school's language technology requirements. The LTEA has provided technology overviews that included SCOLA, Transparent, Atomic Learning, G.L.O.S.S. and other available services.

The Directorate of Continuing Education's (CE) Field Support division provides technological support to its Language Training Detachments (LTD) through funding maintenance and updates of technologies within their budget. Each LTD director evaluates present and future needs and allocates those funds from the DLIFLC to accommodate those needs efficiently. For CE's technology needs at its DoD Center location, assessment of present and future needs are coordinated through the language Deans and others who provide input to the CE supply office, who then procures approved materials (e.g. desktop computers, monitors and Smart Boards) for the students and faculty.

In addition to the above examples, faculty members who are skilled using specific software applications frequently offer workshops to share their experiences through various formalized, internal academic venues hosted by the institute [IIIC.1b.8-9].

Effectiveness of Training

The effectiveness of training is measured through class LTS observations, end of training feedback, surveys and application of learning in the classroom. For example, after completing the Introduction to Language Studies Course at the Student Learning Center, each student completes a feedback survey [IIIC.1b.10]. All Faculty Development workshops and training include a feedback form that is completed at the end by all attendees. Feedback provides both positive and constructive comments that are incorporated into improving the effectiveness of the training and better meeting teachers' needs [IIIC.1b.11]. Presenters at Faculty Professional Development Day (FPDD), a yearly training event hosted by the DLIFLC Academic Senate (AS), receive feedback compiled by the AS from participant feedback forms [IIIC.1b.12].

Self Evaluation:

The Defense Language Institute Foreign Language Center provides many training opportunities to its students and faculty. Rapid growth in the acquisition and employment of technology necessitates extensive student and faculty computer literacy training.

Training is available online, in small group settings and one-on-one. This is accomplished through formal classroom instruction as well as informal, self-paced distance learning. Feedback

reflects both positive remarks as well as constructive comments for improvement, resulting in continued assessment of the resources available and the processes used for technology training [IIC.1b.11], [IIC.1b.12].

Technology training offered by the Student Learning Center (SLC) meets the immediate needs of student familiarization with available technology and continues with further help as needed by faculty members in the classroom. In a three month period, 749 students from 43 separate classes responded to an Introduction to Language Studies (ILS) survey, responding to technology brief questions on a scale of 1 (lowest) to 5 (highest). The overall results for the technology brief questions were 4.51 [IIC.1b.10].

Faculty members must maintain and keep current with the newest classroom technological tools. By using the latest accessible technologies, teachers are able to present authentic materials and interactive lessons in a familiar and comfortable learning environment, especially for DLIFLC “net generation” students [IIC.1b.14].

Training should also include how to use the technology and pedagogical applications for language learning [IIC.1b.15], [IIC.1b.16]. A specific area of concern is senior faculty members and recently hired teachers from low-tech countries who are reluctant to use technical equipment. To remedy this situation, LTSs at each school conduct training sessions that provide teachers with a hands-on forum to practice using specific technologies while applying pedagogical applications for language acquisition [IIC.1b.7]. These trainings have become a crucial factor in realizing effective and successful technology integration into the classrooms. Additionally, online resources such as Atomic Learning provide easily accessible and valuable tutorials in many technology applications and software programs available to all faculty. Through Atomic Learning [IIC.1b.6], users can access asynchronous tutorials for both training and specific skills development [IIC.1b.17].

Although LTSs continue to provide technology training for faculty, a greater emphasis should be placed on ensuring teachers are utilizing programs and online resources and that training is provided on a regularly scheduled basis [IIC.1b.7].

The LTEA division continues to support the technology training efforts of the LTSs. Bi-monthly meetings are well attended and ensure LTSs have updated information related to new and existing technology and software programs for the DLIFLC faculty and students. Meeting agendas vary and include, but are not limited to, topics such as: .edu network update, policy review and updates such as use of the SmartBoard projector, websites of interest for language acquisition [IIC.1b.18], government use of Facebook for social networking, new technology updates, such as iPod touch preview, and a short training on Transparent Language List Viewer [IIC.1b.19], [IIC.1b.20], [IIC.1b.21], [IIC.1b.22].

Presentations by faculty members have limited attendance and materials are not accessible after the presentations. It would be greatly beneficial to have webcasts of presentations and access to materials on SharePoint or a share folder as additional technology resources.

Planning Agenda:

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

Evidence – 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1b.1	Blackboard Training Manual (Instructor) Version 2.1. (n.d.).	33
IIC.1b.2	Student Learning Center Topics Covered in Introduction to Language Studies. (February 2009).	34
IIC.1b.3	<i>Introduction to Language Studies</i> , Course Pack, Module Six. (April 2011).	35
IIC.1b.4	Student Learning Center. Retrieved August 12, 2011 from https://portal.monterey.army.mil/org/SLC/Pages/main.aspx	36
IIC.1b.5	Faculty Development Division Course Catalog. (2010).	11
IIC.1b.6	Atomic Learning Website. Retrieved August 14, 2011 from http://www.atomiclearning.com	37
IIC.1b.7	2011 Spring LTS Technology Training Survey Results.	5
IIC.1b.8	DLIFLC Holiday Program. (2007). (Faculty Development).	38
IIC.1b.9	DLIFLC Holiday Program. (2008). (Faculty Development).	39
IIC.1b.10	Class Climate DLIFLC Student Learning Center Introduction to Language Studies Class Climate Survey. (June 14, 2011).	40
IIC.1b.11	Blackboard Workshop: Applications and Implications for Teaching. (September 15-19, 2008).	41
IIC.1b.12	Presentation Evaluation Form Faculty Professional Development Day (FPDD) 2011.	42
IIC.1b.13	Designing Creative Tasks with SmartBoard Workshop Evaluation. (March 10-14, 2008).	43
IIC.1b.14	Roberts, Gregory, R. (n.d) <i>Technology and Learning Expectations of the Net Generation</i> . Retrieved July 29, 2011 from http://www.educause.edu/Resources/EducatingtheNetGeneration/Technology and LearningExpati/6056	44
IIC.1b.15	Trinidad, S., Newhouse, P. and Clarkson, B. (n.d.) <i>A Framework for Leading School Change in using ICT: Measuring Change</i> . (Page 4 ACOT Model.).	45
IIC.1b.16	Applications and Implications for Teaching. (Blackboard Syllabus). (October 6-10, 2008).	46
IIC.1b.17	Atomic Learning Users Survey. (n.d.).	47
IIC.1b.18	World Wide Science website. Retrieved August 22, 2011 from http://worldwidescience.org	48
IIC.1b.19	Transparent Language List Viewer. Retrieved August 12, 2011	49

	from http://www.dliflc.edu/lpx/transparent/	
IIIC.1b.20	Agenda (LTS meeting). (January 11, 2011).	50
IIIC.1b.21	Agenda (LTS meeting). (January 25, 2011).	51
IIIC.1b.22	Agenda (LTS meeting). (April 5, 2011).	52

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

Descriptive Summary:

The DLIFLC has a very dynamic and flexible system for planning, acquiring, maintaining and upgrading or replacing technology infrastructure and equipment. The DLIFLC also provides for management, maintenance and operation of its technological infrastructure.

Planning for and Acquiring or Upgrading Technology

The DLIFLC is aware of the importance of providing up-to-date resources that best support the learning needs of students and faculty. Therefore, technology is always a part of the planning process. These needs include easy access to new technology provided by the DLIFLC, wired and wireless networks, internet sites for authentic teaching materials and resources and reliable hardware and software that support language learning. The following technology upgrades were installed to facilitate access:

- In 2007, in order to utilize the most current technology and access, 900 OptiPlex 755 Minitowers with 2GB RAM, and 160GB hard drive were purchased to replace older computer systems [IIIC.1c.1].
- In 2009, 2,722 faculty and staff computers were purchased to replace old computer systems. The new computers have 2GB RAM and 160GB hard drive and can operate faster to expedite course materials preparation [IIIC.1c.2].
- In 2010, faculty-computers were upgraded to Windows Vista Operation system [IIIC.1c.3]. The computers were imaged with many authoring and development programs such as Adobe Audition 2.0, iTunes, Language Pro, Macromedia Flashplayer 2, Rapid Rote, SMART Notebook 10, authoring tools etc. [IIIC.1c.4]. These programs allow instructors to record and edit audio and video instructional materials more efficiently and effectively.
- In 2011, in order to allow access and use of the most current technology available, the DLIFLC is introducing the NPS-supported .edu network. This more robust wireless system provides access to websites and applications previously restricted by the .mil network [IIIC.1c.5]. The .edu network also allows users to connect USB drives and iPod Touch units to upload and retrieve shared files.
- In 2011, the Sakai learning management system is replacing the Blackboard (Bb) learning management system. Sakai provides the beneficial applications of Bb in addition to a cost-free, open source platform that allows unlimited registrations with no extra cost and will enable alumni of the DLIFLC to continue to have access to language materials and support (See section IIIC.1a).

The DLIFLC must consider many factors, such as number of incoming students, new faculty hires and new technologies that become available, in its endeavors to improve and upgrade technological facility hardware and software settings of classrooms, language labs and offices. Many changes and improvements have been made since 2006.

- Between 2006 and 2009, the DLIFLC installed Wi-Fi on the Presidio in support of the TEC-III setup. In Fiscal Year 2009, the DLIFLC completed the transition to TEC-III which blends lab capabilities with classroom technology, thus creating a language lab environment in the classrooms. With the interactive and dynamic teaching software programs that include SANAKO 1200, Blackboard and One Note, instructors can interact with students through Wi-Fi between classroom desktop computers and student TabletPCs.
- In 2006, the institute purchased Fujitsu TabletPCs to support language programs. In 2008, 1,588 Lenovo TabletPCs were procured to support language learning for new students and replace the older TabletPCs [IIIC.1c.6]; 400 additional TabletPCs were purchased in December 2009 [IIIC.1c.2].
- In 2007, the Chief Information Officer proposed sufficient budgetary allocations to increase bandwidth by 2002.2 Megabits (MB) per second peak and 40MB per second sustained [IIIC.1c.7]. This action was successfully completed, increasing bandwidth from 38MB to 155MB.
- In 2008, due to the increase of the number of language programs necessitating more classrooms, the DLIFLC procured 27 additional classroom TEC-II systems [IIIC.1c.8].
- In 2008, a work plan was initiated to upgrade the existing wireless network at the DLIFLC [IIIC.1c.9]. The plan expanded wireless networks to classroom buildings on the Presidio of Monterey and satellite locations.
- In 2008, the DLIFLC completed wireless installation and connection in 76 instructional buildings to support TabletPC student users [IIIC.1c.10].
- In 2008, the DLIFLC purchased the SANAKO 1200 system (See section IIIC.1a) [IIIC.1c.11]. The system includes 550 classroom SANAKO 1200 system licenses [IIIC.1c.12].
- Starting in 2008, 16 of the language labs with 16 instructor stations and 528 student stations were updated to SANAKO 1200 from SANAKO 300 [IIIC.1c.11], [IIIC.1c.12].
- In December 2009, all classroom desktop computers were migrated to Windows Vista operating system. Its interactive technological program allowed faster boot-up and security compliance as stated in the Operation Order 10-28 [IIIC.1c.3]. TEC-II equipment that was used for the purpose of interacting and collaborating with students' Tablet PCs (TabletPCs) using Wi-Fi connections was upgraded to TEC-III systems.
- In December 2009, TabletPCs were migrated to Windows Vista operating system along with SANAKO 1200 study and Road-Warrior image for faster boot-up and security compliance as stated in Operation Order 10-28 [IIIC.1c.3]. Road-warrior image allows students to access the Internet anywhere. TabletPCs were also imaged with language learning programs, such as Microsoft OneNote, SANAKO Study 1200-student, iTunes, Language Pro, Macromedia Flashplayer 2, Rapid Rote, and SMART Notebook 10, etc. [IIIC.1c.4].
- In September 2010, all computers were completely upgraded to Windows Vista operating system as shown in Operational Order 10-64 [IIIC.1c.3].

- In 2010, to accommodate the rapid growth of language classes, 87 new standard TEC-II systems (see section IIIC.1a) were installed in Khalil Hall, the DLIFLC's newest instructional building [IIIC.1c.13]. These systems were also imaged with state-of-the-art technology programs such as Microsoft OneNote, SANAKO Study 1200-tutor, iTunes, Language Pro, Macromedia Flashplayer 2, Rapid Rote, SMART Notebook 10 and other updated technologies [IIIC.1c.14]. Classroom TEC-II equipment is always upgraded to newer and more effective systems as needed.

New technology is also procured when there is a need for enhancement of programs and services. For example, with the need to create online audio and video materials, the Curriculum Development (CD) division purchased three WhisperRoom audio recording studios to create professional recordings. In addition, video recording studios were set up to create online video materials.

Maintaining the Institute's Technical Infrastructure and Equipment

A comprehensive technology infrastructure plan has been created which allows replacement costs to be predictable and independent of individual departmental budgets. The following resources provide support for this infrastructure [IIIC.1c.15]:

- The Chief Information Officer (CIO) performs life cycle, depreciation and refresh planning. For example, planning factors, such as manufacturer warranties three years from the initial date of purchase, are used as a metric for obsolescence of common-use hardware. Changes in operating system (OS) requirements may necessitate migration to a new OS and consideration of factors such as serviceability, maintainability and utility in the life cycle replacement decision.
- The Presidio of Monterey Network Enterprise Center (POMNEC), formerly the Director of Information Management (DOIM), provides technology infrastructure services. These services are both baseline, core/common user services that are the responsibility of the Army to fund and services that are not in the baseline but are required based on the mission and resourced by mission commanders. Services include communications systems and systems support such as telephone, cable infrastructure and internal and external networks, wireless infrastructure, video teleconference services, Communications Security Service and Telecommunications Continuity of Operations Plan (TCOP) [IIIC.1c.16].
- Other personnel provide infrastructure support in the following capacities:
 - Chief Service Delivery Division personnel, including the Service Level Management Analyst, Availability Management Analyst and Financial Management Analyst, negotiate service requirements and expected service characteristics, reports service levels, resources required and cost of service provisions. Additionally, the division monitors the performance of Instructional Technology (IT) services and supporting IT components and influences the demand for resources in conjunction with other service management processes. The division also assists management decisions on IT investments and controls and manages the overall IT budget.

- Chief Service Support Division performs strategic planning as it relates, for example, to telecommunications, implementation management, migration, operation and network management for mobile and wireless technologies, applications, support and billing.
- Chief Knowledge Officer (CKO) and staff configures all hardware and software components of the DLIFLC Mission Data Center to ensure functionality and availability for all users, monitors system operations to detect errors, troubleshoots and takes actions to resolve technological problems. Additionally, the CKO staff meets with users to determine functional requirements and reviews processes, applications and technologies to determine costs and benefits to the DLIFLC user community.

System Reliability and Back-up

The institute provides appropriate system reliability and emergency backup. The data center is protected by a state-of-the-art safety system which includes air cooling and sprinkler system. The servers have a redundancy setup of RAID system which provides data safety in case of any breakdown. Uninterruptible power supplies support all servers that are backed up by generators.

Self Evaluation:

The DLIFLC and Presidio of Monterey Network Enterprise Center (POMNEC) have built strong infrastructure components, networks and telecommunications systems.

Vista: The upgrade to Vista was in response to Operation Order 10-28 Vista Migration and established a common Army baseline for information systems to ensure network integrity and network readiness [IIIC.1c.3]. An analysis of computers by POMNEC determined that some computer makes and models were not compatible with the Vista Operating System (OS). The Office of the Chief Information Officer, in cooperation with POMNEC, provided necessary replacement hardware to support those computers that could not effectively host the Vista OS. Programs that were compatible with Windows XP, the previous OS, but not compatible with Vista OS, were upgraded to newer versions as needed. The issue of stability still exists; with the migration to the .edu network, Windows 7 is being introduced, which is a more reliable and more stable platform.

Language Labs and SANAKO 1200: Language labs, after POMNEC started to impose the Common Access Card (CAC) login, have caused login issues for some instructors. Also, due to slow connection speeds, large files cannot be sent and received wirelessly.

SANAKO 1200 is installed on all TEC-IIs in the schools, and LTSs report that SANAKO 1200 is used primarily for administering listening tests. In classrooms, SANAKO is almost never or very rarely used. In labs, it is used only for listening tests, along with the following features: 1) tutor player for listening tests, 2) screen control, 3) grouping students for collaborative work, and 4) self access and files features for listening comprehension.

Problems with SANAKO include: 1) lack of restart procedure of the entire lab, 2) streaming failure (sound cut off) at some point during listening exercises and listening tests, 3) poorer

sound quality on student stations than on the instructor station, 4) problems with settings and subnet that prevent CD and hard drive files from playing, 5) lengthy log-in time and 6) computers losing card reader software forcing replugging of the keyboard.

Additionally, several issues have compromised the effectiveness of the SANAKO program. First, lock-down features in the web-based DLPT application prevent the tutor from viewing the test application. Second, SANAKO internet access does not work when installed on Vista operating systems; thus tests cannot be administered in the labs as tests are web-based. Third, due to conflicting lock-down features between SANAKO and the web-based DLPT application, a test administrator is unable to view examinees' activities on the computers, compromising test integrity and security. Fourth, the Army Gold Master security (AGM) blocks video streaming; however, audio streaming is available. Web browser sharing does not function. Also, One Note will open but cannot be shared and font size in the Chat function cannot be enlarged. Also, the font is too small to follow on the screen. Last, recorded material cannot be saved.

SANAKO does not work consistently in all labs or classrooms. For example, one LTS reports that the program functions effectively in two labs and malfunctions in two others. With the abundance of problems associated with SANAKO use, many attributable to compatibility issues with Vista and POMNEC imposed security measures, efforts to replace SANAKO are in progress and the institute is investigating several classroom management software systems to see which ones would be the most beneficial for the DLIFLC.

Wireless: Wireless connections work sufficiently if users are within 50 feet of installed wireless routers; however, the network has difficulties handling file transfers over 4-5MBs due to the limitations on capabilities of the installed Wi-Fi POMNEC campus area network. The new wireless connection at the UCL school proves to be stable and robust enough to support all network functions on the newly introduced .edu system.

Faculty Computers: Faculty computers are functioning well. However, technology support is sometimes slow due to a backlog of problem tickets and due to Army- imposed restrictions on installing the latest software (See section IIIC.1).

Planning Agenda:

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

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

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

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

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

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

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

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

Evidence – 1c:

<i>Reference</i>	<i>Document</i>	<i>hibit Number</i>
IIC.1c.1	Solicitation/Contract/Order Form for Commercial Items (Purchase of new computer - September 30, 2007) Del_755_Contract__2007_W91QUZ-06-D-0002-0Q07.	53

IIC.1c.2	Solicitation/Contract/Order Form for Commercial Items (OCIO_IT Consolidated Computer Printer September 30, 2009, Contract_2009_ W91QUZ-06-D-0003-0Q25).	54
IIC.1c.3	Operation Order 10-28 (Vista Migration). (November 25, 2009).	55
IIC.1c.4	TI Faculty DLIFLC Activity Configuration Build Sheet (DACBS-Image Authoring tools). (March 19, 2010).	56
IIC.1c.5	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
IIC.1c.6	Solicitation/Contract/Order Form for Commercial Items - Lenovo TabletPCs Contract W91QUZ-06-D-0003_0Q12 (September 20, 2008)	57
IIC.1c.7	Memorandum for IMSW-POM-IM, Subject: Request for Increased Bandwidth to support DLIFLC Mission. (May 23, 2007).	58
IIC.1c.8	Solicitation/Contract/Order Form for Commercial Items: Procurement of Additional TEC-II Systems Contract W9124N-08-C-0053. (September 30 2008).	59
IIC.1c.9	Dettler, R. (October 6, 2009). <i>Project Workplan Estimate for POM Mission Requirements</i> . (Network Implementation and Enhancement Plan). Department of Army.	60
IIC.1c.10	POM Wireless Status Report. (August 30, 2011).	61
IIC.1c.11	SANAKO Study 1200 Classroom Installation Testing Certification. (n.d.).	62
IIC.1c.12	Solicitation/Contract/Order Form for Commercial Items: SANAKO Contract W9124N-08-C-0003. (March 7, 2008).	63
IIC.1c.13	DLIFLC Performance Statement of Work for Technology Enhanced Classroom II System Installation - New TEC II Systems. (May 12, 2010).	64
IIC.1c.14	DLIFLC Activity Configuration Build Sheet (DACBS - ILO TECII). (March 17, 2010).	65
IIC.1c.15	060-FUNC SUM (Chief Information Officer Functional Summary). (n.d.).	66
IIC.1c.16	Command, Control, Communications, Computers, and Information Management (C4IM) Services List. (Version 2.0, Final March 14, 2008).	67

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

Descriptive Summary:

An Information Technology Strategic Plan, implemented in Fiscal Year 2006 by the Chief Information Officer, provides rationale and guidance for the distribution and utilization of technology resources for all areas referenced below. This document outlines support for the DLIFLC vision for “operating on the cutting edge of language instruction and technology” with its mission to provide a leading-edge, comprehensive Information Technology support and infrastructure that facilitates an environment for success in language acquisition [IIIC.1d.1].

Decision-making Process for Use and Distribution of Technology Resources

The DLIFLC has a long history of being on the cutting edge of technology in foreign language education. Technology resources are distributed and utilized in a manner that meets the needs of the DLIFLC’s academic programs and student services. These resources are carefully researched and vetted by LTSs and the OCIO/OCTO before final acquisition and implementation. During bi-monthly LTS meetings, technology resources under consideration are discussed for their appropriateness for language instruction and support of specific languages taught at the DLIFLC. The LTS minutes directly reference the vetting process used through pilot studies [IIIC.1d.2].

Various divisions and schools within the DLIFLC work collaboratively in the decision-making process to determine the need for new and updated technology resources for online access. For example, in the spring of 2008, the DLIFLC CD division requested that Faculty Development (FD) division create a prototype video of an Arabic grammar lesson in response to an increased need to support remote teaching locations with faculty development online training. In the winter of 2009, a follow-up request required the production of an additional series of Arabic grammar lessons which are now part of the Language Materials Distribution System (LMDS) Arabic Grammar Resource collection. These resources support and enhance grammar instruction for all Arabic students.

Robust, Secure, and Reliable Technical Infrastructure

The DLIFLC has worked to assure a robust and secure technical infrastructure. The institute has provided firewall, demilitarized zone; military zone and safety zones for the different layers of security. Overlapping server support assures data security and a sprinkler system keeps technical infrastructure fireproof, all according to DoD requirements and regulations.

Policies and Procedures for Updating Technology

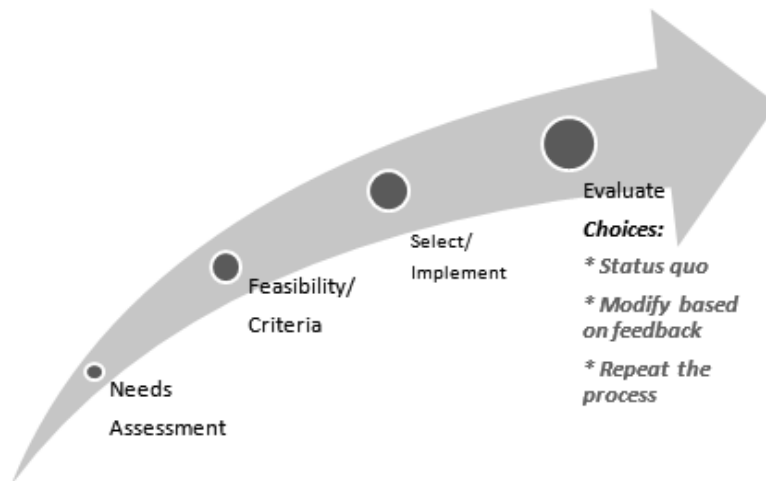
The Chief Information Officer (CIO) at the DLIFLC oversees and has responsibility for policies and procedures to keep the technology infrastructure up-to-date and logistically supportable [IIIC.1d.3]. Life-cycle replacement systems exist for life-cycle depreciation and refresh planning in addition to monitoring the acquisition of new technology when it is best and most feasible for replacement. Determining factors include: available funding, availability of already purchased newer technology or purchases in progress, manufacturer’s warranties, major changes in operating systems (OS), currency of programs, the need to update when newer technologies are more effective and mission unique requirements as determined by students, staff and faculty.

The Information Technology Strategic Plan specifically requires that computers older than three years be replaced based on inputs from schools and hardware and software standards established to ease transitions to new machines [IIIC.1d.1]. Additionally, life-cycle planning includes

provisions for product upgrades or enhancements during the projected lifespan to cover potential obsolescence, lack of vendor support, support for information assurance and incorporation of alternative technologies when changes are justifiable and cost-effective. When the institute migrated to Windows Vista OS, older computers whose systems were incompatible with the Vista OS had to be replaced or a workaround sent out to accommodate the new operating system [IIC.1d.4], [IIC.1d.5].

Consideration for Equipment Selection for Distance Learning

Equipment selection for distance learning (dL) requires a process beginning with a needs assessment to determine what equipment is available and easily accessible for both students and teachers. Other criteria include cost, integration with other available technologies, supported



files and tech support. With the dynamic nature of distance learning equipment, new technologies are continuously evaluated for use in dL to ensure optimum access and utilization of the learning environment [IIC.1d.6], [IIC.1d.7].

For example, distance learning at the DLIFLC is supported by a program through the Continuing Education (CE) division called Broadband Language Training System (BLTS) [IIC.1d.8]. BLTS is a distance learning program dedicated to delivering real time foreign language training to non-resident DoD linguists via affordable and widely accessible broadband Internet connections. As this learner population does not have easy access to resident programs, Mobile Training Team or Video Teleconference Training facilities, the program is intended for linguists to refresh, sustain or enhance their language proficiency skills and to build a community of lifelong learners. BLTS courses use a combination of computer-assisted language learning materials, virtual classroom tools, and internet technologies to provide an interactive and collaborative learning environment. Distance learning is also supported through the DLIFLC website by providing free online language learning support [IIC.1d.9].

With the dynamic nature of distance learning technologies, emerging solutions are continuously evaluated for use in dL to ensure optimum access and inclusion of more robust and updated capabilities. The selection criterion for new technologies includes but is not limited to: free (or readily accessible) resources, adherence to organizational policies and standards, technical management, user support, cross-platform compatibility (online training materials can be shared

across systems), mobile device support and pedagogical soundness. CE is now phasing out usage of Blackboard and has started to incorporate Sakai as the learning management system, also a result of an institute-wide decision and implementation. Other technology used by all users of the course meets the criteria for easy accessibility and free resources such as websites with .mil, .gov or .edu extensions, mobile devices that integrate with Sakai, Defense Connect Online for Web conferencing and 24/365 access to a help desk [IIIC.1d.10].

Effectiveness of Technology Use and Distribution

Technology distribution supports the needs and responsibilities of all students, faculty and staff. Some technology hardware and software programs are allocated to everyone, while others are school and duty station specific. Technologies that are common use are distributed to all and include computers and programs such as Microsoft Office for the most current operating system and institution-wide systems, such as SharePoint and Blackboard. These technologies are made available to new students, faculty and staff immediately [IIIC.1d.11].

Individually, all faculty and staff are provided personal computers and students are provided Tablet PCs or regular laptop computers along with iPods or iPod Touch devices. While not all individuals receive a printer, copy machine, or scanner, these devices are available for group use in separate areas of a school or division. Other technologies and software are provided on an as needed or by request basis. All schools have access to language specific programs for their target language and software that supports second language acquisition, such as Rapid Rote, Scribezone and SmartBoard software. Software packages for specific language schools are pushed to student and faculty computers to meet specific teaching needs and include language-specific fonts, Rapid Rote, Microsoft OneNote and Language Pro. More technology-proficient teachers may also request recording and editing programs to create class materials such as Adobe Audition and Adobe Acrobat Pro, which can be added by request through the help desk. For technologies with a limited number of licenses, administrator approval is required.

The use and distribution of videos provide a key component of e-learning for professional development and instruction. For example, the Faculty Development division has developed two video modules, Using Video in the Classroom [IIIC.1d.12] and Teaching Listening [IIIC.1d.13], accessible through the SharePoint site. Arabic Grammar Lessons videos are distributed online and used by Arabic students to learn important grammar skills and by teachers to support language instruction [IIIC.1d.14]. Additionally, to further support professional development, video equipment is also used to record lectures by visiting scholars and plenary presentations delivered by the Commandant, Provost, guest lecturers and others. Videos are then made available to the DLIFLC community online through the FD SharePoint site [IIIC.1d.15]. The DLIFLC faculty and staff greatly benefit from accessibility to professional development opportunities that they may not have time to attend in person.

The Learning Objects Generator (LOG) supports a collaborative effort with the Continuing Education (CE) division's Afghanistan-Pakistan (AFPAK) Hands Task Force to develop prototype video language lessons in Pashto, Dari and Urdu for possible distribution via video iPod in Afghanistan. The LOG enables video learning objects to be indexed and dynamically retrieved, allowing for adaptive sequencing of content and providing multiple learning paths that the user can follow. Used in this way, video learning object collections can be organized into

instructional modules that can be integrated in multiple learning contexts as needed. Video was incorporated as a key instructional component of e-learning modules on Using Video in the Classroom [IIIC.1d.12].

Research

Technology research projects further support the effectiveness of technology use and distribution by providing reports that assist in making informed decisions in the selection of which technology to use. Research also generates new findings that expand the list of what is available for technology language learning resources. In 2009, a Language Technology study was completed with information on foreign language resources for the U.S. military for machine translation devices and foreign language and cultural resources. This report provided important information and selection criteria such as languages supported, type of information available, skills addressed, system requirements and recommendations for use [IIIC.1d.16]. Other technology research projects include:

- Connecting Soldiers to Digital Applications (CSDA) – concept exploration for foreign language and culture training and language translation Smart Phones, operating systems and applications [IIIC.1d.17].
- Distributed Learning in Foreign Language Education: Principles, Best Practices, and Approaches to Evaluation, September 2010. Research focused on 1) the need to provide a summary of current state of research on distributed learning (dL) for foreign language sustainment education, 2) a review of the DLIFLC’s current and projected practices for synchronous and asynchronous dL foreign language proficiency sustainment and enhancement instruction, and 3) the direction for incorporating best practices and innovations for delivering sustainment and enhancement instruction using dL [IIIC.1d.18].

Contracted Online Services and Resources

Many contracted and online services and resources further support the development, maintenance and enhancement of DLIFLC programs and services. These resources offer various learning formats, skills development and language activities that blend with curriculum components. Additionally, they provide content such as authentic materials and learning strategies that support the development of language proficiency. All Department of Defense faculty, staff and students have access to these contracted online services and resources through the public domain or CAC access. A listing of all resources appears on the DLIFLC website homepage under Language Products [IIIC.1d.19]. Most programs can be accessed using AKO login and password. Some also require separate login and password which can be obtained from the Language Technology Specialist.

Satellite Communications for Learning Association (SCOLA) offers many resources for language learning. These resources provide authentic materials for classroom use, cultural information and input for developing important reading and listening skills resources that can be accessed on the SCOLA site include: World TV Online, Insta-Class, Specialized Word Video Search, Digital Archive, On the Street Videos, Foreign Text, International Radio, Spoken Word, Learning Objects and Country Overview Videos which are part of the Language Training Materials section. Other resources provided to and accessible from the Language Materials section of

SCOLA include: Language Lessons, Joint Language University (JLU) and the Military Intelligence Foreign Language Training Center (MIFLTC). A username and password are required to access SCOLA site materials. The following are resources accessible through SCOLA along with descriptions and supported languages.

World TV Online is video-streamed, authentic television programming from more than 100 countries and regions around the world and more than 100 languages available by satellite and on the internet. These online programs can be viewed live or downloaded from SCOLA. Each channel offers a blend of news, drama, comedy, culture, sports, entertainment, music and children's programming. New countries and languages are frequently added. Additionally, Week in Review provides the previous six days of programming.

Insta-Class is an extensive collection of multimedia language lessons based on actual foreign video segments with new lessons posted once a week. Each insta-lesson includes a video clip, transcript of the video clip, a translation of the transcript into English, quiz questions and a vocabulary list. A schedule of insta-classes provides a list of the languages offered, origin of network or country, SCOLA channel, broadcast time and date recorded. Insta-Classes are useful as supplemental language instruction and maintaining levels of language proficiency. As of 2010, Insta-Classes are searchable by language, level, category and year, in addition to a number of other options such as "search term". Languages supported include: Arabic (MSA), Chinese, Czech, Dari, Farsi, French, African French, German, Hebrew, Hindi, Hungarian, Indonesian, Italian, Japanese, Korean, Kurdish, Kyrgyz, Pashto, Polish, Portuguese, Russian, Serbian, Spanish, South American Spanish, Tagalog, Tajik, Thai, Turkish, Urdu, Uzbek and Vietnamese. There are also insta-classes in English to Chinese and English to Spanish.

Specialized Word Video Search provides foreign programming segments that contain usage examples of specialized vernacular foreign words. Archives can be searched using two methods: Word Search or Lexicon Search. Word Search allows users to search for an English word in any language or a specific language. Foreign language word searches require use of that language's script. Filtering by country, language, category and date is also possible. The search results display the pronunciation for the words returned, or are accessible on the Player Page. The Player Page lists all words associated with a particular video clip so words are heard in context.

People and Places displays pictures of people, places, events and cultures from around the world. The database is searchable by country and category and encompasses 24,571 images from 83 countries.

Digital Archive provides a searchable database of authentic SCOLA broadcast videos in over 70 languages. Digital Archive results can be viewed online from the SCOLA website or saved in MPEG 2 or MPEG 4 format to individual computers. Translated text for videos is searchable for English to Arabic and English to Farsi only and requires Microsoft Internet Explorer 6 or higher. Videos can be searched by program name and type, country, language, broadcast date, broadcast station and key words.

On the Street Videos provide "language as it really is" in over 90 languages. These natively-produced videos are unrehearsed and depict everyday people speaking about everyday things in

the native dialect. The videos are dialect specific and reflect unique situations and places and are searchable by country and language. Information for each video file includes: name, type, country, language, file size, and play/save file formats. Most are MPEG4 files. Videos can be opened directly from the SCOLA website or saved to individual computers.

Foreign Text is an online library of newspapers, magazines, poetry, children's books and other publications in over 40 languages. Materials are copyright cleared for online reading directly from the SCOLA website or can be saved to individual computers, as recommended. Information for each publication includes: name, type, country, language, publication date, pages, file size, and open/save formats. All are PDF files. This database is searchable by country, language, publication and publication dates.

International Radio is a collection of radio broadcasts from Afghanistan, Cameroon, Ethiopia, Guatemala, Hungary, Madagascar, Nepal, Niger, Peru, Philippines, South Africa, Sudan and Zimbabwe. Broadcasts are searchable by country, language, and broadcast date range. Radio clips are available for live streaming or can be downloaded to individual computers. Information for each broadcast includes title, country, language, broadcast date, length, file size, and play/save file formats (MP3). Languages supported include: Arabic-Sudanese, Dari, Dari and Pashto, French, Fulani, Hausa, Hungarian, Mayan, Mayan-Achi, Kaqchiquel, Kiche, Ndebele, Pashto, Pidgin English, Quechua, Shona, Tausug and Tzutujil.

Language Training Materials include both SCOLA-produced and partner-produced language materials: Country Overviews, Language Lessons, Star Lessons, Air Force Language and Culture Learning Center and links to Joint Language University (JLU) and the Military Intelligence Foreign Language Training Center (MIFLTC) (see JLU and MIFLTC resources descriptions). Videos are available in over 35 languages in MPEG 4 file format and Language Lessons are in video (MP4), audio (MP3) and text (PDF) formats.

Country Overview Videos are exclusive SCOLA productions. These comprehensive learning packages provide native perspective videos that address language, culture, geography, politics and history for the selected country. Videos are provided in MPEG-2 and MPEG-4 file format. The database is searchable by country, language and video format (MP2 or MP4). Search results appear with the following information: title, country, language, length, video format, file size and play/save options. Languages supported include: Bengali, Burmese, Dari, Farsi, Fijian, French, Fula, Hausa, Hindi, Igbo, Indonesian, Japanese, Khmer, Korean, Kyrgyz, Lao, Lugwere, Macedonian, Malagasy, Malay, Mandarin, Mandika, MSA, Pashto, Swahili, Tagalog, Tamil, Tetum, Thai, Vietnamese, Wolof and Yoruba.

Language Lessons provide instruction in a variety of languages in multimedia and text format. Users can select lessons by language, country and file format and play from the website or save to their computers.

Star Lessons are language lessons that support Dari, Pashto, Chinese Mandarin, Hindi, Persian-Farsi, Russian, South Korean, Tajik, Urdu, and Uzbek in a variety of topics. Lessons are searchable by language or Interagency Language Roundtable (ILR) Skill Level Description (ILR) levels 2, 2+, and 3. Each lesson provides exercises for vocabulary building, grammar,

comprehension and assessment. Also included are additional resources in the target language and translations.

Joint Language University (JLU) is a language learning and support portal offering a compendium of resources and materials from across the Federal Government, Department of Defense, and academia. JLU provides access to thousands of hours of language instruction based on authentic source texts and audio recordings as well as other relevant tools and resources. Learning materials and resources are organized by language, rated and grouped according to ILR proficiency level descriptions and the subject matter of the source materials. JLU also provides access to the following: Library Press Display, User Submitted Resources, Interagency Language Roundtable, Tactical Language and Culture, LangNet Assessment Objects, ICAS Program, Russian Cultural Literacy Course, Reedline: Russian Information Kiosk, Russian Language Mentor, Supplemental Keyboards, and AF/Pak Internet Resources.

JLU resources include an organized and searchable collection of language materials, self-assessments, learning profiles, and learning plans to create lists of materials relevant to user needs, certificates of completion, and customized learning tracks. Also included are learning paths based on DoD training requirements, language materials and resources for maintenance and enhancement of reading and listening skills, and practice materials for the Defense Language Proficiency Tests (DLPT). Materials can be accessed from the homepage through the Catalog of Materials and Resources and Resources links. Alerts about new products also appear on the homepage along with users record of current training, upcoming training, and completed registration of learning activities that have been completed.

Military Intelligence Foreign Language Training Center (MIFLTC) provides access to many language learning resources including: Out and About Courses, Interactive Guidebooks, Express Courses, Foreign Language Films, Resource Library, Worldwide Internet TV, external links to TRADOC Culture Center, Somali and African Languages Training Materials Media, Pathfinder Country Studies, FSI Language and Cultural Courses and Self-paced training. Additionally, MIFLTC provides resources that include foreign language films, language training guides, resources to specified language sites and Somali Listening and Reading Comprehension Software Language Training/Media. Out and About Courses are multimedia-based programs designed for Department of State personnel and targeted for particular city locales where language is written in non-Latin script, such as Beijing, Cairo and Moscow. Express Courses offer an additional mentoring via email and a group bulletin board. Classes are currently offered in eight languages: sub-Saharan French, German, Greek, Japanese, Spanish, Polish, Portuguese and Russian. New language courses are constantly being added.

Also under development are Conversion Courses for transfer of skills and principles between languages of the same family. These include: Portuguese to Spanish, Russian to Polish, Russian to Slovak, Turkmen to Turkish and Turkish to Turkmen. Reading Maintenance Courses are available in seven languages: Arabic, Chinese, French, Polish, Portuguese, Russian, and Spanish. Self-Study Courses consist of electronically available resources. Search for Language Programs provides links to the LinguaVista website of the University of Maryland Center for the Advanced Study of Languages (CASL). LinguaVista enables learners to find high-level language programs in the United States and abroad. Users can search the database by language and program type.

Air Force Language and Culture Learning Center offers a selection of language and cultural learning material to assist professional military linguists who want to maintain or enhance their global skills and language proficiency or learn a different language. Materials include downloadable audio, video and text files in a variety of languages. In addition to materials, the site includes discussion boards for each language community and helpful resources including links and iPod/iPhone applications.

Spoken Word allows learners to have conversations with native speakers in public through public or private vocal threads.

Learning Objects support Egyptian Arabic, Dari, Korean, Pashto, Persian-Farsi, Russian, Turkish and Urdu languages. Materials are searchable by keyword, language, topic, and ILR level. Each learning object includes an overview of the lesson, a preparatory activity, video to view, comprehension check and cultural knowledge check.

Transparent Language, CL-150 is a constantly expanding suite of applications and content dedicated to the efficient acquisition and sustainment of language for specialized government purposes, programs include: Rapid Rote and Rapid Rote Lists, Tactical Language Kits (TLK), Declarative Sequence for Accelerated Outcomes (DSAO) 200-hour course, Language Proficiency Tests, Rapid Rote Audio Lists, LanguagePro Solutions, Talker and Talker Lists and Cultural Overviews.

Rapid Rote and Rapid Rote Lists is a flash card program designed to provide a fast, efficient, and effective environment for learning vocabulary words and phrases in over 45 languages. Software can be accessed on a Windows computer, Palm device or Pocket PC.

Tactical Language Kits (TLKs) combine many of the CL-150 applications with specialized content to provide grab-and-go technology for rapid communication and learning during pre-deployment or in the field. TLKs specifically focus on bringing novices to the point of using basic language in practical situations as rapidly as possible. All programs in a TLK run on Windows computers. Some also run on Palm devices and Pocket PCs. Languages supported include: Chechen, Chinese Mandarin, Dari, Farsi, French, Hindi, Indonesian, Iraqi Arabic, Korean, Pashto, Russian, Spanish Colombian, Tagalog and Urdu.

Declarative Sequence for Accelerated Outcomes (DSAO) is a series of Rapid Rote learning lists specially crafted to improve the speed and quality of language learning outcomes. In this case, DSAOs were particularly designed to accompany the United States Special Operations Command (USSOCOM) 200-Hour Familiarization Course for certain languages. Both the original course materials in PDF format and the DSAO Rapid Rote course lists can be downloaded here. The initial intent is that these DSAO-reinforced courses are deliverable as distance learning via Special Operations Forces Tele-Training System (SOFTS), but some may also find them useful for classroom use or for independent learning. Languages supported include: Arabic (Iraqi, MSA), Armenian, French, Indonesian, Spanish and Tagalog.

CL-150 Language Proficiency Tests are Web-delivered tests designed to assess the language proficiency of the examinee, as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The open versions of these tests are available to all members of CL-150 community-licensed organizations and can be taken for practice or for a preliminary evaluation of skills. Languages supported include: Arabic (Iraqi, MSA), Chinese Mandarin, Dari, French, Russian and Spanish.

Rapid Rote Audio lists are sets of MP3 files that are compatible with various MP3 players. Similar to the vocabulary lists for the Rapid Rote software program, Rapid Rote audio lists are designed to help users learn foreign language words and phrases quickly and easily. Learners can use these audio lists which are available in over 30 languages on a computer, iPod or any other type of MP3 player.

LanguagePro lets students immerse themselves in a foreign language. The immersion environments used in LanguagePro lets users read foreign language texts, listen to native speaker sound, explore grammar, practice conversations, play interactive games and more. LanguagePro runs on Windows computers. Languages which are supported include: Arabic (Iraqi, MSA), Armenian, Azerbaijani, Chechen, Chinese Mandarin, Dari, Farsi, French, Georgian, Hindi, Indonesian, Korean, Kurdish, Sorani, Pashto, Punjabi, Russian, Spanish-Colombian, Tagalog, Turkmen and Urdu.

Talker and Talker Lists are applications designed as fast, efficient ways to express vital information in a foreign language. Even an individual with little or no language knowledge can use Talker to speak with someone in a foreign language, using simple terms appropriate for the job being performed. Talker can be used on a Windows computer, a Palm device or a Pocket PC. Languages which are supported include: Arabic (Iraqi, MSA), Armenian, Azerbaijani, Chinese Mandarin, Dari, Farsi, Georgian, Indonesian, Korean, Kurdish Sorani, Pashto, Punjabi, Tagalog, Turkmen and Urdu.

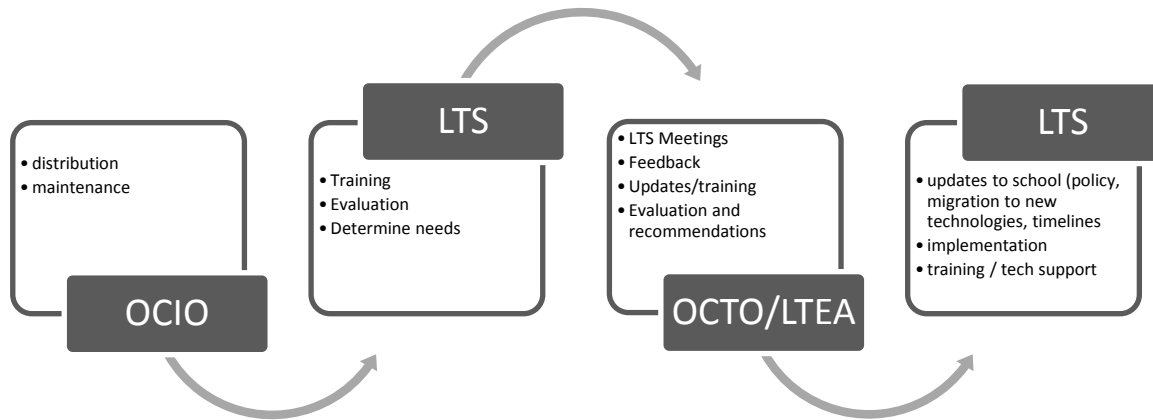
Self Evaluation:

The DLIFLC five-year technology plan has provided effective and successful guidance in bringing cutting edge technology such as TabletPCs and mobile devices (e.g., iPod Touch and wireless network access), and support for the development, maintenance and enhancement of its programs and services [IIIC.1d.20].

Decision-making Process for Use and Distribution of Technology Resources

The institute's distribution and utilization of technology resources supports the development, maintenance and enhancement of its programs and services. The institute ensures that resources are available and that all technology needs are considered through the DLIFLC's LTS meetings, which are chaired by the Director of the Language Technology Evaluation and Application (LTEA) division and the Chief Technology Officer (CTO). Meetings focus on technology updates and information pertinent to technology usage at the schools. For example, at the May 24, 2011 meeting, topics included results of an Audio Visual study, update on the Dari school Sakai learning management system pilot and an overview of Transparent Language resources [IIIC.1d.21]. Additionally, Language Technology Specialists serve as the primary contact for

language technology issues in their school or division and ensures that information from meetings is disseminated and required tasks are completed [IIIC.1d.22]. More specific feedback from users would be beneficial to better inform how technology is being used and where gaps exist. These processes and collaborations continue to address the goals set forth in the five-year Information Technology Strategic Plan (See figure below) [IIIC.1d.20].



Robust, Secure, and Reliable Technical Infrastructure

The technical infrastructure has been effective in maintaining security requirements. The Blackboard server has many times been out of compliance and immediate steps are taken to disable access for all users and provide a patch to maintain compliance. The migration to Sakai LMS and the .edu network provides a more reliable and secure platform for Internet usage [IIIC.1d.23], [IIIC.1d.24]. Additionally, mandatory Information Assurance Training provides knowledge of policies and procedures and assigns responsibilities for all users [IIIC.1d.3].

Policies and Procedures for Updating Technology

Policies and procedures for updating technology, as determined by the OCIO, are effective once all users have received either new equipment or updates. Because of the large number of users, updates and new equipment deployment is staggered and high priority users are the initial recipients [IIIC.1d.23]. Students are given high priority for technologies that support their language studies and attainment of proficiency goals (See figure below).

.EDU Project Migration

POC	UCL	Mid-POM	Lower-POM	Upper-POM	OMC	Other
Dari	Pashto	Arabic	SLC	Persian Farsi	FD	Barracks
CD	Urdu	Korean	Chinese		CE	Commands
TI	Hindi	Headquarters	Japanese		ES	
	Kurdish	Provost	Thai		Chamberlin	
	Turkish	DLPT Labs	Tagalog			
	Uzbek	LS&T	Russian			
	Indonesian	Aiso Library	Spanish			
			Hebrew			
			German			

			Serbian/Croatian			
			Portuguese			
			Italian			
			French			

Consideration for Equipment Selection for Distance Learning

Equipment selection for Distance Learning incorporates the most up to date and accessible technology available at the institute. As the Blackboard learning management system is phased out, Sakai is now used for delivery of distance learning programs and, specifically, Continuing Education's BLTS. CE reviews its technology requirements and equipment in order to determine when upgrades or new systems need to replace the old equipment. This portion of CE's comparison chart shows some of the criteria CE used in selecting the most effective web conferencing software (See figure below) [IIIC.1d.7].

Comparison of Web Conferencing Software
(Last updated on 20 July 2011)

		DCO (aka Adobe Connect)	Illuminate	Collabworx	Big Blue Button	Skype
1.	License	✓ already paid for and available to all DoD personnel	NPS .edu server and license	ATSC server and license	open source	freeware with advertisement
2.	Approval	✓ DoD enterprise system	✗	Army Certificate of Networthiness	✗	✗
3.	Accessibility (BLTS linguists are across all services. They connect from work and from home.)	✓ .com/.mil/.edu/.gov	??	.com and Army networks	.com/.edu	.com/.edu
4.	AGM compatibility (for DLI faculty)	✓ outstanding	??	✗	✗	✗
5.	Secure guest login	✓ outstanding	✗	✗	✗	✗
6.	24/7/365 Help Desk	✓ outstanding	✗	0800-1600 ET M-F	✗	✗
7.	Trouble ticket management	✓ outstanding	✗	✗	✗	✗
8.	Tiers of tech support	✓ outstanding	??	✓	✗	✗
9.	User account registration	✓ CAC integration	manual	manual	??	✓ auto
10.	Password reset	✓ outstanding	manual	manual	??	✓

Effectiveness of Technology Use and Distribution

Technology is acquired through contract services and in-house development. A thorough vetting process is completed before recommendations are made, focusing on accessibility, learning curve, ease of use and language learning applications.

Audio recording studios and equipment

The recording studios have enhanced the audio quality of all recordings in order to produce sound files on a professional level.

Video recording studios and equipment

The enhanced video-recording setup, professional editing capabilities, and enhanced video production have resulted in high quality and professional video products.

Online materials development

The DLIFLC promotes the development of professional online materials. Technology experts have been hired to provide high level expertise and support. Additionally, the purchase of software that supports the development of quality online material enables the most up-to-date applications for their use. The resulting products represent a professional and high quality product.

Learning Object Generator

The latest update on the Learning Object Generator used to create Global Language Online Support System (GLOSS) learning objects allows for more flexibility and is in accordance with the NIPRNet user agreement.

SCOLA

As the DLIFLC contracts SCOLA products; it provides support in the usage and application of SCOLA programs for Department of Defense faculty and staff. Additionally, the DLIFLC seeks feedback and input from other users to better inform contract modifications.

Transparent Language

Transparent Language's products; have received positive feedback from students, especially the Rapid Rote flashcard program. Students continue to utilize flashcards to build vocabulary knowledge, LTS training is ongoing so that both students and teachers become familiar with how to use the program and updates.

Online Lesson Repository (OLR), GLOSS, Headstart, Online Diagnostic Assessment (ODA) and other DLIFLC products

All products in support of language learning are available for language learners from the DLIFLC.edu website. The DLIFLC has been very successful in promoting these products for internal and external use. Resources are also being used across the world by the different DoD entities.

Planning Agenda:

Decision-making Process for Use and Distribution of Technology Resources

As the decision-making process follows CIO guidelines, a technology climate survey will be distributed to all DLIFLC faculty and staff to provide an additional input to inform future decisions in the use and distribution of technology resources. This survey will provide end user input and considerations for technology needs [IIIC.1d.25].

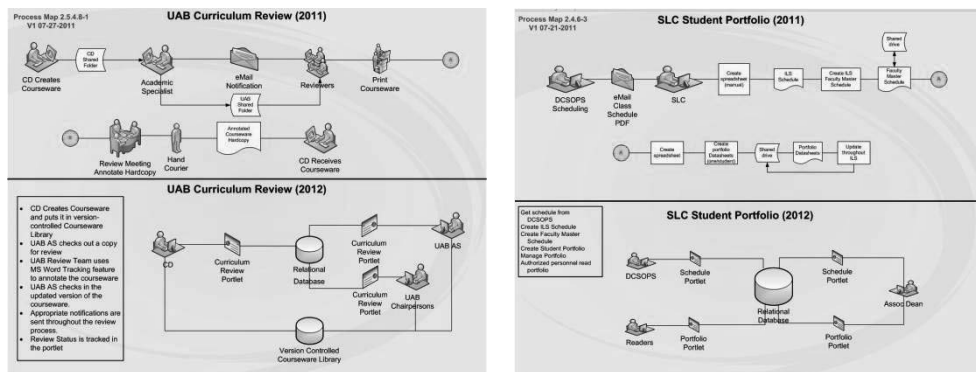
Robust, Secure, and Reliable Technical Infrastructure – Status Quo

Policies and Procedures for Updating Technology

Collaboration with the CIO and a consideration of future needs will be the basis for updating technology and services related to accessing materials through the internet while working within the framework of the DLIFLC's policies and procedures. For example, based on the need to

consolidate all language learning resources, the Language Materials Distribution System-(LMDS)-International Security Assistance Force (ISAF) material ordering and delivery project was implemented in 2010. This project addressed the mission requirement to provide distance education support in the form of command language program manager proficiency training materials. While materials were accessible on the DLIFLC.edu website via a link to the LMDS, there was a need to aggregate all language and cultural materials so users would not have to browse materials storage in disparate locations on the site. The LMDS underwent system updates to make it more accessible to the field user and a language access portal was created for use by in order to centralize with an ISAF language access portal for centralization of materials and ease of ordering and delivery [IIIC.1d.26].

A Knowledge Information System Study (KISS), through the OCTO, is in the discovery phase and will inform Enterprise Portal software development so that administrative and academic information processing is brought up to the highest standards [IIIC.1d.27]. Process maps provide the flow of information for topics related to technology use such as student grade processing, SLC student portfolio and curriculum review (See figure below) [IIIC.1d.28], [IIIC.1d.29].



Consideration for Equipment Selection for Distance Learning

Continuing Education will continue to monitor hardware and software for distance learning in order to maintain Sharable Content Object Reference Model compliance and interoperability of the system. Upgrades will be installed as needed. Online language learning support will continue to be available from the DLIFLC.edu website. The LTEA division will continue to provide support for distance learning through research initiatives and updates to existing research such as the Language Technology Study for machine translation devices and foreign language and cultural learning resources, to keep up with the dynamic nature of new technologies that support language acquisition [IIIC.1d.16].

Effectiveness of Technology Use and Distribution

SCOLA

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

Transparent Language

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

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

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

Evidence – 1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1d.1	Serafin, J. (December 1, 2005). <i>Information Technology Strategic Plan FY06</i> . DLIFLC.	68
IIC.1d.2	LTS Meeting Minutes (May 24, 2011)	69
IIC.1d.3	Army Regulation 25-2 Information Assurance. (Revision, March 23, 2009).	27
IIC.1d.4	Operation Order 10-28 (Vista Migration). (November 25, 2009).	55
IIC.1d.5	DCAM and Microsoft Windows Vista Workaround. (January 27, 2010).	70
IIC.1d.6	Equipment Selection Process for Distance Learning. PowerPoint. (n.d.).	71
IIC.1d.7	Comparison of Web Conferencing Software. (Connecting Soldiers to Digital Applications Study). (July 20, 2011).	72
IIC.1d.8	Broadband Language Training System. Retrieved August 12, 2011 from http://www.dliflc.edu/blts.html	73
IIC.1d.9	DLIFLC Website. Retrieved August 12, 2011 from http://www.dliflc.edu	3
IIC.1d.10	(DCO) Defense Connect Online Quick Reference Guide. (November 2007).	74
IIC.1d.11	AnnexK: DLIFLC Standard Operating Procedures (DLIFLC Regulation 25-1). (n.d.)	4
IIC.1d.12	How Do You Use Video in the Classroom? SharePoint Site: https://portal.monterey.army.mil/org/FacultyDev/id/Shared%20Documents/sco_0100/index.html	75

IIC.1d.13	Teaching Listening. SharePoint Site. Retrieved August 12, 2011, https://portal.monterey.army.mil/org/FacultyDev/vid/Shared%20Documents/sco_0200/index.htm	76
IIC.1d.14	Arabic Grammar Lessons. Retrieved August 23, 2011 from http://ags.lingnet.org	77
IIC.1d.15	Faculty Development SharePoint Visiting Scholars. Retrieved Aug. 25, 2011, https://portal.monterey.army.mil/org/facultydev/Pages/main.aspx	78
IIC.1d.16	Marius, T., Berman, S. and Randolph, D. (November 30, 2009) <i>Foreign Language Resources for the U.S. Military: Machine Translation Devices and Cultural and Language Learning Resources</i> . DLIFLC. (Language Technology Study).	1
IIC.1d.17	Berman, S. and Marius, T. (December 2010). <i>Connecting Soldiers to Digital Applications Study</i> . DLIFLC.	79
IIC.1d.18	Menaker, E., Tucker, J. (September, 2010). <i>Study Report 2010-03: Distributed Learning (dL) in Foreign Language Education: Principals, Best Practices, and Approaches to Evaluation</i> . U.S. Army Research Institute for the Behavioral and Social Sciences.	80
IIC.1d.19	DLIFLC Website. Retrieved August 12, 2011 from http://www.dliflc.edu	3
IIC.1d.20	Serafin, J. (December 1, 2005). <i>Information Technology Strategic Plan FY06</i> . DLIFLC.	68
IIC.1d.21	LTS Meeting Minutes. (May 24, 2011).	69
IIC.1d.22	Language Technology Specialist Job Description and Standards. (January 25, 2011).	81
IIC.1d.23	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
IIC.1d.24	Russell, J. (n.d.). <i>DLIFLC Sakai Transition</i> . PowerPoint.	7
IIC.1d.25	SharePoint Technology Climate Survey. Retrieved July 20, 2011 from https://my.portal.monterey.army.mil/personal/sandra_wagner/Lists/Technoloy%20Climate%20Survey/overview.aspx	82
IIC.1d.26	DLIFLC-LMDS-ISAF Material Ordering and Delivery. (February 2, 2010).	83
IIC.1d.27	Project Charter: Knowledge Information System Study (KISS). (May 16, 2011).	84
IIC.1d.28	SLC Student Portfolio 2011 (Student Learning Center). (July 21, 2011).	85
IIC.1d.29	UAB Curriculum Review. (July 27, 2011).	86

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

Descriptive Summary:

As previously indicated, the institute's technology planning is integrated with institutional planning. Additionally, the DLIFLC systematically assesses its use of technology resources and uses the results of evaluation as the basis for improvement.

Technology comprises an important and integral resource for language acquisition and is therefore part of the institutional planning process. The DLIFLC's Information Technology Strategic Plan 06, cited in Standard IIIC.1d, created as a result of collaboration with faculty, staff and school leadership, outlines specific goals for technology implementation based on institutional planning for increased student load and increase in skills mandated by the Proficiency Enhancement Program (PEP) [IIIC.2.1]. The strategic instructional technology plan clearly outlines technology resources to meet this need, including such components as: providing network accounts and TabletPCs to students, standardizing IT support to leadership, faculty and students, deploying a comprehensive Storage Area Network that consolidates servers where appropriate and providing shared file and web server storage for the DLIFLC while taking into account network security and Army and DoD regulations.

Technology resources at the DLIFLC are managed through the Office of Chief Technology Officer, the Presidio of Monterey Network Enterprise Center and the Associate Provost for Language Science and Technology (LS&T). Each entity ensures that technology planning is integrated with institutional planning. All entities ensure that the IT plan is implemented and supported.

Office of Chief Technology Officer (OCTO)

The planning for establishing future information technology requirements for the DLIFLC is the responsibility of the DLIFLC CTO. This position has been created in response to a planning gap identified in the previous accreditation report. The CTO plans, reviews and coordinates technology requirements with POMNEC, the language schools and the associate provost for LS&T. The CTO evaluates new technologies for classroom projects, applications and project management activities. Planning for the migration from Blackboard to Sakai required strategic planning in order to ensure a seamless transition from one system to the other as schools and directorates utilize the LMS to meet institutional goals. For schools, this is especially important as Bb has been used to upload curriculum materials and conduct online activities to support classroom instruction. The migration schedule provides for a transition period to enable language technology specialists to transfer content to the Sakai LMS from Blackboard before the Bb shutdown date. Training in the use of the Sakai LMS has also been provided so teachers will be familiar with the new system before complete implementation [IIIC.2.2].

Presidio of Monterey Network Enterprise Center (POMNEC)

POMNEC is responsible for the institute's technical infrastructure. It provides mission support services to the language schools and other academic programs in the areas of computer acquisition, configuration, maintenance and networks. The director and their staff provide the operational support for equipment acquisition, installation and service for establishing information technology requirements.

Language Science and Technology (LS&T)

In the aftermath of 9/11, the directorate of LS&T rose to the challenge of developing rapid technical and non-technical language solutions for military personnel world-wide. Supporting the DLIFLC Command Plan, the associate provost of LS&T oversees the Curriculum and Faculty Development divisions, Technology Integration division, Language Technology Research and Development division, as well as the Library Learning Resource Centers.

The LS&T Associate Provost

The LS&T associate provost and staff promote both technical and non-technical language solutions for military personnel worldwide. Programs include classroom learning technologies as well as online learning solutions tailored to the needs of non-resident military users in the field. In addition, the organization supports the research and development of machine translation and speech translation devices. LS&T also drives the development of new technology applications, programs, material, and online solutions.

The Distance Learning (dL) Division

The Distance Learning (dL) division of Continuing Education works with the Curriculum Development division to create on-line content. The dL division is responsible for creating additional options for technology-mediated delivery including: Broadband Language Training System, hybrid delivery (i.e. Video Tele-Training and online), integrating learning objects from the Global Language Online Support System and technology integration.

The Faculty and Staff Development Division (FD)

Faculty Development designs, develops and implements pre-service and in-service foreign language teacher education and leadership development programs for the DLIFLC and Command Language Program requirements. It provides professional development opportunities for faculty and leadership through in-house workshops and courses and by inviting presenters from other academic institutions as part of their Visiting Scholar Program.

The Technology Integration division (TI)

TI is responsible for special projects, including: Headstart, Language Survival Kits, and Familiarization Courseware in support of troop deployment. TI also develops the authoring tools for Global Language Online Support System (GLOSS), Online Diagnostic Assessment and Weekly Training Events.

The Curriculum Development Division (CDD)

Curriculum Development is in charge of the development and distribution of learning materials for the resident instruction basic programs and the post-basic programs. This division also develops courseware for online learning, including GLOSS, a portal designed to aid resident students and alumni around the world with language materials.

Language Technology Evaluation and Applications (LTEA)

LTEA deals with all language technology-related contracts and services at the DLIFLC, including SCOLA, Transparent Language and Atomic Learning.

LTEA co-chairs bi-weekly Language Technology Specialist (LTS) meetings with the Chief Technology Officer. These meetings cover all language technology-related issues on existing and new software and hardware which is researched and evaluated before DLIFLC-wide implementation.

Research is conducted by LTEA and other DLIFLC faculty through hands-on experimentation and documentation of features that are beneficial for language learning. Other methods include pilot programs. Extensive reports are prepared and decisions based on such factors as cost, ease of use, extent of training and applications for language learning.

LTEA is also involved with machine translation device evaluations related to the U.S. Army's SEQUOYAH program. LTEA works closely with several DoD entities including Massachusetts Institute of Technology Lincoln Lab.

Language Technology Specialist (LTS) Support

Every school and directorate designates a Language Technology Specialist (LTS) as the primary contact for language technology issues in the school. LTSs oversee the school's LTS program and school-wide language technology projects. They organize, train and assist the LTSs for the departments and teams. LTSs need to identify applicable new technologies and assist in procuring them when appropriate. They train faculty and students in the proper use of hardware and software for language acquisition. LTSs test new software for use in language teaching and create educational templates for use in the different language programs. They also manage the school's SharePoint, Blackboard, file servers and website and are responsible for web deployment of their respective language curriculum.

The creation of a .edu network

A dynamic infrastructure ensures support for existing technology requirements, new technologies and campus expansion [IIIC.2.3]. The DLIFLC and the POMNEC are working to deploy an .edu network across campus. This will increase internet bandwidth to exceed current Army network capacities [IIIC.2.4] and to provide an internet environment that can fully support the educational requirements that have been hindered by restrictive NIPRNet safety regulations. The .edu network is being tested in a number of buildings within the Undergraduate School of Consolidated Languages, specifically for Dari.

Decision-making Based on Institutional Needs and Plans for Improvement

Institutional technology needs are assessed primarily through input by Language Technology Specialists as outlined in LTS performance standards to "serve as the primary contact for language technology issues in the school/division" and to oversee and support the school-level Language Technology Teams, mainly selected instructors and school-wide language technology projects [IIIC.2.5].

LTS attend bi-weekly meetings with the OCTO and LTEA for the dual purpose of receiving updates on technology programs, policies and procedures and providing feedback on individual school and division needs. LTS report all technology-related issues to the LTEA director and the Chief Technology Officer at these meetings. This two-way communication ensures that issues are addressed and steps taken to provide support. As the LTS is the point of contact for

maintenance of classroom computers, SmartBoards, and other educational technology equipment in the school or division, this link provides an important bridge between the school/division and decision makers.

Periodically, surveys are administered to determine specific practices and needs. For example, a LTS technology training survey provided important feedback on the frequency of training for each school and division [IIIC.2.6]. Additionally, LTS are asked to provide feedback on any technology software or programs they are piloting. The LTS for the UCL provides updates for the Sakai learning management system and .edu Network pilot program [IIIC.2.7], [IIIC.2.8].

The Chief Technology Officer is responsible for leading the .edu migration effort and building the IT organization that will support this new network and the academic needs of the DLIFLC community [IIIC.2.9], [IIIC.2.10].

Effectiveness of Meeting Needs

Feedback through LTSs from teachers is discussed at bi-monthly meetings [IIIC.2.8]. Based on information received at LTS meetings, LTS and school academic specialists provide updates and training as needed, especially as new technologies are introduced or a migration to a new system occurs. Train-the-trainer sessions are also offered by OCTO and the LTEA division, in addition to receiving technology updates and resources at institute-wide professional development such as Faculty Professional Development Day. For example, the OCTO provided Sakai planning and training sessions for academic leadership, LTSs and divisions that work with technology and technology training to become familiar with the new LMS and provide input on the layout, permissions and other components involving teacher usage [IIIC.2.11]. At Faculty Professional Development Day, LTEA presentations focused on available technology at the DLIFLC and information with a description, sample language applications and login information [IIIC.2.12].

The Office of the Chief Information Officer staff establishes priorities and requirements for Instructional Technology (IT) in addition to the coordination with schools to incorporate their input into their plan. Staff additionally review and analyze supported organization mission plans and operations to determine current and future information technology and coordinate with POMNEC to develop information management plans [IIIC.2.13]. A Knowledge Information Systems Study (KISS) is in progress to provide information that will inform Enterprise Portal software development so that administrative and academic information processing is brought up to the highest standards with technology applications that best meet user needs [IIIC.2.14].

Self Evaluation:

OCTO

The Office of the Chief technology Officer (OCTO) is responsible for the .edu installation at the DLIFLC campus and calls for a two year migration to the .edu network. The CTO also supervises the life-cycle replacement of all PC and peripheral equipment that includes smart boards and projectors. The .edu project came about as a response to the limitations and restrictive regulations of the NIPRNet, especially in regard to the Certification of Networkiness (CoN) process. According to regulations, it may take up to 18 months to certify a piece of

software to be used on the NIPRNet. With the dynamic nature of technology, it is probable that an updated version may surface requiring a new CoN. Other problems that surfaced using the NIPRNet were accessibility of certain sites on the internet, restriction of connecting portable devices such as iPods and thumb drives to computers, and restriction of open wireless access. This led to the request for an .edu network would be able to resolve these problems without compromising and endangering the NIPRNet. Shortcomings at this point are only the steps that logistically it will take to get to full deployment of the .edu system [IIC.2.15].

The CTO also supervises the life-cycle replacement of all PC and peripheral equipment that includes SmartBoards and projectors.

POMNEC

Presidio of Monterey Network Enterprise System has been providing services to support the NIPRNet system. POMNEC's goal is to make sure all security requirements are fully answered and the system is up-to-date and well-supported. Updates have interrupted certain services as many patches have affected programs that have not been tested centrally as many of the programs used at the DLIFLC represent programs that are not regularly used at a military installation.

LS&T

The Language Science and Technology directorate includes seven divisions: Curriculum Development (CD), Faculty Development (FD), Student Learning Center (SLC), Technology Integration (TI), Language Technology Evaluation and Application (LTEA), Libraries, and Production Coordination Office. Each division provides support for the implementation of technology as aligned to institutional planning.

LTEA

LTEA ensures that the process of acquiring and recommending technology is supported by extensive research and evaluation of all tech products in order to determine which technologies best meet the requirements for technology use as outlined by institutional planning. Research is conducted through pilot programs, user experimentation and vetting of hardware and software. Once feedback is received, data is compiled into a detailed report and informed decisions are then made. The Language and Technology Studies that are either ongoing or have been completed include: evaluations of Machine Translators [IIC.2.16], iPad project for evaluation and efficiency of iPads and iPad/iPhone applications, and Blackboard versus Sakai.

LTS Support

Language Technology Specialists promote the use of available technologies at the DLIFLC. Through daily interactions with students and teachers in the use of technology and applications for teaching and learning, LTSs provide important feedback on the effectiveness of usage and benefits for language programs. This feedback generates formative feedback and recommendations for modifications, retention or discontinued usage of specific hardware and software. Reports and feedback on a more consistent basis is needed to be able to make timely recommendations and modifications.

.edu network

The constraints of the current network still hinder technology applications for teaching. The school's ability to deploy and maintain equipment and infrastructure has been impacted by the current Internet bandwidth. The available bandwidth is not able to accommodate the increased number of personal computers on the campus area network, making the use of the Internet cumbersome at times.

The .edu network will prove especially significant as possible renovation of existing structures will take place in addition to the new construction of backbone fiber optical cabling. This project will lay the groundwork for strategic infrastructure planning for all future campus needs.

Several shortcomings in the current network are limited bandwidth availability, access to some country websites but not others and limitations placed on streaming media, a significant resource for current and authentic language materials required to get learners to higher levels of language proficiency. To address these limitations, the Commandant and Provost Offices of the DLIFLC have organized a working group with the task of establishing requirements for the mission network, conducting feasibility assessments and cost benefit analyses of network options. These Mission Network Functional Specifications are one product of this working group's efforts [IIC.2.17]. In this Mission Network Requirements document, teaching technology applications was rated as high priority. The DLIFLC community must be allowed to fully utilize technology which enables and facilitates language teaching. Thus, the mission network must support all software, hardware, and appliances, which support language training and teaching (e.g., iPods, etc.).

Moreover, according to the 2009 Mission Network Requirements document, "the mission network must facilitate authorized users access of network resources and email from remote locations, in support of language training, scheduling, and communication. The DLIFLC mission encompasses responsibilities to support the DoD community at large, and remote accessibility to network resources is essential to fulfill this goal. Authorized entities (e.g., students, Command Language Program manager members, LTDs, MTTs, etc.) must be able to access DLIFLC language training resources to facilitate ongoing learning and sustainment of foreign language skill sets. The mission network must make these resources available, regardless of location or affiliation (e.g., Department of State, Federal Bureau of Investigations, National Security Agency, etc.), to all DoD authorized parties."

Decision-making Based on Institutional Needs and Plans for Improvement

Decision-making is based on research, pilot studies, and feedback from LTSs. Research conducted through the University of Maryland Center for Advanced Study of Language has informed the institute's planning for the PEP program which limited class section size to six or eight students depending upon the language and increased the number of sections. The study highlighted the correlation between class size reduction and language learning technology [IIC.2.18]. Planning for technology support for the implementation of the PEP program institution-wide is reflected in the Strategic IT Plan [IIC.2.1] that identifies technology resources needed to support the increase in skills mandated by the PEP. The ongoing pilot study for incorporation of the .edu network and migration to the Sakai LMS has helped to identify effective components for language learning and areas for improvement. LTSs additionally

provide feedback from their schools on technology needs and what needs improvement [IIIC.2.19].

Effectiveness of Meeting Needs

The DLIFLC has been effective in meeting technology needs. The migration to the .edu network provides a more robust network than the existing .mil network and provides access to beneficial online resources for language acquisition [IIIC.2.20]. Additionally, the Sakai LMS which is replacing the Blackboard LMS provides a more cost effective system that can be further adapted to meet DLIFLC specific needs. Mobile technologies that support linguists in the field have also been researched for their effectiveness and availability of language applications [IIIC.2.21].

Planning Agenda:

OCTO

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

POMNEC

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

LS&T

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

LTEA future technology contracts will include:

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

LTS Support

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

.edu network

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

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.2.1	Serafin, J. (December 1, 2005). <i>Information Technology Strategic Plan FY06</i> . DLIFLC.	68
IIC.2.2	Russell, J. (n.d.). <i>DLIFLC Sakai Transition</i> . PowerPoint.	7
IIC.2.3	Dettler, R. (October 6, 2009). Project Workplan Estimate for POM Mission Requirements. (Network Implementation and Enhancement Plan). Department of Army.	60
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IIC.2.5	Language Technology Specialist Job Description and Standards. (January 25, 2011).	81
IIC.2.6	2011 Spring LTS Technology Training Survey Results.	5
IIC.2.7	LTS Meeting Minutes. (April 5, 2011).	88
IIC.2.8	LTS Meeting Minutes. (April 26, 2011).	89
IIC.2.9	Proof of Principle Survey Results. (n.d.).	90
IIC.2.10	Sakai Collaboration and Learning Environment Fact Sheet. (n.d.).	91
IIC.2.11	Sakai Training Venue and Schedule. (July 2011).	92
IIC.2.12	Incorporating Technology to Achieve Higher Levels of Student Proficiency (Tech Specs). (n.d.).	93
IIC.2.13	Information Technology Specialist (GS-13 Position Requirements) Chief Mission Requirements Officer. (May 2001).	94
IIC.2.14	Project Charter: Knowledge Information System Study (KISS). (May 16, 2011).	84
IIC.2.15	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
IIC.2.16	Marius, T., Berman, S. and Randolph, D. (November 30,	1

	2009) <i>Foreign Language Resources for the U.S. Military: Machine Translation Devices and Cultural and Language Learning Resources</i> . DLIFLC. (Language Technology Study).	
IIC.2.17	DLIFLC Mission Network Requirements. (November 6, 2009.).	95
IIC.2.18	CASL Research Fact Sheet: Class Size and Technology. Do they impact how students learn a foreign language? (September 15, 2008).	96
IIC.2.19	LTS Meeting Minutes (May 24, 2011)	69
IIC.2.20	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
IIC.2.21	Berman, S. and Marius, T. (December 2010). <i>Connecting Soldiers to Digital Applications Study</i> . DLIFLC.	79

Standard IIC Evidence

Evidence – IIC.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1.1	Marius, T., Berman, S. and Randolph, D. (November 30, 2009) <i>Foreign Language Resources for the U.S. Military: Machine Translation Devices and Cultural and Language Learning Resources</i> . DLIFLC. (Language Technology Study).	1
IIC.1.2	Language Technology Evaluation Application (LTEA) SharePoint site. Retrieved August 23, 2011 from https://portal.monterey.army.mil/org/LTEA/Pages/main.aspx	2
IIC.1.3	DLIFLC Website. Retrieved August 14, 2011 from http://www.dliflc.edu	3
IIC.1.4	Annex K: DLIFLC Standard Operating Procedures (DLIFLC Regulation 25-1). (n.d.).	4
IIC.1.5	2011 Spring LTS Technology Training Survey Results.	5
IIC.1.6	Proposal Preparation Instructions (ODNI requests proposals from IC organizations willing to serve as Human Language Technology Community Heads.). (n.d.).	6

Evidence – IIC.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1a.1	Russell, J. (n.d.). <i>DLIFLC Sakai Transition</i> PowerPoint.	7
IIC.1a.2	AKO Website. Retrieved August 12, 2011 from http://www.army.com/army-knowledge-online-ako	8
IIC.1a.3	G.L.O.S.S. Website. Retrieved August 12, 2011 from http://gloss.dliflc.edu	9
IIC.1a.4	DLIFLC Website-Language Resources. Retrieved August 12, 2011 from http://www.dliflc.edu/language/resources.html	10
IIC.1a.5	Language Technology Evaluation Application (LTEA) SharePoint. Retrieved August 23, 2011 from https://portal.monterey.army.mil/org/LTEA/Pages/main.aspx	2
IIC.1a.6	2011 Spring LTS Technology Training Survey Results.	5
IIC.1a.7	Faculty Development Division Course Catalog. (2010).	11
IIC.1a.8	Network Enterprise Technology Command (NETCOM) Army Networthiness Program, from AKO Website.	12

	Retrieved August 14, 2011 from https://www.us.army.mil/suite/designer	
IIC.1a.9	Solicitation/Contract/Order Form for Commercial Items (TEC-II_Contract_2007_W91QUZ-07-D-0009-0Q21; September 30, 2009).	13
IIC.1a.10	Language Labs Location List. (December 8, 2009).	14
IIC.1a.11	Sanako Study 1200, User Guide. (n.d.).	15
IIC.1a.12	UET TPC DLIFLC Activity Configuration Build Sheet. (April 19, 2010).	16
IIC.1a.13	ALARACT 048-2009 Retention of Media Players and iPods by DLIFLC Students. (2009).	17
IIC.1a.14	Using iPods for Foreign Language Learning, University of Maryland Center for Advanced Study of Language (CASL). (May 2008).	18
IIC.1a.15	Blackboard login page. Retrieved August 14, 2011 from https://learn.monterey.army.mil	19
IIC.1a.16	Featuring Blackboard - A New Look at Familiar Features. Retrieved August 17, 2011 from https://learn.monterey.army.mil	20
IIC.1a.17	Blackboard Showcase News Screen Shot from FD SharePoint 2010. Retrieved August 15, 2011 from https://portal.monterey.army.mil/org/FacultyDev/Pages/BB2010.aspx	21
IIC.1a.18	Order for Supplies or Services: Blackboard Contract 2007-F-0055. (September 15, 2007).	22
IIC.1a.19	Office of International and Extended Studies San Jose State University. Retrieved August 12, 2011 from http://ies.sjsu.edu	23
IIC.1a.20	CSUMB Department of Extended Education and International Programs Website. Retrieved August 12, 2011 from http://extended.csumb.edu	24
IIC.1a.21	SDSU Language Acquisition Resource Center Website. Retrieved August 12, 2011 from http://larc.sdsu.edu	25
IIC.1a.22	Memorandum for Defense Information System Agency Global Information Grid, Combat Support, System Network Approval Process. Approval to Operate (ATO) CCSD-72VS – NIPRNet. (October 9, 2007).	26
IIC.1a.23	Army Regulation 25-2 Information Assurance. (Revision, March 23, 2009).	27
IIC.1a.24	SJSU Chapter Plan - Global Studies. (n.d.).	28
IIC.1a.25	Google Earth website. Retrieved August 14, 2011 from http://www.google.com/earth/index.html	29
IIC.1a.26	Russell, J. (n.d.) <i>DLIFLC Educational Network Proof of Principle Survey Analysis</i> . DLIFLC. PowerPoint.	30
IIC.1a.27	DLIFLC SharePoint site. Retrieved August 14, 2011 from https://portal.montereyarmy.mil/Pages/main.aspx	31

IIC.1a.28	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
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Evidence – IIC.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1b.1	Blackboard Training Manual (Instructor) Version 2.1. (n.d.).	33
IIC.1b.2	Student Learning Center Topics Covered in Introduction to Language Studies. (February 2009).	34
IIC.1b.3	<i>Introduction to Language Studies</i> , Course Pack, Module Six. (April 2011).	35
IIC.1b.4	Student Learning Center. Retrieved August 12, 2011 from https://portal.monterey.army.mil/org/SLC/Pages/main.aspx	36
IIC.1b.5	Faculty Development Division Course Catalog. (2010).	11
IIC.1b.6	Atomic Learning Website. Retrieved August 14, 2011 from http://www.atomiclearning.com	37
IIC.1b.7	2011 Spring LTS Technology Training Survey Results .	5
IIC.1b.8	DLIFLC Holiday Program. (2007). (Faculty Development).	38
IIC.1b.9	DLIFLC Holiday Program. (2008). (Faculty Development).	39
IIC.1b.10	Class Climate DLIFLC Student Learning Center Introduction to Language Studies Class Climate Survey. (June 14, 2011).	40
IIC.1b.11	Blackboard Workshop: Applications and Implications for Teaching. (September 15-19, 2008).	41
IIC.1b.12	Presentation Evaluation Form Faculty Professional Development Day (FPDD) 2011.	42
IIC.1b.13	Designing Creative Tasks with SmartBoard Workshop Evaluation. (March 10-14, 2008).	43
IIC.1b.14	Roberts, Gregory, R. (n.d) <i>Technology and Learning Expectations of the Net Generation</i> . Retrieved July 29, 2011 from http://www.educause.edu/Resources/EducatingtheNetGeneration/Technology and LearningExpati/6056	44
IIC.1b.15	Trinidad, S., Newhouse, P. and Clarkson, B. (n.d.) <i>A Framework for Leading School Change in using ICT: Measuring Change</i> . (Page 4 ACOT Model).	45
IIC.1b.16	Applications and Implications for Teaching. (Blackboard Syllabus). (October 6-10, 2008).	46
IIC.1b.17	Atomic Learning Users Survey. (n.d.).	47
IIC.1b.18	World Wide Science website. Retrieved August 22, 2011 from http://worldwidescience.org	48

III.C.1b.19	Transparent Language List Viewer. Retrieved August 12, 2011 from http://www.dliflc.edu/lpx/transparent/	49
III.C.1b.20	Agenda (LTS meeting). (January 11, 2011).	50
III.C.1b.21	Agenda (LTS meeting). (January 25, 2011).	51
III.C.1b.22	Agenda (LTS meeting). (April 5, 2011).	52

Evidence – III.C.1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
III.C.1c.1	Solicitation/Contract/Order Form for Commercial Items (Purchase of new computer - September 30, 2007) Del_755_Contract__2007_W91QUZ-06-D-0002-0Q07.	53
III.C.1c.2	Solicitation/Contract/Order Form for Commercial Items (OCIO_IT Consolidated Computer Printer September 30, 2009, Contract_2009_W91QUZ-06-D-0003-0Q25).	54
III.C.1c.3	Operation Order 10-28 (Vista Migration). (November 25, 2009).	55
III.C.1c.4	TI Faculty DLIFLC Activity Configuration Build Sheet (DACBS-Image Authoring tools). (March 19, 2010).	56
III.C.1c.5	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
III.C.1c.6	Solicitation/Contract/Order Form for Commercial Items - Lenovo TabletPCs Contract W91QUZ-06-D-0003_0Q12 (September 20, 2008)	57
III.C.1c.7	Memorandum for IMSW-POM-IM, Subject: Request for Increased Bandwidth to support DLIFLC Mission. (May 23, 2007).	58
III.C.1c.8	Solicitation/Contract/Order Form for Commercial Items: Procurement of Additional TEC-II Systems Contract W9124N-08-C-0053. (September 30 2008).	59
III.C.1c.9	Dettler, R. (October 6, 2009). <i>Project Workplan Estimate for POM Mission Requirements</i> . (Network Implementation and Enhancement Plan). Department of Army.	60
III.C.1c.10	POM Wireless Status Report. (August 30, 2011).	61
III.C.1c.11	SANAKO Study 1200 Classroom Installation Testing Certification. (n.d.).	62
III.C.1c.12	Solicitation/Contract/Order Form for Commercial Items: SANAKO Contract W9124N-08-C-0003. (March 7, 2008).	63
III.C.1c.13	DLIFLC Performance Statement of Work for Technology Enhanced Classroom II System Installation - New TEC II Systems. (May 12, 2010).	64
III.C.1c.14	DLIFLC Activity Configuration Build Sheet (DACBS -ILO	65

	TECII). (March 17, 2010).	
IIIC.1c.15	060-FUNC SUM (Chief Information Officer Functional Summary). (n.d.).	66
IIIC.1c.16	Command, Control, Communications, Computers, and Information Management (C41M) Services List. (Version 2.0, Final March 14, 2008).	67

Evidence – IIIC.1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIC.1d.1	Serafin, J. (December 1, 2005). <i>Information Technology Strategic Plan FY06</i> . DLIFLC.	68
IIIC.1d.2	LTS Meeting Minutes (May 24, 2011)	69
IIIC.1d.3	Army Regulation 25-2 Information Assurance. (Revision, March 23, 2009).	27
IIIC.1d.4	Operation Order 10-28 (Vista Migration). (November 25, 2009).	55
IIIC.1d.5	DCAM and Microsoft Windows Vista Workaround. (January 27, 2010).	70
IIIC.1d.6	Equipment Selection Process for Distance Learning. PowerPoint. (n.d.).	71
IIIC.1d.7	Comparison of Web Conferencing Software. (Connecting Soldiers to Digital Applications Study). (July 20, 2011).	72
IIIC.1d.8	Broadband Language Training System. Retrieved August 12, 2011 from http://www.dliflc.edu/blts.html	73
IIIC.1d.9	DLIFLC Website. Retrieved August 12, 2011 from http://www.dliflc.edu	3
IIIC.1d.10	(DCO) Defense Connect Online Quick Reference Guide. (November 2007).	74
IIIC.1d.11	AnnexK: DLIFLC Standard Operating Procedures (DLIFLC Regulation 25-1). (n.d.)	4
IIIC.1d.12	How Do You Use Video in the Classroom? SharePoint Site: https://portal.monterey.army.mil/org/FacultyDev/id/Shared%20Documents/sco_0100/index.html	75
IIIC.1d.13	Teaching Listening. SharePoint Site. Retrieved August 12, 2011, https://portal.monterey.army.mil/org/FacultyDev/vid/Shared%20Documents/sco_0200/index.htm	76
IIIC.1d.14	Arabic Grammar Lessons. Retrieved August 23, 2011 from http://ags.lingnet.org	77
IIIC.1d.15	Faculty Development SharePoint Visiting Scholars. Retrieved Aug. 25, 2011, https://portal.monterey.army.mil	78

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IIIC.1d.16	Marius, T., Berman, S. and Randolph, D. (November 30, 2009) <i>Foreign Language Resources for the U.S. Military: Machine Translation Devices and Cultural and Language Learning Resources</i> . DLIFLC. (Language Technology Study).	1
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IIIC.1d.18	Menaker, E., Tucker, J. (September, 2010). <i>Study Report 2010-03: Distributed Learning (dL) in Foreign Language Education: Principals, Best Practices, and Approaches to Evaluation</i> . U.S. Army Research Institute for the Behavioral and Social Sciences.	80
IIIC.1d.19	DLIFLC Website. Retrieved August 12, 2011 from http://www.dliflc.edu	3
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IIIC.1d.23	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
IIIC.1d.24	Russell, J. (n.d.). <i>DLIFLC Sakai Transition</i> . PowerPoint.	7
IIIC.1d.25	SharePoint Technology Climate Survey. Retrieved July 20, 2011 from https://my.portal.monterey.army.mil/personal/sandra_wagner/Lists/Technoloy%20Climate%20Survey/overview.aspx	82
IIIC.1d.26	DLIFLC-LMDS-ISAF Material Ordering and Delivery. (February 2, 2010).	83
IIIC.1d.27	Project Charter: Knowledge Information System Study (KISS). (May 16, 2011).	84
IIIC.1d.28	SLC Student Portfolio 2011 (Student Learning Center). (July 21, 2011).	85
IIIC.1d.29	UAB Curriculum Review. (July 27, 2011).	86

Evidence – IIIC.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
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IIIC.2.2	Russell, J. (n.d.). <i>DLIFLC Sakai Transition</i> . PowerPoint.	7
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	Enhancement Plan). Department of Army.	
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IIC.2.21	Berman, S. and Marius, T. (December 2010). <i>Connecting Soldiers to Digital Applications Study</i> . DLIFLC.	79

Defense Language Institute Foreign Language Center

Standard IID:

Financial Resources



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard III D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Since the 2006 DLIFLC Accreditation site visit and evaluation, resource policies and procedures have adapted to changes in resource policies and procedures directed by the U.S. Army Training and Doctrine Command (TRADOC) while adhering to the DLIFLC mission and goals as the foundation for fiscal planning. The institution's overall budget for FY12 is \$341,333 million (More information exists about the budget but is not releasable outside of Army Command channels. The budget is considered pre-decisional until published.). Currently, the DLIFLC has sufficient revenues to support educational improvements [IIID.1.1]. The resource allocation process provides a means for setting priorities for funding institutional improvements. (See also Allocation of Funds section below.)

Every year, the DLIFLC actively reviews its resource policies and procedures to determine what changes can be made to improve resource planning. For example, one change that has taken place is the adoption of the General Fund Enterprise Business System (GFEB), a fiscal records repository on October 1, 2010 by the DLIFLC. Other changes are the adoption of the Defense Travel System (DTS) and the Wide Area Workflow (WAWF). The former enables the Department of Defense traveler to create travel authorizations and Temporary Duty (TDY) travel orders, prepare reservations, receive approvals, generate travel vouchers, and receive per diem reimbursement. The latter is a paperless contracting application that facilitates the receipt/acceptance and invoice/payments process of the contracting lifecycle.

A major initiative begun in 2006, which has had a profound impact on the DLIFLC, is the Proficiency Enhancement Program (PEP). That year, the DLIFLC received an additional \$362 million, to be spread over five years, to achieve higher proficiency results, specifically students reaching U.S. Government Interagency Language Roundtable (ILR) levels of 2+ in listening comprehension, 2+ in reading comprehension and 2 in speaking (2+/2+/2). Through the present, the DLIFLC has diligently worked to attain the Proficiency Enhancement Program goals by fully resourcing key components of Proficiency Enhancement Program, such as small class size, a more professional faculty and more enhanced quality of teaching through technology. Currently, the DLIFLC is increasing the percentages of 2+/2+/2 despite the introduction of a much more rigorous standardized exit test system in 2005, which is a graduation requirement for all the DLIFLC students. Internal and external research studies indicate that the Proficiency Enhancement Program has been a success and continuously promotes an optimal learning environment [IIID.1.2], [IIID.1.3].

Evidence – 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.1.2	DLIFLC Campaign Plan 2011-2015.	2
IIID.1.3	DLIFLC Mission & Vision Statements. Retrieved September 30, 2011 from http://www.dliflc.edu/mission.html	3

1. The institution relies upon its mission and goals as the foundation for financial planning.**1a. Financial planning is integrated with and supports all institutional planning.****Descriptive Summary:**

As outlined in the Standard IIID’s introduction, the DLIFLC relies upon its mission and goals as the foundation for financial planning. The annual Planning, Programming, Budgeting, and Execution System (PPBE) requires that the institute identify its upcoming mission and goals and resource them accordingly. This process demonstrates the integration of institutional planning with financial planning. Please see the sections below for detailed explanations.

Regarding identifying achievement goals (i.e., mission requirements in the context of the DLIFLC), the institute is currently using a campaign planning process where goals are integrated into core competencies. The process as identified five core competencies: (1) Resident Language Instruction, (2) Non-resident Language Instruction, (3) Learning Methodology and Technology, (4) Test Development and Evaluation, and (5) Service member, Department of Defense Civilian, and Family Health, Safety, and Welfare. Within the first core competency, Resident Language Instruction, the Proficiency Enhancement Program (PEP) has been a major focus within the institute for the past six years. As stated in the overview, the Proficiency Enhancement Program goals of 2+/2+/2 have been in effect since 2005. It is important to note here that the current graduation requirement is 2/2/1+. It is also critical to note that the new Proficiency Enhancement Program goals went into effect at the same time as a new, much more rigorous testing system, the Defense Language Proficiency Test 5. On a daily basis, the Command Group, senior management, and faculty and staff, monitor students’ results in the Defense Language Proficiency Test 5. For example, the Associate Provost for Undergraduate Education continually briefs a Proficiency Enhancement Program glide path that outlines progress towards achieving a graduation requirement of 80% of students reaching the ILR levels of 2+/2+/2 [IIID.1.1a.1].

Annual Budget

The funding process for the DLIFLC is different from that of academic institutions and private companies. The DLIFLC is funded annually through Congressional appropriations to the Department of Defense (DoD) and the Army. The DLIFLC does not have multi-year funds programmed past the current fiscal year. The institution uses different types of funds to pay expenditures. Among these funds, the type of funds used for the majority of the requirements in the DLIFLC operating budget is Operation and Maintenance Army (OMA). Operation and Maintenance Army funds can typically be spent over a one year period and the funds must be obligated in the year in which the funds are received. If the funds are not spent or obligated in the fiscal year in which they are allocated, the funding is withdrawn and cannot rollover to the next fiscal year.

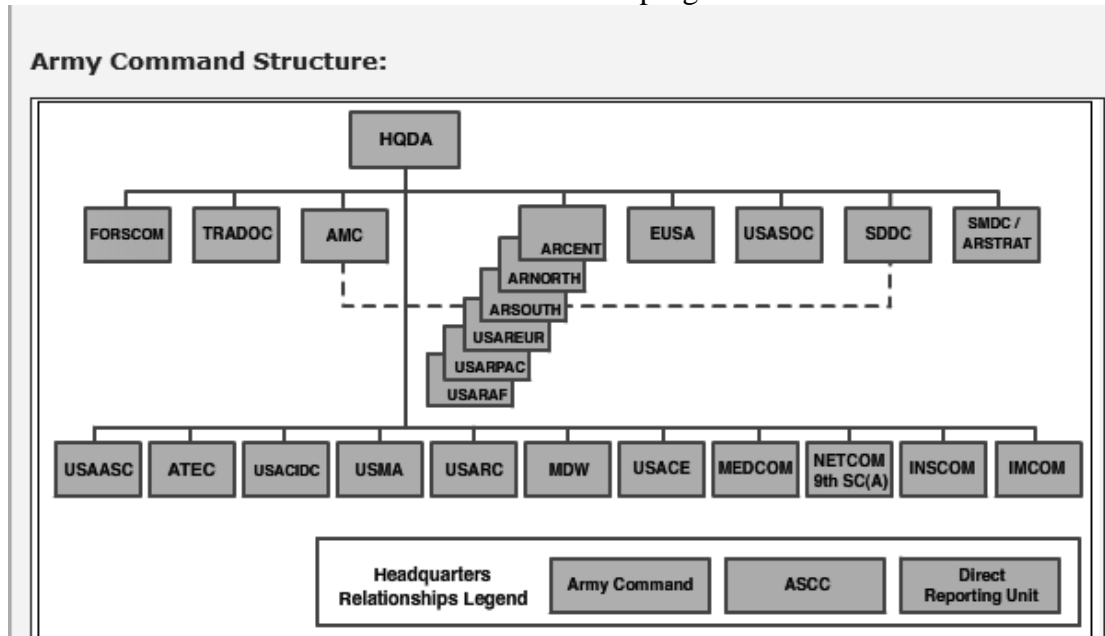
Another type of fund, reimbursable orders, is provided to the DLIFLC by a variety of government agencies or offices to produce select products and services. For example, the National Security Agency (NSA) provided reimbursable funds for the development of the Upper Level DLPT5 (ILR levels 3-4) and the Defense Language Office gave DLIFLC reimbursable funds for instructional materials and assessments in specific languages on the Strategic Language List. Reimbursable orders are episodic, and are typically to be obligated or spent within the same fiscal year.

The fiscal year in the federal government begins on October 1 and ends on September 30 of the following year. The Commandant of the DLIFLC publishes a Command Guidance document at the start of the fiscal year that outlines the DLIFLC requirements and priorities. In 2010, the Commandant initiated a Campaign Plan that has its goal to promote communication across the different directorates and offices at the DLIFLC as they work towards completion of tasks associated with the DLIFLC's core competencies [IIID.1.1a.1].

Stages of Budget Forecasting, Planning, Programming, Budgeting, and Execution

The budget cycle consisting of forecasting, planning, programming, budgeting, and execution are broken into three distinct stages: program years; budget development years and budget execution years. The program years refer to the two years prior to a budget being allocated or awarded to the DLIFLC. It is in these program years that resource projections are created through various levels of responsibility, including the offices of the Secretary of Defense, Major Commands (see Army Command Structure diagram below), the DLIFLC Commandant, and other various government agencies in the form of written plans and guidance materials. Mission requirements, higher headquarters' priorities, cost estimating models, and historical expenditure data are used to estimate resource requirements for each program year. They are collectively documented in the Program Objective Memorandum (POM). The Program Objective Memorandum specifies the forces and programs that each service proposes to meet the strategic plan within financial guidelines established by the Secretary of Defense. Each service creates a POM that is sent to the Office of the Secretary of Defense. The Office of the Secretary of Defense consolidates the Program Objective Memorandum after review and may publish the classified decision memorandum. The higher up the organizational chain of command, the larger the grouping and

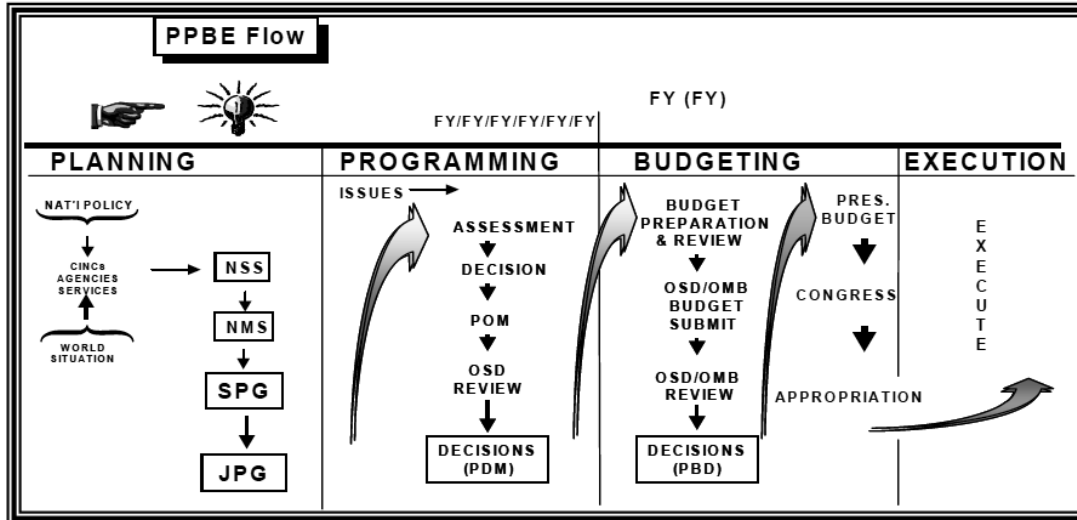
the less resolute or defined are the funds for each program.



To maximize budgetary efficiency, the DLIFLC uses the POM for planning and resourcing. The result of a vigorous and proactive programming process, the Program Objective Memorandum is a decision document that incorporates five fiscal “out-years”, beyond the fiscal years that are considered as budget years. It begins seven years out from the execution year, covering the required manpower and expenditures for many training program components other than personnel. This cycle is in line with the initial projection of language training needs (e.g., for which languages, how many students in each language, etc.) through the Structure Manning Decision Review, which initiates five years out. In order to get appropriate planning results, decision makers greatly depend on the Program Objective Memorandum to accurately identify valid, foreseeable requirements as a result of realistic assessments during the planning processes, (i.e., well ahead of the planned expenditures). Due to ever-changing world events which directly affect the DLIFLC, the resourcing process permits multiple real-time adjustments to fit needed expenditures into the revised budgets. This allows budgetary realignment immediate funding adjustments in the budget execution year and the adjustment of short-range financial plans for the upcoming budget development year.

The DLIFLC’s resource requirement planning is directly related to anticipated (by local leadership or anywhere in chain of command) language training requirements. The Planning, Programming, Budgeting, and Execution (PPBE) System, as seen in the following diagram, is the framework for fiscal planning and resourcing used at the DLIFLC.

There are three support processes within the PPBE System framework: Structure Manning Decision Review, Manpower, and Budgeting. These three processes all contribute to the framing of actual requirements and the documenting of the identified refined funding plans for appropriated monies. DLIFLCs Deputy Chief of Staff for Resource Management is primarily responsible for managing these three processes.



* NSS: National Security Strategy	+OSD: Office of the Secretary of Defense
**NMS: National Military Strategy	++PDM: Program Decision Memorandum
***SPG: Strategic Planning Guidance	+++OMB: Office of Management and Budget
****JPG: Joint Program Guidance	++++PBD: Program Budget Decision

Diagram Source: *How the Army Runs*. The U.S. Army War College, Carlisle, PA.

The DLIFLC utilizes a variety of financial control mechanisms: the over-arching Management Control Program, the General Fund Enterprise Business System, the Program and Budget Advisory Committee, the Defense Travel System, Wide Area Workflow, Joint Review Program, Command-directed audits of select contracts, annual program reviews, and ad hoc program reviews such as the one conducted in June 2011.

The continuous cyclic planning and resourcing process provides the institute with a reasonable sense of fiscal stability and a degree of flexibility in adjusting financial plans to meet ever-changing mission requirements rooted in national security interests [IIID.1.1a.1].

Annual Structure Manning Decision Review

The first of the three processes mentioned above in the PPBE System is the Structure Manning Decision Review (SMDR). The DLIFLC training and/or teaching requirements are identified at the annual Structure Manning Decision Review. The SMDR is an annual individual training requirement determination and confirmation process chaired by the headquarters of the Department of the Army. It is conducted during October-November each year, and compares the total Army training requirements, on a by-course basis for a given fiscal year, against the training capability of the concerned Training and Doctrine Command School or training center.

It is in the SMDR where training quotas or projected student inputs are identified and established for future requirements for all of the language schools and supporting agencies within the U.S. Army Training and Doctrine Command, of which the DLIFLC is a subordinate organization. There is a quarterly internal process of further refining these training or mission projections,

forecasting as much as a year and a half into the future through the Training Requirements and Arbitration Panel process. The latest iterations of Structure Manning Decision Review and/or Training Requirements and Arbitration Panel decisions are communicated to and implemented in the schools by the office of the Deputy Chief of Staff for Operations and the Provost Office. As part of its annual Structure Manning Decision Review, the Army assesses all the DLIFLC courses. Mission requirements are identified through a methodologically-sound formula that considers the overall number of courses, enrolled students in each course and the feeding of these numbers into various funding and manpower models. This methodological funding and manpower approach is a major determining factor on the amount of funding that the Army allocates in support of the DLIFLC mission each year.

Manpower

The second of the three processes mentioned above in the PPBE System is Manpower. It is directly related to the personnel, salary, and hiring requirements. The Manpower planning process, using the Table of Distribution and Allowances (TDA), formally establishes the institute's two-years out manpower staffing projections. The TDA is the program that documents the allocated personnel to perform the DLIFLC's language mission. These projections and plans account for the number of required employees and for what purpose they are to be hired. There are periodic adjustments to the various organizational manpower allowances and overall funding to address current events and needs. In the annual manpower cycle, if funding allocations are adjusted in the execution (current) year, the following year's budget development and resource allocation is adjusted to reflect this change [IIID.1.1a.1].

Budgeting

The third of the three processes mentioned above in the PPBE System is Budgeting. It involves the actual allocation and release of specific monies for explicit expenditures, and is performed prior to and throughout the current fiscal year. The DLIFLC funding is primarily allocated through the Army Training and Doctrine Command. However, exceptions to this funding policy occur when there are unscheduled or special funding availability requirements. The Army's Training and Doctrine Command is authorized to divert and adjust funds in order to meet mission requirements. In the DLIFLC case, this diversion or reallocation of funding is less commonly used in the management of resources, due to the great number and variety of the DLIFLC funding priorities, sponsors, clients, stakeholders and obligations throughout the Department of Defense and other government agencies. In addition, the Department of the Army mission dictates that the Training and Doctrine Command redistribute a portion of its training funds to other priorities or units. This Army mandated, mission oriented reallocation of monies normally applies less to the DLIFLC monies than to other subordinate Army or Training and Doctrine Command organizations or activities [IIID.1.1a.1].

Allocation of Funds

The DLIFLC Deputy Chief of Staff for Resource Management coordinates a projected financial data call for the DLIFLC schools/supporting agencies, after the Training and Doctrine Command Budget Guidance proposed funding levels are received for the following budget execution year.

The DLIFLC's consolidated input from the school submissions, the annual Command Guidance document and the Campaign Plan informs the work of the Program and Budget Advisory Committee (PBAC). The Program and Budget Advisory Committee reviews and recommends revisions of the input and presents it to the Commandant.

The Program and Budget Advisory Committee is made up of representatives across the institute's organizations. They meet at various levels (e.g., school, Provost or installation level) of responsibility during the year to review the allocation of funds expenditure rates, identify/validate unfinanced requirements and recommend adjustments to the funding levels and/or priorities to the Commandant.

As stated earlier, the DLIFLC also receives from select government agencies or offices a type of fund termed "reimbursable order" to produce critically-needed products and service. In certain of these cases, the DLIFLC takes advantage of the Military Interdepartmental Purchase Request (MIPR) to expedite payment.

The DLIFLC also uses contracts vehicles to fund projects and services (e.g., DLPT5 development contract, External Review of Test Items contract). See sections 2 and 2a below for more information about contracts [IIID.1.1a.1].

Division of Responsibilities: Mission and Garrison

The work at the DLIFLC is divided up into two areas: Mission work (i.e., language and cultural acquisition and sustainment training) and Garrison work (i.e., quality of life issues) for both the students and staff. The Mission side adheres to the PPBE System described above, and the Garrison works within the same framework to identify requirements and provide funding to support students, human resources (e.g., staff and employee), physical facility resources and various technology resources necessary to sustain quality of life issues at the DLIFLC. Through the Installation Management Activity, manpower and funding (i.e. facility and grounds maintenance) responsibilities were taken from the Commandant and realigned to under the Garrison chain of command. The result of this realignment of responsibilities allows the Commandant to spend less time running the daily operations of installation maintenance and management and more time focusing directly on the DLIFLC's overall language/culture mission. This realignment has directly impacted the Commandant's ability to prioritize and adjust base operations and services' levels of support; it now falls under the Garrison Commander to prioritize the services provided by the installation. The Army Training and Doctrine Command Commanding General is a key member of the Installation's Management Authority Board of Directors. The Board of Directors is responsible for the identification and prioritization of Command and the DLIFLC support requirements [IIID.1.1a.1].

Self Evaluation:

The DLIFLC's planning and resource allocation process (PPBE) makes the connection between the institute's mission and goals and the funding allocation process. Financial planning is integrated with and supports all institutional planning.

The institution is continually striving to streamline the current PPBE System. Improvements in the system are partially due to the increased communication among the different stakeholders: the Training and Doctrine Command, the Army’s Execution Agent for the Defense Foreign Language Program and the Defense Language Office within the Office of the Secretary of Defense that was specifically set up to create and disseminate language-related policies and programs in a more efficient manner.

Over the past six years, the Resource Management Office has worked to manage an unprecedented increase in budget (e.g., the Proficiency Enhancement Program (PEP)), due to direct requirements rooted in national security concerns. Funding for the core mission essential tasks has been available. Funding for indirect requirements, new programs or revised costs have been requested or taken from within the current year’s monies. Historically, the Commandant has had to approve special projects and major initiatives. The special projects and major initiatives have been funded with monies reallocated from non-scheduled requirements, cost savings or cancelled tasks.

The DLIFLC responds to requirements it receives from the Department of Defense offices and agencies, such as the Defense Language Office. Regarding integrating financial planning into institutional planning, the DLIFLC will fully incorporate the Command Guidance document and the Campaign Plan into budget planning. For that to happen, it is critical that the Commandant publish the Command Guidance document, which describes institute requirements and priorities at the beginning of the fiscal year. As stated above, GFEBs, a critical new tool for reporting fiscal services, will identify and promote efficiency across the DLIFLC and the Garrison, thus creating a more cost-conscious operating environment.

Planning Agenda:

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

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

Evidence – 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1a.1	Memorandum for See Distribution: Subject: DLIFLC and POM Command Guidance FY 2011. (November 23, 2010).	4
IIID.1.1a.2	DLIFLC Campaign Plan 2011-2015.	2

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

Descriptive Summary:

Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. Specifically, these individuals participate in bi-monthly hiring meetings at headquarters, bi-monthly Assistant Commandant meetings at headquarters where a contract tracker spreadsheet document for the entire institute is reviewed and Program and Budget Advisory Committee (PBAC) meetings every two months. Also, the Resource Management Office at the institute provides to the directorates a monthly budget status report for their own ad hoc budget analyses.

The institution establishes funding priorities that help the institution achieve its goals through the Campaign Plan document [IIID.1.1b.1] and the Program and Budget Advisory Committee (PBAC) process [IIID.1.1b.2]. The Commandant publishes a Command Guidance document at the start of the fiscal year that outlines the DLIFLC requirements and priorities [IIID.1.1b.3]. In 2010, the Commandant initiated a Campaign Plan that has its goal to promote communication across the different directorates and offices at the DLIFLC as they work towards completion of tasks associated with the DLIFLC's core competencies. The core competencies are: Resident Language Instruction, Non-resident Language Instruction, Teaching, Learning Methodology and Technology, Test Development and Evaluation and Service member, DoD Civilian and Family Health, Safety and Welfare.

Student learning, because it is associated with the first core competency, is the primary focus of the DLIFLC activity.

Self Evaluation:

In the year of execution, changes in government policy and the nation's economy occur that cause the DLIFLC to continually assess the effectiveness of existing resources and manpower. The assessment can either lead to a budget increase or decrease in order to improve capabilities during an era of economic austerity. The two primary financial control mechanisms at the DLIFLC are the Management Control Program and the Program and Budget Advisory Committee process. Currently, they provide effective and efficient financial oversight over government resources. However, the DLIFLC should ensure the latter process is conducted systematically and in a timely manner ensuring that an annual schedule of the Program and Budget Advisory Committee meetings is disseminated to the directorates and offices at the DLIFLC. The Working Program and Budget Advisory Committee meetings provide an important forum for the directorates and offices to review their budgetary concerns, promoting communication between them and the Resources Management Office [IIID.1.1b.4].

Planning Agenda:

It is critical to improve the Program and Budget Advisory Committee process and the Annual Budget processes through timelier scheduling of the Program and Budget Advisory Committee meetings and more active use of the new General Fund Enterprise Business System, a fiscal

records repository that was adopted by the DLIFLC on October 1, 2010. The Army goal is to eventually allow complete access to the General Fund Enterprise Business System process.

Evidence – 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1b.1	DLIFLC Campaign Plan 2011-2015.	2
IIID.1.1b.2	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.1.1b.3	Memorandum for See Distribution: Subject: DLIFLC and POM Command Guidance FY 2011. (November 23, 2010).	4
IIID.1.1b.4	TRADOC Budget Guidance. For Official Use Only (FOUO)*	5

** This document, and all other FOUO documents, can be reviewed by the Accreditation Team with the Deputy Chief of Staff, Resource Management (DCSRM), with the proviso that all team members who view the document(s) have previously signed a non-disclosure statement.*

1c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary:

The DLIFLC does consider its long-range financial priorities to assure financial stability when making short-range financial plans. The Army’s Institutional Training Resource Model (ITRM) is used to identify requirements for training programs in future years [IIID.1.1c.1]. For example, if a service projects a need for 30 Russian linguists, the service will request the seats three years in advance using the Army Training Requirements and Resource System (ATRRS), review and make changes to the number the second year, and confirm the number the third year. ATRRS is a mechanism to enhance budget planning and execution.

The DLIFLC manages resource requirements six years in advance, receiving funding the year of execution [IIID.1.1c.2]. Evidence of long-term fiscal planning and priorities exist (e.g., the Command Guidance document, the PBAC records, and internal short range project reports, such as the production schedules of the Curriculum Development Division.)

Regarding payment of liabilities and future obligations, the DLIFLC does not identify long-term liabilities; it only reserves funds for short-term liabilities because it is an Operation and Maintenance (O&M) type of organization that operates on an annual budget with funds appropriated for one fiscal year that must be obligated within the same fiscal year. The Defense Finance and Accounting Services (DFAS) disperse and processes checks to various organizations. Planning for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc., is not handled by the Civilian Human Resource Activity (CHRA), the centralized civilian personnel agency.

Self Evaluation:

Through the various programs and methods mentioned above, the DLIFLC utilizes keen judgment in legally and ethically meeting its financial responsibilities and obligations. With its well-timed review of needs and funds, the DLIFLC, in concert with its Department of the Army financial agencies, is effectively enabled to make intermittent corrections to its budget allocations and future funding requests. The Resource Management (RM) Office effectively communicates and negotiates with DFAS, O&M and other agencies in a proactive and effective manner to meet financial goals and obligations in a thrifty manner. Through its RM and other efforts, the DLIFLC leadership is able to use its allotted funding from year to year to best meet the needs of the institute and its students.

Planning Agenda:

None.

Evidence – 1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1c.1	Institutional Training Resource Model (ITRM). For Official Use Only (FOUO)*	6
IIID.1.1c.2	U.S. Army War College. (2009-2010). How the Army Runs: A Senior Leader Reference Handbook. (Chapters 9, 10 and 15).	7

** This document, and all other FOUO documents, can be reviewed by the Accreditation Team with the Deputy Chief of Staff, Resource Management (DCSRM), with the proviso that all team members who view the document(s) have previously signed a non-disclosure statement.*

1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary:

The processes for financial planning and budget are not made known to institute’s constituents. The federal budgets are available on an aggregate level and are not releasable, but may be available through the Freedom of Information Act (FOIA) [IIID.1.1d.1], [IIID.1.1d.2], [IIID.1.1d.3].

Self Evaluation:

The DLIFLC distinctly and scrupulously follows all required guidelines and processes for financial and budget development per governmental, DoD and Department of the Army regulations and laws. Additionally, DLIFLC leadership and financial planners seek regular inputs from DoD agencies and military services (i.e. anticipated linguist requirements) in order to integrate those inputs into institutional plans and budgets.

Planning Agenda:

None.

Evidence – 1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1d.1	Budget Workbooks for each Directorate and major function. For Official Use Only (FOUO).*	8
IIID.1.1d.2	DLIFLC Campaign Plan 2011-2015.	2
IIID.1.1d.3	<i>U.S. Army War College. (2009-2010). How the Army Runs: A Senior Leader Reference Handbook.</i> (Chapters 9, 10 and 15).	7

** This document, and all other FOUO documents, can be reviewed by the Accreditation Team with the Deputy Chief of Staff, Resource Management (DCSRM), with the proviso that all team members who view the document(s) have previously signed a non-disclosure statement.*

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

2a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary:

Financial Control Mechanisms

The DLIFLC utilizes a variety of financial control mechanisms: the over-arching Management Control Program, the General Fund Enterprise Business System, the Program and Budget Advisory Committee, the Defense Travel System, Wide Area Workflow, Joint Review Program, Command-directed audits of select contracts, Annual Program Reviews and ad hoc program reviews, such as the one conducted in June 2011.

Management Control Program

The DLIFLC’s Management Control Program reflects the processes and procedures outlined in the Federal Managers’ Financial Integrity Act and Army Training and Doctrine Command documents about management controls [IIID.2a.1], [IIID.2a.2]. The DLIFLC’s Management Control Program requires that managers use management controls to ensure that government resources are managed efficiently and effectively in meeting the objectives of the Federal Managers’ Financial Integrity Act. Management at the DLIFLC must be obligated to continually review its management control processes and procedures using a series of program compliance

and review checklists. The compliance and review checklists are to be completed, signed, and submitted to the Resource Management Office along with the annual assurance statement; any major deficiencies (minor deficiencies are fixed on the spot) discovered must be addressed with corrective actions in the statement. The annual assurance statements for all offices are then provided to the Commandant, who submits a signed assurance statement to the Commander of the Army Training and Doctrine Command. The Commandant's assurance statement is just one of the financial feeder reports for all Department of Defense organizations. The Financial Integrity Act requires the Secretary of Defense to submit an annual statement to the President and Congress on the status of management controls within the Department of Defense.

The General Fund Enterprise Business System

The web-based General Fund Enterprise Business System (GFEBS) is a new financial control mechanism that enhances fiscal planning as well as management controls over resourcing processes [IIID.2a.3]. The new system, adopted on October 1, 2010 by the DLIFLC, is a fiscal records repository that constitutes a planning tool for Army leadership. The GFEBS allows the Army to share fiscal data across Training and Doctrine Command. With more than 79,000 end-users at nearly 200 Army financial centers around the world, GFEBS is one of the world's largest enterprise financial systems. It has replaced incompatible legacy accounting and financial management systems and facilitates the management of \$100 billion in spending by the active Army, Army Reserves, and Army National Guard. It also provides standardized and real-time accounting data information, consolidating data into one system. This system enables Army leaders to have access to reliable data to plan and make informed decisions. The GFEBS allows for independent, external audits. It is an accounting system that is auditable per Financial Managers' Integrity Act.

The Program and Budget Advisory Committee (PBAC)

A third control mechanism system at the DLIFLC is the Program and Budget Advisory Committee (PBAC). PBAC was established to oversee the institute's financial management in the Budget Years, the goal of the Program and Budget Advisory Committee is to inform the DLIFLC's senior management with quarterly updates about the DLIFLC budget and to provide senior management with the opportunity to present unfunded requirement requests (UFRs) for consideration. There are three types of committees: the Working Program Budget Advisory Committee, the Program and Budget Advisory Committee and the Senior Budget Advisory Committee. The first involves the Command Group and the DCSR; the second involves the Command Group, DCSR and the Directorates; and the third involves DCSR and the Directorates. The members of the Working Program Budget Advisory Committee are carefully selected to provide a balanced representation of mission organizations, activities and functions [IIID.2a.4]. The members are expected to represent their organization's needs as well as identify second and third levels of effects generated by resource constraints and limitations. The overall best interest of the institute has priority over individual organization/unit needs and requirements.

The Management Control Program and Commandant's Program and Budget Advisory Committee process provide effective and efficient financial oversight over government resources. The Commandant typically provides guidance in realigning resources under his/her

span of control by delegating a certain degree of spending authority to senior management. Budget Analysts within the Office of the Deputy Chief of Staff for Resource Management work directly with senior management to track obligations made or requested by the activities to ensure the legality of expenditures of appropriated funds, proper recording of expenditures and availability of funds. The Deputy Chief of Staff for Resource Management provides monthly reports to the Commandant on the status of funds and consolidated reports for senior management.

The Defense Travel System

Implemented by DLIFLC in 2004, the Defense Travel System (DTS) is a fourth financial control mechanism that provides for more efficient processing of travel documents through a fully-integrated, automated procedure [IIID.2a.5], [IIID.2a.6]. Defense Travel System enables the Department of Defense travelers to create travel authorizations, initiate Temporary Duty (TDY) travel orders, prepare reservations, receive approvals, generate travel vouchers and receive per diem reimbursement. It provides travelers with a safe, effective, convenient and commercially-available method to pay for expenses associated with the official travel. The Defense Travel System has revolutionized the way users create and document travel throughout the Department of Defense. The system exploits technology to better serve the customer. Under the old system, the traveler had to type the travel orders, hand-carry the paper orders to different offices to obtain authorization signatures, and then forward the signed documents to the Commercial Travel Office (CTO) for flight ticketing. Upon returning from the trip, the traveler had to file travel orders, attach all related receipts related to travel as well as a voucher to the Defense Finance and Accounting Service (DFAS) for reimbursement of travel expenditures. The Defense Finance and Accounting Service reimbursement typically took several weeks. The current automated Defense Travel System performs the above procedures via computer, facilitating the financial administrative processes. The new Defense Travel System provides the DLIFLC with a more efficient and timely way of tracking its travel financial commitments, obligations, and expenditures.

Joint Review Programs

The Joint Review process is a fifth financial control mechanism internal to the DLIFLC. Its purpose is to ensure that all known commitments, obligations, orders, earnings, disbursements, collections, accounts payable and accounts receivable are properly and correctly recorded in agreement with subsidiary records. Joint reviews of commitments and obligations are to be executed at least three times each fiscal year. If appropriate, special reviews can be requested by the Managerial Accounting Division [IIID.2a.7].

Annual Program Review

The DLIFLC's meeting of its mission and goals are screened annually through its Program Review, a sixth financial control mechanism. Representatives from the Army, Air Force, Marine Corps, TRADOC, NSA and the Office of the Assistant Secretary of Defense for Command, Control, Communication and Intelligence meet annually to review the DLIFLC's program as well as to discuss effective and efficient ways to teach critical languages needed for the national

interest, utilize up-to-date technologies and solidify the communication between the DLIFLC and other government agencies. Annual Program Review is an independent audit and the review outcomes can affect the DLIFLC's financing of its resources. It could furthermore bring changes to the campaign plan and command guidance [IIID.2a.8].

Financial Oversight

In addition to promoting well-organized financing of resources, the DLIFLC also practices effective financial oversight, to include management and control, of contracts, externally funded programs, and new, ad-hoc initiatives, such as the Surge Program, unprecedented growth in LTDs and AF/PAK Hands. More detail about contracts is provided below [IIID.2a.9].

Regarding financial aid to the DLIFLC basic course students, given they are considered government employees, none is available to them.

Contracts

In the area of contracts, the DLIFLC exerts financial oversight through the use of a Contract Tracker for all contracts at the DLIFLC and daily communication with the two external contracting authorities specifically designated to execute and administer legal contracts for the DLIFLC. Contract proposals are generated by the requesting organization and submitted via General Fund Enterprise Business System to the appropriate agencies, such as the Office of Resource Management which verifies or acquires the necessary funding, the Command Section which approves expenditures and the Contracting Office, which processes and awards the contract [IIID.2a.9].

The managers requiring contractual support are required to prepare and submit a Performance Work Statement, Independent Government Cost Estimate, and other supporting contract documents to the appropriate contract support activity. To ensure compliance with the Federal Acquisition Regulation (FAR) and to ensure funding is provided, the Deputy Chief of Staff for Resource Management offers customer support in creating these required contracting documents. The contractual support procurement services for commercial, off-the-shelf products as well as overall contractual services are now provided through the local Directorate of Contracting aligned with the Garrison. Additionally, all contracted advisory and assistance services are routed through the Army Training and Doctrine Command for approval prior to initiating any contracting actions.

Below are select programs at the DLIFLC which use contract vehicles for products and services:

The Global Language Online Support System (GLOSS) product is a language maintenance and enhancement tool comprised of reading comprehension and listening comprehension activities in 34 languages which can be accessed from anywhere in the world and used by the independent learner. GLOSS contains more than 5,500 activities or learning objects. Over 279,000 users accessed GLOSS materials in FY10, 29% increase from FY09.

Online Diagnostic Assessment (ODA) is a maintenance and enhancement tool that provides an estimate of the learner's proficiency level and a customized diagnostic profile highlighting the learner's strengths and weaknesses. ODA assessment consists of test units that include a passage and four to six content and linguistic items, depending on the level of the passage. ODA assesses language abilities ranging from ILR level 1 to level 5.

SCOLA is an online service that provides students, teachers, curriculum developers and test developers with current, copyright-free authentic material from international television channels in over 130 languages and world newspapers. Its mission is to assist better understanding of different world languages and cultures. SCOLA provides audio and video materials of the latest television programming along with and transcriptions and translations of the materials.

Most recently, TRADOC directed contract audits from acquisition through administration for contracts, specifically those for SCOLA and Foreign Language Training Program administered at the DLI-Washington location.

Ad-Hoc Financial Oversight Plan for the Surge Program, the Unprecedented Growth in the LTDs, and the AF/PAK Hands Program

The Surge Program was launched in 2007 after the Defense Language Office (DLO), based on a Concept of Operations (CONOPS), submitted by the DLIFLC, identified the requirement to ensure availability of instructional materials and assessments in select languages on the Strategic Language List. The funding received in 2007 and in subsequent years has allowed the DLIFLC to produce the instructional materials and assessments in question. Specifically, Surge develops curricula and assessments for languages that are not currently taught at the DLIFLC. In the event of a crisis erupting in a particular part of the world, Department of Defense will be ready to train and evaluate national security assets.

Regarding the unprecedented growth in the Language Training Detachments (LTDs) and the Afghanistan/Pakistan (AF/PAK) Hands Program, they have been two areas of particular focus at the DLIFLC in FY10 and FY11. Language Training Detachments, which are satellite DLIFLC campuses, were first created in 2003 to provide language sustainment and enhancement training to professional linguists. In FY10, 26 Language Training Detachments supported different types of Department of Defense professional and non-professional linguists in 24 locations worldwide. The number of LTDs continues to expand based on the unprecedented number of requests for language and culture training from the field. A growing number of requests led the Joint Chiefs of Staff, Admiral Mike Mullen, to give a directive to the Pakistan Afghanistan Coordination Cell at the Pentagon to set up the Afghanistan/Pakistan (AF/PAK) Hands and the AF/PAK General Purpose Force (GPF) training programs. In 2009, the Secretary of Defense, Robert Gates, signed Resource Management Decision 700 (RMD700) that provides funding for AF/PAK Hands, AF/PAK General Purpose Force and Multi-Purpose LTD requirements.

The AF/PAK Hands Program has its goal to create a cadre of military service members and Department of Defense civilians equipped with an understanding of the culture and language of Afghanistan and Pakistan, and who can more easily build long-term relationships with the

military, government and local populations in both regions. To ensure campaign continuity, long-term professional career paths were developed for the AF/PAK Hands that consist of in-theater (i.e., in the target language country) and out-of-theater assignments focused on the region.

The AF/PAK Hands training program takes place in four phases. Phase I consists of a 16-week residential language course delivered by the DLIFLC through a contractor. Phase II is a 24-week self-study course delivered online while the soldier is deployed on the in-theater assignment. During this phase, the soldier completes one online language module per week supplemented by two hours of interaction with a Continuing Education's (CE) Distance Learning instructor. Phase III is a 48-week self-study course delivered online while the soldier is in a CONUS assignment. In some cases, the soldier receives weekly face-to-face instruction. Phase IV is a 14-week resident course that takes place before the soldier's second deployment. The ultimate goal of the AF/PAK training program is for students to reach 2/2 in listening comprehension and speaking.

Aside from the surge in the number of language instructors needed at the Language Training Detachments, the DLIFLC has received a significant number of requests for language instructors specializing in the areas of curriculum development, faculty development, diagnostic assessment of learners' proficiency levels and language testing. In response to the requests, the DLIFLC is increasing the number of language instructors at Language Training Detachments who are especially capable in these areas.

Self Evaluation:

Regarding the evaluation of financial management and control mechanisms at the DLIFLC, the Deputy Chief of Staff for Resource Management manages financial reviews after each execution year. Annually, after the end of the FY, s/he reviews prior year obligations and certifies in writing the status of funds to the Army Training and Doctrine Command and the Defense Finance and Accounting Service. Quarterly, s/he conducts a Joint Reconciliation Program to review and analyze the accounts and status of funds [IIID.2a.10]. The Joint Reconciliation Program provides historical execution data that serves as a basis for cost analysis and identification of cost modeling factors for future requirements. The Commandant also publishes an Annual Assurance Statement at the conclusion of the Management Control Program that outlines the status of management controls at the DLIFLC.

The financial control mechanisms examined in the Descriptive Summary produce key documents, such as Quarterly Reports, the Contract Tracker that is updated weekly and CONOPs and relevant spreadsheets that are updated daily.

Over the last two years, the DLIFLC has had to devise ad-hoc financial oversight plans for the Surge Program, the unprecedented growth in the LTDs and the AF/PAK Hands Program given they have become enduring requirements. These three initiatives are examples of the DLIFLC's responsiveness to the needs of its users. The unprecedented increase in the number of requirements from the field has resulted in a faster-paced DLIFLC that is constantly stretching to

fulfill the requirements in a timely manner. The institute leadership is constantly realigning budget execution funding to meet new requirements and expanding costs.

Concerning contracts, the DLIFLC must continue to track its contracts using the contract tracking process instituted in FY10. The process requires offices at the DLIFLC to report on the status of their contracts on a weekly basis. Before setting up the process, DLIFLC contracts were monitored less systematically as they were not part of a formal contracting system.

It is also advisable that the Office of Resource Management more widely disseminate the annual schedule for the Working Program and Budget Advisory Committee sessions and Program and Budget Advisory Committee sessions. Currently, mid and senior level management do not receive such a schedule. It is also advisable that the Office of Resource Management communicate more directly with mid and senior level management about those recommendations for UFRs the Commandant accepts and those s/he rejects at the Senior Program and Budget Advisory Committee.

Planning Agenda:

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

The Resource Management Office will provide a workshop for mid and senior level management on the Planning, Programming, Budgeting, and Execution System, and receive further training in the use of the General Fund Enterprise Business System (GFEBS).

Ultimately, the DLIFLC should review its Management Control Program and strive to make it more efficient and effective.

Evidence – 2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2a.1	Federal Managers Financial Integrity Act of 1982. Retrieved January 9, 2011 from www.whitehouse.gov/omb/financial_fmfi 1982	11
IIID.2a.2	Army Regulation 11-2. Manager's Internal Control Program. (January 4, 2010).	15
IIID.2a.3	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10
IIID.2a.4	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2a.5	Defense Finance and Accounting Services (DFAS). TDY Travel. Retrieved January 9, 2011 from http://www.dfas.mil/tdytravel.html	13

IIID.2a.6	Defense Travel System. Retrieved September 30, 2011 from http://www.defensetravel.osd.mil/dts/site/index.jsp	16
IIID.2a.7	Joint Review Program. For Official Use Only (FOUO).*	14
IIID.2a.8	DLIFLC Annual Program Review (2009).	18
IIID.2a.9	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19
IIID.2a.10	Monthly status of funds. For Official Use Only (FOUO)*	9

** This document, and all other FOUO documents, can be reviewed by the Accreditation Team with the Deputy Chief of Staff, Resource Management (DCSRM), with the proviso that all team members who view the document(s) have previously signed a non-disclosure statement.*

2b. Appropriate financial information is provided throughout the institution.

Descriptive Summary:

The DLIFLC disseminates financial information throughout the institution in a variety of ways. For example, each directorate receives from the Resource Management Office monthly budget reports for the entire directorate, with details about each division within the directorate. The Resource Management Office also assigns a budget analyst to each directorate to serve as a budget resource. In May of each year, each directorate yearly provides the Resource Management Office a Budget Workbook with the projected budget for the next fiscal year. Throughout the fiscal year, a Working Program and Budget Advisory Committee session is held with the Directorates every month [IIID.2b.1], [IIID.2b.2]. The General Fund Enterprise Business System (GFEBs) also promotes the dissemination of information across all sectors of the DLIFLC [IIID.2b.3].

Self Evaluation:

GFEBs is currently only being used by a relatively small number of personnel at the DLIFLC.

Planning Agenda:

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

Evidence – 2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2b.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2b.2	Monthly status of funds. For Official Use Only (FOUO).*	9
IIID.2b.3	General Fund Enterprise Business System. GFEBs Material Fielding Plan (MFP). (December 23, 2008).	10

** This document, and all other FOUO documents, can be reviewed by the Accreditation Team with the Deputy Chief of Staff, Resource Management (DCSRM), with the proviso that all team members who view the document(s) have previously signed a non-disclosure statement.*

2c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary:

The DLIFLC has no unrestricted funds; all funds are restricted. There are no cash reserves to promote fiscal stability as the DLIFLC is funded annually. Regarding reserves for emergencies, the continuing resolution mechanism is used in the event that Congress does not pass a budget by the end of the fiscal year.

The DLIFLC receives its revenues through the Department of Army's Annual Funding Program. The Program provides the DLIFLC with monthly allotments that are deposited in the General Fund Enterprise Business System using a line of accounting procedure. This method of providing funding does pose cash difficulties. In the event there are cash problems, the DLIFLC does have the option of going to higher headquarters, the Training and Doctrine Command, for more funds [IIID.2c.1], [IIID.2c.2].

It is critical to ensure that all DLIFLC personnel who deal with budgetary matters attend ethics training on an annual basis and that they know they can consult with the Judge Advocates Office on matters of concern connected with legal aspects of the planning and executing a budget, situations where a possible conflict of interest arises when dealing with contractors, etc.

Concerning insurance, federal agencies do not have insurance; however, there is a federal claims process that personnel have access to should they choose to file claims against the federal agencies.

Self Evaluation:

The DLIFLC has had no Anti-Deficiency Act violations. DLIFLC personnel who deal with budgetary matters attend ethics training on an annual basis and know they can consult with the Judge Advocates Office on matters of concern connected with legal aspects of the planning and executing a budget, situations where a possible conflict of interest arises when dealing with contractors, etc.

Planning Agenda:

None.

Evidence – 2c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2c.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2c.2	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10

2d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary:

The DLIFLC does practice effective oversight of finances, as explained in Section 2.a. above, that deal with the considerable number of financial control mechanisms: the over-arching Management Control Program, the General Fund Enterprise Business System, the Commandant’s Program and Budget Advisory Committee, the Defense Travel System, Wide Area Workflow, Joint Review Program, Command-directed audits of select contracts, Annual Program Reviews and ad hoc program reviews such as the one conducted in June 2011 [IIID.2d.1], [IIID.2d.2], [IIID.2d.3], [IIID.2d.4], [IIID.2d.5], [IIID.2d.6].

The General Fund Enterprise Business System enables Army leaders to have access to reliable data to plan and make informed decisions and perform independent, external audits. It is an accounting system that is auditable per Financial Managers’ Integrity Act.

In FY12, the DLIFLC will be able to use more of the General Fund Enterprise Business System modules. That capacity will allow the DLIFLC to conduct a complete external audit in FY13.

Self Evaluation:

The financial control mechanisms mentioned above in the Descriptive Summary provide a system of checks and balances that ensures effective oversight of finances. Regarding conducting in-depth audits during the last six years, because all of the General Fund Enterprise Business System modules are not being fully used, the budgetary information is not auditable through that venue. However, it is anticipated that the budgetary information will be auditable through the General Fund Enterprise Business System in FY12.

Planning Agenda:

None.

Evidence – 2d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2d.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1

IIID.2d.2	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10
IIID.2d.3	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19
IIID.2d.4	Defense Travel System. Retrieved September 30, 2011 from http://www.defensetravel.osd.mil/dts/site/index.jsp	16
IIID.2d.5	Defense Logistics Agency. Wide Area Flow. Retrieved September 30, 2011 from http://www.dla.mil/j-3/wawf/	17
IIID.2d.6	DLIFLC Annual Program Review (2009).	18

2e. The college utilizes its financial resources, including those from auxiliary activities, fund raising efforts and grants, in a way consistent with its mission and goals.

Descriptive Summary:

The DLIFLC’s only special funds are the Army Official Representation Funds (ORFs) that can be used to host a distinguished visitor such as a U.S. Senator. The Staff Judge Advocates Office (Legal Division) and the Mission and Installation Contracting Command (MICC) review the Official Representation Funds regularly [IIID.2e.1], [IIID.2e.2], [IIID.2e.3].

Self Evaluation:

Every legal obligation is reviewed for bona fide need, and purpose. All people with substantive ability to influence expenditures participate in annual ethics training. The ethics training is typically provided by the Staff Judge Advocates Office. All Resource Management Office personnel and contracting representatives take fiscal law training.

Planning Agenda:

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

Evidence – 2e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2e.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2e.2	DLIFLC Campaign Plan 2011-2015.	2
IIID.2e.3	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19

2f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary:

The DLIFLC itself does not enter into contractual agreements directly, but works with the Mission and Installation Contracting Command (MICC). The MICC does enter into contractual agreements on the DLIFLC’s behalf. The DLIFLC can recommend changing and/or terminating a contract [IIID.2f.1], [IIID.2f.2].

Self Evaluation:

The DLIFLC has a Contract Tracking System that requires all directorates with contracts to input contract status information weekly. The Resource Management Office conducts a Mid-Point Review and a Final Review of every contract. There is a refresher course for contracting representatives yearly.

Planning Agenda:

None.

Evidence – 2f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2f.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2f.2	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19

2g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary:

As stated earlier, the DLIFLC does review the effectiveness of its past fiscal planning as part of planning for current and future needs using a considerable number of financial control mechanisms: the over-arching Management Control Program, the General Fund Enterprise Business System, the Commandant’s Program and Budget Advisory Committee, the Defense Travel System, Wide Area Workflow, Joint Review Program, Command-directed audits of select contracts, Annual Program Reviews, and ad hoc program reviews, such as the one conducted in June 2011 [IIID.2g.1], [IIID.2g.2], [IIID.2g.3], [IIID.2g.4], [IIID.2g.5], [IIID.2g.6], [IIID.2g.7].

Self Evaluation:

The DLIFLC reflects on, in an evaluative way, its financial management processes through the financial control mechanisms listed above. Mechanisms, such as the Joint Review Program, allow the DLIFLC to examine in detail how resources are planned, programmed, budgeted and executed. When the General Fund Enterprise Business System modules are more fully implemented in FY12, the DLIFLC will be able to review historical information under the Business Intelligence rubric. This capability is a requirement of the external audit in FY13.

Planning Agenda:

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

In FY13, DLIFLC will conduct an external audit.

Evidence – 2g:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2g.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2g.2	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10
IIID.2g.3	Defense Finance and Accounting Services (DFAS). TDY Travel. Retrieved January 9, 2011 from http://www.dfas.mil/tdytravel.html	13
IIID.2g.4	Joint Review Program. For Official Use Only (FOUO).*	14
IIID.2g.5	Defense Logistics Agency. Wide Area Flow. Retrieved September 30, 2011 from http://www.dla.mil/j-3/wawf/	17
IIID.2g.6	DLIFLC Annual Program Review (2009).	18
IIID.2g.7	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19

** This document, and all other FOUO documents, can be reviewed by the Accreditation Team with the Deputy Chief of Staff, Resource Management (DCSRM), with the proviso that all team members who view the document(s) have previously signed a non-disclosure statement.*

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

The DLIFLC has a number of mechanisms to systematically assess the effective use of financial resources. Two key mechanisms are the Program and Budget Advisory Committee and the Annual Program Review. As aforementioned, the Program and Budget Advisory Committee is made up of representatives across the institute’s organizations. They meet at various levels (e.g., school, Provost or installation level) of responsibility during the year to review the allocation of

funds expenditure rates, identify/validate unfinanced requirements and recommend adjustments to the funding levels and/or priorities to the Commandant. The Annual Program Review provides the DLIFLC the opportunity to present its FY accomplishments to its user agencies.

The Program and Budget Advisory Committee process involves the work and guidance of three committees: the Working Program and Budget Advisory Committee, the Program and Budget Advisory Committee and the Senior Program and Budget Advisory Committee. The general responsibilities of each Committee are outlined below:

a. Working Program and Budget Advisory Committee: The overall objective of the Working Program and Budget Advisory Committee is to review and develop agenda items in advance of scheduled Program and Budget Advisory Committee meetings. This pre-review process is aimed at better defining the major resource requirements and to facilitate more effective Program and Budget Advisory Committee sessions. The committee reviews all newly-identified unfunded requirements in order to verify that the requirements have been properly staffed and costed prior to presentation at the Program and Budget Advisory Committee session.

b. Program and Budget Advisory Committee: The Commandant uses the Program and Budget Advisory Committee as the primary vehicle to oversee the budgetary management process. The role of the committee is to determine and coordinate major resource requirements and bring recommendations before the Senior Program and Budget Advisory Committee for decision. The Program and Budget Advisory Committee recommends modifications to the current budget to maintain balance in operations. The committee is the gatekeeper that ensures major resource requirements are prioritized and funded. The committee reviews the Command Operating Budget to include execution reviews, funding and manpower distribution and operating schedules.

c. Senior Program and Budget Advisory Committee: The Senior Program and Budget Advisory Committee is the smallest group of the three groups and is comprised of the institute's senior leaders. One of its primary roles is to bring the results, rationale and recommendation(s) of the Program and Budget Advisory Committee to the Commandant. Upon receipt of this information, it is the Commandant's responsibility to approve or adjust the recommendation(s). Once the Commandant determines which, if any, of the final recommendations are to be accepted, s/he requests the Deputy Chief of Staff for Resource Management to distribute the results and realign, if necessary, organizational budgets.

The Annual Program Review examines the programs associated with the following four competencies: Resident Language Instruction, Non-resident Language Instruction, Learning Methodology and Technology, Test Development and Evaluation. The review details the human and fiscal resources connected with the programs in the four competencies. The review is used as supporting documentation in the Program Objective Memorandum cycle for future budgets and subsequent annual budget development. Additionally, the Commandant briefs the DLIFLC funding status to the Army's Executive Agent Staff Office (Deputy Chief of Staff, G3 - Training) and the Deputy Undersecretary of Defense for Personnel and Readiness (Plans) on a quarterly basis.

Aside from the Program and Budget Advisory Committee process and the Annual Program Review, the Provost internally conducts a semiannual academic review to assess mission performance and possible realignment of his resources based on changes in priorities. Also, the Assistant Commandant conducts focused reviews on particular programs and issues during his weekly staff meetings. Furthermore, the Resource Management Office provides monthly budget reports for the four directorates at the DLIFLC: Undergraduate Education, Evaluation and Standardization, Continuing Education, and Language Science and Technology.

Data from the Program and Budget Advisory Committee process, the Annual Program Review, the quarterly briefings by the Commandant to the Army's Executive Agent Staff Office (Deputy Chief of Staff, G3 - Training) and the Deputy Undersecretary of Defense for Personnel and Readiness (Plans), the Provost's academic review and the weekly Assistant Commandant's meetings all inform the deliberations of the Command Group as it works with the different Program and Budget Advisory Committees to ensure effective and efficient oversight of the institute's financial management in the budget years [IIID.3.1], [IIID.3.2], [IIID.3.3], [IIID.3.4].

Self Evaluation:

In the year of execution, changes in government policy and the nation's economy cause the DLIFLC to continually assess the effectiveness of existing resources and manpower. The assessment can either lead to a budget increase or decrease in order to improve capabilities during an era of economic uncertainty. There are a considerable number of financial control mechanisms at DLIFLC: the over-arching Management Control Program, the General Fund Enterprise Business System, the Commandant's Program and Budget Advisory Committee, the Defense Travel System, Wide Area Workflow, Joint Review Program, Command-directed audits of select contracts, Annual Program Reviews, and ad hoc program reviews such as the one conducted in June 2011. Currently, they provide effective and efficient financial oversight over government resources. However, the DLIFLC should ensure the latter process is conducted systematically and in a timely manner, to ensure an annual schedule of the Program and Budget Advisory Committee meetings is disseminated to the directorates and offices at the DLIFLC. The Working Program and Budget Advisory Committee meetings provide an important forum for the Directorates and offices to review their budgetary concerns, promoting communication between them and the Resources Management Office.

As the DLIFLC mission continues to expand in these difficult economic times, programmed funding levels remain uncertain. The DLIFLC is responding to the unprecedented number of requirements for products and services. Because of the critical nature of its work, the DLIFLC received waivers to hire platform instructors during the Department of Army hiring freeze. Nevertheless, the DLIFLC may incur budget cuts in FY12 and in subsequent years due to the state of the federal budget. Mid and senior level management will have to be careful stewards of taxpayer dollars, making informed fiscal decisions based on data gathered from a variety of sources. The DLIFLC will have to scrutinize its programs and contracts with utmost rigor, prioritizing them so as to ensure funds are allocated for the most critical programs first. Throughout the process, it will be critical for mid and senior management to provide key data to the Office of Resource Management.

Planning Agenda:

None.

Evidence – 3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.3.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.3.2	DLIFLC Annual Program Review (2009).	18
IIID.3.3	DLIFLC Campaign Plan 2011-2015.	2
IIID.3.4	DLIFLC Mission & Vision Statements. Retrieved September 30, 2011 from http://www.dliflc.edu/mission.html	3

Standard IIID Evidence

Evidence – IIID.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.1.2	DLIFLC Campaign Plan 2011-2015.	2
IIID.1.3	DLIFLC Mission & Vision Statements. Retrieved September 30, 2011 from http://www.dliflc.edu/mission.html	3

Evidence – IIID.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1a.1	Memorandum for See Distribution: Subject: DLIFLC and POM Command Guidance FY 2011. (November 23, 2010).	4
IIID.1.1a.2	DLIFLC Campaign Plan 2011-2015.	2

Evidence – IIID.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1b.1	DLIFLC Campaign Plan 2011-2015.	2
IIID.1.1b.2	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.1.1b.3	Memorandum for See Distribution: Subject: DLIFLC and POM Command Guidance FY 2011. (November 23, 2010).	4
IIID.1.1b.4	TRADOC Budget Guidance. For Official Use Only (FOUO)*	5

Evidence – IIID.1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1c.1	Institutional Training Resource Model (ITRM). For Official Use Only (FOUO)*	6
IIID.1.1c.2	U.S. Army War College. (2009-2010). How the Army Runs: A Senior Leader Reference Handbook. (Chapters 9, 10 and 15).	7

Evidence – IIID.1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1d.1	Budget Workbooks for each Directorate and major function. For Official Use Only (FOUO).*	8
IIID.1.1d.2	DLIFLC Campaign Plan 2011-2015.	2
IIID.1.1d.3	<i>U.S. Army War College. (2009-2010). How the Army Runs: A Senior Leader Reference Handbook. (Chapters 9, 10 and 15).</i>	7

Evidence – IIID.2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2a.1	Federal Managers Financial Integrity Act of 1982. Retrieved January 9, 2011 from www.whitehouse.gov/omb/financial_fmfi 1982	11
IIID.2a.2	Army Regulation 11-2. Manager's Internal Control Program. (January 4, 2010).	15
IIID.2a.3	General Fund Enterprise Business System. GFEBs Material Fielding Plan (MFP). (December 23, 2008).	10
IIID.2a.4	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2a.5	Defense Finance and Accounting Services (DFAS). TDY Travel. Retrieved January 9, 2011 from http://www.dfas.mil/tdytravel.html	13
IIID.2a.6	Defense Travel System. Retrieved September 30, 2011 from http://www.defensetravel.osd.mil/dts/site/index.jsp	16
IIID.2a.7	Joint Review Program. For Official Use Only (FOUO).*	14
IIID.2a.8	DLIFLC Annual Program Review (2009).	18
IIID.2a.9	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19
IIID.2a.10	Monthly status of funds. For Official Use Only (FOUO)*	9

Evidence – IIID.2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Location</i>
IIID.2b.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2b.2	Monthly status of funds. For Official Use Only (FOUO).*	9
IIID.2b.3	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10

Evidence – IIID.2c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2c.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2c.2	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10

Evidence – IIID.2d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2d.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2d.2	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10
IIID.2d.3	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19
IIID.2d.4	Defense Travel System. Retrieved September 30, 2011 from http://www.defensetravel.osd.mil/dts/site/index.jsp	16
IIID.2d.5	Defense Logistics Agency. Wide Area Flow. Retrieved September 30, 2011 from http://www.dla.mil/j-3/wawf/	17
IIID.2d.6	DLIFLC Annual Program Review (2009).	18

Evidence – IIID.2e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2e.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2e.2	DLIFLC Campaign Plan 2011-2015.	2
IIID.2e.3	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19

Evidence – IIID.2f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2f.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2f.2	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19

Evidence – IIID.2g:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2g.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2g.2	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10
IIID.2g.3	Defense Finance and Accounting Services (DFAS). TDY Travel. Retrieved January 9, 2011 from http://www.dfas.mil/tdytravel.html	13
IIID.2g.4	Joint Review Program. For Official Use Only (FOUO).*	14
IIID.2g.5	Defense Logistics Agency. Wide Area Flow. Retrieved September 30, 2011 from http://www.dla.mil/j-3/wawf/	17
IIID.2g.6	DLIFLC Annual Program Review (2009).	18
IIID.2g.7	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19

Evidence – IIID.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.3.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.3.2	DLIFLC Annual Program Review (2009).	18
IIID.3.3	DLIFLC Campaign Plan 2011-2015.	2
IIID.3.4	DLIFLC Mission & Vision Statements. Retrieved September 30, 2011 from http://www.dliflc.edu/mission.html	3

** This document, and all other FOUO documents, can be reviewed by the Accreditation Team with the Deputy Chief of Staff, Resource Management (DCSRM), with the proviso that all team members who view the document(s) have previously signed a non-disclosure statement.*

Defense Language Institute Foreign Language Center

Standard IVA:

Leadership and Governance



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

The Defense Language Institute Foreign Language Center (DLIFLC) is a distinctive blend of military and civilian leadership, in structure and in practice. As a military organization that supports student learning in foreign languages, the institute is under the leadership of the Commandant, an Army colonel, who is appointed to the position and directly responsible to the Deputy Chief of Staff for Training, Army Training and Doctrine Command (TRADOC). The Commandant is directly responsible to the Deputy Commanding General, Combined Arms Center for Leadership and Education (LD&E), then to TRADOC. The Commandant oversees the various elements of the institute and the institute's efforts with other schools and with higher headquarters. The Commandant also commands the DLIFLC Army elements. The Assistant Commandant (AC) is a colonel in the U.S. Air Force and is responsible for assisting the Commandant to plan, direct and supervise the work of the institute. The Assistant Commandant oversees the DLIFLC educational mission and supervises the civilian Provost, the Foreign Area Officer Program, the Washington Office and the Combat Developments Directorate. The AC is specifically tasked with overseeing and monitoring the budget process and serving as the military commander of all permanent-party Air Force personnel. The Command Sergeant Major advises and assists the Commandant on regulations and policies pertaining to the academic and military obligations for students. The Provost is the senior civilian leader of the institute and serves as its Chief Academic Officer. The Provost supervises the academic aspects of the institute in close communication with the Commandant and the Assistant Commandant. The Provost also supervises five associate provosts as will be explained in the next section.

The institute's position as a government and military institution gives rise to aspects of governance that are different from other institutions of higher learning. The DLIFLC Board of Visitors fulfills some of the roles of a governing board within constraints set by government regulations [IVA.1.1].

Standard IVA: Decision-Making Roles and Processes

A. The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

The DLIFLC works within ethical standards, practices and policies established for all military and civilian employees. Ethics briefings, training and supporting documents are regularly and systematically provided to all students, staff, faculty and administrators [IVA.1.2]. Soldiers and civilians employees, regardless of rank or position, are expected to comply with ethics rules and regulations as established in Joint Ethics Regulations DoD 5500.7 [IVA.1.3].

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary:

The DLIFLC empowers all members within the institute to demonstrate leadership through a defined system. The DLIFLC's systematic process delineates faculty, staff, management and administration roles.

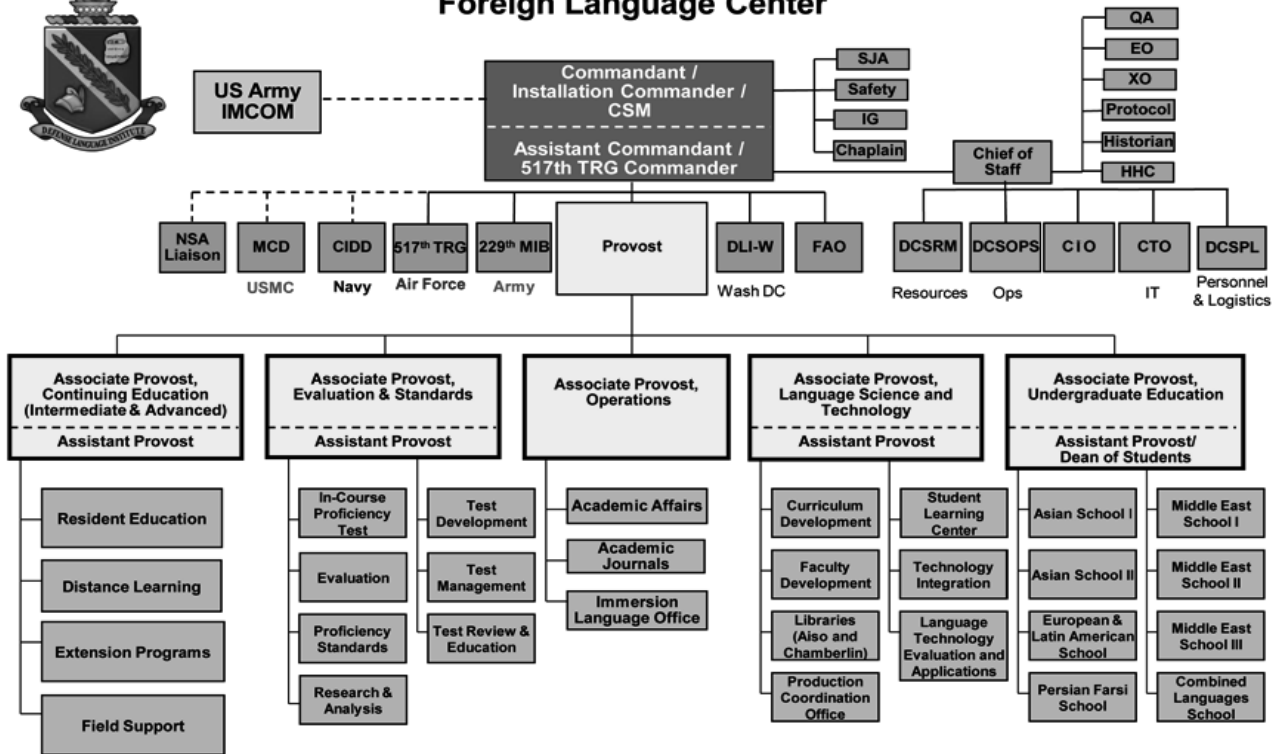
Administrative Organization and Leadership Structure

Leadership of the Commandant

The DLIFLC is a Department of the Army training institution and, as such, falls under a military chain of command. The chief administrator is the Commandant, typically a senior Army colonel selected by the U.S. Army Training and Doctrine Command in consultation with the Executive Agent and the members of the General Officers Steering Committee. Under the Commandant, there are multiple levels of military and civilian administrative positions. The military and civilian leaders coordinate planning and implementation of the institute's mission through regular joint meetings.



Defense Language Institute Foreign Language Center

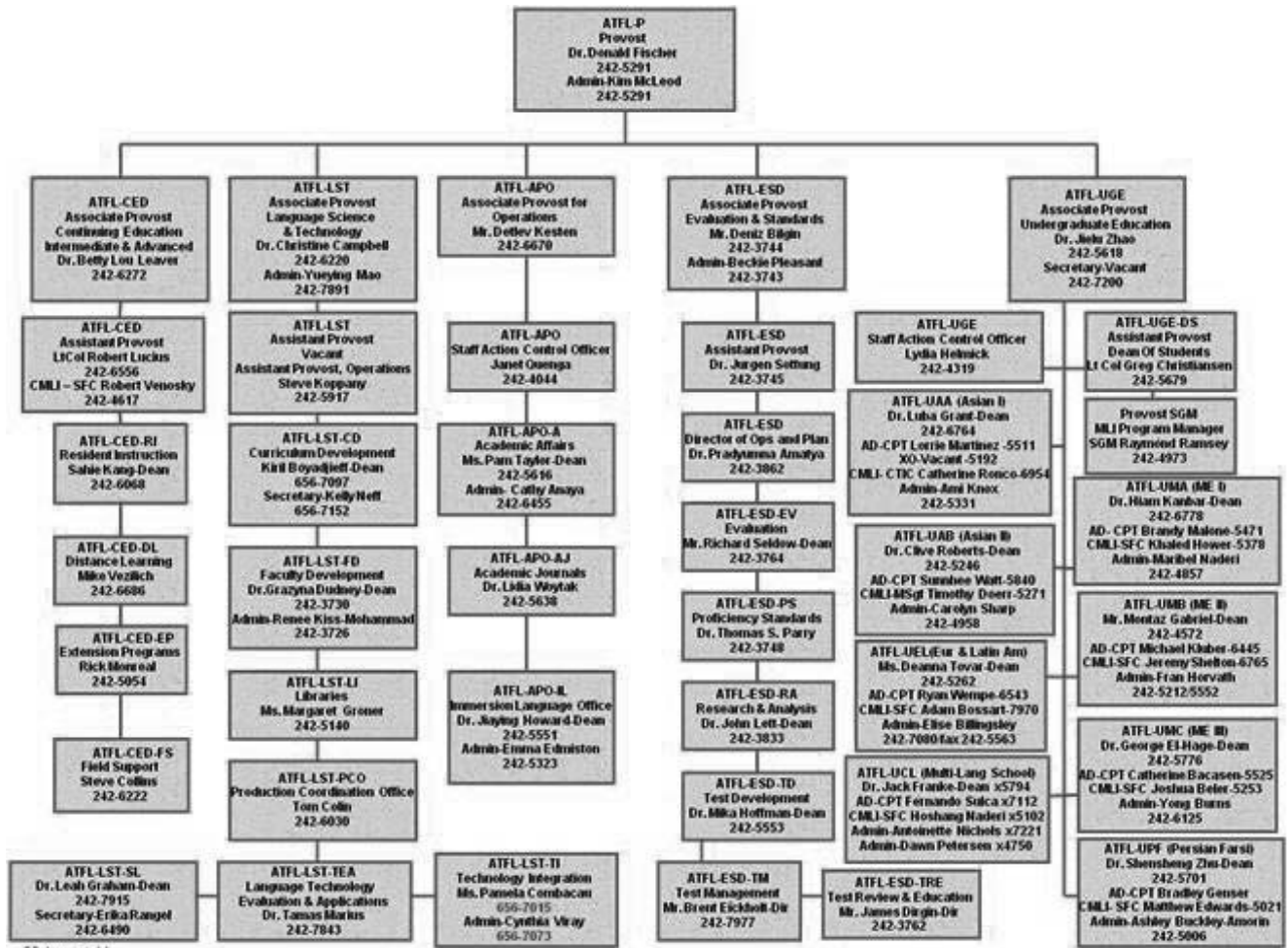


As of Feb 10 2011

The Commandant hosts regular town hall meetings with students, faculty and staff to present updates and to share future vision. The town hall meetings also serve as open forums for participants to express ideas and concerns directly to the Commandant and the senior leadership. These meetings are normally conducted at the end of the academic day from 3:45 p.m. to 4:30 p.m., in a large venue allowing several hundred people to participate each time. The Commandant addresses the entire student body at least once every year [IVA.1.4], [IVA.1.5].

Leadership of the Provost

The highest civilian leader at the DLIFLC is the Provost. The Provost provides direct supervision to the work of five associate provosts and a varying number of faculty associates. The schools and directorates reporting to the Provost through the associate provosts are divided into mission activities headed by deans and directors. The Provost maintains an open-door policy where any member of the faculty or the staff can meet to discuss issues [IVA.1.6]. The informal opportunities created by this policy allow the Provost to hear and to respond directly to faculty issues. The Provost also attends the Academic Senate (AS) monthly meeting at least twice a year and is usually the keynote speaker at Faculty Professional Development Day activities.



22 August 11

Leadership of the Associate Provosts

Within the above organizational chart, there are five Associate provosts: (1) undergraduate education (AP-UGE); (2) operations (APO); (3) continuing education (AP-CE); (4) evaluation and standardization (AP-ES); and (5) language, science, and technology (AP-LST). The Associate provosts report to the Provost and supervise deans in their areas of responsibility. The Associate provosts oversee the budget, personnel and planning within their areas of responsibility.

The AP-CE oversees resident instruction at the intermediate and advanced level, distance learning, extension programs and field support.

The AP-LST leads efforts in curriculum development, faculty development, the use of technology in the institute's academic programs, the libraries and the production coordination office.

The APO directly oversees the dean of Academic Affairs, the dean of the Immersion Language Office, and the head of the Academic Journals Office. The APO also provides assistance to the Provost on all matters pertaining to hiring, resource allocation, budgetary planning, and the formulation of managerial policies in support of the Provost's academic objectives.

The AP-ES supervises evaluation and testing efforts, including the development and management of the Defense Language Proficiency Test (DLPT) and the Oral Proficiency Interview (OPI).

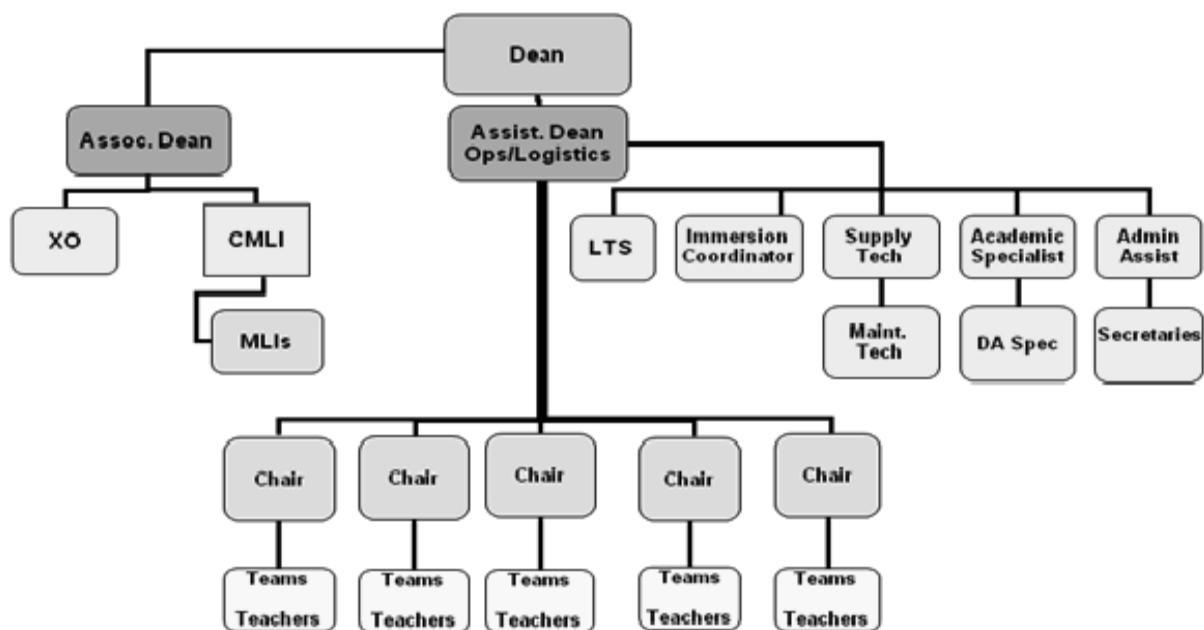
The AP-UGE is responsible for basic course programs and directly supervises eight school deans. The AP-UGE meets with the UGE deans regularly and conducts bi-weekly meetings with all the deans to provide overall coordination of all academic instruction comprised by the basic course programs.

Leadership of the Deans

At the school level, deans, chairpersons and military personnel conduct regular coordination meetings to assess student learning and to address student issues. The dean or designated academic specialist, the associate dean (a military officer), and the Chief Military Language Instructor (CMLI) facilitate student in-briefs and sensing sessions. Sensing sessions provide students with an opportunity to directly address faculty, curriculum and quality of life issues with the leadership of their schools. All students participate in these regular sensing sessions. Detailed notes of sensing sessions are then given to the department chairs and the school dean. The dean typically requires the chairperson to respond to each issue with action plans to address and rectify problem areas [IVA.1.7]. The chairperson and the academic specialist meet with the teaching team and go over the feedback received in the sensing session. Appropriate changes and adjustments are made according to the feedback received. Afterwards, students are told by the chairperson of changes and adjustments to be made in order to improve the quality of the program of instruction.

Every faculty member receives an annual midpoint performance review and an annual performance assessment [IVA.1.8].

Deans and chairpersons make systematic classroom visits (announced and unannounced) to monitor faculty performance based on the professional standards for each academic rank (e.g. instructor through professor). Faculty also receive input from the student surveys concerning faculty classroom performance and professionalism [IVA.1.9], [IVA.1.10].



Faculty Organization and Leadership Structure

Within each academic program, there are multiple leadership structures under the respective dean. Faculty members serve as chairpersons, program managers, program directors and team leaders. Faculty and staff in every school and department or division conduct regular and special meetings to discuss progress in their team, department and school. They make recommendations and request action. Brainstorming sessions among members of the same team are a daily occurrence.

Regular meetings in the schools between deans, associate deans, Chief MLIs, chairpersons, teachers, and staff address ways to improve student foreign language proficiency and to reduce academic or administrative disenrollment. Deans and directors conduct regular meetings with department chairs and academic specialists to discuss DLIFLC policies, implementation of annual plans, training programs and other school-specific efforts. The systematic practice of reviewing student performance and faculty activities require faculty and administrators to review all aspects of the academic process on a regular basis. Discussions at the team, department and school level involve individuals from all layers of the educational structure.

The separation of academic ranks from work assignments and functions under the Faculty Personnel System (FPS), vice the General Schedule (GS) system which paid more for managers than it paid for excellent teachers, has allowed faculty to have an impact on the direction of the institute at virtually every level. Talented individuals may now rise to decision-making positions in schools and departments. With its focus on professionalization and the promotion of excellence in teaching, the DLIFLC has fostered an environment which allows faculty to engage in inclusive and intentional discussions about instructional quality and other issues pertaining to the DLIFLC mission [IVA.1.11], [IVA.1.12].

In their job descriptions (i.e. performance standards), faculty members are strongly encouraged to serve as professional resources within their areas of expertise. Annual performance standards of faculty members stress innovation, problem solving, research, and academic publication. Faculty members are also rated on professional contributions beyond their immediate duties [IVA.1.8].

Committee Organization and Leadership Structure

Working councils were established at a variety of levels, such as deans, associate deans, CMLIs, chairpersons, academic specialists and language technology specialists, to provide forums for mutual support and to formulate policies and procedures to present to higher levels of the administration. The undergraduate deans formed a Deans' Council which meets bi-weekly to discuss issues of mutual interest. The council develops position papers to present to the Associate Provost for Undergraduate Education and to the Provost. Assistant deans also formed a council and hold regular meetings. Associate deans have a council headed by the Assistant Provost and meet bi-weekly to discuss issues pertaining to the schools, the institute and the military. The Chief MLIs meet weekly with the Provost Sergeant Major to discuss issues pertaining to the schools, the institute and the military. Chairpersons formed a council in 2006 to provide a forum to share common issues and to bring matters to the attention of the Associate Provost for Undergraduate Education and the Provost [IVA.1.13]. The Language Technology Specialists from each school meet with representatives from the computer support group every week to discuss problems and to learn about initiatives in technology. The academic specialists from each school have formed a committee and meet at least once a month to review and discuss academic matters [IVA.1.14], [IVA.1.15], [IVA.1.16].

Many inter-departmental working groups (sometimes called "tiger teams") were created by the Deputy Chief of Staff for Operations (DCSOPS) to develop policy recommendations on important mission-related issues, such as the implementation of Blackboard and SharePoint, leadership development and the transition to an ".edu" network. For example, the DLIFLC initiated a study and discussed the implications of the decision to implement the use of Blackboard technology in the classroom [IVA.1.17], [IVA.1.18].

Planning and Resource Allocation

The institute relies on several operational working groups which are responsible for implementing institutional evaluation and review and planning for improvements. These results are made available to the Command Group and managers on an on-going basis.

The Annual Campaign Plan, a strategic working document outlining key projects and initiatives, is developed through a network of working groups from across the DLIFLC representing all parts of the institute's infrastructure. Major objectives are set within various divisions, such as Undergraduate Education and Continuing Education, and approved in consultation with other administrative units. The links between departments and divisions are delineated so that various units coordinate their efforts to achieve the institute's annual goals. Working meetings include an overview of designated major objectives, the supporting tasks, the metrics used to measure progress in the supporting tasks, milestones during the previous reporting period, a summary of

the current status in each supporting task and a statement of any outstanding issues that need attention or intervention from the leadership [IVA.1.19].

Management off-site meetings at the institute and directorate level were conducted regularly as funding was available. These focused meetings provide opportunities for the respective organizational unit to coordinate planning and resource allocation. One example was the Commander's Annual Strategy Session held in 2007, 2008 and 2009 [IVA.1.20], [IVA.1.21], [IVA.1.22].

The Directorate of Continuing Education (CE) facilitated an annual constructive review process called Reverse Evaluation for the past six years. This exercise allowed for bottom-up reflection by the CE faculty and staff on management practices within the directorate to determine which policies and decisions promote and which hinder the fulfillment of its mission [IVA.1.23], [IVA.1.24], [IVA.1.25].

Directorates and divisions are invited to give input on internal and external policy documents, for example, on DLIFLC Regulation 350-10 Student Administration. [IVA.1.26].

The DLIFLC has created multiple venues for faculty and staff to write professional articles, book reviews, reports, newsletters, letters and opinions. The institute sponsors several publications to which faculty members are encouraged to submit their manuscripts. They are: *Applied Language Learning*, *Dialog on Language Instruction*, *Globe*, and *Bridges* [IVA.1.27]. These materials are distributed to all schools and departments resulting in additional professional input for classroom faculty and academic leaders. *Applied Language Learning* has a distribution of over 4,000 nationally and internationally.

Academic and Professional Matters

The institute has several mechanisms in place to disseminate information on institutional performance to all faculty, staff, students and to the general public. Detailed quantitative information on student academic performance as related to the expected student learning outcomes is maintained and disseminated by the Directorate of Academic Affairs, similar to a typical college's institutional research section [IVA.1.28]. The Strategic Communications Office (StratCom) compiles regular and systematic updates on the institute in print and non-print media that is readily available to faculty, staff and students and to the general public [IVA.1.29], IVA.1.30], [IVA.1.31].

Information about institutional performance can be internally accessed through SharePoint, emails and shared computer files. The information about the institute's performance also circulates during student, team, department, school and institute meetings, seminars, and plenary sessions. Examples of the latter are the Annual Program Review (APR) and Command Language Program Manager (CLPM) Seminar [IVA.1.32], [IVA.1.33], [IVA.1.34], [IVA.1.35], [IVA.1.36].

The CLPM Seminar, an annual meeting of command program managers, TRADOC coordinators and DLIFLC personnel, focuses on the needs of non-resident non-degree non-credit language students. The CLPM Seminar assesses the institute in terms of meeting student needs, including

proper allocation of time, training materials, assessment of progress and rewards for language achievement.

The APR is a forum for the exchange of information about the institute's performance. It is an opportunity for presentations, reviews, discussions and assessments of the institute [IVA.1.37].

The student perspective is highly valued. The Interim Student Questionnaire (ISQ) and End-of-Course Student Questionnaire (ESQ) inform faculty and staff about institute performance. They are administered to resident DLIFLC students following the midpoint of their instruction and at the end of their instructional program. These surveys are divided into three sections: (1) Program Evaluation (PE), (2) Teacher Effectiveness (TE), and (3) Quality-of-Life (QoL) Evaluation [IVA.1.38], [IVA.1.39], [IVA.1.40].

Every faculty member receives, at a minimum, an annual midpoint performance review and an annual performance assessment from their supervisor. The performance review is based on performance standards and student input. The teacher effectiveness section of the ISQ and the ESQ document students' ratings of their teachers. The questions for both are the same. The students additionally evaluate program effectiveness and quality of life. Only the PE and TE sections of the ISQ and ESQ are sent as a report to the deans; the QoL section gets reported to the Command Group and service commanders.

ISQ and ESQ data and summaries sent to each school by the Evaluation and Standardization Division contain a wealth of information about the performance of the given school. Data from the students' electronic responses are collected and stored in secure server data tables. These data are accumulated and analyzed and trends noted. ISQ and ESQ data and summaries are studied by deans, CMLIs, chairs, team leaders and all faculty members. Individual data are protected for privacy and aggregate data are shared by all involved faculty. Department chairs receive e-documents via email through their deans and use them to conduct classroom effectiveness counseling and training with their teaching staff. Chairs and teams discuss results, suggest improvements, make recommendations and suggest plans of action.

The language programs are also evaluated through internal and external reviews. An example of this is the 360 degree evaluations of language programs [IVA.1.41]. A second example is a study of attrition commissioned by the Provost in December 2010. As of April 2011, the first quarterly report has been written and presented for discussion. Findings and trends analysis will give the DLIFLC the first truly empirically-sought reasons for students' attrition [IVA.1.42].

The institute has an Academic Senate (AS) and Faculty Advisory Councils (FAC) within schools, divisions and directorates. The AS is an organization whose primary function is to make recommendations about academic and professional matters. The role of the AS is central to the concept of institutional development and to ensure the faculty's full participation in the educational process. The Executive Board of the AS includes the President, Vice President, and Secretary elected by senate members. Senate members are elected by the faculty of their respective schools, divisions and directorates. The AS shares governance responsibilities related to Education Code and Title 5 mandates [IVA.1.43] and adheres to the specific institutional responsibilities outlined in the DLIFLC AS and Faculty Advisory Council by-laws and ensures timely publication and dissemination of the senate agenda and minutes of the monthly meetings.

The senate also distributes other documents about its discussions and actions (e.g, surveys, special reports, faculty professional development programs, and newsletters). The AS advocates for faculty interests in academic and professional matters and encourages faculty to participate in sponsored events. The FACs (elected Executive Boards including senate members) function within their school, division and directorates. The minutes of their special and monthly meetings are distributed among the faculty members to provide information. Additionally, these minutes are forwarded to the Academic Senate, where they serve as a basis for discussion and consideration [IVA.1.44].

Self Evaluation:

The DLIFLC has a rich history of self-reflection and evaluation. Student input received in sensing sessions and through formal course evaluations is studied in detail and is important in faculty performance reviews. Faculty working groups at the teaching team and department level provide guidance for addressing student needs and adjusting classroom instruction. Chairs, deans, CMLIs and Academic Specialists provide systematic observation and guidance to individual teachers. Deans are evaluated by their immediate supervisor on the basis of student success.

The number of evaluation tools and the amount of time spent writing and analyzing reports represents a major portion of each faculty member's time, as it does for chairs, deans and others in senior leadership. It is important that the DLIFLC continually evaluates what needs to be measured and what reports need to be created so that each assessment tool continues to provide valuable information.

The Commandant provides strong leadership to the institute and reflects the highest qualities of military leadership through systematic reviews and discussions with academic leaders. The Commandant also is diligent in visiting classrooms and schools to observe the performance of students and faculty and to listen to input. A felt weakness is that the role of Commandant is typically limited to three years and this limits the ability of any one person to exert long-term visionary changes.

The Provost has been able to make significant changes through his interaction with the associate provosts and his relationships with the military leadership. He has championed several significant research studies and academic innovations regarding proficiency enhancement. He has also initiated a substantial financial commitment to tuition assistance to encourage faculty to take professional development courses in foreign language teaching methodology, educational studies and other topics pertinent to the institute's mission and vision.

The school deans have also facilitated unprecedented growth in this period. They have had to find and train faculty in many languages in which no other U.S. institution has developed large-scale intensive language programs to meet the needs of the Department of Defense requirements. The deans have provided strong leadership to increase the overall proficiency level of graduates while also decreasing academic disenrollment.

During this period the Academic Senate and the school Faculty Advisory Boards have been strengthened and have increased their activities in faculty professional development.

Planning Agenda:

The DLIFLC must continue to develop and monitor appropriate assessments of student and faculty performance and continue to foster venues that encourage participation, discussion, planning and implementation. Overall, at each level of leadership there needs to be improvement in communication methodologies to ensure that ideas can be better generated across the Institute.

Evidence – 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.1.1	Update: Defense Language Institute Foreign Language Center Board of Visitors. (October 19, 2007).	1
IVA.1.2	Army Regulation 350-1, Army Training and Leader Development. (December 18, 2009). Appendix G.	2
IVA.1.3	Department of Defense Directive 5500.7. Standards of Conduct. (November 29, 2007).	73
IVA.1.4	Commandant’s Town Hall Meetings 2010/2011.	3
IVA.1.5	Town Hall Meeting Slides. (n.d.).	4
IVA.1.6	Memorandum, Subject: Commander’s Open Door Policy. (July 22, 2010).	5
IVA.1.7	Roberts, C. (n.d.) New Student Orientation Asian School II. DLIFLC.	6
IVA.1.8	Senior System Civilian Evaluation Report; DA Form 7222 (includes teaching standards). (May 1993).	7
IVA.1.9	Class Observation Form. (n.d.).	8
IVA.1.10	Senior System Civilian Evaluation Report Support, DA Form 7222-1. (August 1998).	9
IVA.1.11	Payne, Stephen (personal communication; n.d.). <i>Faculty Personnel System</i> .	10
IVA.1.12	The Academic Senate. (September 2011). <i>The Faculty Advisory Councils</i> . 2(2).	11
IVA.1.13	Academic Specialist Council By-Laws. (October 25, 2007).	12
IVA.1.14	Academic Specialist Council 2011 Meeting Calendar.	13
IVA.1.15	Academic Specialists Directory. (As of August 3, 2011).	14
IVA.1.16	Academic Council Meeting’s Minutes. (February 28, 2008).	15
IVA.1.17	Toward a Fuller Implementation of the Blackboard Learning Management System at the DLIFLC. (October 25, 2010).	16
IVA.1.18	Blackboard Learning Management System – Toward a Fuller Implementation at the Defense Language Institute. (March 18, 2011).	17
IVA.1.19	DLIFLC Campaign Plan 2011-2015.	18
IVA.1.20	2007 Commanders Annual Strategy Session.	19
IVA.1.21	2008 Off-Site Minutes Executive Summary.	20
IVA.1.22	2009 Commanders Annual Strategy Session Focus Group Report Outs.	21
IVA.1.23	Continuing Education Reverse Evaluation (RE) Survey –	22

	Analysis and Tabulations. (April 22, 2011).	
IVA.1.24	Continuing Education Reverse Evaluation (RE) Survey – Analysis and Tabulations. (April 22, 2011).	23
IVA.1.25	Continuing Education - Reverse Evaluation #6, Follow-up Survey. (December 2010).	24
IVA.1.26	DLIFLC Regulation Number 350-10. Student Management, Education, Training, and Administration of Administration of Resident Programs. (August 14, 2006).	25
IVA.1.27	DLIFLC Academic Publications. (n.d.).	26
IVA.1.28	DLIFLC Program Summary 2010.	27
IVA.1.29	DLIFLC <i>Globe</i> Winter 2009.	28
IVA.1.30	DLIFLC <i>Globe</i> Winter 2011.	29
IVA.1.31	DLIFLC.EDU. Retrieved September 21, 2011 from http://www.dliflc.edu/index.html	30
IVA.1.32	Operation Order 07-255 (CLPM Conference). (September 18, 2007).	31
IVA.1.33	2007 CLPM Seminar Agenda (DRAFT). (December 3-5, 2007).	32
IVA.1.34	Memorandum. Subject: After Action Report – 2007 Command Language Program Managers’ Seminar. (January 7, 2008).	33
IVA.1.35	2009 CLPM Seminar Agenda DLIFLC. (May 5-7, 2009).	34
IVA.1.36	2009 Command Language Program Managers (CLPM) Seminar (May 5-7, 2009) After Action Report.	35
IVA.1.37	Annual Program Review 2010.	36
IVA.1.38	End of Program Student Questionnaire (ESQ-PE). (n.d.).	37
IVA.1.39	ESQ: Quality of Life Analysis (End of Program Student Questionnaire). (March 31, 2011).	38
IVA.1.40	End of Program Student Questionnaire (ESQ-TE) Teacher Evaluation. (n.d.).	39
IVA.1.41	Salyer, S. (n.d.) Executive Summary. DLIFLC.	40
IVA.1.42	Salyer, S. (n.d.) <i>DLIFLC Attrition Reduction Initiative Evaluation Plan</i> . DLIFLC.	41
IVA.1.43	California Community College Funding Education Codes and Title 5 Publications. Retrieved September 30, 2011 from http://www.cccco.edu/Portals/4/CFFP/Fiscal/Budget/EDCOD E&Title5.pdf	42
IVA.1.44	DLIFLC Academic Senate Overview. (n.d.).	43

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

The DLIFLC has developed numerous policies and procedures to facilitate participation by faculty, staff, students and administrators in the institute’s decision-making processes. Some policies are also derived from the DLIFLC’s position as an educational institution under the U.S. Army Training and Doctrine Command (TRADOC). The following two sections describe the major written policies and their implementation.

2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary:

A number of written policy documents govern the manner in which faculty, staff, administrators, and students interact and participate in the DLIFLC decision-making process. These include the following documents:

- a. *The Negotiated Agreement Between Defense Language Institute Presidio of Monterey, CA and the American Federation of Government Employees, Local 1263* – Article 2 specifies the rights of management (administration), including the right to “determine the mission, budget, organization, number of employees, and internal security practices” and the right to hire, assign work and fill positions. Article 4 Section 6 “Employee Rights” specifically states that the administration will “seek recommendations from schools or departments for which the course or curriculum is being developed.” Article 7 calls for meetings between management and union representatives at the request of either party, and a monthly meeting between the union president and the DLIFLC Commandant to discuss “matters of mutual concern.” [IVA.2a.1]. In the spirit of this provision, the DLIFLC Provost and the union president provide the DLIFLC faculty and staff with regular updates on topics including merit pay in the Faculty Personnel System.
- b. *Standards of Conduct (Civilian Personnel Management Policy and Procedure No. 4, 1993)* – In defining the responsibility of the staff and faculty of the DLIFLC, Appendix A states, “Successful teaching at any institution depends to a large extent on harmonious staff – faculty relationships. In such an atmosphere, the faculty’s welfare will be of major concern of the staff and the school’s welfare will be a major concern of the faculty. In fulfilling the obligation of this principle, both staff and faculty members will... cooperate and participate in the development of school policy, abiding by it, once established... give honest recommendations for others;... and enhance the prestige of the school.” The document also defines faculty responsibilities to the student and to the foreign language teaching profession [IVA.2a.2].
- c. *US Army Training and Doctrine Command Supervisory Guide* – This manual lists eight key management responsibilities: managing positions and pay, selecting and assigning employees, evaluating worker performance, training and development, distributing incentive awards, maintaining management-employee relations, administering constructive discipline, and administering leave. Pertinent rules, regulations and procedures are listed under each of these topics [IVA.2a.3].

- d. *By-laws – Academic Senate (AS) and Faculty Advisory Councils (FAC)* – The AS and FACs were established to serve as official forums for engaging the faculty in discussions on matters that concern the mission of the institute. Specifically, these bodies are to serve the following purposes [IVA.2a.4]:
- Identify initiatives with potential benefits to the instructional process;
 - Propose ideas to improve the quality of academic programs;
 - Provide advice and opinions to the Provost on academic issues warranting further study; and
 - Provide advice on institute, school, and directorate academic policy-making processes as appropriate.
- e. *“Defense Language Institute, Foreign Language Center – Statement on Academic Freedom”* Revised version - 2011. The stated aim of this document is to declare that the institute encourages its faculty “to pursue their academic interests in second language acquisition through teaching, research, and publication, while at the same time making it clear that the divergent concepts of academic freedom that exist in academia must be reconciled with the sometimes competing needs of the institution to accomplish its mission.” Within this context, the institute recognizes the “value of free inquiry.” It also encourages its faculty “to research and experiment, to share their findings with others, to exercise good judgment when presenting potentially controversial topics in the classroom, and to use methodologies that support the attainment of the mission-defining Final Learning Objectives” [IVA.2a.5].

Faculty’s Role

Faculty has the opportunity to participate in the shared governance process through membership in the AS, their local Faculty Advisory Committee and other additional committees. Faculty input to department and school issues, policies, planning and budget is collected through discussion, working groups and formal meetings at the department and school levels. Each school, division and directorate has an elected Faculty Advisory Council Executive in addition to one or two (depending on the number of faculty and staff) elected AS representative(s) at the institutional level. Individual faculty members are also involved in working groups on policies in their area of expertise.

The Academic Senate, Academic Senate Committees and Faculty Advisory Councils provide mechanisms for faculty participation at the institute with regard to core academic areas such as foreign language teaching, curriculum, faculty tenure and promotion. The Academic Senate has been a significant element in the process by which the provosts were selected.

The institute also involves faculty in the decision-making process by ensuring their participation in institutional boards, such as the rank advancement board and the merit board.

Military Language Instructors (MLI) Role

The mission of the MLI is to teach, model and mentor students in basic language programs at the DLIFLC, focusing efforts on those students learning their first foreign language. The MLI

program is designed to ensure that MLIs acquire and sustain that skill and knowledge. MLIs teach language skills from the English learner/military member perspective. Additionally, MLIs, as unique subject matter experts regarding the job tasks of military linguists, provide critical input to curriculum development, and manage and teach the Final Learning Objectives, military sub-skills in their respective languages. MLIs model professional noncommissioned officer or petty officer ideals on a day-to-day basis to the student population. MLIs mentor developing linguists on how to succeed in their training programs, to become lifelong language learners within the military.

Staff's Role

Staff participation in the shared governance process comes through participation in discussions within their respective schools, departments or directorates. Staff participation is also represented by union, addressed below.

Union's Role

The union also has a substantive and clearly defined role in institutional governance. Through the Negotiated Agreement between the Defense Language Institute and American Federation of Government Employees, Local 1263, structures and processes are in place that define union member capacity to participate and address concerns on a variety of topics to include employee rights, grievances, awards, hours of employment and separation [IVA.2a.1].

Administrators' Role

The institute's administrators have a clearly defined role in the governance processes and exercise a substantial voice in institutional policies, planning and resource allocation that relate to their areas of responsibility and expertise. Although the Commandant and Provost receive recommendations from advisory groups, final decisions are their responsibility. Administrators at each level provide input into decisions at their respective level and are also involved in higher-level working groups to present input into Institution-wide decisions. The budget planning process, for example, requires discussions at all levels of administration and input about future class loads and faculty requirements.

Students' Role

Student input into the institutional decision-making process consists of the Interim Student Questionnaire and End-of-Course Student Questionnaire (ISQ and ESQ respectively). These questionnaires ask for student opinions assessing program effectiveness, quality of life and teacher effectiveness. The Quality of Life Analysis collects data about quality of life issues for the Garrison leadership. Data obtained through these surveys are routinely tabulated, analyzed and submitted to the senior civilian and military leadership of the institute [IVA.2a.6], [IVA.2a.7], [IVA.2a.8].

The military chain of command represents another venue for student input into the institutional decision-making process. Military leaders conduct town hall meetings and smaller sessions with students in the units to encourage input about academic aspects and facilities. Particularly important is the role of elected student class and section leaders. These class representatives meet regularly, usually each week or twice a week, with their department's senior staff to discuss

student body concerns. In addition, they collaborate with both the military and civilian staff to sponsor events to which all students are invited.

Students' opinions play a significant role in the institutional decisions. In addition to standardized student opinion surveys, student needs assessment questionnaires are administered to students periodically in some departments.

Self Evaluation:

Written policies for participation of faculty, staff and students in decision-making processes have provided professional guidelines for input from faculty, staff and students.

AFGE, Union Local 1263, interprets and applies written policies of the institute. It responds to employees' concerns on a case-by-case basis. The union provides advice and, if warranted, acts on behalf of an employee.

The "Standards of Conduct" document plays an important role at the institute. This document is used as a guideline for correcting behavior of employees whose conduct crosses the lines of acceptability. Its implementation frequently brings back to norm questionable conduct of an employee.

Additionally, the U.S. Army Training and Doctrine Command Supervisory Guide, the by-laws of the Academic Senate and Faculty Advisory Council, as well as the Defense Language Institute Foreign Language Center statement on Academic Freedom all facilitate adherence to professional conduct.

Regular meetings with the provost keep the associate provosts and deans informed about academic matters pertaining to the entire institute. The meetings bring to the forefront matters that require immediate attention. As a result of action taken at these meetings, corrections are made, personnel changes are implemented, changes in methodology are recommended and priority items are repositioned.

The findings and input shared by faculty and staff during the meetings and presentations of the Academic Senate are shared with the leadership of the institute at various levels and, whenever possible, implemented. Frequently the net result is the implementation of innovative techniques in classroom teaching.

Committee meetings among faculty and staff have resulted in launching innovative methods of teaching and learning. Student involvement in discussions has led to a wider reliance on the use of computer-assisted technologies such as Tablet PCs and the ".edu" network.

Students' input on faculty performance generated via ISQs and ESQs provides an invaluable source of information and frequently leads to pedagogical and administrative changes.

Planning Agenda:

Additional venues and mechanisms for positive and proactive initiatives by individuals should be developed. A feedback system for faculty similar to the institute's existing Interactive Customer

Evaluation (ICE) survey could be developed to focus on getting good ideas in front of senior leadership.

Evidence – 2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.2a.1	Negotiated Agreement Between DLIFLC and American Federation of Government Employees Local 1263. (January 18, 1991).	44
IVA.2a.2	Chapter 10 – Employee Responsibilities and Conduct (Ref: Title 5 CFR, Part 735 and AR 690-700 Chapters 735 and 751). (n.d.).	45
IVA.2a.3	U.S. ARMY Training and Doctrine Command Supervisory Guide. (June 2009).	46
IVA.2a.4	DLIFLC By-Laws Academic Senate, Federal Advisory Board. (October 2006).	47
IVA.2a.5	Defense Language Institute Foreign Language Center Statement on Academic Freedom. (August 9, 2011).	48
IVA.2a.6	ESQ: Quality of Life Analysis (End of Program Student Questionnaire). (March 31, 2011).	38
IVA.2a.7	End of Program Student Questionnaire (ESQ-PE). (n.d.).	37
IVA.2a.8	End of Program Student Questionnaire (ESQ-TE) Teacher Evaluation. (n.d.).	39

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

Descriptive Summary:

The DLIFLC collects and relies on faculty input for recommendations about student learning programs and services. This is accomplished through a variety of structures and procedures, primarily from the Academic Senate (AS) and each school’s Faculty Advisory Council (FAC). The institute also relies on other government academic offices in regards to student learning programs as the institute is directed to instruct specific language programs with specific expected student learning outcomes.

Reliance on the Academic Senate and Other Internal Structures

The Academic Senate and the school FACs provide venues for discussion and interaction among faculty and with senior leadership. The AS meets monthly and also distributes a periodic newsletter to encourage communication and to share information [IVA.2b.1].

Classroom faculty, team leaders and department chairs hold regular evaluative meetings about student performance and classroom issues. There is a rigorous review process in place to

monitor and improve classroom instruction and student performance. Faculty are evaluated based on agreed upon performance standards which include classroom management, development of teaching materials, use of the target language in the classroom, student counseling and other aspects of their daily work. Details are found in Standard IIIA.

The Curriculum Development Division, consisting primarily of faculty who have instructed in DLIFLC language departments or programs provides guidance to existing classroom programs and develops curricula. These efforts are guided by overall student learning objectives outlined in the Final Learning Objectives document developed in coordination with government agencies which employ DLIFLC graduates [IVA.2b.2].

External curriculum reviews were conducted in eight languages: French, German, Hindi, Indonesian, Russian, Spanish, Urdu, and Modern Standard Arabic. These reviews were conducted in coordination with academic personnel from outside the institute as well as stakeholders from other government agencies.

Prior Reviews:

April 2009: Modern Standard Arabic

January 2010: Hindi, Indonesian

August 2010: French, German, Russian, Spanish, Urdu

Future Reviews (2012):

Korean Arabic-Iraqi, Arabic-Syrian, Turkish, Uzbek, Chinese-Mandarin, Japanese, Thai

The institute also participates in discussions with other government academic offices through the Defense Language Curriculum Working Group (DLCWG) [IVA.2b.3].

The Evaluation and Standards Research and Analysis (RA) Division reviewed the Student Learning Center's portfolios in relation to what schools requested or required. RA's review found that when asked to comment, senior leaders and department chairs had mostly positive things to say about the information they receive about the students in the form of student portfolios [IVA.2b.4].

The 2010 Faculty Development Division Course Catalog, Army Regulation 11-6 and Army Regulation 611-6 describe the responsibilities of faculty and administration in curricular review and management [IVA.2b.5].

Reliance on the Defense Language Testing Working Group

The Defense Language Testing Working Group (DLTWG) is comprised of a distinguished team of testing and second language acquisition experts chaired by the Senior Language Advisor of the Defense Language Office. The panel provides expert guidance about all aspects of the DLIFLC test development process to assure adherence to academic standards and best practices. Most of the panel's current concerns revolve around the Defense Language Proficiency Tests (DLPT) and sometime include the Defense Language Aptitude Battery or the Oral Proficiency Interview (OPI) practices and procedures [IVA.2b.6].

Self Evaluation:

The DLIFLC meets this standard because it regularly relies on faculty for decisions and recommendations on curricular issues, learning programs and academic and professional matters.

The AS and the school FACs regularly provide input to senior leaders to improve the academic proficiency of the students and to offer suggestions about significant school issues.

Innovation is key to developing technologies and methods that can create breakthrough strides in student learning outcomes. All levels of the institute’s leadership should provide positive reward incentives for those faculty and staff who demonstrate true ingenuity and “out of the box” thinking that results in programs that enhance the DLIFLC’s fulfillment of its mission. Faculty Professional Development Days (FPDD) sponsored by the Academic Senate semi-annually responds to disseminating innovation. However, it is uncertain to what extent new faculty derived ideas are implemented. Thus DLIFLC leadership should provide opportunities for innovation. Although the faculty merit pay system is designed in part to reward innovation, special incentives for researching, designing and developing new and inventive programs should be considered.

The DLCWG (curriculum working group) and DLTWG (testing working group) structures have also proven helpful to gain external advice and input to improve the curriculum and the assessments of the language programs.

Planning Agenda:

The DLIFLC should continue to encourage professional development through local and external academic events which include interactive presentations on innovative foreign language teaching techniques and theory. Successful innovations should be expanded upon, implemented and rewarded. The institute should also continue to enhance the role of the DLCWG and DLTWG and other interactions with the wider academic community.

Evidence – 2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.2b.1	The Academic Senate. (September 2011). <i>The Faculty Advisory Councils. 2(2).</i>	11
IVA.2b.2	Final Learning Objectives for Basic Language Programs in the Defense Language Program. (2008).	49
IVA.2b.3	Defense Language Curriculum Working Group Charter. (n.d.).	50
IVA.2b.4	The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio. Final Report. (Jan.2010).	51
IVA.2b.5	DLIFLC 2010 Faculty Development Division Course Catalog.	52
IVA.2b.6	Defense Language Testing Working Group Charter (n.d.)	53

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary:

Through its governance structure, process and practices, DLIFLC constituencies can work together towards improving the institute's effectiveness. The Board of Visitors, administrators, faculty, staff and students all have clear, understood and widely available means to participate collaboratively towards institutional improvements.

Board of Visitors (BoV)

The DLIFLC presently has a distinguished Board of Visitors (BoV) in accordance with accreditation requirements as found in ACCJC's policy on Governing Boards for Military Institutions and the Federal Advisory Committee Act. Importantly, the BoV has a significant role for the institute. The purpose of the BoV is to provide the Commandant, through the Army Education Advisory Committee, advice on matters related to the institute's mission, specifically: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research, and academic administration (See Standard IVB).

Administrators

Communication is voluminous and instantaneous. Electronic bulletin boards, like SharePoint, are used to post information and collaborate on joint projects. Staff members have access to electronic and hardcopy files containing the directives, policies and regulations related to the institute's initiatives and performance of their duties. The Commandant's office maintains a SharePoint site which includes a "Resource Center" and a "Policies and Procedures" folder. There is also an Operation Order (OPORD) folder documenting in detail the purpose of institutional events and responsibilities of particular directorates and offices for any given event.

Weekly presentations to senior leadership provide detailed information on the foreign language proficiency results achieved by graduating classes. These briefings additionally report the progress of curriculum and test development projects, identifying accomplishments and setbacks [IVA.3.1].

Sensing sessions are another common means used by administrators and faculty to share ideas with teams and management retreats.

Faculty

The principal governance structures teachers use to share their ideas with the Command Group are the Academic Senate (AS) and the school Faculty Advisory Councils (FAC). Teachers also share their ideas on various aspects of language teaching through the Faculty Professional Development Day, the Holiday Professional Development Seminar and monthly academic forums [IVA.3.2].

A collaborative style of communication was established between and among the DLIFLC FAC, the AS and the administration. During the past few years in particular, the AS established a strong relationship with FAC executive boards. The AS had kept an up to date account of the FACs election processes and made numerous information delivery visits to schools, divisions and directorates to familiarize the DLIFLC faculty on institutional structure and how to be proactively involved in their FACs and the AS. The AS receives monthly meeting minutes from the FACs and prepares the senate's monthly meeting agenda.

The AS holds a collaborative assembly with the FACs. The Provost delivered the opening remarks and joined the faculty throughout the 2008 event. In this assembly ideas were exchanged and yearly FAC reports were heard [IVA.3.3].

The AS President had frequent appointments with the Provost and all new changes were implemented with shared advisement.

The AS, in collaboration with FACs, organized annual Faculty Professional Development Day (FPDD) symposiums. Clear guidance for abstracts was given and each year proposals from DLIFLC affiliated faculty and staff increased in number, variety and quality. The Provost has been in direct contact with the AS Executive Board and has shared advisement in regards to choices for the plenary speaker for the event and other related matters. On July 5, 2011, 51 workshops and lectures were presented. The Provost sent a strong note of encouragement to all faculty and staff to attend this event. The Commandant and the Provost delivered opening remarks and attended various faculty presentations [IVA.3.4].

The AS Forums attract internationally acclaimed foreign language experts in a mutual spirit of collaboration. With advisement and assistance from the Provost, the senate has extended invitations to many non-DLIFLC scholars who have presented at the AS Forums [IVA.3.5].

The AS President attended in the annual convention for the American Association of Community Colleges (AACC). A report of this convention resulted in the former commandant's initiative to establish a Leadership Steering Committee and the AS President served as a member of this committee.

Strong collaboration between the AS and the Commandant has been established. The AS President has had frequent visits with the prior commandant, COL Sue Ann Sandusky, and with the current commandant, COL Danial Pick, and a direct line of communication is open between the Commandant, the Assistant Commandant and the Provost. The Commandant(s) and the Provost have shared advisements with the AS Executive Board, attended AS monthly meetings and always accommodated requests made by the AS on behalf of the DLIFLC faculty.

Cross-functional working groups [IVA.3.6] are frequently formed to discuss and propose policy and procedures. As of 2011, there are cross-functional teams working on reducing attrition, standardizing Undergraduate Education (UGE) syllabi, planning for physical space challenges, finalizing DLIFLC Regulation 350-10 and writing the Annual Program Report.

Formed in 2009, the Blackboard Learning Management System Implementation "tiger team", consisting of representatives from all schools and supporting organizations, worked for nearly a year on a broad range of recommendations and submitted its report to the Provost in October

2010 [IVA.3.7], [IVA.3.8]. A SharePoint Standing Committee was appointed by the Commandant in 2010, representing a cross-section of the DLIFLC, to promote successful implementation of SharePoint. The committee was charged with advising senior leaders about the capabilities and realities of the SharePoint environment.

The DLIFLC is responsible for two academic journals, *Applied Language Learning* and *Dialog on Language Instruction*, which play a crucial role in providing scholarly opportunities for the faculty. Both journals provide venues for the exchange of ideas and information on foreign language education. Their main functions are: to promote exchange on academic information, to foster research, to increase competency of language teachers and to support communication between government and academia. Submissions for both journals are anonymously reviewed.

Applied Language Learning is a peer reviewed international journal, with a circulation of over 5,000 readers. It reaches all colleges and universities with a four-year program in foreign language education, all major periodical directories, all major foreign language organizations and major libraries such as the Library of Congress, the British Library and other national libraries. It is distributed online and in hard copy. Thus it reaches scholars around the world, including Europe, Asia, South America, and Africa [IVA.3.9].

Dialog on Language Instruction is oriented towards internal readership of the institute. Thus it addresses the issues facing faculty specializing in teaching intensive basic, intermediate and advanced commonly and uncommonly taught languages. In addition to tackling research issues, the journal provides a wealth of information on sharing experiential insights into the profession [IVA.3.10].

One example of institutional improvement is the validation of future foreign language test instruments by currently enrolled students. Students to date have been involved in the validation of Defense Language Proficiency Tests (DLPT) in nine languages during FY 10 and 11: Chinese, Dari, Farsi, French, Iraqi, Korean, Pashto, Spanish and Urdu. Korean and Pashto students participated in validation of two different DLPTs: Lower-Range (LR) and Very Low Range (VLR). The DLPTs for the other seven languages were VLRs. This ensures that the validity and predictive accuracy of these test instruments are enhanced through exposure to student populations that are highly representative of the nation's linguist population.

Military Language Instructors (MLI) and Chief Military Language Instructors (CMLI)

The MLIs and CMLIs are managed through the Military Language Instructor Management Office (MLIMO). The MLIMO is the senior ranking enlisted person in the Provost's Office. The MLIMO office manages personnel, coordinates program-related responsibilities with the unit senior enlisted leaders and assigns MLIs to positions which best use their skills in coordination with the appropriate unit senior enlisted leader and organization within the DLIFLC [IVA.3.11], [IVA.3.12].

The DLIFLC employs a small amount of its graduates who have applied their foreign language skill in a military context. These individuals are called Military Language Instructors (MLIs). MLIs provide a mentor-like service to the students as the MLI is a DLIFLC graduate, served in a

military unit and, as a result, able to convey real-life employment expectations to DLIFLC students.

The Chief MLI (CMLI) for each school has uniquely developed skill sets and experiences. This individual generally has extensive military experience and can make accurate and timely decisions in the best interest of the mission and the service member. The CMLI supervises the MLIs assigned to a particular school.

Staff

Non-teaching faculty are also involved in governance and decision making. The AS includes more than just the classroom faculty, Faculty in the Curriculum Development Division, the Directorate of Continuing Education and other departments are involved in making decisions about how the curriculum is developed and evaluated.

Non-faculty (FPS) Staff

Non-faculty teaching staff, also known as General Schedule (GS) employees, have the opportunity to participate in governance and decision making. First, a chain-of-command structure exists within each school. This clearly defines communication channels. In addition, the Civilian Personnel Office and Faculty Personnel Office conduct training sessions with staff, faculty and others to discuss technical aspects of their duties, suggestions and new processes [IVA.3.13], [IVA.3.14]. Sessions also have an evaluation form enabling attendees to voice their opinion. Finally, like faculty, staff have access to the Provost through his open door policy.

Students

Sensing sessions with students provide regular feedback to administrators about program-related issues. Sensing sessions are most often conducted by supervisors and CMLIs and students are encouraged to speak freely about any issues they want. They offer a safe, non-confrontational opportunity to express their opinions.

Self Evaluation:

During a significant delay resulting from a legal and procedural review of member nominations at the White House level, the DLIFLC has retained a functional BoV whose members have been briefed and brought up-to-date on all matters pertaining to the institute. All signs are that the BoV will continue to work closely with leadership helping in meeting future challenges.

Interest in participating in AS and FAC functions and activities has steadily grown over the past several years. The institute significantly improved organizational communication as recommended by ACCJC in the last Evaluation Report (2006).

In summary, the DLIFLC uses working groups, briefings, its own students and graduates and electronic communication to effectively gather information and to process new initiatives.

Planning Agenda:

None.

Evidence – 3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.3.1	Assistant Commandant Briefing. (February 14, 2011).	54
IVA.3.2	Academic Senate Faculty Professional Development Day program. (July 5, 2011).	55
IVA.3.3	The Academic Senate. The DLIFLC Academic Senate Presents Faculty Advisory Councils Workshop. Flyer. (December 22, 2008).	56
IVA.3.4	The DLIFLC Academic Senate Presents Faculty Professional Development Day. Flyer. (July 5, 2011).	57
IVA.3.5	DLI Academic Senate's First Quarterly Forum. Negotiated Learning and the Role of Introductory Talk. (June 9, 2009).	58
IVA.3.6	DLIFLC Cross-Functional Team Site. Retrieved February 24, 2011 from https://portal.monterey.army.mil/resources/Xteams/default.aspx	59
IVA.3.7	Toward a Fuller Implementation of the Blackboard Learning Management System at the DLIFLC. (October 25, 2010).	16
IVA.3.8	Blackboard Learning Management System – Toward a Fuller Implementation at the Defense Language Institute. (March 18, 2011).	17
IVA.3.9	Woytak, L. (Editor). <i>Applied Language Learning</i> . Vol. 20 Numbers 1 & 2. (2010).	60
IVA.3.10	Woytak, L. (Editor). <i>Dialog on Language Instruction</i> . Vol. 21. Numbers 1 & 2. (2010).	61
IVA.3.11	DLIFLC Regulation 600-2, Management of the Military Language Instructor Program. (October 27, 2010).	74
IVA.3.12	UIC:WIECAA. TDA Paragraph: 537-645D. (Language School Summary: Military Language Instructors.). (n.d.).	75
IVA.3.13	Administrative Support Assistant Training. (March 25, 2010).	76
IVA.3.14	Course Evaluation. (Requesting, Routing, and CPAC Action - RPA's). (n.d.).	77

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary:

DLIFLC functions within the overall rigorous standards of values set by the U.S. Army [IVA.4.1]. These values affect the institute's relationships with all external agencies.

The Self Study prepared at six-year intervals for the ACCJC can be viewed as one report that The DLIFLC makes to its broader constituency. All accreditation-related documents are available in the Aiso library and upon request. An e-mail link on the DLIFLC.edu website facilitates direct access between the public and DLIFLC's Accreditation Liaison Officer. In addition to the Self-Study and other reports to ACCJC, the institute also prepares an Annual Program Review, whereby DLIFLC reports to another constituency, the military or governmental agencies to which DLIFLC graduates are sent. Representatives of these agencies gather every year to be briefed by the various components of the DLIFLC administration on progress made, problems encountered and projections for the coming year.

Accrediting Commission for Community and Junior College (ACCJC)

The institute has a proven track record of responsiveness to the concerns and recommendations of the Accrediting Commission. It has made a particularly strong effort documenting the parallels between its intrinsically government-oriented mission and the rigorous standards of academic excellence, academic freedom and Institutional commitment upheld by the commission. The institute frequently sends its Accreditation Liaison Officer to ACCJC meetings to obtain updates on accreditation-related events. In addition, the DLIFLC has placed greater emphasis on closer integration of the Academic Senate into the operations and governance process of the institute. This is a direct result of the institute's findings in the last Self Study. DLIFLC has also been able to develop a Board of Visitors in line with recommendations made in the last comprehensive evaluation. The DLIFLC responds to recommendations made by the Accrediting Commission through changes in policies, procedures and guidelines.

Defense Language Testing Working Group (DLTWG) and Defense Language Curriculum Working Group (DLCWG)

Purpose

Two key areas were recently identified where the relationship between the DLIFLC and external agencies needed to be more open and transparent: testing and curriculum. In order to improve transparency in these areas, the Defense Language Office established DLTWG (January 26, 2009) and DLCWG (January 29, 2009), respectively. The stated purpose of the former is "to gain stakeholder input in the identification, validation and prioritization of test development, and assist the members of the Defense Language Action Panel in performing their advisory role to the Defense Language Steering Committee regarding the Defense Language Testing Program" [IVA.4.2]. The DLCWG was formed "to assist the members of the Defense Language Steering Committee in performing their advisory role to the DoD Senior Language Authority in overseeing the Defense Language Program" [IVA.4.3].

Frequency

The number of times these two bodies convene yearly and the duration of the meetings are determined by the respective chairs. Topics discussed at the DLTWG to date have included: OPI scheduling, service or agency needs for testing in specific languages, Very Low Range (VLR) DLPT requirements, choice of dialects or scripts to test and support for DLPT field testing and standard-setting. The topics discussed at the DLCWG have included: the DLIFLC's recently implemented FLO Enhancement Program, presentations of the DLIFLC's online product (e.g. Rapport, Headstart, the Global Language Online Support System (GLOSS), Online Diagnostic Assessment, Weekly Training Events; the Foreign Area Officer Courses, understanding Level 2+, and ways for the stakeholders to provide input on DLIFLC product development [IVA.4.4].

Composition

The DLTWG and DLCWG are chaired by the Commandant of the Defense Language Institute Foreign Language Center (or a designated representative).

Contributing members in the DLTWG are stakeholders in language testing and invited guests from organizations with special interests in language testing matters, or other organizations with testing expertise of interest to the DoD. Represented among the stakeholders are participants from all services, groups and agencies that use Defense Language Testing Program tests.

The DLCWG is made up of members, who come from selected organizations represented on the Defense Language Steering Committee and the Defense Language Action Panel or other organizations with language expertise of interest to the DoD. The DLCWG should represent the full spectrum of stakeholders for the Defense Language Program, including representation from all services, groups and agencies that use language professionals and the language enabled in the Department of Defense.

The Defense Language Testing Advisory Panel (DELTAP) (previously the Defense Language Testing Advisory Board (DELTAB)) is comprised of a distinguished team of testing and second language acquisition experts chaired by the Senior Language Advisor of Defense Language Office. They provide expert guidance about all aspects of the DLIFC test development process to assure adherence to academic standards and best practices [IVA.4.5].

The DLIFLC reports annually to major government and military agencies through the Annual Program Review process.

The DLIFLC interacts frequently and in depth with the military services and government agencies about the professional ability of graduates in the workplace. The Final Learning Objectives (FLOs) were created in consultation with our end users and guide the institute's assessment of student progress as well as the development and adjustment of course curricula.

In early 2011, the DLIFLC was audited and evaluated by the U.S. Army Training and Doctrine Command (TRADOC) Quality Assurance Team. A visiting team of 26 evaluators spent one week on site and additional time before and after the site visit to evaluate classroom procedures, curriculum design, financial systems, technology and other areas of the institute. This represented accreditation of the institute on a government platform. The preliminary out-brief by

the team referred to the DLIFLC as the “Gold Standard” of all TRADOC institutions [IVA.4.6], [IVA.4.7], [IVA.4.8], [IVA.4.9].

Self Evaluation:

The DLIFLC is very responsive to external partner agencies.

ACCJC

As evidenced by the 2009 Accreditation Midterm Report [IVA.4.10], the institute has taken painstaking care to address the Evaluation Team's recommendations. It reported significant progress toward meeting its subsequent Self Study goals. In its continued efforts to maintain transparency and open communication with the Commission, the institute also addressed challenges that arose after the Evaluation Team's visit and outlined strategic steps toward meeting those challenges. In all, the institute views its accreditation status with pride and a great sense of accomplishment. Maintaining and strengthening that status remains one of the leadership's primary goals.

One challenge that has recently surfaced was the extensive delay in reappointing members to the Board of Visitors. Although the institute forwarded its documentation for nominating members to the Board of Visitors and subsequent annual renewals, the nomination process and annual reappointment process remains stalled. The reappointment process delay is systemic across all Federal Advisory Committees, to include committees that are outside the U.S. Army and Department of Defense. As a result, the institute relied on its parent committee, the Army Education Advisory Committee, to fill the ranks of the DLIFLC Board of Visitors.

DLCWG

Equally as important as ensuring that its test development and implementation program is viewed as transparent by the stakeholders, is doing everything possible to make certain that DLIFLC-developed curricula are built on collectively accepted methodological and technological principles, and that information about them is widely disseminated. Again, notable progress has been made in setting priorities and advertising availability.

DLTWG

Since the inception of DLTWG, the DLIFLC has considered it to be a key forum for addressing stakeholder questions and concerns pertaining to the development and fielding of its tests. With the DLIFLC Commandant at its helm, the working group has already made significant progress toward meeting its stated mission objectives, including the prioritization of DLIFLC test development plans.

Last, as the possibility of additional external agencies interacting with DLIFLC exists, the institute will continue to strive to maintain its high level of institutional integrity.

Planning Agenda:

None.

Evidence – 4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.4.1	Army Values (U.S. Army Training and Doctrine Command Office of the Chief of Public Affairs). (n.d.).	62
IVA.4.2	Defense Language Testing Working Group Charter. (n.d.).	53
IVA.4.3	Defense Language Curriculum Working Group Charter. (n.d.).	50
IVA.4.4	DLCWG December 15, 2010 Meeting Minutes (Defense Language Curriculum Working Group).	63
IVA.4.5	CASL, Defense Language Testing Advisory Board (DELTAB). Retrieved September 27, 2011 from http://casl.umd.edu/node/62	64
IVA.4.6	CAC Summary of Findings, Recommendations and Higher Headquarters Issues (HHIs) for US Army Defense Language Institute Foreign Language Center. (January 24-28, 2011).	65
IVA.4.7	United States Army Combined Arms Center (CAC) Accreditation Report for US Defense Language Institute Foreign Language Center (DLIFLC) Executive Summary. (n.d.).	66
IVA.4.8	Memorandum for Commanding General. Subject: CAC Accreditation of U.S. Army Defense Language Institute Foreign Language Center (DLIFLC). (n.d.).	67
IVA.4.9	CAC Summary Record of Accreditation Ratings for US Army Defense Language Institute Foreign Language Center DLIFLC). (January 24-28, 2011).	68
IVA.4.10	DLIFLC Accreditation Midterm Report. (2009).	69

5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary:

The role of leadership and governance is regularly evaluated in a number of ways:

1. Annual appraisals of leaders by their supervisors,
2. External assessments by the Department of the Army, U.S. Army Combined Arms Center (CAC), and Training and Doctrine Command (TRADOC),
3. The Installation Organizational Inspection Program,
4. The CAC Accreditation Report for the DLIFLC, and

5. The DLIFLC Statement on Academic Freedom.

The DLIFLC Commandant is rated by the Deputy Commanding General of the Combined Arms Command (CAC) and senior-rated by the CAC Commanding General at Fort Leavenworth, Kansas. The DLIFLC Provost is evaluated by the DLIFLC Assistant Commandant and senior-rated by the Commandant. The Provost rates the associate provosts and senior-rates the deans and directors. These evaluations are conducted in writing on an annual basis.

According to Training and Doctrine Command (TRADOC) Supplement 1 to AR 1-201 [IVA.5.1], leadership-specific organizational inspections performed by Headquarters TRADOC staff elements include initial and subsequent command inspections, staff inspections, including regularly scheduled assistance and accreditation visits, and Inspector General Inspections. The most recent TRADOC Inspector General inspection (January 24-28, 2011), noted that DLIFLC has rapidly responded to the needs of its stakeholders in its core constituencies [IVA.5.2].

At the institute level, the most recent installation organizational inspection was directed by the Commandant in February 2011. The stated purpose of the inspection was “to evaluate the effectiveness of the DLIFLC and POM’s Organizational Inspection Program and compliance with Army and Department of Defense directives. The findings of the inspection were staffed through the Chief of Staff to the appropriate staff organization for action [IVA.5.3].

Most recently, the DLIFLC was reviewed by U.S. Army Combined Arms Center (CAC) Quality Assurance/Accreditation Team in early 2011. Institutional Governance was one of the standards reviewed by the visiting team. The institute was commended for its achievements as indicated in Section 4 above.

Information from these evaluations is shared through meeting reports and memos within the institute as appropriate and with specific leaders and departments when change is needed. Internal evaluations are reported to the Commandant and to the Provost and further disseminated as their discretion. General reports on external evaluation visits are reported to the wider institute and external parties through the annual performance review process and the annual report.

Last, the DLIFLC recently reviewed its Statement on Academic Freedom. Both the institute’s administration and its faculty value the institute’s mission and reaffirmed the responsibilities of each party [IVA.5.4].

Self Evaluation:

The many internal and external assessments of the institute’s leadership as mandated through the institute’s higher headquarters, have provided opportunities for divisions, departments and schools to measure and evaluate leadership’s role. The Installation Organization Inspection Program has provided a healthy emphasis on maintaining professional standards of leadership. Internal reviews, such as reaffirming the duality of roles as related to academic freedom, also further emphasize the institute’s work in reviewing both the roles of leadership and faculty.

Planning Agenda:

None.

Evidence – 5:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.5.1	TRADOC Supplement 1 to AR 1-201, Army Inspection Policy. (May 17, 2011).	70
IVA.5.2	DLIFLC Inspector General Report on the Inspection of the Organization Inspection Program (OIP). (February 2011).	71
IVA.5.3	Evaluation of the DLIFLC January 24-28, 2011 (16 documents, each subtitled 'Standard GOV-1' thru 'Standard GOV-16').	72
IVA.5.4	Defense Language Institute Foreign Language Center Statement on Academic Freedom. (August 9, 2011).	48

Standard IV A Evidence

Evidence – IVA.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.1.1	Update: Defense Language Institute Foreign Language Center Board of Visitors. (October 19, 2007).	1
IVA.1.2	Army Regulation 350-1, Army Training and Leader Development. (December 18, 2009). Appendix G.	2
IVA.1.3	Department of Defense Directive 5500.7. Standards of Conduct. (November 29, 2007).	73
IVA.1.4	Commandant's Town Hall Meetings 2010/2011.	3
IVA.1.5	Town Hall Meeting Slides. (n.d.).	4
IVA.1.6	Memorandum, Subject: Commander's Open Door Policy. (July 22, 2010).	5
IVA.1.7	Roberts, C. (n.d.) New Student Orientation Asian School II. DLIFLC.	6
IVA.1.8	Senior System Civilian Evaluation Report; DA Form 7222 (includes teaching standards). (May 1993).	7
IVA.1.9	Class Observation Form. (n.d.).	8
IVA.1.10	Senior System Civilian Evaluation Report Support, DA Form 7222-1. (August 1998).	9
IVA.1.11	Payne, Stephen (personal communication; n.d.). <i>Faculty Personnel System</i> .	10
IVA.1.12	The Academic Senate. (September 2011). <i>The Faculty Advisory Councils</i> . 2(2).	11
IVA.1.13	Academic Specialist Council By-Laws. (October 25, 2007).	12
IVA.1.14	Academic Specialist Council 2011 Meeting Calendar.	13
IVA.1.15	Academic Specialists Directory. (As of August 3, 2011).	14
IVA.1.16	Academic Council Meeting's Minutes. (February 28, 2008).	15
IVA.1.17	Toward a Fuller Implementation of the Blackboard Learning Management System at the DLIFLC. (October 25, 2010).	16
IVA.1.18	Blackboard Learning Management System – Toward a Fuller Implementation at the Defense Language Institute. (March 18, 2011).	17
IVA.1.19	DLIFLC Campaign Plan 2011-2015.	18
IVA.1.20	2007 Commanders Annual Strategy Session.	19
IVA.1.21	2008 Off-Site Minutes Executive Summary.	20
IVA.1.22	2009 Commanders Annual Strategy Session Focus Group Report Outs.	21
IVA.1.23	Continuing Education Reverse Evaluation (RE) Survey – Analysis and Tabulations. (April 22, 2011).	22
IVA.1.24	Continuing Education Reverse Evaluation (RE) Survey – Analysis and Tabulations. (April 22, 2011).	23
IVA.1.25	Continuing Education - Reverse Evaluation #6, Follow-up	24

	Survey. (December 2010).	
IVA.1.26	DLIFLC Regulation Number 350-10. Student Management, Education, Training, and Administration of Administration of Resident Programs. (August 14, 2006).	25
IVA.1.27	DLIFLC Academic Publications. (n.d.).	26
IVA.1.28	DLIFLC Program Summary 2010.	27
IVA.1.29	DLIFLC <i>Globe</i> Winter 2009.	28
IVA.1.30	DLIFLC <i>Globe</i> Winter 2011.	29
IVA.1.31	DLIFLC.EDU. Retrieved September 21, 2011 from http://www.dliflc.edu/index.html	30
IVA.1.32	Operation Order 07-255 (CLPM Conference). (September 18, 2007).	31
IVA.1.33	2007 CLPM Seminar Agenda (DRAFT). (December 3-5, 2007).	32
IVA.1.34	Memorandum. Subject: After Action Report – 2007 Command Language Program Managers’ Seminar. (January 7, 2008).	33
IVA.1.35	2009 CLPM Seminar Agenda DLIFLC. (May 5-7, 2009).	34
IVA.1.36	2009 Command Language Program Managers (CLPM) Seminar (May 5-7, 2009) After Action Report.	35
IVA.1.37	Annual Program Review 2010.	36
IVA.1.38	End of Program Student Questionnaire (ESQ-PE). (n.d.).	37
IVA.1.39	ESQ: Quality of Life Analysis (End of Program Student Questionnaire). (March 31, 2011).	38
IVA.1.40	End of Program Student Questionnaire (ESQ-TE) Teacher Evaluation. (n.d.).	39
IVA.1.41	Salyer, S. (n.d.) Executive Summary. DLIFLC.	40
IVA.1.42	Salyer, S. (n.d.) <i>DLIFLC Attrition Reduction Initiative Evaluation Plan</i> . DLIFLC.	41
IVA.1.43	California Community College Funding Education Codes and Title 5 Publications. Retrieved September 30, 2011 from http://www.cccco.edu/Portals/4/CFFP/Fiscal/Budget/EDCODE &Title5.pdf	42
IVA.1.44	DLIFLC Academic Senate Overview. (n.d.).	43

Evidence – IVA.2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.2a.1	Negotiated Agreement Between DLIFLC and American Federation of Government Employees Local 1263. (January 18, 1991).	44
IVA.2a.2	Chapter 10 – Employee Responsibilities and Conduct (Ref: Title 5 CFR, Part 735 and AR 690-700 Chapters 735 and 751). (n.d.).	45
IVA.2a.3	U.S. ARMY Training and Doctrine Command Supervisory Guide. (June 2009).	46
IVA.2a.4	DLIFLC By-Laws Academic Senate, Federal Advisory Board.	47

	(October 2006).	
IVA.2a.5	Defense Language Institute Foreign Language Center Statement on Academic Freedom. (August 9, 2011).	48
IVA.2a.6	ESQ: Quality of Life Analysis (End of Program Student Questionnaire). (March 31, 2011).	38
IVA.2a.7	End of Program Student Questionnaire (ESQ-PE). (n.d.).	37
IVA.2a.8	End of Program Student Questionnaire (ESQ-TE) Teacher Evaluation. (n.d.).	39

Evidence – IVA.2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.2b.1	The Academic Senate. (September 2011). <i>The Faculty Advisory Councils. 2(2)</i> .	11
IVA.2b.2	Final Learning Objectives for Basic Language Programs in the Defense Language Program. (2008).	49
IVA.2b.3	Defense Language Curriculum Working Group Charter. (n.d.).	50
IVA.2b.4	The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio. Final Report. (Jan.2010).	51
IVA.2b.5	DLIFLC 2010 Faculty Development Division Course Catalog.	52
IVA.2b.6	Defense Language Testing Working Group Charter. (n.d.).	53

Evidence – IVA.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.3.1	Assistant Commandant Briefing. (February 14, 2011).	54
IVA.3.2	Academic Senate Faculty Professional Development Day program. (July 5, 2011).	55
IVA.3.3	The Academic Senate. The DLIFLC Academic Senate Presents Faculty Advisory Councils Workshop. Flyer. (December 22, 2008).	56
IVA.3.4	The DLIFLC Academic Senate Presents Faculty Professional Development Day. Flyer. (July 5, 2011).	57
IVA.3.5	DLI Academic Senate's First Quarterly Forum. Negotiated Learning and the Role of Introductory Talk. (June 9, 2009).	58
IVA.3.6	DLIFLC Cross-Functional Team Site. Retrieved February 24, 2011 from https://portal.monterey.army.mil/resources/Xteams/default.aspx	59
IVA.3.7	Toward a Fuller Implementation of the Blackboard Learning Management System at the DLIFLC. (October 25, 2010).	16
IVA.3.8	Blackboard Learning Management System – Toward a Fuller Implementation at the Defense Language Institute. (March 18, 2011).	17
IVA.3.9	Woytak, L. (Editor). <i>Applied Language Learning</i> . Vol. 20 Numbers 1 & 2. (2010).	60

IVA.3.10	Woytak, L. (Editor). <i>Dialog on Language Instruction</i> . Vol. 21. Numbers 1 & 2. (2010).	61
IVA.3.11	DLIFLC Regulation 600-2, Management of the Military Language Instructor Program. (October 27, 2010).	74
IVA.3.12	UIC:WIECAA. TDA Paragraph: 537-645D. (Language School Summary: Military Language Instructors.). (n.d.).	75
IVA.3.13	Administrative Support Assistant Training. (March 25, 2010).	76
IVA.3.14	Course Evaluation. (Requesting, Routing, and CPAC Action - RPA's). (n.d.).	77

Evidence – IVA.4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.4.1	Army Values (U.S. Army Training and Doctrine Command Office of the Chief of Public Affairs). (n.d.).	62
IVA.4.2	Defense Language Testing Working Group Charter. (n.d.).	53
IVA.4.3	Defense Language Curriculum Working Group Charter. (n.d.).	50
IVA.4.4	DLCWG December 15, 2010 Meeting Minutes (Defense Language Curriculum Working Group).	63
IVA.4.5	CASL, Defense Language Testing Advisory Board (DELTAB). Retrieved September 27, 2011 from http://casl.umd.edu/node/62	64
IVA.4.6	CAC Summary of Findings, Recommendations and Higher Headquarters Issues (HHIs) for US Army Defense Language Institute Foreign Language Center. (January 24-28, 2011).	65
IVA.4.7	United States Army Combined Arms Center (CAC) Accreditation Report for US Defense Language Institute Foreign Language Center (DLIFLC) Executive Summary. (n.d.).	66
IVA.4.8	Memorandum for Commanding General. Subject: CAC Accreditation of U.S. Army Defense Language Institute Foreign Language Center (DLIFLC). (n.d.).	67
IVA.4.9	CAC Summary Record of Accreditation Ratings for US Army Defense Language Institute Foreign Language Center DLIFLC). (January 24-28, 2011).	68
IVA.4.10	DLIFLC Accreditation Midterm Report. (2009).	69

Evidence – IV.5:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.5.1	TRADOC Supplement 1 to AR 1-201, Army Inspection Policy. (May 17, 2011).	70
IVA.5.2	DLIFLC Inspector General Report on the Inspection of the Organization Inspection Program (OIP). (February 2011).	71
IVA.5.3	Evaluation of the DLIFLC January 24-28, 2011 (16	72

	documents, each subtitled 'Standard GOV-1' thru 'Standard GOV-16').	
IVA.5.4	Defense Language Institute Foreign Language Center Statement on Academic Freedom. (August 9, 2011).	48

Defense Language Institute Foreign Language Center

Standard IVB:

Board and Administrative Organization



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Descriptive Summary:

Governing Board

The Defense Language Institute Foreign Language Center (DLIFLC) operates within a military chain of command; therefore, it does not have a governing board similar to other two-year public or private colleges and universities. The DLIFLC is a military school, within the Department of Defense (DoD), providing instruction to all four branches of the United States military as prescribed by the Defense Language Program. The institute is designated by Department of Defense Directive 5160.41E [IVB.1] to ensure the military is provided language training support through the Defense Language Program.

Unlike a governing board at a typical community college, the DLIFLC Board of Visitors (BoV) does not have ultimate responsibility for the institute. The BoV is independent; its purpose is to report its observations and recommendations on all matters related to the DLIFLC mission to its parent committee, the Army Education Advisory Committee (AEAC), and not directly to the Commandant of the DLIFLC. Once reviewed by the AEAC, these recommendations are sent back to the Commandant and Provost of the DLIFLC for further action. Also, the BoV does not make policy decisions regarding the DLIFLC. Policy decisions are a military function as defined in DoD Directive 5160.41E [IVB.1].

The BoV does not have legal or fiduciary obligations, as found in a typical community college board. The Accrediting Commission for Community and Junior Colleges (ACCJC) has recognized these and other limitations to include the fact that the BoV does not appoint the Commandant.

The authority to manage the DLIFLC is delegated to the Army by the Secretary of Defense. The authority to appoint the Commandant (an Army Colonel) rests with the Undersecretary of Defense for Personnel and Readiness [IVB.1]. In October, 2007, the ACCJC submitted a Report of the Special Team Visit to DLIFLC stating:

The team recommends that the Policy Committee of the ACCJC review the purposed amendment which allows Federal military educational institutions to maintain their accreditation with the Board of Visitors appointed by the Department of Defense. This is consistent with provisions in other regional accrediting commissions [IVB.2]

In June 2009, the ACCJC adopted a policy to accommodate the unique governance structure of Federal military educational institutions.

The DLIFLC BoV is comprised of members of the public to include the academic community, business and military sectors. The BoV is a Federal Advisory Committee. As such, it is subject to the Federal Advisory Act [IVB.4] and other policies concerning public participation, reporting and board diversity [IVB.5]. The BoV has taken an active role in examining the DLIFLC’s academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research and academic administration.

Commandant

The Commandant serves as the institute’s chief administrator. The Commandant holds the Army rank of colonel, and because DLIFLC is a military institution with a chain-of-command structure, the Commandant is appointed by the Undersecretary of Defense for Personnel and Readiness. As such, the BoV does not participate in selecting the Commandant.

Self Evaluation:

The DLIFLC has worked diligently to establish a BoV to comply with the ACCJC’s governing board policy requirements. The structure of this Board is commonly found at other accredited Federal degree-granting institutions (e.g. Naval Postgraduate School Board of Advisors and the U.S. Military Academy). The BoV is proactive and effective in assisting the DLIFLC in maintaining and improving foreign language teaching proficiency for the military through its policy recommending authority under the Federal Advisory Committee Act.

Planning Agenda:

None.

Evidence – IVB:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1	DoD Directive 5160.41E (Incorporating Change 1, May 27, 2010).	1
IVB.2	Report of Special Team Visit. (October 19, 2007).	2
IVB.3	Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges. (August 2009). Accreditation Reference Handbook. (Policy on Governing Boards for Military Institutions - Page 77).	3
IVB.4	Federal Advisory Committee Act (FACA). (1972).	4
IVB.5	AEAC Policy Letter 4, Membership Diversity. (n.d.).	5

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

Descriptive Summary:

As described in Section IVB, the DLIFLC operates within a military chain of command; therefore, it does not have a governing board similar to other two-year public or private colleges and universities. Instead, the DLIFLC has a Board of Visitors.

The ACCJC has recognized the DLIFLC as a military, post-secondary educational institution with unique characteristics. In response to the DLIFLC efforts toward creating a governance board as allowed by the U.S. military, the ACCJC Evaluation Team submitted the following in 2000:

The military nature of the DLIFLC requires a different governance model than those found at most two-year institutions. Many tasks traditionally assigned to a governing board are controlled by military policies and procedures. The creating of the Academic Advisory Council and the Academic Advisory Board, however, show a commitment to local participation in governance issues [IVB.1.1]

During the last ACCJC Evaluation Report in 2006, the team noted that the DLIFLC had an interim board [IVB.1.2]. In an Action Letter from the ACCJC [IVB.1.3], the DLIFLC was asked to provide a Progress Report on Eligibility Requirement #3 Governing Board, where they had been instructed to create a permanent board consisting of diverse members of the public. The ACCJC inquired on how the DLIFLC “successfully appointed members to the reconstituted Board and how that group will delineate its duties and responsibilities.”

The DLIFLC attempted to form a governing board; however, forming this governing board was put on a hold status pending the approval and operation of the AEAC Charter [IVB.1.4]. The AEAC Charter was first filed with the government on March 3, 2006 [IVB.1.5]; however, the AEAC did not hold proceedings until 2007. The parent committee to the DLIFLC Board of Visitors, the Army Education Advisory Committee, met on 13 September 2007, in Washington, DC. The DLIFLC BoV is required to operate as a subcommittee of the AEAC. As a Subcommittee of the AEAC, a Federal Advisory Committee, the DLIFLC BoV is also a Federal Advisory Committee [IVB.1.7]. As such, the establishment of the AEAC enables the DLIFLC Board to legally operate [IVB.1.6].

The charter and proceedings of the AEAC enabled the DLIFLC to establish the BoV. The BoV does not make policy; therefore, it does not have a policy manual or other policy documents other than its own operating procedures document. The operating procedures were prepared by the BoV. They are adhered to and updated for the purpose of providing consistent and organized support to the institute. The operating procedures are similar to bylaws in that they provide instruction on the operation of the BoV [IVB.1.8].

In September of 2007, the BoV created its operating procedures with the following purpose, roles and responsibilities:

The DLIFLC is a DoD school under the executive agency of the U.S. Army. The DLIFLC BoV is governed by the Federal Advisory Committee Act (FACA) of 1972, as amended, and is a subcommittee of the AEAC. The purpose of the DLIFLC BoV is to provide the Commandant, through the AEAC, with advice on matters related to the institute's mission, specifically: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research and academic administration.

The Board's primary role is to serve as an advisory panel and independent sounding board, furnishing constructive input to the DLIFLC's leadership through the AEAC. At the same time, the Board serves as a guardian of institutional integrity, assisting the Commandant in ensuring that DLIFLC continues to fulfill its stated mission.

The Board and DLIFLC leadership serve together to identify opportunities for Board members' participation in DLIFLC plans, programs and activities. The Board provides observations and recommendations to its parent committee, the AEAC, on matters related to the successful accomplishment of the DLIFLC's assigned mission. Members may also be asked to participate in the DLIFLC accreditation process [IVB.1.6].

The BoV first met in September 2007, as soon as its parent committee (AEAC) had created its charter and the DLIFLC board members cleared White House and Department of the Army vetting processes.

In accordance with the Federal Advisory Committee Act, board members serve a three year term which requires an annual reappointment. Of the institute's five BoV members appointed in 2010, one member, Mr. Scott Allen, is an active member at the time of this writing and the remaining four members (Dr. Patricia Boverie, Dr. Clara Yu, Dr. Lani Gunawardena and Mr. Frederick O'Such) who were also each appointed to three year terms, are awaiting their annual reappointment renewal from the Federal Government.

In light of the delay in annual reappointments from the federal government, the institute sought assistance from its parent committee, the AEAC. The AEAC assigned four of its members to serve on the DLIFLC BoV. Composition of subcommittees may consist of members assigned from the parent or individuals who are not full-time Federal officers or employees [IVB.1.13]. This is in accordance with the Federal Advisory Committee Management Final Rule (Parts 101-6 and 103-3.50(d)) and Department of Defense Instruction 5105.04 [IVB.1.14], [IVB.1.15]. In addition to Mr. Allen from the original four BoV members, there are four members of the AEAC who have been assigned to the DLIFLC BoV. These individuals are appointed and nominated in the same manner as DLIFLC BoV members [IVB.1.13] and are:

Dr. Michael Wartell, Chair

Mr. John Dowling
Dr. Billie Miller
Ms. Kayla Williams

Annual reappointment requests were sent to the Office of the Administrative Assistant to the Secretary of the Army in March 2011 [IVB.1.12]. As of December 2011, the DLIFLC's higher headquarters informed DLIFLC that all nominations and reappointments to Federal Advisory Committees continue to be delayed.

The DLIFLC BoV is a policy recommending body. Responsibility for establishing policies to assure the quality, integrity and effectiveness of the student learning programs and services and the financial stability of the institution rests with the Commandant and military chain of command.

As the DLIFLC is a military institution with a chain-of-command structure, the Commandant (Chief Administrator) for the DLIFLC is appointed by the Undersecretary of Defense for Personnel and Readiness [IVB.1.16]. The BoV does not participate in the selection or appointment of the DLIFLC Commandant but provides advice on matters related to the institute's mission to a higher authority, to include the Commandant's performance if warranted. While subject to the Federal Advisory Committee Act, the BoV is limited as a policy recommending board.

Self Evaluation:

The DLIFLC BoV was created in accordance with policy at the Federal level. The BoV examined the DLIFLC directorates [IVB.1.17] and provided recommendations to the AEAC which have had a substantial effect upon the DLIFLC. These recommendations are discussed in more detail in Section 1b below.

Although the institute created its BoV, delays in the reappointment and annual renewal process are a significant concern for the institute. The institute will continue to meet every Federal Advisory Committee deadline either early or on time.

Planning Agenda:

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

Evidence – 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1.1	McCarthy, C. (2000). Evaluation Report. DLIFLC.	6
IVB.1.2	ACCJC Evaluation Report (Page 36). (May 23, 2006).	7
IVB.1.3	ACCJC Action Letter to DLIFLC. (June 29, 2006).	8
IVB.1.4	DLIFLC Progress Report. (March 15, 2007).	9
IVB.1.5	AEAC Charter (original). (March 3, 2006).	10
IVB.1.6	Update: DLIFLC BoV. (October 19, 2007).	11
IVB.1.7	FACA Database. Retrieved August 15, 2011 from	12

	https://www.fido.gov/facadatabase/subcommitteeslist.asp	
IVB.1.8	BoV Operating Procedures (December 13, 2007)	13
IVB.1.9	Memorandum for Designated Federal Officer, Army Education Advisory Committee; Subject: Approval of Member Appointment (February 9, 2011) (Mr. Scott Allen).	83
IVB.1.10	1.) Memorandum thru Mr. Wayne Joyner for Mr. Hok Lim; Subject: AEAC Member's Consultant Renewal - Subcommittee DLIFLC Board of Visitors (June 30, 2011). 2.) Consultant Certificate (June 30, 2011). 3.) Request for Appointment or Renewal of Appointment of Consultant or Expert (June 30, 2011) DD Form 2292.	84
IVB.1.11	Memorandum for Designated Federal Officer, Army Education Advisory Committee; Subject: Approval of Member Appointment. (July 1, 2010).	75
IVB.1.12	1.) Memorandum thru Mr. Wayne Joyner for Mr. Hok Lim; Subject: AEAC Member's Consultant Renewal - Subcommittee DLIFLC Board of Visitors (March 25, 2011). 2.) Consultant Certificate (March 15, 2011). 3.) Request for Appointment or Renewal of Appointment of Consultant or Expert (March 20, 2011 - Four requests) DD Form 2292.	76
IVB.1.13	1.) Memorandum. Subject: Membership Assignments (July 1, 2011). 2.) Memorandum: Appointment Letters for: Wartell, M. (May 23, 2011); Dowling, J. (January 11, 2011); Miller, B. (February 2, 2010); Williams, K. (January 11, 2011).	81
IVB.1.14	Federal Register, General Services Administration, 41 CFR Parts 101-6 and 102-3 (Vol. 76 No. 128) (July 19, 2011).	17
IVB.1.15	DoD Instruction 5105.04. (August 6, 2007).	32
IVB.1.16	DoD Directive 5160.41E. (Incorporating Change 1, May 27, 2010).	1
IVB.1.17	BoV Agenda and presentation samples of DLIFLC directorates. (June 18-19, 2008).	14

1a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary:

The BoV is independent and it provides recommendations through the Federal Advisory Committee Act [IVB.1a.1]. A BoV meeting consists of BoV members examining the institute's departments or directorates. Upon completion of the examination, each BoV member reports back to the group and the observations are discussed further among the BoV. At that time, there is the opportunity to consult with members of the DLIFLC's staff to get additional clarification if needed. The BoV members deliberate their observations and findings and acts as a whole [IVB.1a.2]. The elected Chairperson of the BoV conducts these final deliberations and presents the Board's observations to all interested parties at the DLIFLC. The minutes are compiled by the Board's Designated Federal Official. The Chairperson approves the minutes and forwards the final version of the minutes to the AEAC.

The BoV advocates for the DLIFLC. The recommendations that have emerged from the BoV meetings since September 2007 attest to the fact that the BoV's primary mission is to make the DLIFLC a better place by improving academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research, and academic administration. These recommendations were forwarded to the AEAC and subsequently to the Commandant. Most of the recommendations since 2007 have been adopted by the DLIFLC [IVB.1a.3]. Some recommendations are in progress or are limited due to factors beyond the institute's control.

Examples of recommendations include the BoV asking DLIFLC leadership to "acknowledge the stress and encourage students and faculty to stay the course and continue to be patient." Another recommendation was for DLIFLC to continue efforts to include more culture in the curriculum, which the DLIFLC supports in many ways, including providing selected faculty members up to 40 hours of paid leave to visit their home country in order to acquire authentic materials and cultural items to bring back to the classroom. More recommendations are discussed in Section 1b.

As a military institution, members of the BoV are approved by a chain-of command process and must ultimately be approved by the White House Liaison Office. Members are subsequently appointed by the Secretary of Defense. Members include distinguished men and women from academia, business, government, military, research and other professional areas. While every effort is made to ensure diversity, BoV nominees are chosen for their expertise with education, foreign language acquisition, government procedures, regulations and knowledge of the private sector. A thorough understanding of the institute's mission and vision is essential, but not required as all members receive an in-depth orientation to the institute. As a military institute, the DLIFLC exists to enhance the security of the nation for the good of the people, and thus, is representative of public interest. Meetings are open to the general public who may attend the BoV proceedings and address the Board as outlined in each meeting announcement. Meeting announcements are published in a national record through the Federal Register [IVB.1a.4].

The nominees must go through an extensive vetting process that eliminates any obvious conflicts of interest. In addition, once members are sworn in, each completes an Annual Financial Disclosure statement and also receives yearly conflict of interest training. Training is intended to remind members of their duties to avoid actual or perceived conflict of interest or other potential ethics concerns and to act with the public interest in mind. These procedures, as well as the vetting process, are put in motion after each nomination and are intended to ensure that the BoV

cannot accept undue influence and cannot be compromised by any form of conflict of interest. The Board members serve without compensation. They are reimbursed for travel and per diem expenses. No Board member is owner of any part of the institute.

Self Evaluation:

After an interim board in 2005-2006, the members of the BoV have been able to maintain a functional balance by reflecting a representative cross-section of military, academic, and civilian membership. The BoV is a Federal Advisory Committee as commonly found in other federal degree-granting institutions. The BoV takes an active role in the DLIFLC. It maintains its independence from the institute and has been an advocate for the institute at a Federal level. Decisions are made as a Board.

While the membership has changed over the past five years due to expected attrition, the board has remained pro-active, dynamic, and keenly interested in the success of the DLIFLC. The interaction between the board, the DLIFLC leadership and faculty is very productive.

Planning Agenda:

None.

Evidence – 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1a.1	Federal Advisory Committee Act (FACA). (1972).	4
IVB.1a.2	BoV Operating Procedures. (December 13, 2007).	13
IVB.1a.3	Committee Management Tracker – AEAC-BoV, Recommendations 2003 to Present. (n.d).	15
IVB.1a.4	Federal Register. (July 5, 2001).	16

1b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary:

The governing board of the DLIFLC is the Board of Visitors (BoV). According to the Federal Advisory Committee Act [IVB.1b 1], the BoV does not have executive authority and therefore does not establish policies. Rather, the BoV recommends policy to the DLIFLC Commandant through the AEAC.

The Rules and Regulations of the Federal Register [IVB.1b.2] paragraph 102-3.30(e) define the function of advisory committees (BoV) as “...advisory only, unless specifically provided by statute or Presidential directive.” Accordingly, the DLIFLC BoV is a policy recommending body, not a policy making body. The BoV does provide recommendations directly to its parent committee, the AEAC, on matters related to the DLIFLC’s mission.

Recommendations are recorded in the meeting minutes of the BoV. One example of a specific recommendation for change that was forwarded to the AEAC is related to the Defense Language Proficiency Test (DLPT). The board was concerned about unintended consequences of the longer authentic listening passages of the DLPT5. This recommendation is reflected in the BoV meeting minutes of December 17-18, 2008 [IVB.1b.3]; “The mastery criteria for [Modern Standard Arabic] should be reviewed to confirm correlation with the performance of task thresholds designated as appropriate to the various ILR [Interagency Language Roundtable] levels.” The BoV recommended to the AEAC that the mastery criteria for the listening portion of the Modern Standard Arabic DLPT be reviewed. The Under Secretary of Defense for Personnel and Readiness prepared a Memorandum for Secretaries of the Military Departments [IVB.1b.4] outlining procedural changes to the recalibration of the Modern Standard Arabic DLPT5, adjusting the mastery criteria.

The outcome from the memorandum allowed students who took the original DLPT5 for Modern Standard Arabic to retest with the adjusted DLPT5, prior to the required six month waiting period instituted by the Army. In addition to retesting, military units were instructed by the Under Secretary to ensure students were “given ample opportunity to improve their skills to the ILR 2 level.” The Under Secretary also requested the military units and the DLIFLC to consider similar models for all languages. Other BoV recommendations have focused on various other aspects of the DLIFLC.

The BoV certainly has expectations for the DLIFLC. First, the BoV states in the operating procedures that “[t]he purpose of the DLIFLC BoV is to provide the Commandant, through the AEAC, with advice on matters related to the institute’s mission, specifically: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research and academic administration.” A complete list of formal statements made by the BoV is found at the end of each BoV meeting minutes [IVB.1b.3].

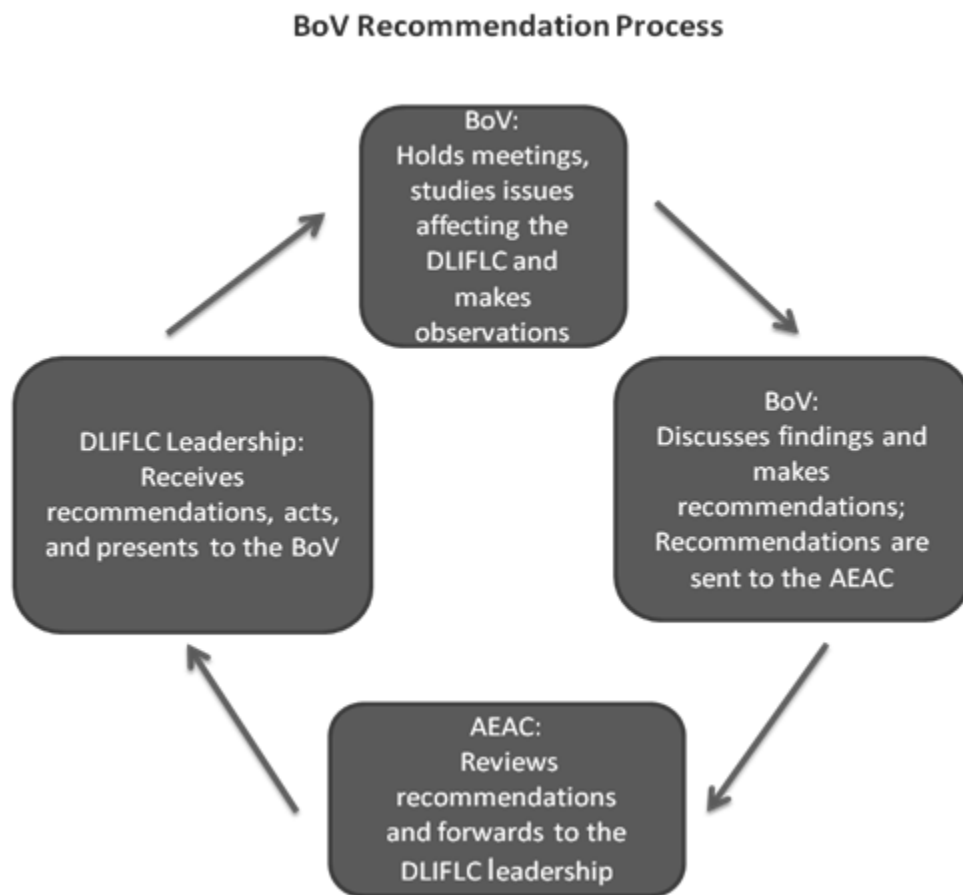
Second, the BoV’s purpose is to continue to make recommendations. The benefits of these recommendations include improvements such as the DLPT5 mastery criteria change as mentioned above and enabled improvements in the technology arena. This includes campus-wide computer server capabilities, a change from military restricted platform (.mil platform) to a less restricted educational platform (.edu platform), and two new platforms to enhance collaboration (Blackboard and SharePoint). The campus-wide educational platform capabilities allow students to use their laptops to study and work online from the classroom, the common areas in the barracks, the library, the Hobson Activity Center and even on-base food vendors. The implementation of the educational platform gave easy access to resources for students and service members worldwide. Previously, the military restricted platform made it practically impossible for anyone off-site to use DLIFLC’s products and services, (e.g., HeadStart, Global Language Online Support System, Blackboard access, and the Broadband Language Training System). Blackboard and SharePoint are both collaborative platforms that exponentially increased faculty and students’ capability in teaching and learning by providing more flexibility.

Self Evaluation:

Although the BoV does not directly write policy, their recommendations are taken into consideration by not only the DLIFLC leadership, but also the leadership of the Army and Department of Defense. These recommendations are crucial to enabling the DLIFLC to adhere to quality, integrity and improvement of programs and services.

The BoV has provided 18 recommendations to the AEAC since 2007 [IVB.1b.5]. With the AEAC's approval, the DLIFLC fully adopted 15 and partially adopted three. The BoV, AEAC and the DLIFLC have created a mutually respectful relationship with a high standard for communication and ensuring that mission needs are maintained and improved upon on behalf of the institute and the students.

Below is the BoV recommendation process showing the BoV recommendation process to the AEAC.



Planning Agenda:

None.

Evidence – 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1b.1	Federal Advisory Committee Act (FACA). (1972).	4
IVB.1b.2	Federal Register, General Services Administration, 41 CFR Parts 101-6 and 1-2-3 (Vol. 76 No. 128) (July 19, 2011).	17
IVB.1b.3	BoV Meeting Minutes. (December 17-18, 2008).	18
IVB.1b.4	Memorandum for Secretaries of the Military Departments (DLPT5). (February 5, 2009).	19
IVB.1b.5	Committee Management Tracker – BoV/AEAC Recommendations 2003 to Present. (n.d.).	15

1c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary:

As discussed in Section IVB “An Introduction” (above) and as DLIFLC’s BoV is a Federal Advisory Committee, the BoV does not have ultimate responsibility for educational quality, legal matters or financial integrity. The Commandant and a military chain-of-command have ultimate responsibility for each of these domains.

The BoV is independent of the institute and it serves as an advisory board outside the institute’s chain-of-command. The member approval procedures consist of a chain-of command process culminating with White House Liaison approval and Secretary of Defense appointment per the Federal Advisory Committee Act (FACA) [IVB.1c.1]. The BoV adheres to the FACA as well as the ACCJC policy concerning the governing of boards and is subject to actions and limitations originating from the Federal government.

Self Evaluation:

Within the legal parameters found in military institutions with a chain-of-command structure, the DLIFLC complies with all parameters as set forth by the ACCJC policy in the Accreditation Reference Handbook [IVB.1c.2] on governing boards for military institutions. The DLIFLC has developed a BoV, led by a Chair and Co-Chair, who assist the DLIFLC in governance through recommendations of policies and actions to assure the educational quality and financial integrity of the institute. The Institution is grateful of the Commission’s willingness to embrace the DLIFLC’s unique governance structure.

Planning Agenda:

None.

Evidence – 1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1c.1	Federal Advisory Committee Act (FACA).	4

	(1972).	
IVB.1c.2	ACCJC Accreditation Reference Handbook (Page 77). (August 2009).	3

1d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures. Descriptive Summary:

The BoV’s Operating Procedures [IVB.1d.1] are published at the Federal Interagency Databases Online at <https://www.fido.gov/facadatabase/search.asp>. As with all Federal Advisory Committees, the DLIFLC is required by Federal law to post operating procedures to the FACA database [IVB.1d.2].

The operating procedures outline the purpose, roles and responsibilities of the BoV as well as the composition, duties, structure, and other BoV instructions. The operating procedures provide specific instructions on many Board related topics, such as details about the size of the Board.

With regard to the BoV duties, the BoV provides recommendations. As the operating procedures state, “[t]he Board’s primary role is to serve as an advisory panel and independent sounding board, furnishing constructive input to DLIFLC’s leadership through the Army Education Advisory Committee.” The responsibility of the Board is to “serve as a guardian of institutional integrity, assisting the Commandant in ensuring that DLIFLC continues to fulfill its stated mission.”

The BoV structure is also explained in the operating procedures. The BoV consists of a Chair and Co-Chair who, in collaboration with the Provost, set an agenda for each meeting. The BoV Chair and Co-Chair are selected by the members of the BoV to oversee meetings and serve as the primary source of contact with DLIFLC leaders. Unless warranted otherwise, the Chair and Co-Chair serve the full term of their appointments, with provision for a reappointment. The Chair and Co-Chair conduct the meetings. In the absence of the Chair, the Co-Chair assumes the responsibilities of the Chair.

The operating procedures further outline administrative details pertaining to the meeting schedule, funding, meeting minutes, subcommittees, and a quorum of the board. The operating procedures are reviewed and amended as needed by the BoV. For example, at the BoV meeting on September 12-14, 2010, the BoV unanimously reaffirmed its operating procedures [IVB.1d.3]. Approval or revision of the operating procedures requires a two-thirds vote by all members of the Board. Voting for such approval of the operating procedures or its revision is conducted by the Chair or Co-Chair. To be included in the records, a copy of the approved operating procedures or its revisions will be sent to the AEAC and Department of the Army Committee Management Officer.

Self Evaluation:

The DLIFLC’s BoV has adopted and published operating procedures that serve as an effective tool to conduct productive and mission-focused BoV meetings. The BoV operating procedures are available to the public.

Planning Agenda:

None.

Evidence – 1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1d.1	BoV Operating Procedures. (September 13, 2007).	13
IVB.1d.2	FACA Database; BoV Minutes submitted from February 2-3, 2011 meeting. Retrieved August 15, 2011 from https://www.fido.gov/facadatabase/form_Meetings.asp	20
IVB.1d.3	BoV Meeting Minutes. (September 12-14, 2010).	21

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

Descriptive Summary:

The DLIFLC BoV consistently acts within its prescribed policy and procedures. In order to do this, it must first meet the criteria as a Federal Advisory Committee. Second, the BoV must meet the requirements of the AEAC as one of its subcommittees. Also, individual BoV members must meet annual suitability requirements such as completing mandatory ethics training and filing financial disclosure requirements.

As noted in the June 25, 2009 BoV meeting minutes, during this BoV meeting [IVB.1e.1], the DLIFLC BoV Chair Dr. Ervin Rokke met with Mr. Robert Seger the Senior Executive Service Chair for the DLIFLC’s BoV parent committee (AEAC). Dr. Rokke reported to the BoV members that Mr. Seger was pleased with the BoV operations.

In addition, the Executive Secretary of the AEAC typically attends DLIFLC BoV meetings to ensure ongoing compliance of the Federal Advisory Committee Act. As evidenced by the published minutes from 2007 to the present, the BoV acts consistently with its operating procedures and published agendas [IVB.1e.1], [IVB.1e.2], [IVB.1e.3], [IVB.1e.4], [IVB.1e.5], [IVB.1e.6]. For instance, the minutes illustrate dates and times of meetings, attendance and agendas. The minutes also record the board’s review of different DLIFLC divisions in order to provide educated, constructive feedback. The board’s recommendations to the AEAC are also listed.

The BoV’s formal system for evaluating or revising its policies is found in the operating procedures [IVB.1e.7]. The operating procedures include instruction on any revision of the BoV operating procedures:

Revisions to the Operating Procedures require a two-thirds vote of the total membership of the Board. The Chair or Co-Chair will conduct the voting for approval of the

Operating Procedures or its revision. A copy of the approved Operating Procedures and/or its revisions will be sent to the AEAC for inclusion in its records.

The operating procedures are reviewed and amended as needed. For example, at the December 12-13, 2007 BoV meeting minutes, the operating procedures were approved and amended to reflect two changes. First, the wording for the voting approval would be changed from “two thirds of the members” to “two thirds of all members.” Second, in the “Meetings” paragraph, they would change “semi-annually” to “annually” for frequency of meetings.

Self Evaluation:

The BoV has a system of reviewing and revising its operating procedures. While full access of all meeting documents is available to anyone by request, not many people are aware of its responsibilities or the location of its minutes [IVB.1e.8].

Planning Agenda:

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

Evidence – 1e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1e.1	BoV Meeting Minutes. (December 12-13, 2007).	22
IVB.1e.2	BoV Meeting Minutes. (December 17-18, 2008).	18
IVB.1e.3	BoV Meeting Minutes. (June 18-19, 2008).	23
IVB.1e.4	BoV Meeting Minutes. (June 24-25, 2009).	24
IVB.1e.5	BoV Meeting Minutes. (September 12-14, 2010).	21
IVB.1e.6	BoV Meeting Minutes. (February 2-3, 2011).	25
IVB.1e.7	BoV Operating Procedures. (December 13, 2007).	13
IVB.1e.8	Federal Advisory Committee Act (FACA). (1972).	4

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

Descriptive Summary:

New member orientation is provided by DLIFLC’s Designated Federal Official (DFO). The institute presently has three individuals assigned as DFOs for DLIFLC’s BoV [IVB.1f.1]. The DFOs for the DLIFLC go through extensive training in FACA management in order to acquire the skills necessary to operate a Federal Advisory Committee [IVB.1f.2]. In turn, the DFOs train the BoV members in proper FACA procedure and policy [IVB.1f.3]. The DFO provides an overview of the roles and responsibilities of BoV members, often called Board Structure and Administration. This includes a description of the duties inherent in the position of Federal

Advisory Committee members [IVB.1f.4]. Once the roles and responsibilities are clearly explained, the new Board members take the oath of office [IVB.1f.5]. The DFO is also available throughout the year to answer all questions and concerns that may arise. During the orientation by the DFO, members are made aware of the crucial role the BoV plays in the institutional improvement, accreditation process and other institutional functions. BoV new member orientation occurred in December 2007 for nine new members elected prior to that meeting. In September 2010, member orientation occurred again for new BoV members who were appointed in June 2010 [IVB.1f.6]. Another orientation took place for an additional member in September 2011 [IVB.1f.7]. The orientation consisted of an overview of the institution to include academics, student support services and other functions. The BoV was actively involved during the last major accreditation event whereby feedback and involvement was received [IVB.1f.9], [IVB.1f.10].

The DLIFLC has a program for board development and orientation. It consists of a two-part process. The first part is an orientation given to the BoV members prior to their first substantive BoV meeting. The orientation lasts two days and includes a comprehensive presentation of major DLIFLC directorates. The most recent BoV orientations were on September 2010 and September 2011 when BoV members were also trained in ethics, financial disclosures and the role of a Federal Advisory Committee.

After the initial BoV orientation, board development occurs during regular BoV meetings. The BoV Chair and the institute's leadership select a focus for review and examination by the BoV for the next meeting. The BoV spends a significant amount of time developing its knowledge of the selected focus area through site visits, briefings, demonstrations, documents, and presentations. The BoV concludes with a brainstorming session, at the end of each daily meeting, to share their observations in order to make informed recommendations.

There is currently no externally-developed program for the BoV to learn about accreditation standards and expectations. Methods used to inform the BoV of accreditation expectations included presentations to the BoV, with the latest occurring in September 2011, as well as orientation to, and review of the Midterm Report.

The DLIFLC experienced significant issues regarding the continuity and staggered terms of board membership. The AEAC Charter [IVB.1f.11], says that a member's appointment is subject to renewal every three years. The Federal Advisory Committee Act and Member Appointment Memoranda state that an annual reappointment is required. Because the BoV was established in 2007, all members were appointed at the same time; as a result, all appointments expired at the same time. However, in 2009, three board members departed. These vacancies assisted in fulfilling the requirements of staggering terms of office when those members were replaced with new members. As of this writing, the board membership terms are staggered as follows:

- Dr. Patricia Boverie, appointed June 2010, term expires June 2013,
- Dr. Lani Gunawardena, appointed June 2010, term expires June 2013
- Dr. Clara Yu, appointed June 2010, term expires June 2013
- Mr. Frederick O'Such, appointed June 2010, term expires June 2013
- Mr. Scott Allen, appointed December 2010, term expires December 2013

AEAC Board Members Assigned to DLIFLC BoV:

- Dr. Michael Wartell, appointed May 2011, term expires May 2014
- Mr. J. Nicholas Dowling, appointed December 2010, term expires December 2013
- Dr. Billie Miller, appointed January 2010, term expires January 2013
- Ms. Kayla Williams, appointed December 2010, term expires December 2013

Self Evaluation:

Unlike an initial trustee orientation, DLIFLC BoV development is a continuous process. New member orientation and on-going member development is established.

Staggered terms of board membership, member reappointment and annual renewals are currently being addressed. Like other Army Federal Advisory Committees, the DLIFLC is challenged by the increased time needed to replace board members due to Federal government policies for instating new members and renewing members annually. The institute has done all it could to facilitate member appointments, renewals and staggered terms.

Planning Agenda:

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

Evidence – 1f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1f.1	Memorandum. Subject Duty Appointment. Alternate DFO. Dr. Robert Savukinas (March 6, 2008).	85
IVB.1f.2	Memorandum. Subject Appointments and Duties of Designated Federal Officers for DoD-Supported Advisory Committees. (August 29, 2006).	86
IVB.1f.3	FACA Management Course Training Agenda (August 27-28, 2008) and Federal Register (July 19, 2001).	26
IVB.1f.4	Federal Advisory Committee Act (FACA). (1972).	4
IVB.1f.5	Standard Form - 61 (SF-61) Appointment Affidavits – sample. (August 2002).	27
IVB.1f.6	BoV Meeting Minutes. (December 12-13, 2007).	22
IVB.1f.7	BoV Meeting Minutes. (September 27-28, 2011).	82
IVB.1f.8	BoV Meeting Minutes. (September 12-14, 2010).	21

IVB.1f.9	Savukinas, R., Rokke, E., Jacoby, J., Petersen, J. (personal communication, March 5-9, 2009) (DLIFLC Accreditation Midterm Report).	28
IVB.1f.10	DLIFLC Accreditation Midterm Report (March 15, 2009).	29
IVB.1f.11	AEAC Charter. (May 17, 2010).	30

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

Descriptive Summary:

Currently, the BoV does not have a self-evaluation process, policy or procedure to assess its own performance. However, in following a chain of command structure, the BoV is assessed by the AEAC for regular Federal Advisory Committee Act compliance, its compliance with Federal statutes (41CFR Parts 101-6 and 102-3) and the AEAC Committee Charter. The DLIFLC BoV is one of AEAC’s subcommittees. As stated previously in IVB.1e, an AEAC representative typically attends BoV meetings to ensure Federal Advisory Committee compliance.

However, in February 2011, and again in September 2011, the BoV did conduct a succinct internal survey to assess the effectiveness of BoV meetings [IVB.1g.1], [IVB.1g.2]. Feedback was obtained and implemented.

Self Evaluation:

Unlike a typical community college board, the DLIFLC BoV is monitored by its parent committee for Federal compliance. Specifically, the AEAC representative is present during meetings to observe and monitor compliance. The BoV operating procedures do not address a self evaluation process, but the institute has surveyed its BoV to obtain feedback on the effectiveness of the meetings. Although the BoV is evaluated by the AEAC in terms of Federal compliance, a more comprehensive self-evaluation process will be helpful in assessing BoV performance in addition to Federal compliance.

Planning Agenda:

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

Evidence – 1g:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1g.1	BoV Survey 2011 and Responses.	31
IVB.1g.2	Allen, Scott. (personal communication, October 19, 2011). BoV Orientation Meeting Evaluation.	80

1h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary:

Ethics for BoV members is addressed at several different levels. First, the Department of Defense Instruction 5105.04 describes the Federal Advisory Committee Management Program [IVB.1h.1]. Paragraph 4.8 reminds Board members to only perform work for DoD that is directly associated with the AEAC’s Charter [IVB.1h.2]. Second, BoV members receive formal ethics training on an annual basis during one of the board meetings. This training is administered by the Staff Judge Advocate of the DLIFLC [IVB.1h.3], [IVB.1h.4]. Third, board members are required to disclose financial data so as to avoid a conflict of interest; the DFO reviews the disclosure prior to a meeting, attends all meetings, and may recuse a member from BoV proceedings if a conflict of interest is perceived or is imminent. Members may also opt to recuse themselves from discussions if desired. Finally, to be appointed as a board member, a prerequisite is the completion of the Office of Government Ethics (OGE) Form 450 and training to eliminate the conflict of interest [IVB.1h.5].

The board has no record of unethical behavior by any board member. If a board member violates the code of ethics, the member is subject to the Joint Ethics Regulation, DoD Directive 5500.7-R [IVB.1h.6]. Chapter 10 of the regulation provides detailed reporting and enforcement procedures for potential violations of the ethics regulations. The DoD Directive 5500.7-R states:

Penalties for violation of the rules republished in, and prescribed by, this Regulation include applicable criminal, civil and administrative sanctions for current DoD employees, including punishment under the Federal Uniform Code of Military Justice (UCMJ) reference (a) for military members subject to the Federal UCMJ.”

Self Evaluation:

The existing process of ethics training for board members is Federally mandated and well established. The Staff Judge Advocate provides training and review of the OGE Form 450 and Financial Disclosure Management System [IVB.1h.7].

Planning Agenda:

None.

Evidence – 1h:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1h.1	DoD Instruction 5105.04. (August 6, 2007).	32
IVB.1h.2	AEAC Charter. (May 17, 2010).	29
IVB.1h.3	BoV Ethics Training Brief presentation. (June 24, 2009).	33
IVB.1h.4	Ethics Guide for the Members of the Board of Visitors at DLIFLC and POM. (n.d.).	34

IVB.1h.5	Office of Government Ethics (OGE) Form 450 (June 2008).	35
IVB.1h.6	DoD Directive 5500.7-R Ethics Regulation. (Introduction and Chapters 10-11) (November 29, 2007).	36
IVB.1h.7	Financial Disclosure Management System. Retrieved August 18, 2011 from https://www.fdm.army.mil	37

1i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary:

During the Self-Study and Comprehensive Site Visit in 2006, there was an interim Board in place. As stated above in Section IVB.1, the BoV first met in September 2007, as soon as its parent committee, the AEAC, had an official Charter and the DLIFLC Board Members cleared White House and Department of the Army vetting processes. Since then, other members have been nominated and approved to serve on the BoV which has met regularly.

While the BoV Operating Procedures [IVB.1i.1] state that “members may also be asked to participate in the DLIFLC accreditation process,” the DLIFLC’s Directorate of Academic Affairs has taken the proactive step of presenting to the BoV the latest accreditation efforts undertaken by the DLIFLC to maintain its regional accreditation status. Examples of these efforts include the Accreditation Midterm Report [IVB.1i.2] and this Self-Study. The BoV members have also reviewed prior reports, Midterm reports and actively participated in the institute’s accreditation process as proven by email and discussions [IVB.1i.3] between the BoV members and the Accreditation Liaison Officer, who is also the BoV’s Designated Federal Official. The institute purposefully assigns the roles of Accreditation Liaison Officer and Designated Federal Official to one individual, so as to facilitate communication.

The board’s past and ongoing actions reflect a clear commitment to supporting and improving student learning outcomes and overall Institutional effectiveness. BoV members serve without compensation. Board members are committed to meet with faculty and students during their orientation to the institute and during subsequent BoV meetings. The BoV makes recommendations for quality foreign language education, a topic directly affecting the security of the nation. The BoV has made recommendations on issues such as institutional communication, the importance of Military Language Instructors (MLIs), the impact of technology on student learning outcomes, and the infusion of culture into the basic course program. These recommendations are meant to improve the overall quality of the institute, as envisaged by accreditation. The full list of recommendations proposed by the BoV can be found on the Committee Management Tracker [IVB.1i.4].

The BoV is committed to supporting and improving student learning and outcomes as listed among their recommendations on the Committee Management Tracker [IVB.1i.4]. Many recommendations made by the BoV are based on their interactions with students, faculty and staff. For example, in 2008 the recommendation of full staffing levels of Military Language Instructors. This recommendation enhances student morale and supports their military lifestyle.

The BoV also encouraged increased dialog among teachers, test developers and curriculum designers and shared governance opportunities with the Faculty Senate. A collaborative perspective on curriculum and test design results in a better product and an improved student learning outcome. Finally, the BoV recommended continuing efforts to include more culture in the curriculum, which ultimately improves student foreign language proficiency. These above recommendations support and improve student learning.

With regards to accreditation training for members of the BoV, the BoV has been informed of accreditation standards by the Accreditation Liaison Officer for the DLIFLC. The Accreditation Liaison Officer provides presentations to BoV members on the accreditation process in general and as specifically related to the DLIFLC. The most recent accreditation training took place during the last new member orientation in September 2011 for Mr. Scott Allen [IVB.1i.5]. The BoV is informed of institutional reports to the accrediting commission.

Self Evaluation:

The BoV participates in the accreditation process of the institute. The accreditation process complements the boards’ desire to make the DLIFLC a better place for teaching and learning foreign language and culture.

Planning Agenda:

None.

Evidence – 1i:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1i.1	BoV Operating Procedures. (December 13, 2007).	13
IVB.1i.2	DLIFLC Accreditation Midterm Report. (March 15, 2009).	29
IVB.1i.3	DLIFLC Accreditation Midterm Report - BoV personal communication. (March 5-9, 2009).	28
IVB.1i.4	Committee Management Tracker –AEAC/BoV Recommendations 2003 to Present. (n.d.).	15
IVB.1i.5	BoV Meeting Minutes. (September 27-28, 2011).	82

1j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board established clearly defined policy for selecting and evaluating the presidents of colleges.

Descriptive Summary:

The BoV is a Federal Advisory Committee. As such, it is limited in its authority and can only provide recommendations to a higher entity. It does not have authority to select and evaluate the chief administrator. For the Army, the chief administrator for the DLIFLC is the Commandant who is nominated by the Army as the Executive Agent and approved by the Under Secretary of Defense for Personnel and Readiness according to DoD Directive 5160.41E [IVB.1j.1], [IVB.1j.2].

Self Evaluation:

The method of selecting the commandant for the DLIFLC is an established military procedure, as outlined in DoD Directive 5160.41E [IVB.1j.1]. As a Federal Advisory Committee, the BoV can make recommendations addressing the performance of the commandant as the Commandant’s performance affects the institute’s performance. The BoV is limited by statute to serve as a policy recommending body. To date, there has been no need to recommend any disciplinary or other adverse recommendations to the AEAC pertaining to the commandant’s performance.

Planning Agenda:

None.

Evidence – 1j:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1j.1	DoD Directive 5160.41E. (Incorporating Change 1, May 27, 2010).	1
IVB.1j.2	Army Regulation 614-100. (January 10, 2006).	38

2. The president has primary responsibility for the quality of the institution he leads. He provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary:

According to the “Defense Language Program” by the Department of Defense (DoD) Directive 5160.41E [IVB.2.1] the commandant, the counterpart of the president at a traditional college, is the senior military officer of the and has primary responsibility for the quality of the institution. All DLIFLC military personnel, students and civilian faculty and staff receive direction from the Commandant.

The Commandant provides effective leadership in organizing the institutional structure to reflect its mission and purposes. The Commandant has overall responsibility for the success of the institute. The Commandant delegates authority to senior leaders [IVB.2.2]. The Provost oversees all academic aspects of the institute on behalf of the Commandant. The Deputy Chief of Staff for Operations is responsible for strategic and operational planning, both immediate and long-term. The Commandant has overall responsibility for budgeting as well as selecting and developing personnel. The Deputy Chief of Staff for Resource Management ensures financial management for all ongoing educational related activities. The Deputy Chief of Staff for

Personnel and Logistics provides administrative support for faculty selection and assists with personnel management. However, the Provost, deans and directors select the new faculty.

The Commandant provides effective leadership in planning institutional improvement of the teaching and learning environment and assessing the effectiveness of institutional programs by ensuring institution-wide high quality research and analysis. Internally, the Directorate of Evaluation and Standards (ESD), Research and Analysis (RA), Language Science and Technology (LST), Faculty and Staff Development (FSD) and the Directorate of Academic Affairs provide statistical analysis. In addition to internal research initiatives, the DLIFLC also outsources projects to the Center for the Advanced Study of Languages (CASL) and other research centers for more extensive research and evaluation. All the research projects are reported to the Commandant.

The Commandant publishes an annual Campaign/Command Plan to provide vision and major objectives. For 2011, his intent is to measure success and remove communication barriers among divisions [IVB.2.3]. In order to assess institutional effectiveness, the Commandant utilizes the following tools: the Annual Program Review, a general description of accomplishments and the Annual Program Summary, which provides detailed statistics of each program [IVB.2.4], [IVB.2.5].

Self Evaluation:

The Commandant has primary responsibility for the quality of the DLIFLC. This is by policy DoD Directive 5160.41E.

Planning Agenda:

None.

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2.1	DoD Directive 5160.41E. (Incorporating Change 1, May 27, 2010).	1
IVB.2.2	DLIFLC Organization Chart. (February 10, 2011).	39
IVB.2.3	Command/Campaign Plan 2011-2015.	46
IVB.2.4	Annual Program Review 2010.	41
IVB.2.5	DLIFLC Annual Program Summary 2010.	56

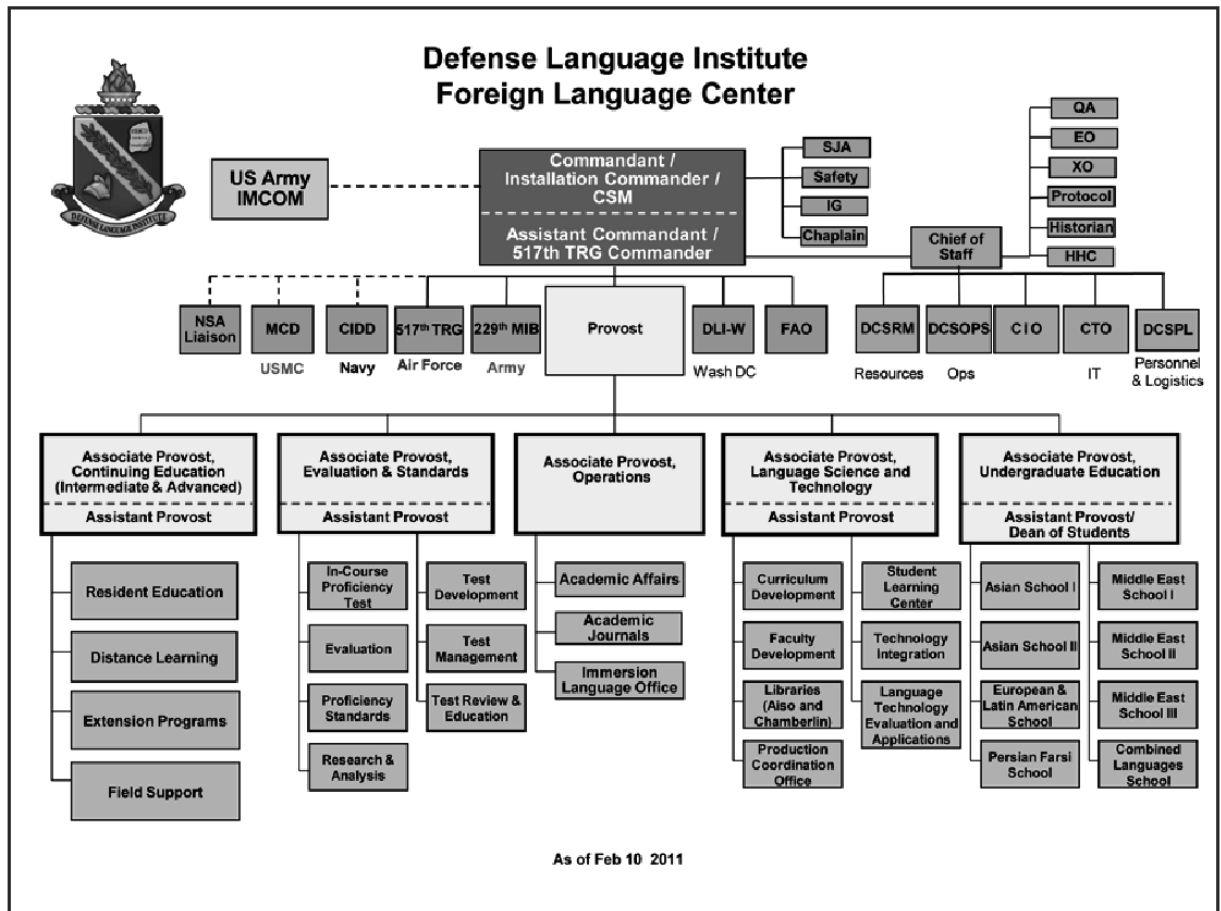
2a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purpose, size, and complexity. He delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary:

Section 5.13 in DoD Directive 5160.41E describes the Commandant’s primary responsibilities as (1) to oversee standardization and testing, research and development, evaluation of language

training, and education and related services within the Department of Defense (DoD); (2) to meet language training and operational training needs of DoD; (3) to provide operational foreign language services (interpretation and translation) to DoD mission; (4) to annually prepare a five-year plan outlining the approach, priorities, methods, and milestones to accomplish the institutional mission and submit it to the Under Secretary of Defense for Personnel and Readiness; (5) to be authorized direct communication with the Senior Language Authority for DoD and serve as technical advisor to the Defense Language Steering Committee; and (6) to staff support and resource requirements and issues through the DoD Executive Agent (EA) to the Under Secretary of Defense for Personnel and Readiness [IVB.2a.1].

The DLIFLC Organization Chart below [IVB.2a.2] illustrates how the DLIFLC is organized under the leadership of the Commandant. While the Commandant has command authority conferred to him/her by DoD Directive 5160.41E regarding planning, oversight and evaluation of the administrative structure, the Commandant delegates authority to other members of the staff as needed. This is because the Commandant's focus covers the internal as well as the external mission of the institute. As a result, the Commandant delegates a number of different tasks to the Assistant Commandant (AC), including the day-to-day operation of the institute. In the Commandant's absence, the AC, normally an Air Force colonel, assumes the academic administrative duties of the Commandant. Academic functions, constituting the core of the DLIFLC mission, are delegated to the Provost who reports to the AC, and subsequently to the associate provosts. On behalf of the Commandant, the Provost is responsible for executing the DLIFLC's academic mission. This includes the academic functions that are directed by the associate provosts.



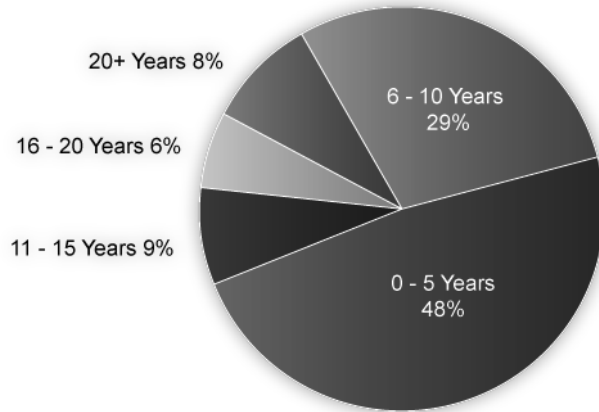
DLIFLC Organization Chart (As of February 10, 2011)

Since the last Self-Study in 2006, the title of “Chancellor” was changed to “Provost” [IVB.2a.3] to reflect a more unified approach with other Army schools. Despite the change in title, the responsibilities of the newly named Provost Office remain the same. The title change took effect on January 5, 2007. The Provost position is occupied by a civilian.

As illustrated in the DLIFLC Organization Chart above, even though the Commandant oversees the institute, the mission to educate and evaluate military students is completed primarily by the civilian faculty.

In contrast to military staff at the DLIFLC, civilians have long-term appointments, as shown in the DLIFLC Faculty Experience chart below. The chart illustrates that 52% of the faculty have worked at DLIFLC for six years or longer ensuring continuity of the mission. Periodically the entire administrative structure is reviewed. This process is known as a Manpower Survey, conducted by DLIFLC’s higher headquarters. Positions are reviewed and rosters are modified. The DLIFLC last had an organizational Manpower Survey in 2010.

DLIFLC Faculty Experience



Annual Program Review 2010 [IVB.2a.4]

Self Evaluation:

The Commandant's functional areas are clearly defined and executed according to DoD Directive 5160.41E (May 27, 2010). During the Commandant's absence, a simple memorandum is e-mailed informing everyone of the “Assumption of Command” or who is responsible for the day-to-day operations of the institute in the Commandant’s absence [IVB.2a.5]. This is usually the Assistant Commandant or the Chief of Staff.

The continued military turnover is a challenge to the institute in terms of its operations as a college and in maintaining institutional memory. Although there is a Commandant and Assistant Commandant, continuity and transfer of information is not always assured. The terms of these positions vary from less than two years and up to five years; generally terms are between two and a half to three years depending on the needs of the U.S. military.

The Provost position, the chief academic officer of the institute, is purposefully designed to be held by a civilian. Along with the Provost, the Office of the Provost is staffed with experts in foreign language education, curriculum, pedagogy and other areas relevant to the mission. This facilitates institutional memory during times of change in military leadership.

Planning Agenda:

None.

Evidence – 2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2a.1	DoD Directive 5160.41E. (Incorporating Change 1, May 27, 2010).	1

IVB.2a.2	DLIFLC Organization Chart. (February 10, 2011).	39
IVB.2a.3	Redesignation of Senior Faculty Titles (Title change of Chancellor to Provost). (January 5, 2007).	40
IVB.2a.4	Annual Program Review 2010 - DLIFLC Civilian Length of Appointments (Page 47).	41
IVB.2a.5	Assumption of Command Memo. (April 2011).	42

2b. (1-4) The President guides institutional improvement of the teaching and learning environment by the following:

(1) Establishing a collegial process that sets values, goals, and priorities

Descriptive Summary:

As an Army organization, the DLIFLC is unique in its nature, having both military and civilian leadership. The Commandant ensures that values, goals and priorities are clearly established and disseminated to 280 military and 2,300 civilian staff and faculty in accordance with written DoD missions and requirements. The Provost and associate provosts are responsible for encouraging the sharing of ideas and best practices.

The Role of the Commandant

The Commandant sets local goals and priorities through Command/Campaign Plan process including the final plans, Command Guidance, and Campaign Plan Progress Report [IVB.2b1.1], [IVB.2b1.2], [IVB.2b1.3], [IVB.2b1.4], [IVB.2b1.5], [IVB.2b1.6]. The Commandant interacts with students and faculty in several ways. The Commandant attends graduation ceremonies, visits the military units and conducts sensing sessions with staff, faculty and students. The Commandant listens to constructive input and addresses any concerns.

In response to the recommendation of the AEAC to encourage and increase institution wide communication, the previous Commandant started to hold town hall meetings in 2009 and 2010 [IVB.2b1.7]. Colonel Sandusky, the former commandant, explained her concept of the “Five Lines of Effort”: Student Readiness, Faculty Readiness, Technology Readiness, Classroom Readiness and Classroom Practices. In 2010, she expanded the topic to show how research and evaluation encompassed all five lines of effort [IVB.2b1.15]. The town hall meetings give the Commandant an opportunity to share Army values and the goals of the institute. The current Commandant continues to conduct annual town hall meetings [IVB.2b1.8].

The previous Commandants held an annual meeting composed of over 100 staff and faculty. The purpose was to gather input for the strategic plan [IVB.2b1.9]. The current Commandant has a different style and starts with senior leadership to set broad direction to the institute’s goals. Senior leaders then receive input from their staff and faculty to mold specific objectives. The Commandant has demonstrated more flexibility when objectives need to be revised to better meet the intent of the goals.

The Role of the Provost

The Provost and the associate provosts promote the collegial process with roles such as supporting team teaching in the basic course program. In curriculum design and implementation the faculty is encouraged to work with curriculum developers in designing the curriculum. Subject matter experts in each school are liaisons between classroom faculty and curriculum development staff.

Faculty hiring is a team process. First, candidates who have passed the initial application process, which includes an application, resume/CV, essay and Oral Proficiency Interview (if applying for a foreign language teaching position), must then participate in an interview with a panel including deans, assistant deans and other faculty. Second, the panel provides input to the selecting official. Third, the selections are reviewed by the Provost for final decision.

Within the Faculty Development division, teachers serve as mentors to students and even other teachers. Newer faculty members are taught by more senior DLIFLC faculty on the latest methods for foreign language teaching.

The Role of the Academic Senate and the Faculty

Faculty is also encouraged to play an active role in the Academic Senate and the Faculty Advisory Councils. Through the Academic Senate, the Provost is actively involved in faculty issues and requirements. The Provost often presents at Faculty Development Day and communicates with President of Academic Senate [IVB.2b1.12], [IVB.2b1.13]. Monthly Academic Senate meetings show the depth of involvement in academia and support of faculty at the DLIFLC [IVB.2b1.14].

A form of institutional communication produced by the Academic Senate is *The Faculty Advisory Council* newsletter. This communication includes messages from the Commandant, Provost and President of the Academic Senate. It also includes relevant information for faculty on topics such as explaining Faculty Advisory Councils and information about the Faculty Personnel System, including merit pay, rank advancement and tenure competitions [IVB.2b1.16].

In an effort to share best practices, the Provost and Associate provosts encourage their faculty and staff to share best practices through published articles in DLIFLC publications, such as *Dialog on Language Instruction* and utilize tools such as Blackboard and SharePoint [IVB.2b1.11], [IVB.2b1.10].

Dialog on Language Instruction is an internal publication from the DLIFLC as part of its professional development program. “Its primary function is to promote the exchange of professional information by increasing opportunities to share knowledge among DLIFLC faculty and staff and by encouraging professional communication within the worldwide Defense Foreign Language Program” [IVB.2b1.11].

Blackboard and SharePoint are both collaboration tools where ideas and information can be freely exchanged. While Blackboard is geared to the needs academia, SharePoint is geared to

business practices, which enables cross-functional teams a platform to communicate and create shared documents.

Self Evaluation:

The DLIFLC has been moving from a compartmentalized culture (i.e., one of keeping knowledge gained within the department) to a cross-functional culture (i.e., sharing knowledge and best practices across divisions). DLIFLC leadership encourages a collegial process to the extent possible within military regulations and structures.

Planning Agenda:

None.

Evidence – 2b.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2b1.1	Command/Campaign Plan 2008-2012.	43
IVB.2b1.2	Command/Campaign Plan 2009-2013.	44
IVB.2b1.3	Command/Campaign Plan 2010-2014.	45
IVB.2b1.4	Command/Campaign Plan 2011-2015.	46
IVB.2b1.5	Command Guidance (Fiscal Year 2012). (December 13, 2011).	47
IVB.2b1.6	DLIFLC Campaign Plan Progress Report. (May 20, 2011).	48
IVB.2b1.7	Committee Management Tracker – AEAC/BoV Recommendations 2003 to Present. (n.d.).	15
IVB.2b1.8	Town Hall meeting slides. (2009 - 2011).	49
IVB.2b1.9	Commandant Annual Strategy Session, Off-site Agenda (Campaign Plan). (June 30, 2009).	50
IVB.2b1.10	SharePoint Policy. (July 7, 2010).	51
IVB.2b1.11	<i>Woytak, L. (Editor). (2008-2010). Dialog On Language Instruction, 19 (1 & 2).</i>	52
IVB.2b1.12	Academic Senate and Provost Involvement. (2011).	53
IVB.2b1.13	Academic Senate By-laws. (2006).	54
IVB.2b1.14	Academic Senate Meeting Minutes. (April 20, 2011).	77
IVB.2b1.15	“Wisdom like a Baobab.” Colonel Sandusky, DLIFLC Leadership Conference. (2010).	78
IVB.2b1.16	The Academic Senate. (September 2011). <i>The Faculty Advisory Councils newsletter.</i>	79

(2) Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

Descriptive Summary:

The DLIFLC's goals and priorities are influenced by research efforts conducted both internally and externally. Internally, research studies take place in the Research and Analysis division (ESD-RA) within the directorate of Evaluation and Standardization. The directorate of Academic Affairs also provides data on current practices. In addition, further research has been conducted by the Center for the Advanced Study of Languages (CASL), a research center specializing in language acquisition.

Formative and summative reports produced are presented to the Provost and the Commandant. Research products are expansive both in breadth and depth. Some of the most prominent research products produced by the ESD-RA were the 360° Evaluations [IVB.2b2.1]. The 360° Evaluations were conducted at the request of the Commandant and Provost and in response to the Proficiency Enhancement Program which requires ongoing and continuous evaluation efforts of various entities at the DLIFLC. The seven language programs and five schools who participated in the evaluations were: Arabic (Middle East Schools I and II); Spanish, French and Russian (European and Latin American School) and Korean (Asian Schools II and III).

Additional research on internal conditions is currently being conducted by the DLIFLC in an 18-month study. This study will center on identifying student attributes, motivations, environments and experiences. It will report findings in "near" real time, and develop recommendations for action. The study is focusing on three Persian-Farsi classrooms and includes multiple data collection methods and sources such as the Student Learning Center, military units and the schools. Efforts to identify students at academic risk as well as classroom and intervention effectiveness are all parts of this study. The study outcome expects to better define why academic attrition occurs and what, if anything, can be done to keep students motivated and engaged. First report of the study is anticipated in June 2012 [IVB.2b2.2].

The directorate of Academic Affairs produces the Annual Program Summary that includes an academic overview, as well as enrollment, student, and program data [IVB.2b2.3]. This is a compilation of over 200 pages of quantitative and qualitative data which are used by senior leadership and analyzed thoroughly by ESD-RA in their projects.

The DLIFLC contracted out research projects to the CASL to include: 1) an examination of the impact of class size reduction and technology use on foreign language learning and teaching at the DLIFLC; and 2) an examination of the level of technology integration at the DLIFLC [IVB.2b2.4]. The findings of these reports indicate reduced class size and technology have the potential to improve learning outcomes. Also, technology has been widely accepted in the DLIFLC.

An example of analysis of external conditions includes the Center for Army Lessons Learned that provides an analysis of external conditions. Their mission is to collect, analyze, disseminate, integrate and archive Army and joint, interagency, intergovernmental and multinational observations, insights, lessons, tactics, techniques and procedures to support military operations [IVB.2b2.5].

Self Evaluation:

The institute continuously examines the type of research, the purpose of the research and the outcomes to benefitting all schools and directorates. Existing research projects, such as manpower surveys, student load and budget, assist the institute’s planning activities.

The institute compiles data from available resources including the directorate of Evaluation and Standards and the directorate of Academic Affairs as well as outside the DLIFLC, such as CASL. The DLIFLC is in constant communication with higher headquarters (e.g., TRADOC and the Defense Language Office) [IVB.2b2.6], [IVB.2b2.7].

Planning Agenda:

None.

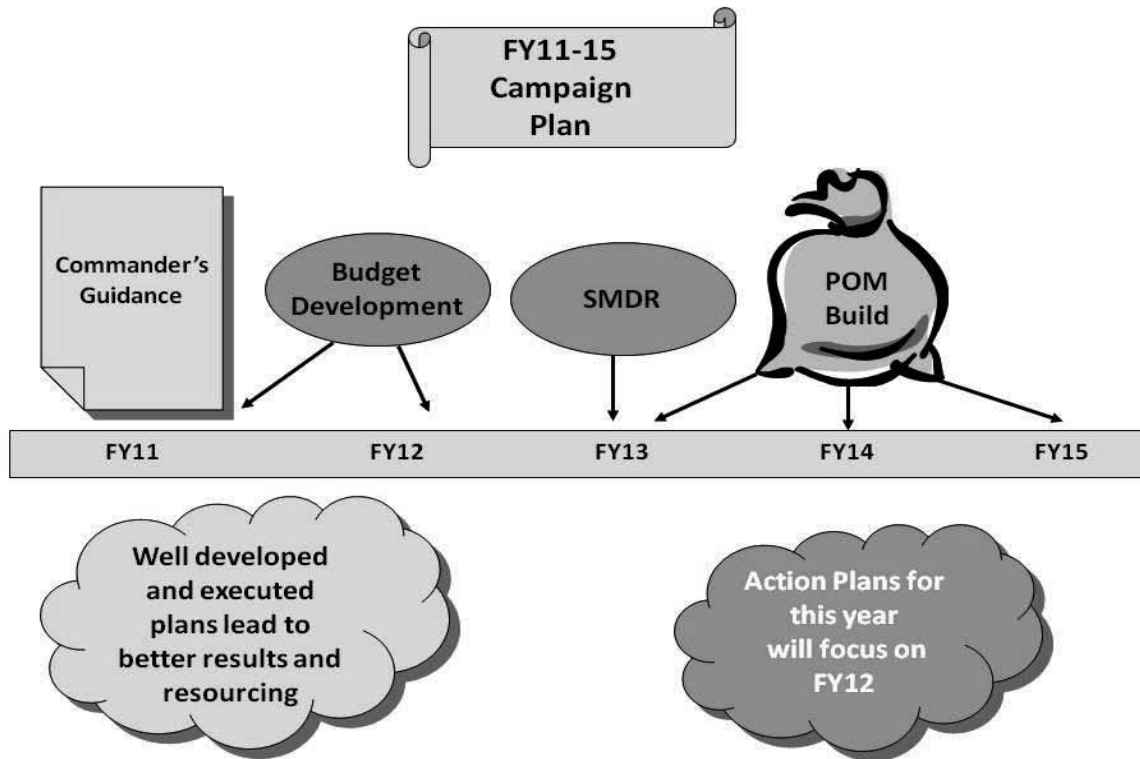
Evidence – 2b2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2b2.1	360° Evaluation – Summary. (2009).	55
IVB.2b2.2	Salyer, S. (n.d.) <i>DLIFLC Attrition Reduction Initiative Evaluation Plan</i> . DLIFLC. Presentation.	74
IVB.2b2.3	DLIFLC Annual Program Summary. (2010).	56
IVB.2b2.4	CASL Reports on Class Size and Technology/PEP. (September 15, 2008 and March 15, 2010).	57
IVB.2b2.5	(1) The DLIFLC Wiki website for <i>Lessons Learned</i> . Retrieved August 22, 2011 from https://portal.monterey.army.mil/org/dcsops/LLearned/Wiki%20Pages/Home.aspx (2) Center for Army Lessons Learned. Retrieved August 22, 2011 from http://usacac.army.mil/cac2/call/about.asp	72
IVB.2b2.6	Pick, Colonel Danial D. (personal communication October 6, 2010).	58
IVB.2b2.7	DoD Directive 5160.41E. (May 27, 2010).	1

(3) Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;**Descriptive Summary:**

Education planning is integrated with resource planning and distribution to achieve the mission and to attain student learning outcomes. However, as a government institution, funding is projected five years into the future on an annual basis. In the military, this is commonly referred to as the POM cycle. The POM, or Program Objective Memorandum, is actually an official request through the Department of the Army for projected funds required in future years. Future years are the last three years in the five-year cycle as seen in the graphic below. Once a year, the

information is updated for the future years and submitted to the Structure Manning Decision Review for integration into the POM [IVB.2b3.1].

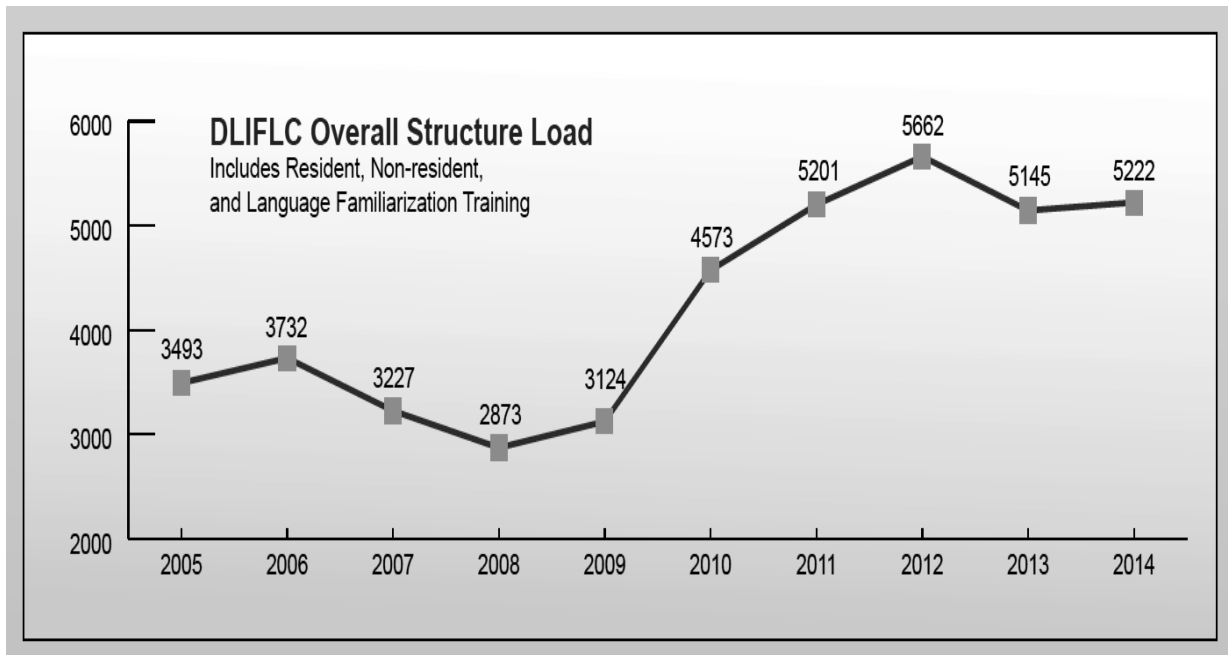


POM Cycle

Since the DLIFLC's mission is one of training and education, funding is dependent on the number of projected students. The DLIFLC staff meets with the representatives from each of the Services (Air Force, Navy, Army and Marines) and the Defense Language Office on a quarterly basis. This is called the Training Requirements Arbitration Panel where each service projects the number of students they need to enroll.

As an iterative procedure, when the future years become budget years, the budget is firmly set. Since circumstances constantly change, the budget that is finally approved by Congress may not match the projections originally made.

Another example of incorporating education planning and resource planning is forecasting student enrollment and adapting to changes in projected student numbers. The DLIFLC refers to this as Structure Load. Specifically, military service units reserve classroom enrollments for their service members based on their particular need for linguists. The DLIFLC's student population is expected to grow by FY2012 as shown below. Concurrent with this student increase, the DLIFLC will need to hire additional staff and faculty to accommodate this growth.



Annual Program Review 2009

Due to the inflexibility of the current year's budget, the Commandant and Senior Leaders work together to ensure allotted resources cover mission programs. Student learning outcomes are always a top priority. DLIFLC military leaders and the Provost meet regularly with associate provosts to allocate funds to the most important and urgent projects. Associate provosts are expected to have their needs prioritized and justified prior to meeting with senior leaders. They also need a decrement plan in case higher headquarters cut the budget.

Self Evaluation:

Even though the government's budget planning is cumbersome and strenuous, the DLIFLC's Commandant and senior leaders, in coordination with middle management, have been very successful with managing resources, integrating them with educational planning.

Student learning outcomes have clearly benefited from funded programs and initiatives including Proficiency Enhancement Program (PEP), academic support and test development. The evidence of success is a consistent increase in student proficiency results between 2006 and 2011 [IVB.2b3.2].

PEP funding allowed a significant increase of technology for students and staff and has proven to be invaluable [IVB.2b3.3]. Now, all students receive iPods and Tablet PCs which enable them to work on lessons and communicate with teachers outside the classroom and off the military installation. Technology training such as Blackboard, iPod and Sanako, are offered to teachers. Various materials for language training and sustainment, such as Online Diagnostic Assessment, GLOSS and Cultural Awareness Assessment were also developed using technology to support DLIFLC students and graduates. All materials are available at the DLIFLC's website: www.dliflc.edu [IVB.2b3.4].

Funding for academic support includes: an increase in the number of in-house courses delivered by the Faculty Development division and the Proficiency Standards division [IVB.2b3.5]. Some funds are available for faculty members to complete coursework in approved fields directly related to the institute mission. Several initiatives funded in test development include: the Interim Course Proficiency Test (ICPT), Defense Language Proficiency Test and the Very Low Range (VLR) diagnostic test.

Planning Agenda:

None.

Evidence – 2b3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2b3.1	DLIFLC Planning Process (5-year Plan). (2008).	59
IVB.2b3.2	DLIFLC Annual Program Summary. (2010).	56
IVB.2b3.3	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	60
IVB.2b3.4	DLIFLC website products page. Retrieved August 18, 2011 from http://www.dliflc.edu/products.html	61
IVB.2b3.5	Quarterly Historical Faculty Development Report for FY 2010.	62

(4) Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary:

First, at the DLIFLC, institutional planning and implementation starts with the Commandant disseminating Army values goals, and a vision in several ways to improve the teaching and learning environment of the institute [IVB.2b4.1]. The Commandant collaborates with senior leaders and meets regularly with both senior leaders and middle management. Meetings include an annual Senior Leader Planning Session, bi-weekly Commandant’s Update Briefings and Quarterly Status Briefings [IVB.2b4.2], [IVB.2b4.3], [IVB.2b4.4]. To reach the entire institute, the Commandant conducts an annual town hall meeting and appears at various functions, such as the Faculty Development Programs for faculty and staff [IVB.2b4.5], [IVB.2b4.6]. The Commandant also publishes the annual Campaign Plan and writes a statement for the *Globe* [IVB.2b4.7], [IVB.2b4.8].

Second, by communicating goals with measurable objectives, the Commandant implants a culture of accountability with a spotlight on students and the effectiveness of their learning environment. Statistical data abounds on how students arrive with little or no proficiency in a second language and leave with a proficiency of listening 2, reading 2, speaking 1+ or higher [IVB.2b4.9]. Even before students enter the basic language program, they take a Defense Language Aptitude Battery test, which helps to indicate an individual’s aptitude for foreign language learning. Once admitted, students are evaluated along the way with diagnostic

assessments, oral proficiency tests, in-course proficiency tests, and the Defense Language Proficiency Test prior to graduation.

Third, for the past few years, the Commandants and the Provost have been concentrating on the students' entire learning environment in and out of the classroom, including faculty preparation, technology, curriculum development and communication. In order to ensure workplace readiness, the Faculty Development (FD) staff gives all new faculty members a four-week Instructor Certification Course. Experienced faculty members attend a 40-hour Instructor Recertification Course every five years. The FD Catalogue enumerates all available courses and their objectives for on-going development [IVB.2b4.6]. Technology has become a massive part of a student's learning environment and as such, faculty is trained regularly on new technologies. Students are provided laptops and iPods to aid their pursuit of a foreign language. With a wireless campus, students can use the laptops in and out of the classroom. iPods help students to make the most of their learning time.

The institute has a separate department focused on the development of curricula. The DLIFLC has to develop specific curricula to reach above and beyond what most colleges and universities provide. As part of the learning environment, the Provost encourages teamwork, communication and creativity throughout the institution, between teaching teams, divisional cross-functional teams and student study groups. Along with their military duties, students attend class a minimum of 30 hours a week. Most students take part in after-hours study hall where they can receive one-on-one teaching. Many participate in study groups and mentor other students. More advanced students are given opportunities to lead a classroom session.

Fourth, practically all institutional research is directed towards student learning, which is directly linked to resource allocation and the institute's planning process. There are many mechanisms to link institutional research, planning and resource allocation, such as the Annual Program Summary from the directorate of Academic Affairs. One specific mechanism that exhibits this connection between planning, research and evaluation is the Proficiency Enhancement Program (PEP) [IVB.2b4.10]. The concept of PEP was complex because of several new initiatives being instated at one time (e.g., smaller class sizes, immersions, enhanced technology, additional faculty development). Thus the amount of money invested in planning, implementation and research was critical to the success of the program.

Fifth, as stated in IV.2b.2 and in the 2009 Midterm Report, there is not just one department that gives data and analysis to the Commandant reflecting institutional performance. Any office can make an appointment to deliver important information through the Commandant's administrative assistant. The Commandant receives and analyzes a constant stream of data pertaining to student and faculty performance. While all data is important to the institute's success, there are some reports that can have an immediate and direct impact on the mission of foreign language education. Those reports include, but are not limited to, the Interim Student Questionnaire (ISQ), End Student Questionnaire (ESQ), budget, hiring and contracting status [IVB.2b4.11]. The Commandant receives snapshot reports of the ESQ within three business-days of data collection. These reports summarize information about each teaching team's DLPT results and its program performance. It also depicts a comparative analysis of the previous teams and the current team in terms of a specific program and of the DLIFLC [IVB.2b4.12]. However, if there are any answers that indicate a serious concern or something that is considered a red flag, such as

contemplation of suicide, the red flag” report is sent to the Commandant via an e-mail within 24 hours of data collection. The Commandant follows up with the student or the teaching team to remedy and improve the situation in a timely manner.

No matter what the report, the Commandant is very familiar with the data and its implications on the institute [IVB.2b4.13]. If the Commandant has any questions or concerns, the administrative assistant establishes a meeting with the appropriate office. Other statistical reports include graduation rates, academic attrition rates, administrative attrition rates, roll-back rates, Defense Language Proficiency Test (DLPT) results, and the Defense Language Aptitude Battery results, all of which are compiled in aggregate and at the individual student level.

Other mechanisms to evaluate overall institutional planning and implementation efforts are:

- Defense Language Steering Committee
- Defense Language Institute Board of Visitors

Self Evaluation:

Effective procedures for evaluating planning and implementation efforts for the institute are in place and all results of data analysis are considered important in measuring success.

Planning Agenda:

None.

Evidence – 2b4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2b4.1	Army Values. Retrieved August 11, 2011 from http://www.army.mil/values .	63
IVB.2b4.2	EXSUM (Executive Summary) Senior Leaders' Strategic Planning Meeting. (August 7, 2010).	64
IVB.2b4.3	Commandant's Update Briefing sample. (July 27, 2011).	65
IVB.2b4.4	DLIFLC Campaign Plan Progress Report. (May 20, 2011).	48
IVB.2b4.5	Town Hall meeting slides. (2009-2011).	49
IVB.2b4.6	Faculty Development Catalog. (2010).	66
IVB.2b4.7	Command/Campaign Plan 2011-2015.	46
IVB.2b4.8	<i>Globe</i> magazine example. (Spring 2011).	67
IVB.2b4.9	DLIFLC Annual Program Summary. (2010).	56
IVB.2b4.10	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	60
IVB.2b4.11	DLIFLC ISQ/ESQ Samples. (n.d.).	68
IVB.2b4.12	Rogan, Dr. Seumas, Supervisory Survey Statistician (personal communication, September 29, 2010).	69
IVB.2b4.13	Pick, Colonel Danial D. (personal communication October 6, 2010).	58

2c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary:

The Commandant follows Department of Defense (DoD) and Army regulations to ensure DLIFLC compliance with existing statutes and regulations. The BoV is an advisory board and, as such, there are no governing board policies for the Commandant to implement.

In order to encourage consistency in statutes and regulations, the Commandant requires faculty and staff to participate in mandatory training events on subjects such as ethics, environmental management system, information assurance and others.

E-mail is the main communication tool used to disseminate training information as well as regulation and statute changes to all faculty and staff. Information is also posted on bulletin boards or other common areas to faculty and staff. The Commandant has also ensured the availability of SharePoint (an electronic communication platform). Faculty and staff can be provided access to SharePoint in order to view regulations and statutes or other DLIFLC related documents as well as use SharePoint to work collaboratively within their department or among multiple departments [IVB.2c.1].

In addition, the Commandant has Command Policy letters, thereby facilitating consistent policy in accordance with the DLIFLC mission. The Commandant uses feedback obtained via various venues such as Campaign Plan briefings.

Self Evaluation:

Communicating the intent of the statutes, regulations and other policies remains a high priority for the Commandant. The use of SharePoint, e-mail, and town hall meetings has established a uniform communication platform and has increased the accessibility to regulations, statutes and policies.

Planning Agenda:

None.

Evidence – 2c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2c.1	SharePoint policy. (July 7, 2010).	51

2d. The president effectively controls budget and expenditures.

Descriptive Summary:

The Commandant manages the budget and expenditures as prescribed by government regulations. In general, the budgets are set five years in advance as requested by the Department of the Army. In section IVB.2d.3, the Program Objective Memorandum, or POM, is discussed in detail. While there may be some flexibility for three to five years out, the budgets for the current fiscal year (FY) and the following FYs each have a very stringent monetary cap which cannot be exceeded [IVB.2d.1], [IVB.2d.2], [IVB.2d.3].

The Commandant has overall responsibility for the budget and delegates authority to other administrative divisions such as: the Deputy Chief of Staff for Resource Management Division (DCSRM) and the Deputy Chief of Staff for Operations (DCSOPS). DCSRМ ensures payment for all ongoing educational related activities with the funds available; DCSOPS is responsible for strategic and operational planning. (See section IVB.2d.3 for more details on the budget process.)

In order to meet the needs of the Institution and to hire the necessary faculty, DCSRМ focuses on budget, contracts and hiring issues. Because plans and priorities change, along with authorized funds, management from all divisions and departments cohesively coordinate priorities and submit to DCSRМ a list of any projects that are not funded. The DCSRМ creates a quarterly report for the senior leadership of the institute of all the items that need to be funded. Based on management’s recommendations, the Commandant makes the final decision in prioritizing budget allocations [IVB.2d.3].

Self Evaluation:

Middle management provides financial status reports of current and projected expenditures to senior leaders that have an impact on budget decisions. This communication provides more transparency and enhances collaboration between all directorates.

Planning Agenda:

None.

Evidence – 2d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2d.1	Pick, Colonel Danial D. (personal communication October 6, 2010).	58
IVB.2d.2	O’Leary, Paul. (personal communication, April 19, 2010).	70
IVB.2d.3	DLIFLC Historical Budget and Planned Funding (DLIFLC Annual Program Review 2010, Page 48).	71

2e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary:

The Commandant communicates with entities both inside and outside the DLIFLC on a regular basis. Inside the DLIFLC, the Commandant meets with the senior leadership on a weekly basis. The Commandant often visits schools to meet with the staff and faculty. The Commandant takes into consideration student responses on ISQ and ESQ reports and takes action if needed [IVB.2e.1], [IVB.2e.2].

Outside the DLIFLC, the Commandant regularly holds or attends meetings and conferences on behalf of the DLIFLC. Such meetings and conferences include the annual conference of the American Council on the Teaching of Foreign Languages and the Bureau for International Language Co-ordination conference. The Commandant attends government events such as the Command Language Program Manager Conference and the DoD Language Conference. This is a venue whereby other DOD organizations become informed about the institute.

The Commandant communicates with the local Monterey community often through the DLIFLC Strategic Communications office, which serves as a clearinghouse for external public information and communication. Information is communicated various ways, including the *Monterey Military News*, the *Monterey County Herald* and the *Globe* magazine. Another example is that the Commandant is part of the C2, also known as the Competitive Clusters Initiatives for Monterey County. C2 is an action-oriented initiative that is designed to address long-standing problems in the economy with concrete solutions. The C2 project brings together representatives from the county's key clusters, their support institutions, government and academia. The CMDT often speak at community events.

The Commandant also has routine communication via e-mail, video tele-conferences, telephone conversations and face-to-face meetings with personnel from higher Army headquarters and other stake-holders [IVB.2e.1]. This includes the Defense Language Office at the Pentagon and the Secretary of Defense who recently visited DLIFLC on August 23, 2011 [IVB.2e.3].

Self Evaluation:

The Commandant has an extensive communication network and willingly communicates with all communities served by the institution encouraging their points of view to make the Institution more effective and efficient.

Planning Agenda:

None.

Evidence – 2e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2e.1	Pick, Colonel Danial D. (personal communication October 6, 2010).	58
IVB.2e.2	DLIFLC ISQ/ESQ Samples. (n.d.).	68
IVB.2e.3	Latest News and Events. <i>Panetta: Language Training Critical to U.S. Interests, Security.</i> (August 23, 2011) Retrieved from	73

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Not applicable.

Standard IV B Evidence

Evidence – IVB:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1	DoD Directive 5160.41E (Incorporating Change 1, May 27, 2010).	1
IVB.2	Report of Special Team Visit. (October 19, 2007).	2
IVB.3	Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges. (August 2009). Accreditation Reference Handbook. (Policy on Governing Boards for Military Institutions - Page 77).	3
IVB.4	Federal Advisory Committee Act (FACA). (1972).	4
IVB.5	AEAC Policy Letter 4, Membership Diversity. (n.d.).	5

Evidence – 1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1.1	McCarthy, C. (2000). Evaluation Report. DLIFLC.	6
IVB.1.2	ACCJC Evaluation Report (Page 36). (May 23, 2006).	7
IVB.1.3	ACCJC Action Letter to DLIFLC. (June 29, 2006).	8
IVB.1.4	DLIFLC Progress Report. (March 15, 2007).	9
IVB.1.5	AEAC Charter (original). (March 3, 2006).	10
IVB.1.6	Update: DLIFLC BoV. (October 19, 2007).	11
IVB.1.7	FACA Database. Retrieved August 15, 2011 from https://www.fido.gov/facadatabase/subcommitteeslist.asp	12
IVB.1.8	BoV Operating Procedures (December 13, 2007)	13
IVB.1.9	Memorandum for Designated Federal Officer, Army Education Advisory Committee; Subject: Approval of Member Appointment (February 9, 2011) (Mr. Scott Allen).	83
IVB.1.10	1.) Memorandum thru Mr. Wayne Joyner for Mr. Hok Lim; Subject: AEAC Member's Consultant Renewal - Subcommittee DLIFLC Board of Visitors (June 30, 2011). 2.) Consultant Certificate (June 30, 2011). 3.) Request for Appointment or Renewal of Appointment of Consultant or Expert (June 30, 2011) DD Form 2292.	84
IVB.1.11	Memorandum for Designated Federal Officer, Army Education Advisory Committee; Subject: Approval of Member Appointment. (July 1, 2010).	75
IVB.1.12	1.) Memorandum thru Mr. Wayne Joyner for Mr. Hok Lim; Subject: AEAC Member's Consultant Renewal - Subcommittee DLIFLC Board of Visitors (March 25, 2011). 2.) Consultant Certificate (March 15, 2011). 3.) Request for Appointment or Renewal of Appointment of Consultant or Expert (March 20, 2011 - Four requests) DD Form 2292.	76

IVB.1.13	1.) Memorandum. Subject: Membership Assignments (July 1, 2011). 2.) Memorandum: Appointment Letters for: Wartell, M. (May 23, 2011); Dowling, J. (January 11, 2011); Miller, B. (February 2, 2010); Williams, K. (January 11, 2011).	81
IVB.1.14	Federal Register, General Services Administration, 41 CFR Parts 101-6 and 102-3 (Vol. 76 No. 128) (July 19, 2011).	17
IVB.1.15	DoD Instruction 5105.04. (August 6, 2007).	32
IVB.1.16	DoD Directive 5160.41E. (Incorporating Change 1, May 27, 2010).	1
IVB.1.17	BoV Agenda and presentation samples of DLIFLC directorates. (June 18-19, 2008).	14

Evidence – 1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1a.1	Federal Advisory Committee Act (FACA). (1972).	4
IVB.1a.2	BoV Operating Procedures. (December 13, 2007).	13
IVB.1a.3	Committee Management Tracker – AEAC-BoV, Recommendations 2003 to Present. (n.d).	15
IVB.1a.4	Federal Register. (July 5, 2001).	16

Evidence – 1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1b.1	Federal Advisory Committee Act (FACA). (1972).	4
IVB.1b.2	Federal Register, General Services Administration, 41 CFR Parts 101-6 and 1-2-3 (Vol. 76 No. 128) (July 19, 2011).	17
IVB.1b.3	BoV Meeting Minutes. (December 17-18, 2008).	18
IVB.1b.4	Memorandum for Secretaries of the Military Departments (DLPT5). (February 5, 2009).	19
IVB.1b.5	Committee Management Tracker – BoV/AEAC Recommendations 2003 to Present. (n.d.).	15

Evidence – 1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1c.1	Federal Advisory Committee Act (FACA). (1972).	4
IVB.1c.2	ACCJC Accreditation Reference Handbook (Page 77). (August 2009).	3

Evidence – 1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1d.1	BoV Operating Procedures. (September 13, 2007).	13

IVB.1d.2	FACA Database; BoV Minutes submitted from February 2-3, 2011 meeting. Retrieved August 15, 2011 from https://www.fido.gov/facadatabase/form_Meetings.asp	20
IVB.1d.3	BoV Meeting Minutes. (September 12-14, 2010).	21

Evidence – 1e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1e.1	BoV Meeting Minutes. (December 12-13, 2007).	22
IVB.1e.2	BoV Meeting Minutes. (December 17-18, 2008).	18
IVB.1e.3	BoV Meeting Minutes. (June 18-19, 2008).	23
IVB.1e.4	BoV Meeting Minutes. (June 24-25, 2009).	24
IVB.1e.5	BoV Meeting Minutes. (September 12-14, 2010).	21
IVB.1e.6	BoV Meeting Minutes. (February 2-3, 2011).	25
IVB.1e.7	BoV Operating Procedures. (December 13, 2007).	13
IVB.1e.8	Federal Advisory Committee Act (FACA). (1972).	4

Evidence – 1f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1f.1	Memorandum. Subject Duty Appointment. Alternate DFO. Dr. Robert Savukinas (March 6, 2008).	85
IVB.1f.2	Memorandum. Subject Appointments and Duties of Designated Federal Officers for DoD-Supported Advisory Committees. (August 29, 2006).	86
IVB.1f.3	FACA Management Course Training Agenda (August 27-28, 2008) and Federal Register (July 19, 2001).	26
IVB.1f.4	Federal Advisory Committee Act (FACA). (1972).	4
IVB.1f.5	Standard Form - 61 (SF-61) Appointment Affidavits – sample. (August 2002).	27
IVB.1f.6	BoV Meeting Minutes. (December 12-13, 2007).	22
IVB.1f.7	BoV Meeting Minutes. (September 27-28, 2011).	82
IVB.1f.8	BoV Meeting Minutes. (September 12-14, 2010).	21
IVB.1f.9	Savukinas, R., Rokke, E., Jacoby, J., Petersen, J. (personal communication, March 5-9, 2009) (DLIFLC Accreditation Midterm Report).	28
IVB.1f.10	DLIFLC Accreditation Midterm Report (March 15, 2009).	29
IVB.1f.11	AEAC Charter. (May 17, 2010).	30

Evidence – 1g:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1g.1	BoV Survey 2011 and Responses.	31
IVB.1g.2	Allen, Scott. (personal communication, October 19, 2011). BoV Orientation Meeting Evaluation.	80

Evidence – 1h:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1h.1	DoD Instruction 5105.04. (August 6, 2007).	32
IVB.1h.2	AEAC Charter. (May 17, 2010).	29
IVB.1h.3	BoV Ethics Training Brief presentation. (June 24, 2009).	33
IVB.1h.4	Ethics Guide for the Members of the Board of Visitors at DLIFLC and POM. (n.d.).	34
IVB.1h.5	Office of Government Ethics (OGE) Form 450 (June 2008).	35
IVB.1h.6	DoD Directive 5500.7-R Ethics Regulation. (Introduction and Chapters 10-11) (November 29, 2007).	36
IVB.1h.7	Financial Disclosure Management System. Retrieved August 18, 2011 from https://www.fdm.army.mil	37

Evidence – 1i:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1i.1	BoV Operating Procedures. (December 13, 2007).	13
IVB.1i.2	DLIFLC Accreditation Midterm Report. (March 15, 2009).	29
IVB.1i.3	DLIFLC Accreditation Midterm Report - BoV personal communication. (March 5-9, 2009).	28
IVB.1i.4	Committee Management Tracker –AEAC/BoV Recommendations 2003 to Present. (n.d.).	15
IVB.1i.5	BoV Meeting Minutes. (September 27-28, 2011).	82

Evidence – 1j:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.1j.1	DoD Directive 5160.41E. (Incorporating Change 1, May 27, 2010).	1
IVB.1j.2	Army Regulation 614-100. (January 10, 2006).	38

Evidence – 2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2.1	DoD Directive 5160.41E. (Incorporating Change 1, May 27, 2010).	1
IVB.2.2	DLIFLC Organization Chart. (February 10, 2011).	39
IVB.2.3	Command/Campaign Plan 2011-2015.	46
IVB.2.4	Annual Program Review 2010.	41
IVB.2.5	DLIFLC Annual Program Summary 2010.	56

Evidence – 2a:

Reference	Document	Exhibit Number
IVB.2a.1	DoD Directive 5160.41E. (Incorporating Change 1, May 27, 2010).	1
IVB.2a.2	DLIFLC Organization Chart. (February 10, 2011).	39
IVB.2a.3	Redesignation of Senior Faculty Titles (Title change of Chancellor to Provost). (January 5, 2007).	40
IVB.2a.4	Annual Program Review 2010 - DLIFLC Civilian Length of Appointments (Page 47).	41

Evidence – 2b1:

Reference	Document	Exhibit Number
IVB.2b1.1	Command/Campaign Plan 2008-2012.	43
IVB.2b1.2	Command/Campaign Plan 2009-2013.	44
IVB.2b1.3	Command/Campaign Plan 2010-2014.	45
IVB.2b1.4	Command/Campaign Plan 2011-2015.	46
IVB.2b1.5	Command Guidance (Fiscal Year 2012). (December 13, 2011).	47
IVB.2b1.6	DLIFLC Campaign Plan Progress Report. (May 20, 2011).	48
IVB.2b1.7	Committee Management Tracker – AEAC/BoV Recommendations 2003 to Present. (n.d.).	15
IVB.2b1.8	Town Hall meeting slides. (2009 - 2011).	49
IVB.2b1.9	Commandant Annual Strategy Session, Off-site Agenda (Campaign Plan). (June 30, 2009).	50
IVB.2b1.10	SharePoint Policy. (July 7, 2010).	51
IVB.2b1.11	<i>Woytak, L. (Editor). (2008-2010). Dialog On Language Instruction, 19 (1 & 2).</i>	52
IVB.2b1.12	Academic Senate and Provost Involvement. (2011).	53
IVB.2b1.13	Academic Senate By-laws. (2006).	54
IVB.2b1.14	Academic Senate Meeting Minutes. (April 20, 2011).	77
IVB.2b1.15	“Wisdom like a Baobab.” Colonel Sandusky, DLIFLC Leadership Conference. (2010).	78
IVB.2b1.16	The Academic Senate. (September 2011). <i>The Faculty Advisory Councils newsletter.</i>	79

Evidence – 2b2:

Reference	Document	Exhibit Number
IVB.2b2.1	360° Evaluation – Summary. (2009).	55
IVB.2b2.2	Salyer, S. (n.d.) <i>DLIFLC Attrition Reduction Initiative Evaluation Plan.</i> DLIFLC. Presentation.	74
IVB.2b2.3	DLIFLC Annual Program Summary. (2010).	56
IVB.2b2.4	CASL Reports on Class Size and Technology/PEP. (September 15, 2008 and March 15, 2010).	57
IVB.2b2.5	(1) The DLIFLC Wiki website for <i>Lessons Learned.</i>	72

	Retrieved August 22, 2011 from https://portal.monterey.army.mil/org/dcsops/LLearned/Wiki%20Pages/Home.aspx (2) Center for Army Lessons Learned. Retrieved August 22, 2011 from http://usacac.army.mil/cac2/call/about.asp	
IVB.2b2.6	Pick, Colonel Danial D. (personal communication October 6, 2010).	58
IVB.2b2.7	DoD Directive 5160.41E. (May 27, 2010).	1

Evidence – 2b3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2b3.1	DLIFLC Planning Process (5-year Plan). (2008).	59
IVB.2b3.2	DLIFLC Annual Program Summary. (2010).	56
IVB.2b3.3	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	60
IVB.2b3.4	DLIFLC website products page. Retrieved August 18, 2011 from http://www.dliflc.edu/products.html	61
IVB.2b3.5	Quarterly Historical Faculty Development Report for FY 2010.	62

Evidence – 2b4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2b4.1	Army Values. Retrieved August 11, 2011 from http://www.army.mil/values .	63
IVB.2b4.2	EXSUM (Executive Summary) Senior Leaders' Strategic Planning Meeting. (August 7, 2010).	64
IVB.2b4.3	Commandant's Update Briefing sample. (July 27, 2011).	65
IVB.2b4.4	DLIFLC Campaign Plan Progress Report. (May 20, 2011).	48
IVB.2b4.5	Town Hall meeting slides. (2009-2011).	49
IVB.2b4.6	Faculty Development Catalog. (2010).	66
IVB.2b4.7	Command/Campaign Plan 2011-2015.	46
IVB.2b4.8	<i>Globe</i> magazine example. (Spring 2011).	67
IVB.2b4.9	DLIFLC Annual Program Summary. (2010).	56
IVB.2b4.10	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	60
IVB.2b4.11	DLIFLC ISQ/ESQ Samples. (n.d.).	68
IVB.2b4.12	Rogan, Dr. Seumas, Supervisory Survey Statistician (personal communication, September 29, 2010).	69
IVB.2b4.13	Pick, Colonel Danial D. (personal communication October 6, 2010).	58

Evidence – 2c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2c.1	SharePoint policy. (July 7, 2010).	51

Evidence – 2d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2d.1	Pick, Colonel Danial D. (personal communication October 6, 2010).	58
IVB.2d.2	O'Leary, Paul. (personal communication, April 19, 2010).	70
IVB.2d.3	DLIFLC Historical Budget and Planned Funding (DLIFLC Annual Program Review 2010, Page 48).	71

Evidence – 2e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVB.2e.1	Pick, Colonel Danial D. (personal communication October 6, 2010).	58
IVB.2e.2	DLIFLC ISQ/ESQ Samples. (n.d.).	68
IVB.2e.3	Latest News and Events. <i>Panetta: Language Training Critical to U.S. Interests, Security</i> . (August 23, 2011) Retrieved from www.dliflc.edu/news.aspx?id=91	73

Defense Language Institute Foreign Language Center

Planning Agenda Summary



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Self Study Report 2012 Planning Agendas

The below summarizes the Planning Agendas found in Standards I, II, III and IV.

STANDARD IA: The Institutional Mission

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

Planning Agenda:

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

STANDARD IB: Improving Institutional Effectiveness

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

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

In light of a well-established need for measurement and assessment, comprehensive program assessments will continue.

Promoting, improving and measuring the effectiveness of the instructional and military functions at the DLIFLC have received considerable attention and funding over the past four years. A variety of evaluation approaches were adopted to ensure these service members of the Armed Forces receive the very best foreign language instruction to support current and future military requirements. This has led to the implementation of an expanded evaluation effort incorporating continuous assessment of student perceptions, comprehensive program evaluation, internally developed departmental evaluations, access to a continuous customer comment system and the implementation of an institution and Garrison wide quality improvement program. All of these approaches are beginning to be valued by military and education leadership, instructional staff, the Garrison and support departments. These activities will continue.

Increase Cross Communication/Collaboration of Program Assessment Efforts

Garrison and educational communities will increase the level of collaboration and cross-communication across the DLIFLC to develop a broad array of student, educational, operational, staff and military metrics that meet the organization’s need to comprehensively understand past and current performance characteristics. Metrics derived from common educational, military and financial data sources will be identified, integrated and coordinated through the educational and military agencies into sound evaluative measures supporting educational, military, fiscal and

strategic planning requirements. These metrics must support student proficiency outcomes, measures of operational/military effectiveness and program efficiency and improvement initiatives. Particular attention will be given to improvement initiatives that integrate military, cost, operational, instructional, and student outcome metrics.

Coordinate Program Evaluation Effectiveness Assessments through Quality Assurance

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

STANDARD IIA: Student Learning Programs & Services

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

Planning Agenda:

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

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

Planning Agenda:

As the need to teach people anywhere in the world continues to grow, the DLIFLC will maintain its commitment to delivering the best foreign language education. Language program evaluations by evaluation specialists and student course evaluations will continue to be administered.

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

Planning Agenda:

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

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

Faculty Development will continue to train DLIFLC faculty on designing current, engaging, proficiency-based activities to enhance traditional core materials that focus on translation, transcription and gisting. This dual-pronged approach will ensure that students are better prepared for externally normed proficiency exams such as DLPT and OPI while also delivering needed instruction in vocational, military-specific final learning outcomes. The DLIFLC will continue to strive to ensure that course syllabi and student learning outcomes are clearly tied to educational needs, proficiency goals and testing. Schools will continue to use diverse teaching methods to break up the learning day and to keep students actively engaged.

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

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

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

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

schools' faculty advisory councils, academic specialists and language technology specialists in identifying and filling program gaps that affect student performance.

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

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

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

IIA.6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are in accordance with policy. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

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

STANDARD IIB: Student Support Services

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

Planning Agenda:

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

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

Planning Agenda:

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

3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Planning Agenda:

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

STANDARD IIC: Library and Learning Support Services

IIC.1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Planning Agenda:

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

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

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

Planning Agenda:

Libraries

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

Student Learning Center

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

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

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

Planning Agenda:

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

IIC.1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Planning Agenda:

The library will continue to explore vendor services and new sources with emphasis on electronic source availability, cost effectiveness and user-friendliness. It will research online database providers in mission areas with emphasis on specific language providers to ensure that the most innovative and linguist-applicable resources are discovered, researched and incorporated into the online systems. The library will continue to survey areas of collaboration

with army libraries for sharing of library resources, while also providing wireless service within the library for user laptop access during duty hours.

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

Planning Agenda:

Libraries

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

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

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

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

Continuing Education

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

Student Learning Center

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

STANDARD IIIA: Human Resources

IIIA.1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Any action taken following evaluations is timely and documented.

Planning Agenda:

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

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

Planning Agenda:

The EEO Office will undergo a regional evaluation in April 2012. The purpose of the evaluation will be to ensure that the training is reaching all new employees and refresher training is being reported. In addition, the military EO Office has required senior leader training scheduled for January 2012.

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

Planning Agenda:

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

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

Planning Agenda:

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

STANDARD IIIB: Physical Resources

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

Planning Agenda:

The first of three General Instruction Buildings (GIBs), Khalil Hall, with 61 classrooms, came on line on the Presidio of Monterey in December 2010. The others, Corporal Corpuz and Colonel

Cook Halls, will come on line in March 2012 and August 2013 respectively. Upon completion, the last two of the new facilities will provide a combined total of 136 additional classrooms and associated faculty and administrative offices.

As a measure of the success of the planning function, the current space situation can be compared to the briefing given to the TRADOC Commander in 2006. The briefing, Options for Increasing Capacity at the Presidio of Monterey, CA, June 26, 2006 [IIIb.1a.9], looked at a wide array of options to meet future requirements for classroom and office space. The conclusion of the briefing was that the DLIFLC would need three new GIBs to be constructed. These projections were extremely accurate. The first of the three new GIBs, Khalil Hall, has been in service as an Arabic language school (UMA) since November 2010; the second, Corpuz Hall, will be commissioned as a Multi-Language School (UCL) in the spring of 2012. The third, Cook Hall, broke ground in late summer 2011.

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

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

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

Planning Agenda:

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

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

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

Planning Agenda:

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

STANDARD IIIC: Technology Resources

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

Planning Agenda:

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

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

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

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

Planning Agenda:

TEC-II

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

TEC-III

Language labs have been largely replaced with a technologically-enhanced classroom setup whereby language lab functions are implemented through software-based simulation, effectively creating language lab functions in each classroom. The use of traditional language laboratories

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

Tablet PC

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

iPod Touch

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

Blackboard

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

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

Sakai

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

SharePoint (SP)

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

Sanako

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

.edu Network

All students, faculty and staff network users will migrate to the .edu network by April 2012. Migration will take place in phases, consisting of 250 users per phase, and has been planned to minimize user downtime [IIIC.1a.28]. Priority will be given to schools teaching critical languages and technology support divisions. Additionally, wireless networks will be installed in the barracks to ensure anytime, anyplace accessibility for students to complete homework assignments and further enhance language learning.

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

Planning Agenda:

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

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

Planning Agenda:

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

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

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

Language labs are still in use, especially in the larger language programs, despite the TEC-II and TEC-III setup in classrooms which were intended to replace them. A large number of students can simultaneously complete listening exercises or take listening tests. The DLIFLC will continue to use and maintain the language labs; however the issue of CAC login, which

sometimes does not allow the user to login due to POMNEC- imposed network security measures, remains a problem to be addressed.

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

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

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

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

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

Planning Agenda:

Decision-making Process for Use and Distribution of Technology Resources

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

Policies and Procedures for Updating Technology

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

use by in order to centralize with an ISAF language access portal for centralization of materials and ease of ordering and delivery.

A Knowledge Information System Study (KISS), through the OCTO, is in the discovery phase and will inform Enterprise Portal software development so that administrative and academic information processing is brought up to the highest standards [IIC.1d.27]. Process maps provide the flow of information for topics related to technology use such as student grade processing, SLC student portfolio and curriculum review.

Consideration for Equipment Selection for Distance Learning

Continuing Education will continue to monitor hardware and software for distance learning in order to maintain Sharable Content Object Reference Model compliance and interoperability of the system. Upgrades will be installed as needed. Online language learning support will continue to be available from the DLIFLC.edu website. The LTEA division will continue to provide support for distance learning through research initiatives and updates to existing research such as the Language Technology Study for machine translation devices and foreign language and cultural learning resources, to keep up with the dynamic nature of new technologies that support language acquisition.

Effectiveness of Technology Use and Distribution

SCOLA

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

Transparent Language

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

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

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

IIIC.2. Integrated Planning and Evaluation

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

Planning Agenda:

OCTO

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

POMNEC

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

LS&T

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

LTEA future technology contracts will include:

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

LTS Support

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

.edu network

The .edu network will be migrated across the DLIFLC in phases with one phase encompassing 250 users. Dari, CD, and TI will be migrated in the first phase. The migration of phases will overlap for completion in a timely manner and to minimize downtime. The first step in the process will be to build the .edu (June-August, 2011). The next step will be to add resources to .edu (July-September 2011) and the final phase will be to connect users to .edu (September,

2011-September 2012). Information Assurance training will be mandatory for all users and Sakai training will be strongly recommended. User emails will change to a dliflc.edu address; however, users will be able to retain their us.army.mil address or mail.mil. With the approval of the .edu budget, routers, security, firewalls and other necessary items will be purchased to ensure the migration schedule is met.

STANDARD IIID: Financial Resources

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

Planning Agenda:

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

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

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

Planning Agenda:

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

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

Planning Agenda:

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

The Resource Management Office will provide a workshop for mid and senior level management on the Planning, Programming, Budgeting, and Execution System, and receive further training in the use of the General Fund Enterprise Business System (GFEBS).

Ultimately, the DLIFLC should review its Management Control Program and strive to make it more efficient and effective.

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

Planning Agenda:

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

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

Planning Agenda:

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

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

Planning Agenda:

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

STANDARD IVA: Leadership and Governance

IVA.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Planning Agenda:

The DLIFLC must continue to develop and monitor appropriate assessments of student and faculty performance and continue to foster venues that encourage participation, discussion, planning and implementation. Overall, at each level of leadership there needs to be improvement in communication methodologies to ensure that ideas can be better generated across the Institute.

IVA.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Planning Agenda:

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

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

Planning Agenda:

The DLIFLC should continue to encourage professional development through local and external academic events which include interactive presentations on innovative foreign language teaching techniques and theory. Successful innovations should be expanded upon, implemented and rewarded. The institute should also continue to enhance the role of the DLCWG and DLTWG and other interactions with the wider academic community.

STANDARD IVB: Board and Administrative Organization

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

Planning Agenda:

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

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

Planning Agenda:

A description and purpose of the BoV with a link to minutes and other pertinent documents should be posted at the DLIFLC's website (www.dliflc.edu) under the "About DLIFLC" section. This provides a greater level of transparency.

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

Planning Agenda:

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

number of members may fluctuate; however, this method responds to the need of staggered terms.

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

Planning Agenda:

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

Defense Language Institute Foreign Language Center

Evidence Tables



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

Standard I A Evidence

Evidence – IA:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.1	DLIFLC Mission Statements Over the Past 15 Years (1996-2011).	1
IA.2	DLIFLC Mission & Vision Statements. Retrieved September 21, 2011 from http://www.dliflc.edu/mission.html	2
IA.3	DLIFLC Organizational Chart. (February 10, 2011).	3

Evidence – IA.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.1.1	Directorate of Family and Morale, Welfare & Recreation. <i>Blast</i> newsletter. (September 2011).	4
IA.1.2	Annual Program Review 2010.	5

Evidence – IA.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.2.1	Board of Visitors Update (July 16, 2010)	6
IA.2.2	Board of Visitors DLIFLC Operating Procedures. (December 13, 2007).	7
IA.2.3	DLIFLC Board of Visitor (BoV) Minutes. (December 12-23, 2007).	8
IA.2.4	DLIFLC Board of Visitor (BoV) Minutes. (February 2-3, 2011).	9
IA.2.5	DLIFLC General Catalog 2011-2012.	10

Evidence – IA.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.3.1	DoD Directive 5160.41E (Incorporating Change 1, May 27, 2010).	11
IA.3.2	DLIFLC Campaign Plan 2011-2015.	12
IA.3.3	DLIFLC General Catalog 2011-2012.	10
IA.3.4	Annual Program Review 2010.	5
IA.3.5	Flagship 0-2 Conference. January 29-31, 2010, Flagship Visit. (May 25, 2011).	13

Evidence – IA.4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IA.4.1	FM 3-0, C1 Operations. (Army Field Manual) Para 3.9.	14

IA.4.2	DLIFLC Mission Statements over the past 15 years.	1
IA.4.3	DLIFLC Command Plan (Renamed to Campaign Plan) 2010-2014.	15
IA.4.4	DLIFLC Command Plan (Renamed to Campaign Plan) 2009-2013.	16
IA.4.5	DLIFLC Command Plan (Renamed to Campaign Plan) 2008-2012.	17

Standard I B Evidence

Evidence – IB.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.1.1	DLIFLC Annual Program Review 2010.	1
IB.1.2	Board of Visitors Update. (July 16, 2010).	2
IB.1.3	Board of Visitors (BoV) Operating Procedures. (September 13, 2010).	3
IB.1.4	Board of Visitors (BoV) Itinerary. (January 12, 2011).	4
IB.1.5	Defense Language Testing Working Group Charter (DLCWG). (n.d.).	5
IB.1.6	Defense Language Curriculum Working Group Charter (DLCWG). (n.d.).	6
IB.1.7	Wachtler, J. (personal communication, n.d.). CLAC (Cryptologic Language Advisory Council).	7
IB.1.8	By-Laws Academic Senate Faculty Advisory Councils. (October 2006).	8
IB.1.9	The Academic Senate Minutes. (April 20, 2011).	9
IB.1.10	The Academic Senate Minutes. (May 26, 2011).	10
IB.1.11	The Academic Senate Minutes. (June 23, 2011).	11
IB.1.12	Memorandum 29 Sep 10 Training Improvement Certification Board Summary. (October 16, 2010).	12
IB.1.13	UEL LTSDs Meeting Recap - Wed FEB 23, 2011.	13
IB.1.14	Evaluation Division LSA Briefing September 2010.	14
IB.1.15	Evaluation Division - EV LSA Program 2008-2010.	15
IB.1.16	DLIFLC Attrition Reduction Initiative Commandant Briefing. (December 6, 2010).	16
IB.1.17	Lett, J. A. (February, 29, 2008) Research at the DLIFLC: Concept of Operations. DLIFLC.	17
IB.1.18	FLO Enhancement Summit December 2010.	18
IB.1.19	FLOs ScribeZone. (May 2011).	19
IB.1.20	Information Paper: Comprehensive Evaluations of Basic Course Foreign Language Instruction (360° Evaluation) at DLIFLC. (n.d.).	20
IB.1.21	360° Evaluation Narrative. (n.d.).	21
IB.1.22	ESQ - Program Effectiveness Analysis. (September 13, 2010).	22
IB.1.23	DLIFLC Attrition Reduction Initiative. (n.d.).	23
IB.1.24	SNAPSHOT Summary/Trend Report. (September 15, 2010). (Analysis of LTD Questionnaires).	24

Evidence – IB.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.2.1	DLIFLC Campaign Plan 2011-2015.	25
IB.2.2	FM 5-0, C1 The Operations Process (Army Field Manual). (March 18, 2011).	26
IB.2.3	DLIFLC Annual Program Review 2009.	27
IB.2.4	DLIFLC Annual Program Summary 2010.	28

Evidence – IB.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.3.1	DLIFLC Campaign Plan 2011-2015.	25
IB.3.2	DLIFLC Annual Program Review 2010.	1
IB.3.3	DLIFLC Annual Program Review 2009.	27
IB.3.4	DLIFLC Annual Program Summary 2010 .	28
IB.3.5	DLIFLC Basic Course Student Results - DLPT 5 FY 2008-2010.	29
IB.3.6	ESQ - Program Effectiveness Analysis. (September 13, 2010).	22
IB.3.7	SNAPSHOT Summary/Trend Report. (September 15, 2010). (Analysis of LTD Questionnaires).	24
IB.3.8	DLIFLC Campaign Plan 2011-2015.	25
IB.3.9	DLIFLC Command Plan 2010-2014.	30
IB.3.10	DLIFLC Command Plan 2009-2013.	31
IB.3.11	DLIFLC Command Plan 2008-2012.	32

Evidence – IB.4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.4.1	Deputy Chief of Staff for Operations (DCSOPS) Personnel Roster. (April 8, 2011).	33
IB.4.2	DLIFLC Organizational Chart - (Scheduling Division, DCSOPS). (n.d.).	34
IB.4.3	Training Requirements <i>The Process</i> . PowerPoint (SMDR). (n.d.).	35
IB.4.4	Commandant's Town Hall Meetings 2010.	36
IB.4.5	Continuing Education Week of 19 April.	37
IB.4.6	AC Briefing European and Latin American Language School (UEL) May 4, 2011 Deanna Tovar, Dean.	38
IB.4.7	Memorandum 29 Sep 10 Training Improvement Certification Board Summary. (October 16, 2010).	12
IB.4.8	By-Laws Academic Senate Faculty Advisory Councils. (October 2006).	8
IB.4.9	DLIFLC Statement of Academic Freedom. (August 9, 2011).	39
IB.4.10	Defense Language Transformation Roadmap. (January 2005).	40

IB.4.11	Chapter II-2 Training Development Workload and Resource Management. (n.d.).	41
IB.4.12	Instructor Teams Source: CTARS. (October 13, 2005).	42
IB.4.13	CTAR Teams Source: CTARS. (June 28, 2011).	43
IB.4.14	CTAR Teams Source: CTARS. (October 1, 2010).	44
IB.4.15	(Draft) Defense Language and Regional Program Strategic Plan for 2010-2016	45
IB.4.16	DLIFLC Basic Course Student Results - DLPT5 FY 2008-2010.	29
IB.4.17	Hughes, G; Berman, S. ... Wall, M. (FY2009). Summative Report - 360° Evaluations. DLIFLC..	46
IB.4.18	Mohr, F. (September 2009). Final Evaluation Report Emerging Languages Task Force. DLIFLC.	47
IB.4.19	Appendices - Final Evaluation Report Emerging Languages Task Force. (n.d.).	48
IB.4.20	ELTF Action Plans; Hindi, Indonesian, Sorani, Urdu, Uzbek, Technology. (September 1, 2009).	49
IB.4.21	Final Evaluation Report Pilot Five-Day Iso-Immersion, Asian III and Middle East I Schools. (n.d.).	50
IB.4.22	DLIFLC Attrition Reduction Initiative Commandant Briefing. (December 6, 2010).	16

Evidence – IB.5:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.5.1	DLIFLC Annual Program Review 2010.	1
IB.5.2	DLIFLC Annual Program Review 2009.	27
IB.5.3	DLIFLC FY 2012-16 Campaign Plan - Working Group Meeting. (September 2, 2011).	51
IB.5.4	Army Accreditation Standards and Guide (September 22, 2010).	52
IB.5.5	DLPT Lists (n.d).	53
IB.5.6	ESQ - Program Effectiveness Analysis (September 13, 2010).	22
IB.5.7	SNAPSHOT Summary/Trend Report. (September 15, 2010). (Analysis of LTD Questionnaires).	24
IB.5.8	Evaluation Division LSA Briefing September 2010.	14
IB.5.9	Evaluation Division - EV LSA Program 2008-2010.	15

Evidence – IB.6:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.6.1	Deputy Chief of Staff for Operations (DCSOPS) Personnel Roster. (April 8, 2011).	33
IB.6.2	DLIFLC Organizational Chart - (Scheduling Division, DCSOPS). (n.d.).	34

IB.6.3	DLIFLC Campaign Plan 2011-2015.	25
IB.6.4	DLIFLC Command Plan 2010-2014.	30
IB.6.5	DLIFLC Command Plan 2009-2013.	31
IB.6.6	DLIFLC Command Plan 2008-2012.	32
IB.6.7	Operation Order 11-24 (Campaign Plan FY 2011-15 Implementation).	55
IB.6.8	Structure Manning Decision Review (SMDR). Retrieved September 19, 2011 from http://www.tradoc.army.mil/dcsrm/mfad/smdr.htm	56
IB.6.9	Army Regulation 1-1, Planning, Programming, Budgeting and Execution System. (January 30, 1994).	57
IB.6.10	DLIFLC Annual Program Review 2010.	1
IB.6.11	DLIFLC Annual Program Review 2009.	27
IB.6.12	Board of Visitors (BoV) Itinerary (January 12, 2011).	4
IB.6.13	February 2011 Board of Visitors Meeting of the DLIFLC (February 2-3, 2011).	58
IB.6.14	Taylor, Pam (personal communication, March 25, 2011). Provost's Strategic Planning Survey.	59
IB.6.15	Collins, Steve (personal communication, February 15, 2011). Field Support leadership - Reverse Evaluation.	60
IB.6.16	Continuing Education - Reverse Evaluation #6 Follow Up Survey December 2010.	61
IB.6.17	Commandant's Town Hall Meetings 2010.	36
IB.6.18	Lett, John. (personal communication, September 21, 2011) DLIFLC and IRB Issues.	62

Evidence – IB.7:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IB.7.1	DLIFLC Strategic Plan and Time Studies. (n.d.).	63
IB.7.2	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	64
IB.7.3	Wisdom is like a Boabob.... Colonel Sue Ann Sandusky PowerPoint DLIFLC Leadership Conference (2008).	65
IB.7.4	DLIFLC Off-Site, Remarks June 4, 2008. Colonel Daniel Scott presentation outline. DLIFLC leadership conference (2008).	66
IB.7.5	The Task. Colonel Daniel Scott PowerPoint presentation. DLIFLC Leadership Conference (2008).	67
IB.7.6	DLIFLC Planning Process (5 year plan). (n.d.).	68
IB.7.7	Asian 1 Best Practices. Flynn, K. Presentation. (n.d.).	69
IB.7.8	Information Paper: Comprehensive Evolutions of Basic Course Foreign Language (360° Evaluation) at DLIFLC. (n.d.).	20
IB.7.9	DLIFLC Attrition Reduction Initiative. (n.d.).	23

IB.7.10	ESQ - Program Effectiveness Analysis. (September 13, 2010).	22
IB.7.11	ICE. Home>>POM. Welcome to Presidio of Monterey's ICE Site. Retrieved September 2011 from http://ice.disa.mil/index.cfm?fa=site&site_id=531&dep=DoD	70
IB.7.12	Memorandum - Subject: Command Policy on the Interactive Customer Evaluation (ICE) Program. (April 22, 2009).	71
IB.7.13	Interactive Customer Evaluation Systems (ICE). Quality Management Office. PowerPoint. (September 1, 2007).	72
IB.7.14	Interactive Customer Evaluation ICE website. Retrieved August 29, 2011 from https://secureapp2.hqda.pentagon.mil/dtsw_cms/working/Interactive-Customer-Evaluation	73
IB.7.15	DLIFLC Student Learning Center Feedback Form. (n.d.).	74
IB.7.16	Continuing Education - Reverse Eval. #6 Survey, Dec 2010.	61
IB.7.17	Arabic Reading Working Group Project. (October 18, 2011).	81
IB.7.18	Army Accreditation Standards and Guide. (September 22, 2010).	52
IB.7.19	Federal Register/Vol. 73, No. 106, June 2, 2008, Notices.	75
IB.7.20	CHEA 2011 CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes Application.	76
IB.7.21	Eaton, Judith, Council for Higher Education Accreditation (personal communication, January 5, 2011) CHEA Awarded.	77
IB.7.22	DLIFLC - Aiso Library and Learning Center Comment Card. Retrieved August 12, 2011 from http://ice.disa.mil/index.cfm?fa=card&sp=107003&s=531&dep=*DoD&sc=4	78
IB.7.23	DLIFLC - Aiso and Chamberlin Libraries website. Retrieved August 12, 2011 from http://www2.youseemore.com/DLIFLC/default.asp	79
IB.7.24	Defense Language Curriculum Working Group Charter.	5
IB.7.25	Defense Language Testing Working Group Charter.	6
IB.7.26	Asian I Appreciative Inquiry Summit Workbook. (September 2, 2011).	80

Standard II A Evidence

Evidence – IIA:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1	DLIFLC Mission & Vision Statements. Retrieved September 21, 2011 from http://www.dliflc.edu/mission.html	1
IIA.2	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.3	Department of Army. (December 1, 2009). Army Culture and Foreign Language Strategy.	3
IIA.4	United States Army Learning Concept for 2015 presentation. (June 2-3, 2010).	4
IIA.5	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.6	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.7	DLIFLC Regulation 10-1, Organization and Functions. (n.d.).	7
IIA.8	Summary of 360° Evaluation for DLIFLC. (2009).	8
IIA.9	Defense Language Testing Working Group Charter (DLTWG). (n.d.).	9

Evidence – IIA.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1.1	DLIFLC Mission & Vision Statements. Retrieved September 21, 2011 from http://www.dliflc.edu/mission.html	1
IIA.1.2	Continuing Education Overview presentation. (n.d.).	10
IIA.1.3	DLIFLC Annual Program Review. (2010).	11
IIA.1.4	Student Learning Center Mobile Training Program syllabus. (n.d.).	12

Evidence – IIA.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1a.1	Defense Language Transformation Roadmap. (January, 2005).	13
IIA.1a.2	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.1a.3	Commander's Update Brief. (July 27, 2011).	14
IIA.1a.4	1.) Student Learning Center website. Retrieved January 17, 2012 from http://www.dliflc.edu/slc.html 2.) Student Learning Center Facebook. Retrieved January 17, 2012 from http://www.facebook.com/permalink.php?story_Fbid=211986125557811&id=567707129	15

IIA.1a.5	1.) Intermediate Korean Program Resident Instruction Directorate of Continuing Education. (n.d.). 2.) Advanced Korean Program Resident Instruction Directorate of Continuing Education. (n.d.).	16
IIA.1a.6	Russian Arms Control Speaking Proficiency Program syllabus. (n.d.).	17
IIA.1a.7	Intermediate Korean and Chinese Program Resident Instruction Program Syllabi. (2011).	18
IIA.1a.8	Diagnostic Assessment Center brochure. (n.d.).	19
IIA.1a.9	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.1a.10	DLIFLC Attrition Reduction Initiative Commandant Briefing. (December 6, 2010).	20

Evidence – IIA.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1b.1	DLIFLC Holiday Program. (2008). (Faculty Development).	21
IIA.1b.2	Instructor Certification Course (ICC) syllabus. (February, 2010).	22
IIA.1b.3	Intermediate Korean and Chinese Program Resident Instruction Program Syllabi. (2011).	18
IIA.1b.4	Advanced Persian-Farsi and Spanish Program Resident Instruction Program Syllabi. (2011).	23
IIA.1b.5	Continuing Education Overview presentation. (n.d.).	10
IIA.1b.6	List of Distance Learning Products and services. Retrieved January 17, 2012 from www.dliflc.edu/products.html	24
IIA.1b.7	DLIFLC AFPAC Hands (APH) Dari Sustainment Course Syllabus. (n.d.).	25
IIA.1b.8	Online Diagnostic Assessment website. Retrieved January 12, 2011 from http://oda.lingnet.org/	26

Evidence – IIA.1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.1c.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.1c.2	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.1c.3	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2

IIA.1c.4	Directorate of Evaluation and Standardization presentation. (n.d.).	27
IIA.1c.5	Defense Language Proficiency Test (DLPT5) Familiarization Guide for Multiple Choice Format. (n.d.).	28
IIA.1c.6	American Council on Teaching Foreign Languages (ACTFL). (2012). Proficiency Guidelines: Speaking, Writing, Listening and Reading.	29
IIA.1c.7	4th Defense Language Curriculum Working Group (DLCWG) Agenda. (August 24, 2011).	85
IIA.1c.8	Memorandum for See Distribution. Subject: Defense Language Curriculum Working Group (DLTWG) Notes. (April 13, 2011).	86
IIA.1c.9	Defense Language Testing Working Group Charter (DLTWG). (January 26, 2009).	9
IIA.1c.10	Defense Language Testing Working Group (DLTWG) Member Representation. (n.d.).	87
IIA.1c.11	Update to the DLAP presentation. (November 8, 2011).	88
IIA.1c.12	Update to the Defense Language Steering Committee presentation. (August 2010).	89
IIA.1c.13	Summary of 360° Evaluation for DLIFLC. (2009).	8
IIA.1c.14	DLIFLC Indonesian Basic Program Syllabus 2011	31

Evidence – IIA.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2.3	360° Evaluation Narrative. (n.d.).	30
IIA.2.4	DLIFLC Annual Program Review. (2010).	11
IIA.2.5	Operation Order 12-25 (Training Improvement Certification Program) (TICP). (November 21, 2011).	33
IIA.2.6	Class Climate: Workshops/Seminars [V.6] Student. (November 9, 2011).	90
IIA.2.7	Class Climate: Language Enhancement after DLI (V.6). (September 1, 2011).	91
IIA.2.8	Class Climate: ILS Overall. (February 1, 2011).	92
IIA.2.9	Class Climate: Academic Advising Feedback. (November 16, 2011).	93
IIA.2.10	Class Climate: Introduction to Language Studies (ILS) Orientation. (November 1, 2011).	94

IIA.2.11	Salyer, S., Kam, S., Berman, S., & Hughes, G. (January 2010). The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio, Final Report. DLIFLC.	95
IIA.2.12	Pierre, C. (March 2008). Foreign Language Learning and the Efficacy of Preparatory Course Interventions. Capella University.	96
IIA.2.13	Memorandum for ATZP-MH. Subject: Student Learning Center Quarterly Historical Report, 4th Quarter CY-2011. (January 10, 2012).	97
IIA.2.14	Fisher, K. (FY11 Quarter 2). Introduction to Language Studies Student Feedback Comments. DLIFLC.	98
IIA.2.15	Performance Work Statement for Strategic Plan and Time Studies: Homework and Self-Study Project Contract Support for DLIFLC Directorate of Evaluation & Standardizations. (May 23, 2011).	99
IIA.2.16	Student Learning Center (SLC) Portfolio Information Session Implementation Guidelines. (February 28, 2011).	100
IIA.2.17	(LTD) Language Training Detachment Map and Descriptions. (n.d.).	34

Evidence – IIA.2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2a.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2a.2	Class Observation Form. (n.d.).	35
IIA.2a.3	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2a.4	DLIFLC Annual Program Summary. (2010).	32
IIA.2a.5	Academic Senate Meeting Minutes. (April, 2011).	36
IIA.2a.6	DLIFLC Holiday Program. (2008). (Faculty Development).	21
IIA.2a.7	Woytak, L. (Editor). (2010). <i>Applied Language Learning</i> . Vol. 20. Numbers 1 & 2.	37
IIA.2a.8	Woytak, L. (Editor). (2010). <i>Dialog on Language Instruction</i> . Vol. 21. Numbers 1 & 2.	38
IIA.2a.9	Sample class report. (n.d.).	39

Evidence – IIA.2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2b.1	DLIFLC Annual Program Review. (2010).	11

IIA.2b.2	DLIFLC By-Laws Academic Senate Faculty Advisory Councils. (September 2006).	40
IIA.2b.3	Memorandum for Record. Subject: 29 Sep 10 Training Improvement Certification Board Summary. (October 16, 2010).	84
IIA.2b.4	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

Evidence – IIA.2c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2c.1	DLIFLC Command Campaign Plan 2011-2015.	41
IIA.2c.2	DLIFLC. (March 30, 2004). Transformation White Paper.	42
IIA.2c.3	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	43
IIA.2c.4	Tozcu, A. (2009). Teacher Action Research presentation. DLIFLC.	44
IIA.2c.5	Senior System Civilian Evaluation Report Support Form – DA Form 7222-1. (May 1993).	45
IIA.2c.6	(LTD) Language Training Detachment Map and Descriptions. (n.d.).	34
IIA.2c.7	Salyer, S. (n.d.) <i>Executive Summary</i> . DLIFLC.	46

Evidence – IIA.2d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2d.1	Student Learning Center Topics covered in Introduction to Language Studies. (February, 2009).	47
IIA.2d.2	Soloman, B., Felder, R. Index of Learning Styles Questionnaire. Retrieved October 21, 2011 from http://www.engr.ncsu.edu/learningstyles/ilsweb.html	48
IIA.2d.3	Strategy Inventory for Language Learning (SILL). (n.d.).	49
IIA.2d.4	Portfolio Information Session for UGE Faculty: lesson Plan. (n.d.)	50
IIA.2d.5	DLIFLC Student Learning Center webpage. Retrieved January 17, 2012 from http://www.dliflc.edu/slc.html	51
IIA.2d.6	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

Evidence – IIA.2e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2e.1	DLIFLC Annual Program Review. (2010).	11
IIA.2e.2	DLIFLC Program Budget Decision (PBD) 753 Implementation Plan Narrative. (April 29, 2005).	43
IIA.2e.3	Interim and End of Program Student Questionnaire Analysis. (2010-2011).	52
IIA.2e.4	DLIFLC Basic Course Student Results FY 2012 YTD. (January 6, 2012).	53

Evidence – IIA.2f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2f.1	DLIFLC Annual Program Review. (2010).	11
IIA.2f.2	DLIFLC Annual Program Summary. (2010).	32
IIA.2f.3	Defense Language Program (DoD Directive) Number 5160.41E. (October 21, 2005, Incorporating Change 1, May 27, 2010).	54
IIA.2f.4	Memorandum for See Distribution. Subject: DLIFLC Command Guidance FY (Fiscal Year) 2012. (December 18, 2011).	55

Evidence – IIA.2g:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2g.1	Defense Language Proficiency Test (DLPT5) Familiarization Guide for Multiple Choice Format. (n.d.).	28
IIA.2g.2	Plake, B., Impara, J., Cizek, G. (April 30, 2011). Observation Report: Standard Setting for DLPT5 Levantine Listening Examination.	101
IIA.2g.3	Plake, B., Cizek, G., Impara, J. (May 16, 2011). Observation Report: Standard Setting for DLPT5 Modern Standard Arabic (MSA) Reading and Listening Examinations.	102
IIA.2g.4	Impara, J., Cizek, G., Plake, B. (August 19, 2011). Observation Report: Standard Setting for DLPT5 Persian Farsi Reading and Listening Examinations.	103
IIA.2g.5	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2g.6	CASL, Defense Language Testing Advisory Board (DELTAB). Retrieved September 27, 2011 from http://casl.umd.edu/node/62	56

Evidence – IIA.2h:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
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IIA.2h.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.2h.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2h.3	DLIFLIC Indonesian Basic Program Syllabus 2011.	31

Evidence – IIA.2i:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.2i.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.2i.2	AA Degrees Granted by Mail and In Residence report summary. Retrieved October 20, 2011 from internal database of Department of Academic Affairs.	57

Evidence – IIA.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3.1	AA Degrees Granted by Mail and In Residence report summary. Retrieved October 20, 2011 from internal database of Department of Academic Affairs.	57
IIA.3.2	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.3.3	Memorandum of Understanding Between the DLIFLC and Bellevue University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	58
IIA.3.4	Memorandum of Understanding Between the DLIFLC and North Georgia College and State University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	59

Evidence – IIA.3a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3a.1	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.3a.2	DLIFLC Annual Program Summary. (2010).	32

Evidence – IIA.3b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3b.1	ICLS. (n.d.). Interagency Language Roundtable (ILR) Proficiency Levels.	2
IIA.3b.2	Language Enhancement After DLIFLC (LEAD) website. Retrieved January 17, 2012 from http://www.dliflc.edu/autonomouslangua.html	60
IIA.3b.3	Global Language Online Support System (GLOSS) Webpage. Retrieved from http://gloss.dliflc.edu/	61

Evidence – IIA.3c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.3c.1	Army Regulation 350-1. Army Training and Leader Development. (August 4, 2011).	62

Evidence – IIA.4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.4.1	DLIFLIC Indonesian Basic Program Syllabus 2011.	31

Evidence – IIA.5:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.5.1	Naderi, H., (personal communication, October 18, 2011). Military Occupational Specialty (MOS) Job Descriptions.	63
IIA.5.2	Community College of the Air Force degree requirements website. Retrieved January 17, 2012 from http://www.au.af.mil/au/ccaf/academics/index.asp	64
IIA.5.3	Instructor of Technology and Military Science. Retrieved October 20, 2011 from http://www.au.af.mil/au/ccaf/catalog/2011cat/ter_2ibb.htm	65

Evidence – IIA.6:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6.1	Silzer, P. (personal communication, February 15, 2011). Orientation Meeting Regarding UGE Syllabus Project.	66
IIA.6.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.6.3	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.6.4	AA Degree website. Retrieved January 17, 2011 from http://www.dliflc.edu/aadegreeprogram2.html	67

Evidence – IIA.6a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6a.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.6a.2	AA Degree website. Retrieved January 17, 2011 from http://www.dliflc.edu/aadegreeprogram2.html	67
IIA.6a.3	DLIFLC Student Learning Center webpage. Retrieved January 17, 2012 from http://www.dliflc.edu/slc.html	51
IIA.6a.4	Memorandum for See Distribution. Subject: TRADOC Policy Letter 18, TRADOC School/NCO Academy Guidance on Entering into Agreements with Civilian Colleges and Universities. (June 10, 2010).	68
IIA.6a.5	Memorandum of Understanding Between the DLIFLC and Bellevue University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	58
IIA.6a.6	Memorandum of Understanding Between the DLIFLC and North Georgia College and State University. Subject: Academic Credit Articulation Agreement Between DLIFLC and Bellevue University. (December 15, 2011).	59
IIA.6a.7	Memorandum for Record. Subject: Rules of Engagement (ROE) for AFIT students transitioning from NPS to DLI. (August 19, 2011).	69

Evidence – IIA.6b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6b.1	Department of the Army. (March 15, 1987). Army Regulation 350-20, Management of the Defense Foreign Language Program.	70

IIA.6b.2	Department of Army. (August 31, 2009). Army Regulation 11-6, Army Foreign Language Programs.	71
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Evidence – IIA.6c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.6c.1	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.6c.2	DLIFLC Annual Program Review. (2010).	11
IIA.6c.3	DLIFLC. (Spring 2011). Globe.	72
IIA.6c.4	DLIFLC Regulation Number 690-1. Faculty Personnel System Handbook. (August 18, 2008).	73

Evidence – IIA.7:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7.1	DLIFLC Statement on Academic Freedom. (August 9, 2011).	74
IIA.7.2	Uniform Code of Military Justice. Title 10, Chapter 47. Retrieved September 26, 2011 from http://uscode.house.gov/download/pls/10c47.txt	75

Evidence – IIA.7a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7a.1	DLIFLC Regulation Number 690-1. Faculty Personnel System Handbook. (August 18, 2008).	73
IIA.7a.2	Memorandum for See Distribution. Subject: Command Policy on Religious Expression at the DLIFLC and POM. (May 13, 2008).	76
IIA.7a.3	The US Service Members' Code of Conduct. (n.d.).	77
IIA.7a.4	Army Values. (n.d.).	78
IIA.7a.5	DoD Directive 1344.10. Political Activities by Members of the Armed Forces. (February 19, 2008).	79
IIA.7a.6	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.7a.7	DLIFLC Statement on Academic Freedom. (August 9, 2011).	74

Evidence – IIA.7b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7b.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

IIA.7b.2	Memorandum of Understanding Between Multi-Language School and Student. Subject: Student Conduct. (n.d.). 2.) Memorandum for All Students. Subject: Policy Letter - Student Conduct. (December 16, 2010).	80
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Evidence – IIA.7c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.7c.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIA.7c.2	Uniform Code of Military Justice. Title 10, Chapter 47. Retrieved September 26, 2011 from http://uscode.house.gov/download/pls/10c47.txt	75
IIA.7c.3	Memorandum for See Distribution. Subject: Commander's Open Door Policy. (July 22, 2010).	81
IIA.7c.4	FY 2011 Installation Equal Opportunity Training Plan.	82
IIA.7c.5	Chandler, R., Odierno, R., McHugh, J. (personal communication, September 20, 2011). Don't Ask, Don't Tell Repeal.	83

Evidence – IIA.8:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIA.8.1	DLIFLC General Catalog 2011-2012, DLIFLC Pamphlet 350-8.	5
IIA.8.2	Defense Language Program (DoD Directive) Number 5160.41E. (October 21, 2005, Incorporating Change 1, May 27, 2010).	54

Standard II B Evidence

Evidence – IIB.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.1.3	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.2.3	Presidio of Monterey Garrison website. Retrieved January 13, 2001 from http://www.monterey.army.mil/about	2
IIB.3.3	Presidio of Monterey Interactive Customer Evaluation website. Retrieved September 26, 2011 from http://ice.disa.mil	3
IIB.4.4	Sample Interim Student Questionnaire (ISQ). (n.d.).	4
IIB.4.5	Sample Interim Student Questionnaire (ESQ). (n.d.).	5

Evidence – IIB.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.2.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.2.2	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIB.2.3	Presidio of Monterey Equal Employment Opportunity website. Retrieved September 26, 2011 from http://www.monterey.army.mil/Equal_Opportunity	7
IIB.2.4	DLIFLC website. Retrieved October 27, 2011 from http://www.dliflc.edu/index.html	8

Evidence – IIB.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3.1	Presidio of Monterey Interactive Customer Evaluation website. Retrieved September 26, 2011 from http://ice.disa.mil	3
IIB.3.2	Sample Interim Student Questionnaire (ISQ). (n.d.).	4
IIB.3.3	Sample Interim Student Questionnaire (ESQ). (n.d.).	5

Evidence – IIB.3a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3a.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.3a.2	Intermediate Korean and Chinese Program Resident Instruction Program Syllabi. (2011).	9

IIB.3a.3	Memorandum for HQDA. Subject: Executive Summary: RMD700 Language Training Detachments Concept of Operations. (June 4, 2010).	10
IIB.3a.4	(LTD) Language Training Detachment Map and Descriptions. (n.d.).	11

Evidence – IIB.3b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3b.1	Presidio of Monterey Army Community Center website. Retrieved October 27, 2011 from http://www.monterey.army.mil/ACS/acs_main.html	12
IIB.3b.2	Presidio of Monterey Garrison Safety Office website. Retrieved October 19, 2011 from http://www.monterey.army.mil/Safety_main.html	13
IIB.3b.3	Presidio of Monterey Army Substance Abuse Program website. Retrieved October 27, 2011 from http://www.monterey.army.mil/Substance_Abuse/asap_main.html	14
IIB.3b.4	Presidio of Monterey Education Center Services website. Retrieved January 13, 2011 from http://www.monterey/army/mil/Eduation_Services/education_main.html	15
IIB.3b.5	Presidio of Monterey Family Morale and Welfare Center website. Retrieved October 27, 2011 from http://www.monterey.army.mil/FMWR/fmwr_main.html	16
IIB.3b.6	Presidio of Monterey Religious Support website. Retrieved October 27, 2011 from http://www.monterey.army.mil/Religious_Support/chaplain_main.html	17

Evidence – IIB.3c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3c.1	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6
IIB.3c.2	DLIFLC Academic Advising & Individual Study Management website. Retrieved October 19, 2011 from http://www.dliflc.edu/academicadvising.html	18
IIB.3c.3	Presidio of Monterey U.S. Army Health Clinic website. Retrieved September 28, 2011 from http://www.mamc.amedd.army.mil/calmed/pom_appointments.htm	19
IIB.3c.4	1.) Instructor Certification Course website. Retrieved October	20

	19, 2011 from http://www.dliflc.edu/fdicc.html 2.) Instructor Certification Course Syllabus. (n.d.).	
IIB.3c.5	Sample Interim Student Questionnaire (ISQ). (n.d.).	4
IIB.3c.6	Sample Interim Student Questionnaire (ESQ). (n.d.).	5

Evidence – IIB.3d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3d.1	DLIFLC. (May 13, 2011). <i>Globe</i> Language Day Edition.	21
IIB.3d.2	Days of Remembrance Observance flyer. (May 5, 2011).	22
IIB.3d.3	Women's Equality Day flyer. (August 26, 2011).	23
IIB.3d.4	FY 2011 Installation Equal Opportunity Training Plan.	24

Evidence – IIB.3e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3e.1	DLIFLC. General Catalog 2011-2012. DLIFLC Pamphlet 350-8.	1
IIB.3e.2	Wong, C. (December, 2004). An Analysis of Factors Predicting Graduation of Students at DLIFLC. Naval Postgraduate School.	25
IIB.3e.3	DLIFLC Annual Program Summary Fiscal Year 2010	26

Evidence – IIB.3f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.3f.1	AMC Pamphlet 25-51. Privacy Program: Standard Operating Procedures for the Personally Identified Information Core Management Group. (May 13, 2011).	27
IIB.3f.2	Privacy Act of 1974. Retrieved September 28, 2011 from http://www.archives.gov/about/laws/privacy-act-1974.html	28
IIB.3f.3	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	6

Evidence – IIB.4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.4.1	DLIFLC. (2010). End of Course Program Effectiveness Analysis.	29
IIB.4.2	Presidio of Monterey Interactive Customer Evaluation website. Retrieved September 26, 2011 from http://ice.disa.mil	3

IIB.4.3	Inspector General website. Retrieved October 27, 2011 from http://www.monterey.army.mil/Inspector_General/ig.html	30
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Standard II C Evidence

Evidence – IIC.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1.1	DLIFLC. (2010). End of Course Program Effectiveness Analysis.	1
IIC.1.2	DLIFLC Annual Program Review 2010.	2
IIC.1.3	DLIFLC Library Databases website. Retrieved January 14, 2012 from http://www.dliflc.edu/databases.html	3
IIC.1.4	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1.5	Army Knowledge Online Library Services. Retrieved January 14, 2011 from http://www.dliflc.edu/contentpage.aspx?id=388	5
IIC.1.6	Study Room Reservation Sheet sample. (November 27 - December 3).	6
IIC.1.7	Professional Development Resource Center Check Out Log sample. (2011).	7
IIC.1.8	Language Training Detachment Library Sites and Services sample flyers. (n.d.).	8
IIC.1.9	Aiso Inter Library Loan Program. Retrieved January 14, 2011 from http://www.dliflc.edu/inter-libraryloa.html	9
IIC.1.10	Example OCLC Loan request. Retrieved January 6, 2011 from http://firstsearch.oclc.org/WebZ/FSPage?pagename=sagefullrecord	10
IIC.1.11	Student Learning Center Services flyers. (n.d.).	11
IIC.1.12	Student Learning Center Mobile Training Program Syllabus. (n.d.).	12
IIC.1.13	Leaver, B. (n.d.). Directorate of Continuing Education Information presentation.	13
IIC.1.14	Diagnostic Assessment Information Packet. (2011-2012).	14
IIC.1.15	Campbell, C. (n.d.). Language Science and Technology presentation.	15
IIC.1.16	LTS Meeting Minutes. (May 24, 2011).	16
IIC.1.17	Online Diagnostic Assessment website. Retrieved January 12, 2011 from http://oda.lingnet.org/	17
IIC.1.18	Headstart brochure. (n.d.).	18
IIC.1.19	DLIFLC Regulation 350-10. Student Management, Education, Training, and Administration of Resident Programs. (August 14, 2006).	19
IIC.1.20	Student Learning Center Academic Advising flyer and sign up	20

	form. (n.d.).	
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Evidence – IIC.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1a.1	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1a.2	DLIFLC Library Databases website. Retrieved January 14, 2012 from http://www.dliflc.edu/databases.html	3
IIC.1a.3	1.) Aiso Library Acquisition and Collection Development. (October 18, 2011). 2.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting February 17, 2009. 3.) Army Libraries Online Catalog brochure. (n.d.). 4.) Fort Carson Library Reference Desk and General Information. (n.d.). 5.) Order Request form sample. (n.d.)	21
IIC.1a.4	Aiso Inter Library Loan Program. Retrieved January 14, 2011 from http://www.dliflc.edu/inter-libraryloa.html	9
IIC.1a.5	1.) Position Description Librarian GS-1410-09. (February 13, 2001). 2.) Major Duties Library Technician, GS-5. (n.d.).	22
IIC.1a.6	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1a.7	Lim, H., (April 29, 2011). FY 11 Mid-Year SLC ISQ ESQ Student Feedback. DLIFLC.	24

Evidence – IIC.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1b.1	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1b.2	DLIFLC. Aiso Library Orientation. (n.d.).	25
IIC.1b.3	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from	23

	http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	
IIC.1b.4	Student Learning Center Workshop Request Form sample. (n.d.).	26
IIC.1b.5	Student Learning Center Academic Advising flyer and sign up form. (n.d.).	20
IIC.1b.6	Introduction to Language Studies Student Evaluation Procedures. (n.d.).	27
IIC.1b.7	1.) Summary for Evaluation Meeting with SLC. (December 6, 2011). 2.) Student Learning Center Construct for Data Review. (November 9, 2011). 3.) Program Evaluation of the Student Learning Center. (November 3, 2011). 4.) Talking Points for SLC Meeting. (October 11, 2011). 5.) Lett, J. (January 2010). The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio. DLIFLC. 5.) Portfolio Information Session for UGE Faculty: Lesson Plan. (n.d.).	28

Evidence – IIC.1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1c.1	DLIFLC Library Databases website. Retrieved January 14, 2012 from http://www.dliflc.edu/databases.html	3
IIC.1c.2	DLIFLC Aiso and Chamberlin Library general information. Retrieved January 14, 2011 from http://dlilibrary.monterey.army.mil/aisolib.htm	4
IIC.1c.3	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1c.4	Student Learning Center Services flyers. (n.d.).	11
IIC.1c.5	Student Learning Center Mobile Training Program Syllabus. (n.d.).	12
IIC.1c.6	SLC Outreach flyers: Cultural Movie Night (2012), Professionalization of the Military Linguist. (November 10, 2011).	29

Evidence – IIC.1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1d.1	Solicitation/Contract/Order for Commercial Items. (Pride Industries W9124N-12-F-0001). (November 1, 2011). 2.) Award/Contract. City of Monterey W9124N-06-D-0001. (September 1, 2006).	30
IIC.1d.2	POM SOP 190-13 Physical Security Program. (n.d.).	31
IIC.1d.3	Student Learning Center Daily Building Security Checklist. (January 2012).	32

Evidence – IIC.1e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1e.1	1.) Memorandum for Aiso Library Acquisitions Library Advisory Board. Subject: Agenda Meeting. (February 17, 2009.) 2.) Library Collections Data. (2011-2012). 3.) Language Organizations for Faculty. Retrieved January 2, 2012 from http://www.dliflc.edu/savewebresources.html 4.) Federal Library and Information Center. Retrieved October 27, 2011 from http://www.loc.gov/flicc 5.) Interagency Agreement (FEDLINK). Retrieved October 27, 2011 from http://www.loc.gov/flicc/isgtext.html	23
IIC.1e.2	Aiso Inter Library Loan Program. Retrieved January 14, 2011 from http://www.dliflc.edu/inter-libraryloa.html	9
IIC.1e.3	OCLC Global Gateway. Retrieved January 12, 2012 from http://www.oclc.org/us/en/global/default.htm	33
IIC.1e.4	Army Knowledge Online Library Services. Retrieved January 14, 2011 from http://www.dliflc.edu/contentpage.aspx?id=388	5

Evidence – IIC.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.2.1	Student Learning Center Daily Building Security Checklist. (January 2012).	34
IIC.2.2	DLIFLC. (2010). End of Course Program Effectiveness Analysis.	1
IIC.2.3	1.) Summary for Evaluation Meeting with SLC. (December 6, 2011). 2.) Student Learning Center Construct for Data Review. (November 9, 2011). 3.) Program Evaluation of the Student Learning Center. (November 3, 2011). 4.) Talking Points for SLC Meeting. (October 11, 2011). 5.) Lett, J. (January 2010). The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio.	28

	DLIFLC. 5.) Portfolio Information Session for UGE Faculty: Lesson Plan. (n.d.).	
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Standard III A Evidence

Evidence – IIIA.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1a.1	1.) Memorandum for Assistant Secretary of Defense (3CI). Subject: Approval of DLIFLC Faculty Pay System (November 15, 1996). 2.) Memorandum for Assistant Secretary of Defense (Force Management Policy). Subject: Approval of the DLIFLC Faculty Pay System (March 25, 1996).	1
IIIA.1a.2	USAJOBS Federal Government's Official Jobs Website. Retrieved August 17, 2011 from www.usajobs.opm.gov	2
IIIA.1a.3	Interagency Language Roundtable. Retrieved August 17, 2011 from www.govtilr.org	3
IIIA.1a.4	DLIFLC Regulation 690-1, Faculty Personnel System. (August 18, 2008).	4
IIIA.1a.5	NACES (National Association of Credential Evaluation Services). Retrieved July 31, 2011 from www.naces.org	5
IIIA.1a.6	Title 5 - Government Organization and Employees Part III = Employees Section 2108. Retrieved July 31, 2011 from www.gpoaccess.gov	6
IIIA.1a.7	U.S. Office of Personnel Management website. Retrieved July 31, 2011 from www.opm.gov	7
IIIA.1a.8	Army Regulation 11-2, Managers' Internal Control Program. (January 4, 2010).	8

Evidence – IIIA.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1b.1	Army Regulation 690-400, ch 4302, Total Army Evaluation System, Civilian Personnel. (October 16, 1998).	9
IIIA.1b.2	DLIFLC Regulation 690-1, Faculty Personnel System. (August 18, 2008).	4
IIIA.1b.3	Senior System Civilian Evaluation Report, DA Form 7222. (March 2010).	10
IIIA.1b.4	Senior System Civilian Evaluation Support Form, DA Form 7222-1. (August 1998).	11
IIIA.1b.5	Base System Civilian Evaluation Report, DA Form 7223. (March 2010).	12
IIIA.1b.6	Base System Civilian Performance Counseling Checklist/Record DA 7223-1. (August 1998).	13
IIIA.1b.7	Position Description - Secretary (OA) GS-0318-06. Retrieved May 12, 2009 from https://acpol2.army.mil/fasclass/search_fs/search_fs_output.aps	14
IIIA.1b.8	Position Description - Administrative Support Tech (OA) GS-0303-06. Retrieved May 12, 2009 from	15

	https://acpol2.army.mil/fasclass/search_fs/search_fs_output.aps	
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Evidence – IIIA.1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1c.1	Senior System Civilian Evaluation Report, DA Form 7222. (March 2010).	10
IIIA.1c.2	Senior System Civilian Evaluation Support Form, DA Form 7222-1. (August 1998).	11
IIIA.1c.3	Senior System Civilian Evaluation Support Form Template for DLIFLC Faculty, DA Form 7222-1. (August 1998 and May 1993).	16
IIIA.1c.4	ESQ, Program Effectiveness Analysis. (September 12, 2010).	17
IIIA.1c.5	CE1 term 3 Progress Report. (March 24, 2011).	18

Evidence – IIIA.1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.1d.1	Department of Defense Directive 5500.07. (November 29, 2007) Standards of Conduct.	19
IIIA.1d.2	Army Regulation 600-50 Standards of Conduct for Department of Army Personnel. (January 28, 1988).	20
IIIA.1d.3	Appendix A - Professional Code of Ethics. (May 3, 1991).	21
IIIA.1d.4	Civilian Employee Handbook, Department of the Army. (n.d.).	22
IIIA.1d.5	Executive Order 12731 of October 17, 1990, "Principles of Ethical Conduct for Government Officers and Employees".	23
IIIA.1d.6	OGE (Office of Government Ethics) Form 450, 5 CFR Part 2634, Subpart 1, Confidential Financial Disclosure Report, Executive Branch. (June, 2008).	24
IIIA.1d.7	Negotiated Agreement between Defense Language Institute and American Federation of Government Employees Local 1263. (January 18, 1991).	25

Evidence – IIIA.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.2.1	DA (Department of Army) Approved 0211TDA. (n.d.).	26
IIIA.2.2	Army Regulation 570-4, Manpower Management. (February 8, 2006).	27
IIIA.2.3	Call for Candidates to Faculty Personnel System Members (Sample) Call Number 11-13. (March 31, 2011 - April 14, 2011).	28
IIIA.2.4	USAJOBS and Army Civilian Service websites. Retrieved August 23 and September 16, 2011 from www.usajobs.gov and www.armycivilianservice.com	29

IIIA.2.5	FPS Summary - Hire Tracker. (July 31, 2011).	30
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Evidence – IIIA.3a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.3a.1	DLIFLC Organizations. (February 10, 2011).	31
IIIA.3a.2	eForms 40. Retrieved May 9, 2011 from https://portal.monterey.army.mil/resources/Form40/_layouts/FormServer.aspx?XmlLocation	32
IIIA.3a.3	Welcome to the DLIFLC (Policies and Publications). Retrieved August 22, 2011 from https://portal.monterey.army.mil/Pages/main	33
IIIA.3a.4	1) Serio, Rachel of TRADOC (Personal communication , June 16, 2011). Congratulations for DLIFLC TRADOC Accreditation to LTC Michael Frenchick; 2) Memorandum For Colonel Pick - Subject: Notification of Accreditation Status for DLIFLC with TRADOC "Institute of Excellence" Certificate. (June 6, 2011).	34

Evidence – IIIA.3b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.3b.1	DOE G 1324.5B; Implementation Guide for use with 36 CRF Chapter XII Subchapter B - Records Management. (July 19, 1996).	35
IIIA.3b.2	CPOL main page. Retrieved January 6, 2012 from www.cpol.army.mil	36

Evidence – IIIA.4a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.4a.1	1.) DLIFLC "Days of Remembrance" Observance Hosted by MCD (May 5, 2011); 2.) Women's Equality Day (August 25, 2011); 3.) Ramadan Observance Flyer. (August 19, 2011).	41
IIIA.4a.2	Repeal of Don't Ask/Don't Tell Army Vignettes. (n.d.).	37
IIIA.4a.3	Repeal of Don't Ask, Don't Tell (DADT) Tier II Educational Material. PowerPoint. (n.d.).	38
IIIA.4a.4	<i>Globe</i> magazine (Language Day Edition). (May 13, 2011). DLIFLC.	64

Evidence – IIIA.4b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
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IIIA.4b.1	USAJOBS Federal Government's Official Jobs Website. Retrieved August 17, 2011 from www.usajobs.opm.gov	2
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Evidence – IIIA.4c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.4c.1	Memorandum for All Army Personnel, Subject: Army Personnel Commitment to Federal Ethics. (January 28, 2011).	39
IIIA.4c.2	1.) FY 2011 Installation EEO Education/Training Plan; 2.) Warning Order 11-11 (SHARP MTT Train Up) (February 8, 2011); 3.) Fireproof your marriage. (flyer, n.d.).	40
IIIA.4c.3	1.) DLIFLC "Days of Remembrance" Observance Hosted by MCD (May 5, 2011); 2.) Women's Equality Day (August 25, 2011); 3.) Ramadan Observance Flyer (August 19, 2011).	41
IIIA.4c.4	Equal Employment Opportunity (EEO). Retrieved July 31, 2011 from www.monterey.army.mil/EEO/	42
IIIA.4c.5	Equal Employment Opportunity (EEO) Points of Contact. (May 6, 2010).	43
IIIA.4c.6	DLIFLC Regulation 350-1 Student Management, Education, Training and Administration. (July 1, 2004).	44
IIIA.4c.7	Town Hall Meeting Power Point slides. (n.d.).	45
IIIA.4c.8	Memorandum for See Distribution, Subject: Commander's Open Door Policy. (July 22, 2010).	46

Evidence – IIIA.5a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.5a.1	Faculty Development Main Programs: Pre-Service program, In-Service Program. (n.d).	47
IIIA.5a.2	Faculty Development Responses to Accreditation Human Resource Questions, Dr. Hyekyung Sung. (September 30, 2010).	48
IIIA.5a.3	Faculty Development Non-Reimbursable Training Monthly Activity Report FY 2010.	49
IIIA.5a.4	The Foreign Language Activity SWAP (February 24, 2011).	50

IIIA.5a.5	Calls for Proposals - Academic Senate Thirteenth Annual Faculty Professional Development Day. (July 5, 2010).	51
IIIA.5a.6	Army Regulation 350-03; Faculty Education, Training & General Professional Develop. (December 19, 2008).	52
IIIA.5a.7	Master Private Event List By Abstract Submittal Date, FY 2009.	53
IIIA.5a.8	CPOL Training & Career Development. Retrieved on August 1, 2011 from http://cpol.army.mil/library/train/ces/	54
IIIA.5a.9	Base System Civilian Evaluation Report, DA Form 7223. (March 2010).	12

Evidence – IIIA.5b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.5b.1	Faculty Development DLIFLC Workshop Evaluation Form. (May 28, 2010).	55
IIIA.5b.2	Faculty Development Responses to Accreditation Human Resource Questions, Dr. Hyekyung Sung. (September 30, 2010).	48
IIIA.5b.3	ICC Workshop Evaluation Dates: February 12 - March 13.	56
IIIA.5b.4	Performance Counseling and Plan of Action for Improvement. (n.d.).	57
IIIA.5b.5	Memorandum for See Distribution, Subject: ICC Certification Procedures for New Teachers. (September 9, 2004).	58
IIIA.5b.6	Faculty Development Main Programs: Pre-Service program, In-Service Program. (n.d.).	47
IIIA.5b.7	Authorization, Agreement and Certification of Training - Standard Form 182 (December 2006) (Tuition Assistance Request Form).	59
IIIA.5b.8	DLIFLC Tuition Assistance Program: Tuition Repayment Agreement. (n.d.).	60

Evidence – IIIA.6:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIA.6.1	Army Regulation 570-4, Army Manpower Management Program. (February 8, 2006).	61

IIIA.6.2	DA (Department of Army) Approved 0211TDA. (n.d.).	26
IIIA.6.3	DLIFLC Master Class Schedule for Fiscal Year 2011. (April 7, 2011).	62
IIIA.6.4	DLIFLC Command and Staff (July 31, 2011) PowerPoint.	63

Standard III B Evidence

Evidence – IIIB.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.1.1	Presidio of Monterey Facility Utilization Survey. (May 2009).	1
IIIB.1.2	Presidio of Monterey Real Property Planning Board (RPPB - TOC and Introduction). (March 17, 2011).	2
IIIB.1.3	Draft Environmental Impact Statement, Presidio of Monterey, Real Property Master Plan Feb 2011 (TOC and Executive Summary).	3
IIIB.1.4	1.) Real Property Master Plan (November 2009). 2.) Presentation on POM Real Property Master Plan. (November 9, 2009).	4
IIIB.1.5	Comprehensive Energy and Water Master Plan. (March 18, 2010).	5
IIIB.1.6	Information Sheet, U.S. Army Mass Transit Benefit Program, U.S. Air Force and U.S. Navy Transportation Incentive Program. (n.d.).	6
IIIB.1.7	LST Update. (March 22, 2011).	9
IIIB.1.8	Appendix A General Provisions, Interservice Support Agreement (ISSA) W912A8-04314-001. (n.d.).	7
IIIB.1.9	Army Space Planning and Criteria Manual. (January 5, 2010).	8

Evidence – IIIB.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIB.1a.1	Memorandum. Subject: Team Teaching Policy. (March 30, 2003).	10
IIIB.1a.2	Presidio of Monterey Project Status Update. (March 2, 2011).	11
IIIB.1a.3	POM Form 4283, Facilities Engineering Work Request (FEWR or Work Request) Workshop XXI. (March 25, 2010).	12
IIIB.1a.4	Memorandum. Subject: Procedures for Obtaining Design Approval and Proprietary (Technical and Administrative) Approval of Facilities Engineering Work Requests DA Form 4283. (January 21, 2009).	13
IIIB.1a.5	Directorate of Public Works (DPW) and Presidio Municipal Services Agency (PMSA) Procedures for Submitting Service Orders to the PMSA Service Desk for OMC/POM/ SATCOM VIA INTRA-WEB Version: April 1, 2011.	14
IIIB.1a.6	Presidio Municipal Services Agency. (n.d.).	15
IIIB.1a.7	Evaluation of Accreditation Standards at the Defense Language Institute Foreign Language Center (DLIFLC). (January 24-28, 2011).	16
IIIB.1a.8	Presidio of Monterey Facility Utilization Survey. (May 2009).	1
IIIB.1a.9	Options for Increasing Capacity at the Presidio of Monterey,	17

	CA. (June 26, 2006).	
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Evidence – IIB.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.1b.1	Memorandum. Subject: Army Standard for General Instruction Building (GIB) and Army Continuing Education System (ACES) Facilities. (December 14, 2004).	18
IIB.1b.2	Memorandum. Subject: Team Teaching Policy. (March 30, 2003).	10
IIB.1b.3	DLIFLC/POM Safety Program –Inspection Checklist 2/2 Facilities – Monthly Inspection. (March 3, 2010).	19
IIB.1b.4	1. Real Property Master Plan (November 2009). 2. PowerPoint Brief on POM Real Property Master Plan. (November 9, 2009).	4

Evidence – IIB.2:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.2.1	UPH Work Orders 10/1/2008-9/30/2009. (Printed July 22, 2011).	20
IIB.2.2	UPH Work Orders 10/1/2009-9/30/2010. (Printed July 22, 2011).	21
IIB.2.3	UPH Work Orders 10/1/2010-7/22/2011. (Printed July 22, 2011).	22
IIB.2.4	Presidio of Monterey Fire Department Form: POMFD Inspection Form. Retrieved on August 11, 2011 from https://secure.emergencyreporting.com/occupancies/inspection_print.asp	23

Evidence – IIB.2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIB.2a.1	1.) Real Property Master Plan (November 2009). 2.) PowerPoint Brief on POM Real Property Master Plan. (November 9, 2009).	4
IIB.2a.2	Presidio of Monterey Real Property Planning Board (RPPB - TOC and Introduction). (March 17, 2011).	2
IIB.2a.3	Real Property Master Plan Section 5 Capital Investment Strategy. (November 2009).	24
IIB.2a.4	FY 2008 Military Construction Project Data DD Form 1391. (Date: July 28, 2008 & November 20, 2002).	25

Evidence – IIB.2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
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IIIB.2b.1	1.) Real Property Master Plan (November 2009). 2.) PowerPoint Brief on POM Real Property Master Plan. (November 9, 2009).	4
IIIB.2b.2	Presidio of Monterey Supplement 1 to AR 210-20, Installations Real Property Planning for Army Installations. (TBD 2009).	26
IIIB.2b.3	Presidio of Monterey Real Property Planning Board (RPPB - TOC and Introduction). (March 17, 2011).	2
IIIB.2b.4	Army Regulation 210-14 The Army Installation Status Report Program. (April 30, 2007).	27
IIIB.2b.5	Installation Status Report (ISR) Infrastructure General Instructional Facilities. Standards Rating Booklet 8. (October 1, 2010).	28
IIIB.2b.6	Memorandum. Subject: Installation Status Report (ISR) Data Collection for Fiscal Year 2011 (FY11). (December 3, 2010).	29

Standard III C Evidence

Evidence – III C.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
III C.1.1	Marius, T., Berman, S. and Randolph, D. (November 30, 2009) <i>Foreign Language Resources for the U.S. Military: Machine Translation Devices and Cultural and Language Learning Resources</i> . DLIFLC. (Language Technology Study).	1
III C.1.2	Language Technology Evaluation Application (LTEA) SharePoint site. Retrieved August 23, 2011 from https://portal.monterey.army.mil/org/LTEA/Pages/main.aspx	2
III C.1.3	DLIFLC Website. Retrieved August 14, 2011 from http://www.dliflc.edu	3
III C.1.4	Annex K: DLIFLC Standard Operating Procedures (DLIFLC Regulation 25-1). (n.d.).	4
III C.1.5	2011 Spring LTS Technology Training Survey Results.	5
III C.1.6	Proposal Preparation Instructions (ODNI requests proposals from IC organizations willing to serve as Human Language Technology Community Heads.). (n.d.).	6

Evidence – III C.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
III C.1a.1	Russell, J. (n.d.). <i>DLIFLC Sakai Transition</i> PowerPoint.	7
III C.1a.2	AKO Website. Retrieved August 12, 2011 from http://www.army.com/army-knowledge-online-ako	8
III C.1a.3	G.L.O.S.S. Website. Retrieved August 12, 2011 from http://gloss.dliflc.edu	9
III C.1a.4	DLIFLC Website-Language Resources. Retrieved August 12, 2011 from http://www.dliflc.edu/language_resources.html	10
III C.1a.5	Language Technology Evaluation Application (LTEA) SharePoint. Retrieved August 23, 2011 from https://portal.monterey.army.mil/org/LTEA/Pages/main.aspx	2
III C.1a.6	2011 Spring LTS Technology Training Survey Results.	5
III C.1a.7	Faculty Development Division Course Catalog. (2010).	11
III C.1a.8	Network Enterprise Technology Command (NETCOM) Army Networthiness Program, from AKO Website. Retrieved August 14, 2011 from https://www.us.army.mil/suite/designer	12
III C.1a.9	Solicitation/Contract/Order Form for Commercial Items (TEC-II_Contract_2007_W91QUZ-07-D-0009-0Q21; September 30, 2009).	13
III C.1a.10	Language Labs Location List. (December 8, 2009).	14
III C.1a.11	Sanako Study 1200, User Guide. (n.d.).	15
III C.1a.12	UET TPC DLIFLC Activity Configuration Build Sheet.	16

	(April 19, 2010).	
IIIC.1a.13	ALARACT 048-2009 Retention of Media Players and iPods by DLIFLC Students. (2009).	17
IIIC.1a.14	Using iPods for Foreign Language Learning, University of Maryland Center for Advanced Study of Language (CASL). (May 2008).	18
IIIC.1a.15	Blackboard login page. Retrieved August 14, 2011 from https://learn.monterey.army.mil	19
IIIC.1a.16	Featuring Blackboard - A New Look at Familiar Features. Retrieved August 17, 2011 from https://learn.monterey.army.mil	20
IIIC.1a.17	Blackboard Showcase News Screen Shot from FD SharePoint 2010. Retrieved August 15, 2011 from https://portal.monterey.army.mil/org/FacultyDev/Pages/BB2010.aspx	21
IIIC.1a.18	Order for Supplies or Services: Blackboard Contract 2007-F-0055. (September 15, 2007).	22
IIIC.1a.19	Office of International and Extended Studies San Jose State University. Retrieved August 12, 2011 from http://ies.sjsu.edu	23
IIIC.1a.20	CSUMB Department of Extended Education and International Programs Website. Retrieved August 12, 2011 from http://extended.csUMB.edu	24
IIIC.1a.21	SDSU Language Acquisition Resource Center Website. Retrieved August 12, 2011 from http://larc.sdsu.edu	25
IIIC.1a.22	Memorandum for Defense Information System Agency Global Information Grid, Combat Support, System Network Approval Process. Approval to Operate (ATO) CCSD-72VS – NIPRNet. (October 9, 2007).	26
IIIC.1a.23	Army Regulation 25-2 Information Assurance. (Revision, March 23, 2009).	27
IIIC.1a.24	SJSU Chapter Plan - Global Studies. (n.d.).	28
IIIC.1a.25	Google Earth website. Retrieved August 14, 2011 from http://www.google.com/earth/index.html	29
IIIC.1a.26	Russell, J. (n.d.) <i>DLIFLC Educational Network Proof of Principle Survey Analysis</i> . DLIFLC. PowerPoint.	30
IIIC.1a.27	DLIFLC SharePoint site. Retrieved August 14, 2011 from https://portal.montereyarmy.mil/Pages/main.aspx	31
IIIC.1a.28	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32

Evidence – IIIC.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIIC.1b.1	Blackboard Training Manual (Instructor) Version 2.1. (n.d.).	33
IIIC.1b.2	Student Learning Center Topics Covered in Introduction to Language Studies. (February 2009).	34

IIC.1b.3	<i>Introduction to Language Studies</i> , Course Pack, Module Six. (April 2011).	35
IIC.1b.4	Student Learning Center. Retrieved August 12, 2011 from https://portal.monterey.army.mil/org/SLC/Pages/main.aspx	36
IIC.1b.5	Faculty Development Division Course Catalog. (2010).	11
IIC.1b.6	Atomic Learning Website. Retrieved August 14, 2011 from http://www.atomiclearning.com	37
IIC.1b.7	2011 Spring LTS Technology Training Survey Results .	5
IIC.1b.8	DLIFLC Holiday Program. (2007). (Faculty Development).	38
IIC.1b.9	DLIFLC Holiday Program. (2008). (Faculty Development).	39
IIC.1b.10	Class Climate DLIFLC Student Learning Center Introduction to Language Studies Class Climate Survey. (June 14, 2011).	40
IIC.1b.11	Blackboard Workshop: Applications and Implications for Teaching. (September 15-19, 2008).	41
IIC.1b.12	Presentation Evaluation Form Faculty Professional Development Day (FPDD) 2011.	42
IIC.1b.13	Designing Creative Tasks with SmartBoard Workshop Evaluation. (March 10-14, 2008).	43
IIC.1b.14	Roberts, Gregory, R. (n.d) <i>Technology and Learning Expectations of the Net Generation</i> . Retrieved July 29, 2011 from http://www.educause.edu/Resources/EducatingtheNetGeneration/Technology and LearningExpectations/6056	44
IIC.1b.15	Trinidad, S., Newhouse, P. and Clarkson, B. (n.d.) <i>A Framework for Leading School Change in using ICT: Measuring Change</i> . (Page 4 ACOT Model.).	45
IIC.1b.16	Applications and Implications for Teaching. (Blackboard Syllabus). (October 6-10, 2008).	46
IIC.1b.17	Atomic Learning Users Survey. (n.d.).	47
IIC.1b.18	World Wide Science website. Retrieved August 22, 2011 from http://worldwidescience.org	48
IIC.1b.19	Transparent Language List Viewer. Retrieved August 12, 2011 from http://www.dliflc.edu/lpx/transparent/	49
IIC.1b.20	Agenda (LTS meeting). (January 11, 2011).	50
IIC.1b.21	Agenda (LTS meeting). (January 25, 2011).	51
IIC.1b.22	Agenda (LTS meeting). (April 5, 2011).	52

Evidence – IIC.1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1c.1	Solicitation/Contract/Order Form for Commercial Items (Purchase of new computer - September 30, 2007) Del_755_Contract__2007_W91QUZ-06-D-0002-0Q07.	53
IIC.1c.2	Solicitation/Contract/Order Form for Commercial Items (OCIO_IT Consolidated Computer Printer September 30,	54

	2009, Contract_2009_ W91QUZ-06-D-0003-0Q25).	
IIC.1c.3	Operation Order 10-28 (Vista Migration). (November 25, 2009).	55
IIC.1c.4	TI Faculty DLIFLC Activity Configuration Build Sheet (DACBS-Image Authoring tools). (March 19, 2010).	56
IIC.1c.5	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
IIC.1c.6	Solicitation/Contract/Order Form for Commercial Items - Lenovo TabletPCs Contract W91QUZ-06-D-0003_0Q12 (September 20, 2008)	57
IIC.1c.7	Memorandum for IMSW-POM-IM, Subject: Request for Increased Bandwidth to support DLIFLC Mission. (May 23, 2007).	58
IIC.1c.8	Solicitation/Contract/Order Form for Commercial Items: Procurement of Additional TEC-II Systems Contract W9124N-08-C-0053. (September 30 2008).	59
IIC.1c.9	Dettler, R. (October 6, 2009). <i>Project Workplan Estimate for POM Mission Requirements</i> . (Network Implementation and Enhancement Plan). Department of Army.	60
IIC.1c.10	POM Wireless Status Report. (August 30, 2011).	61
IIC.1c.11	SANAKO Study 1200 Classroom Installation Testing Certification. (n.d.).	62
IIC.1c.12	Solicitation/Contract/Order Form for Commercial Items: SANAKO Contract W9124N-08-C-0003. (March 7, 2008).	63
IIC.1c.13	DLIFLC Performance Statement of Work for Technology Enhanced Classroom II System Installation - New TEC II Systems. (May 12, 2010).	64
IIC.1c.14	DLIFLC Activity Configuration Build Sheet (DACBS -ILO TECII). (March 17, 2010).	65
IIC.1c.15	060-FUNC SUM (Chief Information Officer Functional Summary). (n.d.).	66
IIC.1c.16	Command, Control, Communications, Computers, and Information Management (C41M) Services List. (Version 2.0, Final March 14, 2008).	67

Evidence – IIC.1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIC.1d.1	Serafin, J. (December 1, 2005). <i>Information Technology Strategic Plan FY06</i> . DLIFLC.	68
IIC.1d.2	LTS Meeting Minutes (May 24, 2011)	69
IIC.1d.3	Army Regulation 25-2 Information Assurance. (Revision, March 23, 2009).	27
IIC.1d.4	Operation Order 10-28 (Vista Migration). (November 25, 2009).	55
IIC.1d.5	DCAM and Microsoft Windows Vista Workaround. (January	70

	27, 2010).	
IIC.1d.6	Equipment Selection Process for Distance Learning. PowerPoint. (n.d.).	71
IIC.1d.7	Comparison of Web Conferencing Software. (Connecting Soldiers to Digital Applications Study). (July 20, 2011).	72
IIC.1d.8	Broadband Language Training System. Retrieved August 12, 2011 from http://www.dliflc.edu/blts.html	73
IIC.1d.9	DLIFLC Website. Retrieved August 12, 2011 from http://www.dliflc.edu	3
IIC.1d.10	(DCO) Defense Connect Online Quick Reference Guide. (November 2007).	74
IIC.1d.11	AnnexK: DLIFLC Standard Operating Procedures (DLIFLC Regulation 25-1). (n.d.)	4
IIC.1d.12	How Do You Use Video in the Classroom? SharePoint Site: https://portal.monterey.army.mil/org/FacultyDev/id/Shared%20Documents/sco_0100/index.html	75
IIC.1d.13	Teaching Listening. SharePoint Site. Retrieved August 12, 2011, https://portal.monterey.army.mil/org/FacultyDev/vid/Shared%20Documents/sco_0200/index.htm	76
IIC.1d.14	Arabic Grammar Lessons. Retrieved August 23, 2011 from http://ags.lingnet.org	77
IIC.1d.15	Faculty Development SharePoint Visiting Scholars. Retrieved Aug. 25, 2011, https://portal.monterey.army.mil/org/facultydev/Pages/main.aspx	78
IIC.1d.16	Marius, T., Berman, S. and Randolph, D. (November 30, 2009) <i>Foreign Language Resources for the U.S. Military: Machine Translation Devices and Cultural and Language Learning Resources</i> . DLIFLC. (Language Technology Study).	1
IIC.1d.17	Berman, S. and Marius, T. (December 2010). <i>Connecting Soldiers to Digital Applications Study</i> . DLIFLC.	79
IIC.1d.18	Menaker, E., Tucker, J. (September, 2010). <i>Study Report 2010-03: Distributed Learning (dL) in Foreign Language Education: Principals, Best Practices, and Approaches to Evaluation</i> . U.S. Army Research Institute for the Behavioral and Social Sciences.	80
IIC.1d.19	DLIFLC Website. Retrieved August 12, 2011 from http://www.dliflc.edu	3
IIC.1d.20	Serafin, J. (December 1, 2005). <i>Information Technology Strategic Plan FY06</i> . DLIFLC.	68
IIC.1d.21	LTS Meeting Minutes. (May 24, 2011).	69
IIC.1d.22	Language Technology Specialist Job Description and Standards. (January 25, 2011).	81
IIC.1d.23	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
IIC.1d.24	Russell, J. (n.d.). <i>DLIFLC Sakai Transition</i> . PowerPoint.	7

IIC.1d.25	SharePoint Technology Climate Survey. Retrieved July 20, 2011 from https://my.portal.monterey.army.mil/personal/sandra_wagner/Lists/Technology%20Climate%20Survey/overview.aspx	82
IIC.1d.26	DLIFLC-LMDS-ISAF Material Ordering and Delivery. (February 2, 2010).	83
IIC.1d.27	Project Charter: Knowledge Information System Study (KISS). (May 16, 2011).	84
IIC.1d.28	SLC Student Portfolio 2011 (Student Learning Center). (July 21, 2011).	85
IIC.1d.29	UAB Curriculum Review. (July 27, 2011).	86

Evidence – IIC.2:

Reference	Document	Exhibit Number
IIC.2.1	Serafin, J. (December 1, 2005). <i>Information Technology Strategic Plan FY06</i> . DLIFLC.	68
IIC.2.2	Russell, J. (n.d.). <i>DLIFLC Sakai Transition</i> . PowerPoint.	7
IIC.2.3	Dettler, R. (October 6, 2009). Project Workplan Estimate for POM Mission Requirements. (Network Implementation and Enhancement Plan). Department of Army.	60
IIC.2.4	Performance Work Statement (PWS) for U.S. Army Information Systems Engineering Command Ft. Huachuca Technology Integration Center (TIC) POM Wireless Expansion. (April 28, 2009).	87
IIC.2.5	Language Technology Specialist Job Description and Standards. (January 25, 2011).	81
IIC.2.6	2011 Spring LTS Technology Training Survey Results.	5
IIC.2.7	LTS Meeting Minutes. (April 5, 2011).	88
IIC.2.8	LTS Meeting Minutes. (April 26, 2011).	89
IIC.2.9	Proof of Principle Survey Results. (n.d.).	90
IIC.2.10	Sakai Collaboration and Learning Environment Fact Sheet. (n.d.).	91
IIC.2.11	Sakai Training Venue and Schedule. (July 2011).	92
IIC.2.12	Incorporating Technology to Achieve Higher Levels of Student Proficiency (Tech Specs). (n.d.).	93
IIC.2.13	Information Technology Specialist (GS-13 Position Requirements) Chief Mission Requirements Officer. (May 2001).	94
IIC.2.14	Project Charter: Knowledge Information System Study (KISS). (May 16, 2011).	84
IIC.2.15	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
IIC.2.16	Marius, T., Berman, S. and Randolph, D. (November 30, 2009) <i>Foreign Language Resources for the U.S. Military: Machine</i>	1

	<i>Translation Devices and Cultural and Language Learning Resources</i> . DLIFLC. (Language Technology Study).	
IIC.2.17	DLIFLC Mission Network Requirements. (November 6, 2009.).	95
IIC.2.18	CASL Research Fact Sheet: Class Size and Technology. Do they impact how students learn a foreign language? (September 15, 2008).	96
IIC.2.19	LTS Meeting Minutes (May 24, 2011)	69
IIC.2.20	Educational Information and Technology Services (EITS) .EDU Project Migration Plan PowerPoint. (April 26, 2011).	32
IIC.2.21	Berman, S. and Marius, T. (December 2010). <i>Connecting Soldiers to Digital Applications Study</i> . DLIFLC.	79

Standard III D Evidence

Evidence – IIID.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.1.2	DLIFLC Campaign Plan 2011-2015.	2
IIID.1.3	DLIFLC Mission & Vision Statements. Retrieved September 30, 2011 from http://www.dliflc.edu/mission.html	3

Evidence – IIID.1a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1a.1	Memorandum for See Distribution: Subject: DLIFLC and POM Command Guidance FY 2011. (November 23, 2010).	4
IIID.1.1a.2	DLIFLC Campaign Plan 2011-2015.	2

Evidence – IIID.1b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1b.1	DLIFLC Campaign Plan 2011-2015.	2
IIID.1.1b.2	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.1.1b.3	Memorandum for See Distribution: Subject: DLIFLC and POM Command Guidance FY 2011. (November 23, 2010).	4
IIID.1.1b.4	TRADOC Budget Guidance. For Official Use Only (FOUO)*	5

Evidence – IIID.1c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1c.1	Institutional Training Resource Model (ITRM). For Official Use Only (FOUO)*	6
IIID.1.1c.2	U.S. Army War College. (2009-2010). How the Army Runs: A Senior Leader Reference Handbook. (Chapters 9, 10 and 15).	7

Evidence – IIID.1d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.1.1d.1	Budget Workbooks for each Directorate and major function. For Official Use Only (FOUO).*	8
IIID.1.1d.2	DLIFLC Campaign Plan 2011-2015.	2
IIID.1.1d.3	<i>U.S. Army War College. (2009-2010). How the Army Runs: A Senior Leader Reference Handbook.</i> (Chapters 9, 10 and 15).	7

Evidence – IIID.2a:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2a.1	Federal Managers Financial Integrity Act of 1982. Retrieved January 9, 2011 from www.whitehouse.gov/omb/financial_fmfi 1982	11
IIID.2a.2	Army Regulation 11-2. Manager's Internal Control Program. (January 4, 2010).	15
IIID.2a.3	General Fund Enterprise Business System. GFEBs Material Fielding Plan (MFP). (December 23, 2008).	10
IIID.2a.4	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2a.5	Defense Finance and Accounting Services (DFAS). TDY Travel. Retrieved January 9, 2011 from http://www.dfas.mil/tdytravel.html	13
IIID.2a.6	Defense Travel System. Retrieved September 30, 2011 from http://www.defensetravel.osd.mil/dts/site/index.jsp	16
IIID.2a.7	Joint Review Program. For Official Use Only (FOUO).*	14
IIID.2a.8	DLIFLC Annual Program Review (2009).	18
IIID.2a.9	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19
IIID.2a.10	Monthly status of funds. For Official Use Only (FOUO)*	9

Evidence – IIID.2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Location</i>
IIID.2b.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2b.2	Monthly status of funds. For Official Use Only (FOUO).*	9
IIID.2b.3	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10

Evidence – IIID.2c:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2c.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2c.2	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10

Evidence – IIID.2d:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2d.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2d.2	General Fund Enterprise Business System. GFEBS Material Fielding Plan (MFP). (December 23, 2008).	10
IIID.2d.3	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19
IIID.2d.4	Defense Travel System. Retrieved September 30, 2011 from http://www.defensetravel.osd.mil/dts/site/index.jsp	16
IIID.2d.5	Defense Logistics Agency. Wide Area Flow. Retrieved September 30, 2011 from http://www.dla.mil/j-3/wawf/	17
IIID.2d.6	DLIFLC Annual Program Review (2009).	18

Evidence – IIID.2e:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Location</i>
IIID.2e.1	DLIFLC. (August 15, 2011). Working Program and Budget	1

	Advisory Committee.	
IIID.2e.2	DLIFLC Campaign Plan 2011-2015.	2
IIID.2e.3	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19

Evidence – IIID.2f:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2f.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2f.2	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	

Evidence – IIID.2g:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.2g.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1
IIID.2g.2	General Fund Enterprise Business System. GFEBs Material Fielding Plan (MFP). (December 23, 2008).	10
IIID.2g.3	Defense Finance and Accounting Services (DFAS). TDY Travel. Retrieved January 9, 2011 from http://www.dfas.mil/tdytravel.html	13
IIID.2g.4	Joint Review Program. For Official Use Only (FOUO).*	14
IIID.2g.5	Defense Logistics Agency. Wide Area Flow. Retrieved September 30, 2011 from http://www.dla.mil/j-3/wawf/	17
IIID.2g.6	DLIFLC Annual Program Review (2009).	18
IIID.2g.7	TRADOC Regulation 5-14. Acquisition Management and Oversight. (April 13, 2009).	19

Evidence – IIID.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IIID.3.1	DLIFLC. (August 15, 2011). Working Program and Budget Advisory Committee.	1

IIID.3.2	DLIFLC Annual Program Review (2009).	18
IIID.3.3	DLIFLC Campaign Plan 2011-2015.	2
IIID.3.4	DLIFLC Mission & Vision Statements. Retrieved September 30, 2011 from http://www.dliflc.edu/mission.html	3

** This document, and all other FOUO documents, can be reviewed by the Accreditation Team with the Deputy Chief of Staff, Resource Management (DCSRM), with the proviso that all team members who view the document(s) have previously signed a non-disclosure statement.*

Standard IV A Evidence

Evidence – IVA.1:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.1.1	Update: Defense Language Institute Foreign Language Center Board of Visitors. (October 19, 2007).	1
IVA.1.2	Army Regulation 350-1, Army Training and Leader Development. (December 18, 2009). Appendix G.	2
IVA.1.3	Department of Defense Directive 5500.7. Standards of Conduct. (November 29, 2007).	73
IVA.1.4	Commandant's Town Hall Meetings 2010/2011.	3
IVA.1.5	Town Hall Meeting Slides. (n.d.).	4
IVA.1.6	Memorandum, Subject: Commander's Open Door Policy. (July 22, 2010).	5
IVA.1.7	Roberts, C. (n.d.) New Student Orientation Asian School II. DLIFLC.	6
IVA.1.8	Senior System Civilian Evaluation Report; DA Form 7222 (includes teaching standards). (May 1993).	7
IVA.1.9	Class Observation Form. (n.d.).	8
IVA.1.10	Senior System Civilian Evaluation Report Support, DA Form 7222-1. (August 1998).	9
IVA.1.11	Payne, Stephen (personal communication; n.d.). <i>Faculty Personnel System</i> .	10
IVA.1.12	The Academic Senate. (September 2011). <i>The Faculty Advisory Councils</i> . 2(2).	11
IVA.1.13	Academic Specialist Council By-Laws. (October 25, 2007).	12
IVA.1.14	Academic Specialist Council 2011 Meeting Calendar.	13
IVA.1.15	Academic Specialists Directory. (As of August 3, 2011).	14
IVA.1.16	Academic Council Meeting's Minutes. (February 28, 2008).	15
IVA.1.17	Toward a Fuller Implementation of the Blackboard Learning Management System at the DLIFLC. (October 25, 2010).	16
IVA.1.18	Blackboard Learning Management System – Toward a Fuller Implementation at the Defense Language Institute. (March 18, 2011).	17
IVA.1.19	DLIFLC Campaign Plan 2011-2015.	18
IVA.1.20	2007 Commanders Annual Strategy Session.	19
IVA.1.21	2008 Off-Site Minutes Executive Summary.	20
IVA.1.22	2009 Commanders Annual Strategy Session Focus Group Report Outs.	21
IVA.1.23	Continuing Education Reverse Evaluation (RE) Survey – Analysis and Tabulations. (April 22, 2011).	22
IVA.1.24	Continuing Education Reverse Evaluation (RE) Survey – Analysis and Tabulations. (April 22, 2011).	23
IVA.1.25	Continuing Education - Reverse Evaluation #6, Follow-up Survey. (December 2010).	24

IVA.1.26	DLIFLC Regulation Number 350-10. Student Management, Education, Training, and Administration of Administration of Resident Programs. (August 14, 2006).	25
IVA.1.27	DLIFLC Academic Publications. (n.d.).	26
IVA.1.28	DLIFLC Program Summary 2010.	27
IVA.1.29	DLIFLC <i>Globe</i> Winter 2009.	28
IVA.1.30	DLIFLC <i>Globe</i> Winter 2011.	29
IVA.1.31	DLIFLC.EDU. Retrieved September 21, 2011 from http://www.dliflc.edu/index.html	30
IVA.1.32	Operation Order 07-255 (CLPM Conference). (September 18, 2007).	31
IVA.1.33	2007 CLPM Seminar Agenda (DRAFT). (December 3-5, 2007).	32
IVA.1.34	Memorandum. Subject: After Action Report – 2007 Command Language Program Managers’ Seminar. (January 7, 2008).	33
IVA.1.35	2009 CLPM Seminar Agenda DLIFLC. (May 5-7, 2009).	34
IVA.1.36	2009 Command Language Program Managers (CLPM) Seminar (May 5-7, 2009) After Action Report.	35
IVA.1.37	Annual Program Review 2010.	36
IVA.1.38	End of Program Student Questionnaire (ESQ-PE). (n.d.).	37
IVA.1.39	ESQ: Quality of Life Analysis (End of Program Student Questionnaire). (March 31, 2011).	38
IVA.1.40	End of Program Student Questionnaire (ESQ-TE) Teacher Evaluation. (n.d.).	39
IVA.1.41	Salyer, S. (n.d.) Executive Summary. DLIFLC.	40
IVA.1.42	Salyer, S. (n.d.) <i>DLIFLC Attrition Reduction Initiative Evaluation Plan</i> . DLIFLC.	41
IVA.1.43	California Community College Funding Education Codes and Title 5 Publications. Retrieved September 30, 2011 from http://www.cccco.edu/Portals/4/CFFP/Fiscal/Budget/EDCODE &Title5.pdf	42
IVA.1.44	DLIFLC Academic Senate Overview. (n.d.).	43

Evidence – IVA.2a:

Reference	Document	Exhibit Number
IVA.2a.1	Negotiated Agreement Between DLIFLC and American Federation of Government Employees Local 1263. (January 18, 1991).	44
IVA.2a.2	Chapter 10 – Employee Responsibilities and Conduct (Ref: Title 5 CFR, Part 735 and AR 690-700 Chapters 735 and 751). (n.d.).	45
IVA.2a.3	U.S. ARMY Training and Doctrine Command Supervisory Guide. (June 2009).	46
IVA.2a.4	DLIFLC By-Laws Academic Senate, Federal Advisory Board. (October 2006).	47

IVA.2a.5	Defense Language Institute Foreign Language Center Statement on Academic Freedom. (August 9, 2011).	48
IVA.2a.6	ESQ: Quality of Life Analysis (End of Program Student Questionnaire). (March 31, 2011).	38
IVA.2a.7	End of Program Student Questionnaire (ESQ-PE). (n.d.).	37
IVA.2a.8	End of Program Student Questionnaire (ESQ-TE) Teacher Evaluation. (n.d.).	39

Evidence – IVA.2b:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.2b.1	The Academic Senate. (September 2011). <i>The Faculty Advisory Councils. 2(2)</i> .	11
IVA.2b.2	Final Learning Objectives for Basic Language Programs in the Defense Language Program. (2008).	49
IVA.2b.3	Defense Language Curriculum Working Group Charter. (n.d.).	50
IVA.2b.4	The Student Learning Center: Assessment of the Introduction to Language Studies Program and Language Learner Portfolio. Final Report. (Jan.2010).	51
IVA.2b.5	DLIFLC 2010 Faculty Development Division Course Catalog.	52
IVA.2b.6	Defense Language Testing Working Group Charter. (n.d.).	53

Evidence – IVA.3:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.3.1	Assistant Commandant Briefing. (February 14, 2011).	54
IVA.3.2	Academic Senate Faculty Professional Development Day program. (July 5, 2011).	55
IVA.3.3	The Academic Senate. The DLIFLC Academic Senate Presents Faculty Advisory Councils Workshop. Flyer. (December 22, 2008).	56
IVA.3.4	The DLIFLC Academic Senate Presents Faculty Professional Development Day. Flyer. (July 5, 2011).	57
IVA.3.5	DLI Academic Senate's First Quarterly Forum. Negotiated Learning and the Role of Introductory Talk. (June 9, 2009).	58
IVA.3.6	DLIFLC Cross-Functional Team Site. Retrieved February 24, 2011 from https://portal.monterey.army.mil/resources/Xteams/default.aspx	59
IVA.3.7	Toward a Fuller Implementation of the Blackboard Learning Management System at the DLIFLC. (October 25, 2010).	16
IVA.3.8	Blackboard Learning Management System – Toward a Fuller Implementation at the Defense Language Institute. (March 18, 2011).	17

IVA.3.9	Woytak, L. (Editor). <i>Applied Language Learning</i> . Vol. 20 Numbers 1 & 2. (2010).	60
IVA.3.10	Woytak, L. (Editor). <i>Dialog on Language Instruction</i> . Vol. 21. Numbers 1 & 2. (2010).	61
IVA.3.11	DLIFLC Regulation 600-2, Management of the Military Language Instructor Program. (October 27, 2010).	74
IVA.3.12	UIC:WIECAA. TDA Paragraph: 537-645D. (Language School Summary: Military Language Instructors.). (n.d.).	75
IVA.3.13	Administrative Support Assistant Training. (March 25, 2010).	76
IVA.3.14	Course Evaluation. (Requesting, Routing, and CPAC Action - RPA's). (n.d.).	77

Evidence – IVA.4:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.4.1	Army Values (U.S. Army Training and Doctrine Command Office of the Chief of Public Affairs). (n.d.).	62
IVA.4.2	Defense Language Testing Working Group Charter. (n.d.).	53
IVA.4.3	Defense Language Curriculum Working Group Charter. (n.d.).	50
IVA.4.4	DLCWG December 15, 2010 Meeting Minutes (Defense Language Curriculum Working Group).	63
IVA.4.5	CASL, Defense Language Testing Advisory Board (DELTAB). Retrieved September 27, 2011 from http://casl.umd.edu/node/62	64
IVA.4.6	CAC Summary of Findings, Recommendations and Higher Headquarters Issues (HHIs) for US Army Defense Language Institute Foreign Language Center. (January 24-28, 2011).	65
IVA.4.7	United States Army Combined Arms Center (CAC) Accreditation Report for US Defense Language Institute Foreign Language Center (DLIFLC) Executive Summary. (n.d.).	66
IVA.4.8	Memorandum for Commanding General. Subject: CAC Accreditation of U.S. Army Defense Language Institute Foreign Language Center (DLIFLC). (n.d.).	67
IVA.4.9	CAC Summary Record of Accreditation Ratings for US Army Defense Language Institute Foreign Language Center DLIFLC). (January 24-28, 2011).	68
IVA.4.10	DLIFLC Accreditation Midterm Report. (2009).	69

Evidence – IV.5:

<i>Reference</i>	<i>Document</i>	<i>Exhibit Number</i>
IVA.5.1	TRADOC Supplement 1 to AR 1-201, Army Inspection Policy. (May 17, 2011).	70

IVA.5.2	DLIFLC Inspector General Report on the Inspection of the Organization Inspection Program (OIP). (February 2011).	71
IVA.5.3	Evaluation of the DLIFLC January 24-28, 2011 (16 documents, each subtitled 'Standard GOV-1' thru 'Standard GOV-16').	72
IVA.5.4	Defense Language Institute Foreign Language Center Statement on Academic Freedom. (August 9, 2011).	48

Standard IV B Evidence

Evidence – IVB:

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IVB.1	DoD Directive 5160.41E (Incorporating Change 1, May 27, 2010).	1
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Defense Language Institute

Foreign Language Center

Glossary and Definition of Terms



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Presidio of Monterey, California 93944

GLOSSARY AND DEFINITION OF TERMS

AA	Associate of Arts
AC	Assistant Commandant
ACE	American Council on Education
AD	Associate Dean
AEAC	Army Education Advisory Committee
ASD	Assistant School Dean
AFB	Air Force Base
AFSOC	Air Force Special Operations Command
AIT	Advanced Individual Training
AP-CE	Associate Provost for Continuing Education
AP-ES	Associate Provost for Evaluations and Standards
AP – LS&T	Associate Provost for Language, Science and Technology
APO	Associate Provost Office
AP-UGE	Associate Provost for Undergraduate Education
APR	Annual Performance Review
ARI	Attrition Reduction Initiative
AS	Academic Senate
ASC	Academic Support Center
ASVAB	Armed Services Vocational Aptitude Battery

ATRRS	Army Training Resource and Requirements System
BC	Branch Chief
BLTS	Broadband Language Training System
BLMS	Blackboard Learning Management System
BNCOC	Basic NCO Course
BoV	Board of Visitors
CASL	Center for Advanced Study of Language
CE	Continuing Education
CHEA	Council for Higher Education Accreditation
CLAC	Cryptologic Language Advisory Council
CLPM	Command Language Program Manager
CLP	Command Language Program
CM	Chinese Mandarin Language
CMLI	Chief Military Language instructor
CSC	Command and Staff College
CTARS	Consolidated Team Activity Report System
CTS	Cryptologic Training System
DAC	Diagnostics Assessment Center
DA	Diagnostics Assessment
DAA	Directorate of Academic Affairs

DCSOPS	Deputy Chief of Staff for Operations
DELTAP	Defense Language Testing Panel
DLAB	Defense Language Aptitude Battery
DLAP	Defense Language Action Panel
DLCWG	Defense Language Curriculum Working Group
DLIFLC	Defense Language Institute Foreign Language Center
DLPT	Defense Language Proficiency Test
DLT	Defense Language Transformation Roadmap
DLTWG	Defense Language Testing Working Group
DoS	Dean of Students
DTRA	Defense Threat Reduction Agency
ED	Evaluation Division
ELTF	Emerging Languages Task Force
EOT	End of Training Enhancement
ES	Evaluation and Standards Directorate
ESQ	End-of-Course Student Questionnaire
FAC	Faculty Advisory Council
FAM	Familiarization
FAO	Foreign Area Officer
FLO	Final Learning Objectives

FR	French Language
FTX	Field Training Exercise
FY	Fiscal Year
GAFB	Goodfellow Air Force Base
GLOSS	Global Language Online Support System
GPA	Grade Point Average
HE	Hebrew Language
ICC	Instructor Certification Course
ICPT	In-Course Proficiency Test
IET	Initial Entry Training/Trainee
ILR	Interagency Language Roundtable
IRB	Institutional Research Board
ISM	Individual Study Management
ISQ	Interim Student Questionnaire
KP	Korean Language
L	Listening
LEA	Law Enforcement Agency
LEAD	Language Enhancement after DLI
LFAST	Language Familiarization and Training
LNO	Liaison Officer

LOE	Lines of Effort
LTD	Language Training Detachment
LTS	Language Training Specialist
LSA	Language Skills Assessment
MARSOC	Marine Corp Special Operations Command
MDEP	Management Decision Evaluation Package
MIIS	Monterey Institute for International Studies
MLS	Multi-Language School
MLI	Military Language Instructor
MLIMO	Military Language Instructor Management Office/Officer
MOS	Military Occupational Specialty
MSA	Modern Standard Arabic Language
MTT	Mobile Training Team
MWR	Morale, Welfare and Recreation
NCO	Non-Commissioned Officer
NPS	Naval Postgraduate School
NSA	National Security Agency
NSWG	Naval Special Warfare Group
NTC	National Training Center
OD	Office of the Dean

ODA	Online Diagnostic Assessment
OEF/OIF	Operation Enduring Freedom/Operation Iraqi Freedom
OLR	Online Lesson Repository
OPI	Oral Proficiency Interview
OUS	Operational Units Support
PEP	Proficiency Enhancement Program
PF	Persian Farsi Language
PLTCE	Partner Language Center Europe
POM	Presidio of Monterey
ProMES	Professional Military Education Support
QA	Quality Assurance
QB	Spanish Language
R	Reading
RU	Russian Language
S	Speaking
SC	Serbian/Croatian Language
SCORM	Shareable Content Object Reference Model
SES	Senior Executive Service
SOTF	Special Operations Task Force
T&I	Translation and Interpretation

TICB	Training Improvement Certification Board
TICP	Training Improvement Certification Program
TRADOC	Training and Doctrine Command
UCMJ	Uniform Code of Military Justice
UGE	Undergraduate Education
USSOCOM	US Special Operations Command
USAJFKSWCS	US Army JFK Special Warfare Center School
VLR	Very Low Range
VTT	Video Tele-Training

Academic Senate (AS). Serves to promote communication and consultation between the faculty and the administration at institutional, divisional and directorate level. The Provost serves as its executive official and is in direct contact with the Academic Senate’s President. AS oversees the Faculty Advisory Councils hosted in each School, and all DLIFLC faculty are encouraged to participate in the ongoing dialogues about issues that affect the success of the mission.

Academic Specialist. At least one per school. Responsible for in-school faculty development and course and test development.

Annual Performance Review (APR). Part of DLIFLC’s effort to conduct an intensive self-assessment on an annual basis and then to publish and to present that assessment to higher headquarters and DLIFLC’s constituents.

Armed Services Vocational Aptitude Battery (ASVAB). Is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification of men and women for enlistment in the United States armed forces.

Army Training Resource and Requirements System (ATRRS). The Army database of record for all DLIFLC education. All DLIFLC education is scheduled, enrolled, tracked, and funded through ATRRS.

Army Education Advisory Committee (AEAC). Parent committee of DLIFLC’s Board of Visitors (BoV), and through whom the BoV makes recommendations for DLIFLC leadership.

Assistant Dean (ASD). One or two civilians per school. Provides the Dean with support in the formulation of instructional objectives, methods, and procedures. Works directly for the Dean on budgetary, logistical, pedagogical, personnel, and other issues essential to the day-to-day operation of the school. The Assistant Dean also assists with long-range strategic planning and immersion programs. Member of the Office of the Dean.

Associate Dean (AD). One military officer per school. The senior military service member officer in each school's staff. Supervises administrative, disciplinary, and logistical activities of the students and military staff within the school in support of academic activities. Member of the Office of the Dean.

Associate Provost, Continuing Education (AP – CE). Senior military officer in the Office of the Vice Chancellor for Continuing Education. Responsible for academic programs and student administration for intermediate and advanced students.

Associate Provost for Evaluations and Standards (AP – ES). Supervises evaluation and testing efforts, including the development and management of the Defense Language Proficiency Test (DLPT) and the Oral Proficiency Interview (OPI).

Associate Provost for Language, Science and Technology (AP – LS&T). Leads efforts in curriculum development, faculty development, the use of technology in the Institute's academic programs, the libraries, and the production coordination office.

Associate Provost for Undergraduate Education (AP – UGE). Responsible for Basic Course programs and directly supervises eight school deans. Meets with the UGE deans regularly and conducts bi-weekly meetings with all the deans to provide overall coordination of all academic instruction comprised by the Basic Course programs.

Attrition Reduction Initiative (ARI). Begun in 2010, the ARI arose from a needs assessment conducted to determine which areas most require study in order to improve institutional effectiveness, and may actively trigger items for formal actionable follow-up that involve the entire installation.

Board of Visitors (BoV). The DLIFLC BoV is comprised of members of the public to include the academic community, civilian and military sector, and business people with a keen interest and experience in the educational well being of the nation. It serves as part of a Federal Advisory Committee. As such, it is subject to the Federal Advisory Act and other policies concerning public participation, reporting and board diversity. Its active role is to examine the DLIFLC's academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research, and academic administration.

Branch. Found in multi-language departments of schools. Organization of Teaching Teams aligned under a department for management and educational purposes.

Branch Chief. Subordinate to a Department Chairperson, each Branch Chief provides leadership and management to enhance the quality of education within his or her branch.

Chief Military Language Instructor (CMLI). One per basic course school and Continuing Education (Intermediate/Advanced Courses). Appointed by the Military Language Instructor Management Officer (Provost SGM). Senior enlisted member on each school staff. Non-Commissioned Officer-in-Charge (NCOIC) of student and military staff administration within the school. NCOIC of Military Language Instructors within each school. Subject Matter Expert for the Military Final Learning Objective skills. Member of the Office of the Dean.

Consolidated Team Activity Report System (CTARS). Tracks teaching hours and other related teaching functions, testing, advising, class preparation, and training. Also accounts for Institute services, EEO, accreditation, and leave.

Council for Higher Education Accreditation (CHEA). Association of 3,000 degree-granting colleges and universities and the largest US institutional higher education membership organization which serves as the primary national voice for voluntary accreditation and quality assurance to the U.S. Congress and U.S. Department of Education.

Cryptologic Language Advisory Council (CLAC). Venue for dialogue between Senior Language Authorities and representatives from the Foreign Language Offices from each of the armed services. Holds bi-monthly meetings to discuss pertinent issues concerning language needs and priorities, with DLIFLC's Provost attending to represent DLIFLC.

Cryptologic Training System (CTS). Serves as the communications conduit between NSA and the DLIFLC, and ensures NSA visibility during periodic curriculum reviews for each language.

Curriculum Development (CD). The CD Division supports DUFLC resident and nonresident missions by developing and maintaining modern curricula built on state-of-the-art learning and teaching principles and by using an optimum combination of existing and emerging technologies.

Dean. One per school. Senior civilian educator responsible for his or her school. Senior member of the Office of the Dean.

Dean of Students. Senior military officer in the Office of the Provost (OP). Responsible for academic programs and student administration for all basic program language schools. In his/her capacity as Dean of Students, this officer reports directly to the Assistant Commandant. In rendering disenrollment decisions, this officer serves as a disinterested and impartial arbitrator between a particular school's Office of the Dean and the appropriate service unit commander.

Defense Language Action Panel (DLAP). Performs in advisory role to the Defense Language Steering Committee, and serves to strategize DoD's implementation of language initiatives.

Defense Language Curriculum Working Group (DLCWG). Assists members of the Defense Language Steering Committee (DLSC) in performing their advisory role to the DoD Senior Language Authority (SLA) in overseeing the Defense Foreign Language Program (DFLP). The DLIFLC Commandant chairs the DLCWG which is comprised of representatives from stakeholders for the Defense Foreign Language Program.

Defense Language Proficiency Test (DLPT). The foreign language test, produced by the Defense Language Institute, and used by the United States Department of Defense. It assesses the reading and listening proficiency of native English speakers in a specific foreign language.

Defense Language Testing Working Group (DLTWG). Obtains stakeholders' input on the identification, prioritization, and validation of test development, as well as to assist the members of the Defense Language Action Panel (DLAP) in performing their advisory role to the Defense Language Steering Committee

Department. First tier of school organization under the Office of the Dean. The department chairperson reports directly to the Dean. Each department is divided into Teaching Teams for management and educational purposes.

Department Chairperson. The supervisor of all teachers and Branch Chiefs (if applicable) within his/her department. Provides leadership and management to enhance the quality of education and manages teacher and student resources within the department. Responsible for the professional development of all teachers in the department.

Deputy Chief of Staff for Operations. The principal coordinator and advisor to the DLIFLC Command Group for planning, directing, and controlling ongoing operations for a variety of diverse programs in the areas of policies and procedures, mission support and current operations. The single point of contact for policy, requirements development and planning issues regarding DLIFLC language programs, to include all resident and non-resident training. Responsible for the development of Institute strategic planning, course scheduling, translation and interpretation services.

Directorate of Academic Affairs (DAA). Responsible for administrative matters pertaining to resident education and educational development. Consists of the Academic Records Division that maintains and generates reports from all student records and the Office of the Registrar, which tracks enrollment actions, development of transcripts, and handles the associate of arts degree program.

Disenrollment. Removal of a student from a language program for academic or administrative reasons. Schools and service units coordinate closely on disenrollment actions.

End-of-Course Student Questionnaire (ESQ) and Interim Student Questionnaire (ISQ). Surveys completed by students to provide feedback to the schools, Office of the Dean, and instructors on course content and effectiveness. ESQs and ISQs also provide data on installation policies and garrison support facilities. The proponent is the Evaluation and Standardization Directorate.

End-of-Training Enhancement. Commonly referred to as Post-DLPT. Additional instruction given after program completion to students who do not meet minimum graduation or career field requirements. Both the school and Service unit must agree that the chance for success is high before a student is placed in an End-of-Training Enhancement program.

Evaluation and Standardization (ES) Directorate. ES consists of three divisions: Test Development and Standards, Proficiency Standards, and Research and Evaluation. The Test

Development and Standards Division develops the Defense Language Proficiency Tests (DLPTs) administered to DLIFLC students and operational linguists worldwide. The Proficiency Standards Division trains and certifies select DLIFLC faculty to serve as Oral Proficiency Interview (OPI) testers. It also schedules, administers, scores, and reports scores for all end-of-program proficiency and performance tests for resident students. The Research and Evaluation Division develops and administers ESQs and ISQs, coordinates evaluations of DLIFLC curricula and other language educational activities within the Defense Foreign Language Program (DFLP), and conducts applied research studies aimed at improving language teaching and learning processes in both resident and non-resident settings.

Evaluation Division (ED). Develops and administers a variety of resident and non-resident surveys, using a comprehensive evaluation approach through which extensive quantitative and qualitative student feedback is gathered during and upon conclusion of DLIFLC language programs.

Executive Officer/Operations Officer (XO). One per school. The Military officer in each school who is responsible for all facilities management, supply operations, support personnel and implementation of programs such as safety training, random anti-terrorism measures, recall rosters, operational security, and others as deemed necessary. A member of the Office of the Dean.

Faculty Advisory Council (FAC). One of two governance structures used by teachers to share their ideas concerning language training with the Command Group.

Faculty and Staff Development (FSD). The FSD Division develops and implements pre-service and in-service foreign language teacher education and leadership development programs to meet DLIFLC and Command Language Program requirements.

Final Course Grade. The grade each student receives at the end of each course. It is the weighted average of all grades each student receives during a given course, including the final exam.

Final Learning Objectives (FLOs). The skills and knowledge that each student should possess at the end of his/her foreign language education program at DLIFLC. There are four groups: Proficiency, Performance, Regional Studies, and Ancillary.

Fiscal Year (FY). Term used to differentiate a budget or financial year from the calendar year. The Federal Fiscal Year runs from October 1 of the prior year through September 30 of the year being described.

Global Language Online Support System (GLOSS). Provides online lessons developed for independent learners to provide them with the learning/teaching tools for improving their foreign language skills. Reading and listening lessons are based on authentic materials (articles, TV reports, radio broadcasts, etc.) and consist of 4 to 6 activities.

Immersion. Training, both in and out of the classroom, which provides students with the opportunity to function exclusively and continuously in the target language. The amount of time varies according to the stage of language learning.

In-Course Proficiency Test Development Division. Creates Defense Language Proficiency Test-like exams for periodic classroom administration to gauge student progress in the basic courses.

Individual Study Management (ISM). Program offered by the SLC which offers tailored, one-on-one academic advising services by SLC staff. In a non-threatening environment, advisors actively listen to students, offering personalized advice and suggestions for effective strategies, skills, and approaches to foreign language learning

Initial Entry Training (IET). Training presented to new enlistees with no prior military service. It is designed to produce disciplined, motivated, physically fit service members who are ready for operational assignments.

Institutional Research Board (IRB). Committee that has been formally designated to approve, monitor, and review biomedical and behavioral research involving humans with the aim to protect the rights and welfare of the research subjects.

Instructor Certification Course (ICC). Acquaints participants with the principles and techniques of teaching for proficiency, skill integration, and Final Learning Objectives, emphasizing language teachers' self-development through a cycle of lesson planning, teaching, and observation, followed by feedback. It also includes an orientation to the DLIFLC mission and the U.S. military operational methodology.

Interagency Language Roundtable (ILR) Scale. The ILR scale represents a geometric progression in communicative ability rather than a linear one. There are five levels, 1, 2, 3, 4, 5 with intermediate levels denoted by a "plus" (+). Progressing from Level 1 to Level 2 requires the acquisition of more skills than moving from Level 0 to Level 1, and progressing from Level 2 to Level 3 requires more time than moving from Level 1 to Level 2. A plus (+) level designation is close to the next higher level. For instance, a rating of Level 2+ would indicate that the individual can either perform most, but not all of the Level 3 communication tasks or that the individual's performance of at least some of the Level 3 tasks is inconsistent. The ILR "L" and "R" proficiency levels characterize listening and reading comprehension in the language. Each of the "base levels" implies command of the previous base level's functions and accuracy. The "plus level" designation is assigned when proficiency substantially exceeds one base skill level but does not fully meet the criteria for the next base level. The plus-level descriptions are therefore supplementary to the base-level descriptions.

Information Technology Officer (ITO). Information specialists dedicated to his or her particular school and responsible for computer operability, connectivity, and related issues. The ITO focuses on improving the efficacy and efficiency of language instruction, curricula, and techniques within his or her particular school. The ITO works closely with the Directorate of Information Management (DO 1M) and Chief Information Officer.

Joint Language Training Exercise (JLTX). A scenario-based language exercise, normally conducted over the course of a single duty day, which tests students' academic and military skills in their respective target language. Schools and service units work together to maximize educational and military benefits to the students.

Language Enhancement After DLIFLC (LEAD). Provided by the SLC to graduating Basic Course students, provides resource materials and practical advice on how a linguist can maintain and enhance their language abilities after they've departed DLIFLC.

Language Science and Technology Directorate. Consists of seven divisions: Faculty and Staff Development, Curriculum Development, Technology Integration, Language Technology Evaluation and Applications, the libraries, Production Coordination Office, and the Student Learning Center.

Language Skills Assessment (LSA). Administered by the Evaluation Division, measures how prepared students are for advanced training after they have attended a basic course at DLIFLC.

Language Technology Specialist. An information specialist dedicated to a particular school that focuses on improving the efficacy and efficiency of language instruction, curricula, and techniques within the school. He/she works closely with the Network Enterprise Center and Chief Information Officer.

Management Decision Evaluation Package (MDEP). Describes a particular organization, program, or function and records the resources associated with the intended output. An individual MDEP applies uniquely to one of the following six management areas for the Active Army, Guard, and Reserve.

Military Language Instructor (MLI). Enlisted military personnel assigned to the schools to teach students and serve as role models and mentors. They are assigned to multiple classes within the school and are integral members of the teaching teams. They not only teach, but act as student counselors, coordinate as necessary with Service units, advise department members on student matters, and assist the Chief Military Language Instructor. They work directly with Department Chairs and Team Leaders but are accountable to the Office of the Dean.

Military Language Instructor Management Officer (MLIMO). The Provost Sergeant Major is designated as the Military Language Instructor Management Officer and is responsible for recruiting Military Language Instructors, enlisted military personnel within the schools, and managing enlisted military staff assigned to the schools.

Morale, Welfare and Recreation (MWR). Serves as a primary point for active and retired service members to enjoy recreational and other activities at a nominal price to ameliorate tensions and allow for stress reduction during off duty time periods.

Non-Commissioned Officer (NCO). Rank designation indicating the service member is in middle tier of enlisted management. In the US Army, Air Force and Marine Corps, all ranks of Sergeant are termed NCOs, as are Corporals in the Army and Marine Corps. In the US Navy, all ranks of Petty Officers are NCOs.

Office of the Dean (OD). Refers to the Dean, AD, ASD, XO, and CMLI of each school.

Online Diagnostic Assessment (ODA). Used to give unofficial feedback on approximate skill levels in reading and listening through an online series of testing modules.

Online Lesson Repository (OLR). Available on the DLI.edu website resource page, consists of preliminary lessons, libraries and other materials available online that may enhance the linguist's learning of language.

Oral Proficiency Interview (OPI). The speaking proficiency assessment counterpart to the Defense Language Proficiency Test.

Post-DLPT Enhancement. Additional tailored instruction given after program completion to students who do not meet minimum graduation or MOS requirements.

Probation. An individual student academic status in which the school provides tailored instruction for a specific period, after which the student's probation status may be extended, ended, or the student may be recycled or disenrolled. A student is placed on probation after failing to make appropriate progress while on special assistance status. Probation also informs the student that, unless there is significant improvement during the probation period, disenrollment is a possibility. Refer to Chapter 7 for further guidance.

Proficiency Enhancement Program (PEP). DLIFLC's program to meet the higher proficiency requirements identified by the National Security Agency and other external customers.

Program. The entire set of educational courses included in a language enrollment option, such as Basic, Intermediate, or Advanced. For example, the Basic Arabic program is 63 weeks long and consists of 15 courses.

Provost. Senior civilian academic official at DLIFLC. The Provost focuses on teaching, testing, curriculum design, faculty development, language program administration, and research and evaluation at DLIFLC. The Provost also focuses on the external aspects of running DLIFLC and serves as the academic liaison to all customers and sources of funding. The Provost is the Senior Language Authority at the institute and, as such, reports to and advises the Commandant.

Quality Assurance (QA). Systematic monitoring and evaluation of the various aspects of a project, service or facility to maximize the probability that minimum standards of quality are being attained by the production process.

Recycle. Return of a student to an earlier point within the same language program. Students are recycled to a point in the program no later than the onset of the problem that caused the recycle. Schools and service units coordinate on recycle actions. The goal of recycling is to save resources, enhance student proficiency, and provide the services with as many qualified foreign language specialists as possible. Recycles must be coordinated with the Directorate of Academic Affairs (DAA).

Registrar's Division. The Registrar's Division is the institute's administrative office on all academic issues. The office serves all students, past, present, in all programs (Basic, Intermediate, Advance, Resident and Non-Resident). The Registrar's Office resolves course credit and graduation issues, establishes and maintains student enrollment records, processes student actions (Form 716), maintains ATRRS and local student databases, certifies student eligibility for graduation and the Associate of Arts degree, processes student awards nominations, prepares all graduation and degree diplomas, certificates of completion and certificates of attendance, prepares award certificates and produces student transcripts as requested.

Relanguage. A form of recycle whereby a student is transferred from one language in which he/she has already begun studies to a new language. The student will start the new language course at the beginning of the program unless the AP approves a later entry. A relanguage action is the decision of the service unit in coordination with the school. Relanguaging is appropriate when a student has shown some aptitude for language learning but is unable to learn the most difficult (Cat III and IV) languages, or when the services determine an unanticipated need for the new language. In cases where the relanguage decision is based on the student's inability to master the original language, students should normally relanguage to a language two categories lower.

Research and Analysis Division. Conducts applied studies aimed at improving language teaching and learning processes in both resident and non-resident settings and develops and administers the DLIFLC Human Resources Protection Program.

Restart. A form of recycle whereby a student returns to the beginning of the same language program in which he/she was originally enrolled. Teaching Teams, MLIs, and ADs work together to determine if a restart is appropriate, then coordinate with the sponsoring service unit/agency to implement a restart.

Scheduling Division. Primary office, under the Deputy of Chief of Staff of Operations, to coordinate requests for foreign language training requirements. Develops, reviews and analyzes class schedules. Enrolls students in DLIFLC classes/programs, to include programmed, un-programmed, and reimbursable instruction in support of resident and nonresident requirements.

School. Basic operational unit providing Basic Program foreign language instruction. Each school is led by a dean and composed of departments.

Senior Executive Service (SES). Analogous to general or admiral, SES consists of the men and women charged with leading the continuing transformation of government.

Service Program Manager. The Service Program Manager is the foreign language program action officer who manages all the language requirements (current and future) for his or her Service.

Service Unit Commander. The Commander or Officer in Charge of the Army's 229th Military Intelligence (MI) Battalion (ATFL-MIB) and subordinate companies, the Air Force's 311th Training Squadron (311 TRS) and 314th Training Squadron (314 TRS), the Navy's Center for Information Dominance Detachment (CIDD), and the Marine Corps' Marine Corps Detachment

(MCD). Only personnel in these positions (or their designated representative) may perform actions specified for Service unit commanders in this regulation.

Seventh Hour. Final period set aside for special programs and assessment. Instruction offered during this period is mandatory for students on special assistance or probation and optional for all other students unless mandated by the Office of the Dean or unit commander.

Soldierization. IET Soldiers, Sailors, and Airmen who come to DLIFLC directly from Basic Training. They arrive without having completed their initial Soldierization-the transition from civilian status to citizen-soldier imbued with the warrior ethos. Soldierization includes common skills training as well as instilling Army culture, mores, and values. Service units and schools work closely together to balance the requirements of Soldierization with the demands of language education.

Space Available Enrollment. Enrollment status whereby adult dependents who meet the requirements of this regulation and U.S. Code may take a DLIFLC course if there are not enough students to fill the class, and the class would otherwise be conducted with open seats. See Chapter 2 for further guidance.

Special Assistance. An individual student academic status that requires the Teaching Team to provide tailored instruction to that student, or possibly to a small group of students, for a specific period of time.

Split Section. Any time a section is divided into two or more groups of students to decrease the number of students per teacher in an effort to enhance the educational process.

Student Leader. The highest-ranking military member of each class and section is appointed the student leader (class leader or section leader) at the start of each class in writing by the appropriate Military Language Instructor, Chief Military Language Instructor, or Associate Dean. This is subject to change throughout the course and may be assigned to lower-ranking students. Student leaders assist faculty members in maintaining classroom discipline and accountability. They also act as spokespersons for students and as points of contact (POCs) for military and academic authorities. They are not authorized to academically advise other students or implement corrective training.

Student Learning Center/Student Motivation and Retention Training (SMART). The Student Learning Center provides services to support basic course students' language learning through Introduction to Language Studies, academic advising, workshops, and Autonomous Language Sustainment.

Student Training Administrative Tracking System (STATS). Database used to record student daily attendance, daily grades (e.g., quizzes, tests, etc.), and other academic functions.

Tailored Instruction. Instruction specifically designed to enhance a student's education or correct a student's specific academic problem. Tailored instruction must be given to students whose academic status is "Special Assistance" or "Probation." It is recommended, but not

mandatory, for students whose academic status is not "Special Assistance" or "Probation," but who are experiencing academic difficulties.

Teaching Team (TT). A group of language teachers assigned to educate a specific group of students. The ideal TT is composed of six civilian teachers and one MLI. A TT of this size is normally responsible for educating three, ten-person student sections, although PEP sections will be smaller.

Teaching Team Leader. Teaching team member who leads the teaching team in achieving student learning objectives. Responsible for creating the weekly class schedule and learning objectives and leading at combined class events. He/she is the primary link between the Military Language Instructor, Department Chair and the rest of the teaching team and is included in student status meetings.

Test Development Division. Provides standardized language test development and validation, including the lower range and very low range Defense Language Proficiency Tests that are administered to DLIFLC students and operational linguists worldwide.

Test Management Division. Schedules, administers, scores, and reports scores for all DLIFLC end-of-program proficiency and performance tests for resident students and administers the worldwide Defense Language Proficiency Test and Oral Proficiency Interview testing program for professional field linguists.

Test Review and Education Division. Provides comprehensive, expert quality reviews of test items developed for In-Course Proficiency Tests and Defense Language Proficiency Tests and foundational training for test item developers.

Training and Doctrine Command (TRADOC). The official command component that is responsible for training and developing the United States Army, headquartered at Fort Eustis, Virginia. Charged with development of operational doctrine, and the development and procurement of new weapons systems through its 33 schools and centers at 16 Army installations.

Training Improvement Certification Program (TICP). Through a quarterly meeting (TICB) held by the Assistant Commandant, and attended by leadership from military units as well as the schools and Academic Senate, encourages dialog on academic topics between service units and the basic course schools.