



ACCREDITING COUNCIL FOR CONTINUING EDUCATION & TRAINING
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December 20, 2018

VIA EMAIL
(carol.vu@berlitz.us)

Ms. Carol Vu
Manager of Instruction, US
Berlitz Language Centers
7 Roszel Rd.
Princeton, NJ 8540

***Re: Reaccreditation Deferred;
Follow Up Visit Report Reviewed;
Interim Report Reviewed;
Institutional Show Cause Issued;
Interim Report Required***

ACCET ID #320

Dear Ms. Vu,

At its December 2018 meeting, the Accrediting Commission of the Accrediting Council for Continuing Education & Training (ACCET) reviewed multiple documents in consideration of the institution's application for reaccreditation, resulting from the on-site visits conducted during the August 2018 review cycle to its main campus in Princeton, New Jersey, and a branch campus in Montgomery, Ohio, as well as fourteen branch campus visit reports/responses from the December 2018 cycle, as detailed herein. At its August 2018 meeting, the Commission found in its review of the main campus team report (visit conducted June 14-15, 2018), and the institution's response to that report, received July 29, 2018, that the institution was largely unprepared for the on-site visit, with few senior managers present, and was lacking many of the required items for the team's evaluation listed on ACCET Document 8.1 – Preparation Checklist for ACCET On-Site Evaluation Visits, which had been provided to the institution well in advance of the visit. As a result, the Commission's August 30, 2018 action letter extended the institution's accredited status by one cycle to continue the scheduled reaccreditation visits to 14 branch campus locations in the December 2018 review cycle, and also to allow for a two-person, two-day follow-up visit to be conducted at the institution's main campus in Princeton, New Jersey, to evaluate whether the corrective actions presented in the institution's response had been systematically and effectively implemented in practice to demonstrate compliance with the Standards of Accreditation. The Commission also directed the institution to submit an interim report relative to the Montgomery branch campus on-site team report (visit conducted on June 25-26, 2018), to include items relative to Standard I-C: Planning, Standard II-A: Governance, Standard III-B: Financial Procedures, Standard VIII-C: Student Progress, and Standard IX-D: Completion and Job Placement.

The Commission's December 2018 decision was based upon a careful review and evaluation of the record, including the institution's response to the follow-up visit team report (visit conducted October

1-2, 2018), its interim report, received October 31, 2018, and the 14 on-site visit team reports and the institution's responses to those reports, as identified below:

<u>Campus Location</u>	<u>Visit Dates</u>
Washington, DC	9/4 – 9/5/2018
White Plains, NY	9/5 – 9/6/2018
Summit, NJ	9/6 – 9/7/2018
Bingham Farms, MI	9/11 – 9/12/2018
San Diego, CA	9/13 – 9/14/2018
Houston, TX	9/24 – 9/25/2018
Miami, FL	9/24 – 9/25/2018
Garden City, NY	9/24 – 9/25/2018
Irvine, CA	9/25 – 9/26/2018
Coral Gables, FL	9/27 – 9/28/2018
Philadelphia, PA	10/8 – 10/9/2018
Vienna, VA	10/11 – 10/12/2018
Boston, MA	10/15 – 10/16/2018
Wauwatosa, WI	10/25 – 10/26/2018

The institution requested to submit its responses on the same date following the completion of all branch campus visits and receipt of the reports; therefore, all the institution's responses to the branch campus team reports, as well as the response to the main campus follow-up visit report, were due November 22, 2018, fourteen days following receipt of the final team report (November 7, 2018). However, the fourteen branch campus responses were submitted late on November 28, 2018, after the start of the Commission meeting. The institution received some branch campus reports as early as October 3, 2018, allowing it to hold reports in excess of the fourteen days permitted to respond to a team report and thus, to have sufficient time to organize and compose its responses prior to the due date. As a result, the Commission has applied the requisite late fee charges for each overdue report, as detailed in the enclosed invoice. In addition, upon its review at the December 2018 meeting of the interim report and the responses to the team reports, the Commission found that many of the responses were generic for all reports despite differences in the cited weaknesses and that the responses failed to address part or all of the weaknesses. In addition, a number of weaknesses were not responded to at all.

Consequently, the Commission voted to issue a Show Cause directive, requiring the institution to provide a compelling rationale showing cause why its accredited status should not be withdrawn. Toward that end, the Commission voted to extend the institution's accredited status an additional review cycle, until April 30, 2019, and directed it to submit a detailed and thoughtful interim report responsive to the areas of non-compliance with ACCET Standards, policies and procedures, to include the following specific items:

1. Standard I-A: Mission (Washington, DC; Summit, NJ; White Plains, NY; Bingham Farms, MI; Wauwatosa, WI)

The Washington DC and Summit branch campus reports indicated that the institution measured enrollment by the number of contract units taken at each campus; however, the enrollment information provided was for overall Berlitz enrollments and not specific to the Washington DC or Summit locations.

While the institution did not respond to the weakness in the Washington DC report, it noted in its response to the Summit report that the District Manager and the Service Delivery Manager (SDM) have weekly discussions to review revenue projections and achieve “plan for lesson delivery.” Further, the response stated that SDM’s enter enrollment numbers and lesson counts in SharePoint weekly. The institution included a screenshot related to enrollment figures for all Berlitz learning centers, including the Summit learning center. However, no explanation of the codes used on the spreadsheet were given in the narrative, and a number of the columns, including those for revenue projections, were blank for the Summit center. The entire row for the Washington DC center was blank.

The team report for the White Plains branch campus indicated that a key senior member of the campus administration was unaware of the Berlitz mission statement.

In its response, the institution explained that it is driven by the Berlitz mission statement, which has been revised into two parts, “Berlitz Value” and “Berlitz Essence” as part of its Berlitz 2.0 initiative. The Berlitz Values and Berlitz Essence were published on September 1, 2018 in the institution’s updated employee handbook. The two statements have also been made into posters, copies of which were provided as exhibits in PDF format, along with a copy of an email from District Manager [REDACTED] to all Southeast - West SDM’s informing them of the need to hang the posters in their centers. However, while the email requested that the SDM’s inform the District Manager that the posters had been displayed, no documentation of replies to the email from the SDM’s was provided in the response. In addition, the Southeast-West district does not appear to include the White Plains NY campus; as a result, the response failed to address the weakness cited for that campus and did not demonstrate that the senior member of the campus administration cited has been made aware of the institution’s mission statement.

The team report for the Bingham Falls branch campus indicated that there was no needs analysis or documented evidence of the ongoing need for the programs offered in that market area. It stated that the BASER did not address this, and that staff on site were not able to speak to the issue. Further, the team report noted that revenue projections had missed their target for that campus by approximately \$200,000 each year, an indication that they were not based on realistic market projections.

The institution indicated in its response that the District Manager and the Service Delivery Manager (SDM) have weekly discussions to review revenue projections and achieve “plan for lesson delivery.” Further, the response stated that SDM’s enter enrollment numbers and lesson counts in SharePoint weekly. The response noted that this allows the District Manager and the SDM to determine ongoing need for programs in the location’s market area. The institution included a screenshot related to enrollment figures for all Berlitz learning centers. However, no

narrative explanation was given for the codes on the Weekly KPIs report, and the row for Bingham Farms contained no data, calling into question the ability of the District Manager and the Bingham Farms SDM to set or track revenue projections.

The team report for the Wauwatosa branch campus indicated that the success in meeting the institution's mission is measured by the level of student satisfaction, gauged through counseling sessions with the student at intervals throughout the program. Student satisfaction is also gauged through the Customer Satisfaction Survey. The report indicated that the team was informed by the campus's SDM that there had been no survey results for three years, and no documentation of student feedback was provided to the team.

The institution indicated in its response that the SDM regularly checks survey results online, and an example of survey data from 2017 was provided as an exhibit. The response further indicated that there was no data for 2018, as no surveys had been submitted, but that the institution still follows up with that students through the counseling sessions and Customer for Life events in order to gauge student satisfaction. However, the data for 2017 was for three instructors, and the CFL data, provided as an exhibit under Standard IX-A, Participant Satisfaction, only shows the number of counseling sessions for October and November 2018, which was four. Per the team report, the center had 35 actual and projected enrollments in 2018. As a result, the response did not demonstrate how the institution utilizes student satisfaction data to ensure success in meeting its mission.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on these issues, with appropriate supporting documentation, to include:

- a. An explanation of the abbreviations and codes used on the Weekly KPIs spreadsheet, along with copies of the Weekly KPIs spreadsheet for October, November, and December 2018, with updated and complete information for all rows and columns for each of the 15 branch campuses visited.**
- b. Copies of communications between District Managers and Service Delivery Managers at the Washington DC and Summit NJ branch campuses relative to discussions of revenue projections and plan for lesson delivery.**
- c. Copies of reply emails from SDM's from a sample of 10 learning centers, including the White Plains center, informing their District Manager that the Berlitz Values and Berlitz Essence posters had been displayed in the learning centers.**
- d. A narrative explanation of the process used by District Managers in their discussions with SDM's relative to making accurate and realistic revenue projections, unlike those noted by the team at the Bingham Farms campus, along with an analysis of the Weekly KPIs used to establish a need for the training offered by the learning center in its market area. The response must include copies of communications between the SDM of the Bingham Farms campus and the District Manager relative to the Weekly KPIs.**
- e. A narrative explanation of the institution's efforts to increase customer responses on the Customer Satisfaction Survey, as well as a copy of all survey results for 2018 and January-February 2019 for five learning centers including the Wauwatosa location.**

- f. A detailed explanation as to how Customer for Life counseling measures student satisfaction, including the types of questions asked during counseling, how responses are documented, and how this data is used by the learning center for instructional and operational improvement.**

2. Standard I-C: Planning (all campuses)

The 15 team reports and the interim report indicated an overall lack of planning that is compliant with the ACCET standard at the learning center level. In several reports (Boston, San Diego, Miami, and Coral Gables), the team noted that no plans were available for review. At the other learning centers, the team reports indicated that short-term plans were available, along with the institution's corporate strategic plan, but that the short-term plans only reflected enrollment numbers and revenue, and did not have operational strategies, projected time frames, required resources, and methods for subsequent evaluation, while the corporate plan contained no center-specific objectives. The Princeton main campus follow-up visit team report described the process utilizing Most Important Tasks (MIT) designed to link the Berlitz strategic plan and the Berlitz Minimum Standards to quarterly operational goals, which at the time of the follow-up visit had been implemented at the two highest levels of corporate management, with a projected rollout at the learning centers in 2019.

The institution indicated in the majority of its responses that the short-term plan was created by the Service Delivery Manager at the start of the new position, and that it was validated by the District Manager. While these responses indicated that a copy of the short-term plan is attached as an exhibit, only the responses for the Summit, Vienna and Wauwatosa branch campuses contained a copy of the 2019 short-term plan. Further, while these short-term planning spreadsheets for 2019 tied measurable objectives to corporate initiatives with SMART goals, the planning spreadsheets have yet to be systematically and effectively implemented; consequently, the institution was unable to demonstrate a planning process in full compliance with the ACCET standard.

The response to the main campus follow-up visit team report indicated that the MIT's and the Berlitz Minimum Standards have been implemented and are being used by the first two levels of management. It indicated that the Berlitz Minimum Standards were updated to reflect the duties of the new SDM position, and that the Country Manager of Instruction communicated these standards to the field in July 2018. However, the response did not indicate the institution's timeline for implementing MIT's at the learning centers, or how these MIT's correspond to the planning spreadsheets noted in the branch campus responses.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on these issues, with appropriate supporting documentation, to include:

- a. Copies of 2019 LC Action Plan Summaries for all of the 15 branch campuses visited by ACCET in the previous review cycles, demonstrating implementation by each of the**

- learning centers. The institution must include a copy of the written policies and procedures governing the use of the Action Plan Summaries at the learning centers.**
- b. Copies of MIT's for each of the 15 learning centers, or, if these have not been implemented by the interim report due date noted below, a definitive timeline for their implementation at the learning centers, along with documentation of communication with each of the learning centers presenting the institution's policies and procedures for implementation of the MIT's by employees at the learning centers.**
 - c. A narrative update with copies of meeting minutes and other communications among corporate-level leaders and managers to demonstrate that there is committed and focused oversight of the planning process from corporate level initiatives such as Berlitz 2.0 down to specific learning center objectives subsequent follow-up.**
3. Standard II-A: Governance (San Diego, CA; Irvine, CA; Washington, DC; Summit, NJ; White Plains, NY; Bingham Fars, MI; and Princeton, NJ)

The San Diego team report indicated that the center did not have an approved DSO. The San Diego and Irvine reports indicated that the BPPE approval letter included addresses for the Beverly Hills and Costa Mesa campuses, but that these locations are no longer active. as the Beverly Hills location moved to Santa Monica, and the Costa Mesa learning center moved to Irvine.

The institution indicated in its responses that the San Diego branch has a DSO who was trained in July 2018, and that request has been sent to SEVIS to add her as the DSO for the San Diego branch campus. A copy of the email from the Berlitz PDSO was included as an exhibit. The responses also indicated that the institution notified the BPPE of the changes of locations for the two campuses and included copies of the change of location documents sent to the BPPE. It is noted that the BPPE requested approval by ACCET for the changes of locations and included a copy of an email sent by the Country Manager of Instruction to the ACCET Assistant Executive Director requesting the change of location, but that no ACCET Document 26.4 - Change of Location Application was submitted by the institution following that communication.

The team reports for the Washington DC and Summit campuses indicated that there was no local expertise relative to maintaining student status under SEVP regulations. In addition, the reports indicated that the "2018 Study Abroad Programs" application indicated that for any changes to a program including transferring to another school, the student must give a two-week notice and use a request form, which is a clear impediment to transfer. In addition, on the same page, the application stated that the institution is required by law to report a student was violated status to the Department of Homeland Security and that it will also notify the Bureau of Citizenship and Immigration Services, which it is noted changed its name to U.S. Citizenship and Immigration Services in 2004 and does not oversee the maintenance of status for F-1 visa students. Further, both statements overstate the institution's responsibility for status violations.

The institution did not respond to this weakness in either report, and no supporting documentation was provided.

The team reports for White Plains, NY and Bingham Farms, MI indicated that management at both locations was unfamiliar with the requirements of accreditation. In addition, the Bingham Farms team report indicated that the institution was using Skype to provide makeup lessons to students who had missed classes, or lessons to students who are unable to make it to the center due to issues such as weather or transportation. The report indicated that the institution, though approved for interactive distance learning, did not have approval to provide distance learning via Skype in this manner.

In its response, the institution indicated that the White Plains Learning Center staff worked weekly with the institution's Quality Assurance Team to prepare for the ACCET on-site visit, while the response to the Bingham Farms report stated that the team there was new and needed support from the District Manager, Country Manager of Instruction, and Quality Assurance Team. The Bingham Farms response also stated that the use of Skype to provide lessons, only for extenuating circumstances such as make-up purposes or travel/weather issues to ensure that the student's learning, progress and program completion are met." However, the Commission noted that the lack of preparedness on the part of these two campus management teams was indicative of an overall disconnect or disregard by corporate level personnel in ensuring the systematic and effective implementation of key operational policies and procedures in practice over time on an institution wide level, as illustrated by the number and scope of the weaknesses cited across multiple locations during this most recent reaccreditation cycle.

Finally, the follow-up team report to the main campus indicated that the institution advertises the Berlitz Orlando campus as one of the Berlitz Study Abroad locations even though it has not received its I-17 authorization. In addition, the follow-up report and the interim report from the team visit to the branch in Montgomery, OH, indicated that the institution continues to advertise a Combo Program, despite not having approval from ACCET. Lastly, the institution's approval from the state of Illinois was still in process at the time of the follow-up visit.

The institution indicated in its response that the Orlando campus was a franchise with different operating procedures from the Berlitz branch campuses in the United States. The response also noted that the Berlitz Pricing Sheet, included as an exhibit to the response, and does not include a Combo Program; rather, per the response to the follow-up visit report and the interim report, the Combo Program is a form of delivery allowing students the flexibility to incorporate different program types. However, while the Orlando campus is a franchise, as such Berlitz has some oversight over that location and advertises it with its corporate owned locations. In addition, the Berlitz Study Abroad brochure advertises "Combination Program" among its other programs, such as Total Immersion and Small Group Program, and in fact describes the offering as a program.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on these issues, with appropriate supporting documentation, to include:

- a. ACCET Document 26.4 - Change of Location Application for the Santa Monica and Irvine branch campus locations noted above, to be sent to Mr. James Doran, Senior Accreditation Coordinator, at jdoran@accet.org.
 - b. Documentation to demonstrate that the Summit NJ and Washington DC branch campuses have capable DSO's with appropriate training to understand and execute the regulations relative to maintaining student status.
 - c. Five copies of completed Study Abroad Program applications revised to indicate the appropriate government agency responsible for oversight of F-1 visa regulations, as well as removal of the requirement for a two-week notification of program change/transfer and the need for a request form.
 - d. A narrative update of the institution's communication with Ms. Donna Hutchison, Senior Accreditation Coordinator (dhutchison@accet.org) to determine the correct course of action for approval of Skype as a platform to provide lessons at a distance to students for makeup time or for those who have issues with transportation or weather.
 - e. Evidence to demonstrate that the Orlando campus is able to enroll nonimmigrant visa students, or alternatively, a screenshot of the website and a copy of the Berlitz Study Abroad brochure showing removal of the Orlando campus as a BSA location.
 - f. Documentation to demonstrate submission of ACCET Document 25.1 - Application for a New or Revised Program/Course to Ms. Carol Crehan, Accreditation Coordinator (ccrehan@accet.org), for the Combination Program.
 - g. A copy of Illinois state approval for Berlitz, if received prior to the interim report due date, or an update on efforts to secure the approval document.
4. Standard II-C: Human Resources Management (Boston, MA; Miami, FL; Coral Gables, FL; Irvine, CA; Summit, NJ, Bingham Farms, MI; and Princeton, NJ)

The Boston team report indicated that there were no performance reviews for instructors.

The institution did not respond to this weakness, and there was no supporting documentation provided.

The Coral Gables branch campus report indicated multiple missing documents from personnel files. None of the center staff had evidence of professional development in their files, while the instructors listed did not have copies of degrees in their personnel files. One instructor was missing a W-4, while the Academic Specialist was missing both the W-4 and the I-9. Finally, three instructors and both Service Representatives did not have annual evaluations in their files. Similar issues were noted in the branch campus report for the Miami learning center. Employees lacked evidence of professional development, and instructor files did not contain copies of degrees.

The institution did not provide a response or supporting documentation for the Coral Gables team report. The institution's response to the Miami branch campus team report indicated that the institution was currently requesting copies of degrees from its instructors, and indicated that one of the Service Representatives started his position in 2018 and would not have his first

annual evaluation until 2019. No additional information or documentation addressing other employees and instructors cited was provided in the response.

The team report for the Bingham Farms branch campus indicated that evaluations were not conducted for faculty, that two instructor files were missing I-9 forms, and that there was no evidence of mid-year reviews per the institution's policy.

The institution indicated in its response that it was currently working on performance appraisals for instructional staff and included a copy of one lesson observation and teacher self-report. The missing I-9 forms were included in the response as an exhibit. Finally, the response indicated that the policy has been revised and that the institution no longer requires mid-year reviews. The response stated that the policy now indicates that evaluations must be conducted "at regular intervals" and that they are "typically distributed at the end of the calendar year." However, as noted in the response, evaluations are still being carried out, and evidence of these evaluations must be provided in order to fully address the cited weakness. In addition, the ACCET standard requires that evaluations be conducted at least annually, while the institution's policy could allow evaluations on a less than annual basis.

The team report for the Irvine branch campus indicated that the Academic Specialist did not have an annual evaluation in 2017.

The institution provided a copy of the 2017 annual evaluation for the Academic Specialist; however, the attached exhibit was a blank evaluation form that had been electronically signed by the Country Manager of Instruction on November 27, 2018.

The Summit branch campus team report indicated that seven of the ten refunds reviewed were made because the institution was unable to find instructors, or acceptable instructors, for classes for which students had paid in advance.

The institution indicated in its response that it strives to provide qualified instructors for all classes, which it states is evidenced through its comprehensive initial training, which the Commission notes does not speak to the issue of students paying for classes when no instructors are available. The response indicated that a Centralized Recruiting Team has been formed to hire instructors for the country, to ensure that campuses are staffed appropriately and that instructors meet ACCET standards. The response stated that the Summit SDM works to ensure that correct materials are sent to students and their groups can be formed in a timely manner. The response included an email from the Berlitz Group Coordinator relative to group formation. The STM is also working with the Academic Specialist to ensure that there are enough instructors for the programs offered at the center. However, it remains unclear from the narrative response and the attached exhibit what steps have been taken to ensure that the Summit branch campus has appropriate and sufficient instructors to meet demand for its programs.

Finally, the Princeton follow-up visit team report indicated that the institution's policy relative to ongoing professional development was a draft policy at the time of the visit and had yet to be disseminated, so there was no evidence of its systematic and effective implementation. The report stated that the institution had started providing documented professional development using an online seminar.

In its response, the institution indicated that the policy on professional development, "HR Policy 109" had been revised in the Berlitz Employee Handbook in September 2018 and that it requires all full and part-time staff to participate in development annually. The response stated that staff were informed to read and acknowledge electronically receipt of the policy. The response included a copy of the policy, a copy of an email sent by the HR Manager on October 3, 2018, with an acknowledgment from one employee, dated November 21, 2018, a blank Employee Training History form, and a copy of the Berlitz Employee Handbook dated September 1, 2018 that includes the updated policy. However, one employee acknowledgment and a blank Employee Training History form do not provide sufficient information to demonstrate systematic and effective implementation.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on these issues, with appropriate supporting documentation, to include:

- a. A list of all instructors who taught at the Boston branch campus in 2018, along with copies of classroom observations/performance evaluations conducted by their supervisor.**
- b. Copies of the following personnel file information relative to the weakness cited at the Miami branch campus: (i) degrees for all instructors; (ii) 2018 annual evaluations for all employees; (iii) documentation of professional development for all employees; (iv) a W-4 for [REDACTED]; (v) evidence of Berlitz training for [REDACTED]; and the W-4 and I-9 for [REDACTED].**
- c. Copies of the following personnel file information relative to the weakness cited at the Coral Gables branch campus: (i) degrees for all instructors; (ii) 2018 annual evaluations for all employees; (iii) documentation of professional development for all employees; (iv) a completed and signed ACCET Document 6 for [REDACTED], and [REDACTED].**
- d. A schedule of evaluations for faculty at the Bingham Farms campus, along with copies of all lesson observations and teacher self-reports completed since November 1, 2018.**
- e. A copy of the revised policy and procedures for conducting performance appraisals to ensure that they are completed at least annually.**
- f. A copy of the 2018 annual evaluation for the Irvine Academic Specialist, along with a narrative explanation as to why the 2017 evaluation was not conducted.**
- g. A narrative description of the activities of the Centralized Recruiting Team, including copies of ACCET Document 6 for each member of the team, job descriptions for the team members, copies of sample communications with learning centers relative to instructor equipment, written policies and procedures guiding the activities of the team**

including how names and assignments are tracked, and a list of instructors recruited and assigned by the team to specific learning centers.

- h. Copies of five email acknowledgments of the October 3, 2018 HR Policy 109 email from the HR Manager, along with copies of five Employee Training History forms indicating all professional development activities taken by those five employees in 2018 and the first quarter of 2019.**

5. Standard II-D: Records (Garden City, NY; Miami, FL; Coral Gables, FL; White Plains, NY; Wauwatosa, WI)

The Garden City team report indicated that faculty records are kept in multiple locations; some documents are kept in physical files while others are maintained on an online human resources management system. The report stated that the institution did not identify which documents are kept in which system, impeding the team's review of faculty personnel files. The file for [REDACTED] had no copy of her degree and no ACCET Document 6. The file for [REDACTED] contained a lesson observation that had been signed by the supervisor but not the instructor, and there were no dates for her IQP or KIPP. Finally, lesson observation forms for [REDACTED] and [REDACTED] were signed by the supervisor but not by the employee.

The Miami team report indicated that academic and attendance records were often incomplete and disorganized.

The team report for the Coral Gables branch indicated that the record-keeping system did not ensure that student and personnel records were maintained in an accurate, orderly, and up-to-date manner, and that many student and personnel records were missing documentation.

The team report for the White Plains branch campus indicated that there were a number of issues with incomplete or inaccurate student and staff files. Hire dates for three employees were different between the ACCET Document 6 and Document 21 reviewed on site by the team. The report also indicated that 12 student files had missing or incomplete enrollment and academic information, and that five student PED cards were missing personal information, such as company name, program name, language being taken, and dates.

The team report for the Wauwatosa branch campus indicated that student and instructor files were disorganized and missing documents. It stated that nongovernment student files were missing PED cards, level placement, counseling forms, and orientation checklists.

The institution did not provide a response or supporting documentation for all of the five reports citing weaknesses under this standard.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on these issues, with appropriate supporting documentation, to include:

- a. **The institution's written policies and procedures governing the keeping of personnel and student records, indicating the person(s) responsible to ensure these records are organized and complete, as well as documentation of any corrective actions taken institution wide to remediate the issues noted in these team reports.**
- b. **A copy of a bachelor's degree and ACCET Document 6 for [REDACTED] at the Garden City campus, along with copies of lesson observation forms for 2018 for [REDACTED], and [REDACTED].**
- c. **Copies of complete and accurate PED cards for 10 non-government students from the White Plains branch campus completed since November 1, 2018.**

6. Standard II-D: Communications (Wauwatosa WI; Princeton, NJ)

The Wauwatosa team report indicated that the institution did not have meeting minutes for weekly meetings with the District Manager nor meeting minutes with instructors. The onsite team could not verify if [REDACTED] met with instructors and if student issues and concerns were discussed.

The institution's response indicated that quarterly meetings were conducted by the previous Academic Specialist and will continue under the new one. It provided an email related to the last scheduled Professional Development Session (PDS) in August 2018, but no documentation reflecting compliance with the twice annual PDS requirement of Berlitz for calendar year 2018. No additional documentation was provided to demonstrate the effective communication among faculty and staff, and the response did not address the lack of meeting minutes for the weekly meetings with the District Manager.

Therefore, the institution is directed to provide copies of meeting minutes for three weekly meetings between the Wauwatosa branch staff and the District Manager, as well as agendas/minutes for all PDS sessions conducted since November 1, 2018.

7. Standard II-F: Professional Relationships (Bingham Farms, MI)

The team report indicated that the Bingham Farms learning center did not maintain any relationships, memberships, or affiliations with other organizations within the local education/training or employer/industry network for the purpose of enhancing the quality of the education, training, and student services at the campus, as required by this standard.

In its response, the institution referenced professional relationships maintained by the corporate parent; however, it did not specifically address the lack of professional relationships related to the Bingham Farms branch campus, nor did it establish how the professional relationships maintained by the corporate parent specifically benefitted the Bingham Farms campus. No supporting documentation was provided in the response.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on this issue, to include evidence of the Bingham Farms campus efforts to establish professional relationships within its local market area.

8. Standard III-B: Financial Procedures (Interim Report [Montgomery, OH]; Follow-up Report [Princeton, NJ]; Houston, TX; Garden City, NY; San Diego, CA; Irvine, CA; Washington, DC; Summit, NJ; White Plains, NY; Bingham Farms, MI)

In the August 2018 Commission Action Letter, the institution was directed to provide a narrative update with supporting documentation to demonstrate the implementation of an ACCET-compliant refund policy and enrollment documentation for F-1 students, including non-restrictive notifications of withdrawal, provisions for students to receive a refund through the midpoint of their program, clarification of the rates used to determine a pro-rata refund, and itemization of non-refundable charges. The follow-up visit; Bingham Farms, MI; Garden City, NY; Houston, TX; Irvine, CA; San Diego, CA; Summit, NJ; Washington, DC; and White Plains, NY team reports cited similar issues with non-compliant refund policy and enrollment documentation.

The follow-up team report and the Bingham Farms, MI team report additionally indicated that the refund calculation worksheet did not include elements required by ACCET Document 31 and 31.ESOL, including the Last Date of Attendance; Date of Determination; Charges to the student prior to withdrawal; and percentage of program completed.

The following issues were also cited under Standard III-B: Financial Procedures:

- The Bingham Farms, MI and Houston, TX team reports indicated that the refund policy contained conflicting information, as it indicated that students would be charged for no-show classes, but also indicated that students who withdrew would be provided a refund based on the last date of attendance. It was not clear what would occur for students who withdrew after no-show classes.
- The Bingham Farms, MI team report indicated that calculation worksheets were not prepared for all cancelled and withdrawn students, as required by ACCET Document 31 and 31.ESOL but were only completed if the institution believed the student was due a refund.
- The Garden City, NY and Irvine, CA team reports indicated that students were being charged different amounts of registration fees. The Garden City report indicated that some students were charged \$100 while others were charged \$25, and there was no clearly-stated policy to distinguish this difference in fees.
- The Houston, TX team report indicated that the campus was applying its terms and conditions in sequential order, such that at least one student who had never attended classes, [REDACTED], did not receive a refund because the contract expiration date was reached. The report indicated that subsequently, it was determined that the student had

never actually signed an enrollment agreement. The student was requested to come back to the institution to complete an enrollment agreement in order to receive a full refund.

- The Irvine, CA team report indicated that student charges listed in the internal management system were different than those listed on the enrollment agreement.
- The Irvine, CA team report indicated that the institution had a different enrollment agreement and tuition charges for at least one student, [REDACTED].
- The White Plains, NY team report indicated that the institution kept full, unencrypted credit card information for students in paper files.
- The Bingham Farms, MI team report indicated that the institution did not ensure separation of duties for cash handling, as a single person was responsible.

In its interim report, the institution provided an email from corporate to the campuses to describe the enrollment procedure. However, no policies and procedures for enrollment were provided, and no evidence of training was submitted. Additionally, the interim report included partially completed enrollment agreements, none of which included all four pages to demonstrate the signatures and initials from the student as outlined in the email from corporate describing the enrollment process requirements. The enrollment agreement for [REDACTED] did not include pages 3 or 4, which included the refund policy, so there was no evidence that the student had read and understood the refund policy as required.

Further, the enrollment agreements provided in the interim report reflected different registration fee amounts, as cited in the Garden City and Irvine team reports, and it was unclear where these were published to ensure fair and equitable charges. For example, [REDACTED]'s enrollment agreement listed a \$0 registration fee, [REDACTED]'s enrollment agreement listed a \$50 registration fee, and [REDACTED]'s enrollment agreement listed a \$100 fee. The Commission notes that one version of the enrollment agreement references a \$100 "processing fee" for F-1 students, but it is not clear whether this is referencing the registration fee or is an additional charge, and if the latter, where this fee would be delineated as the listing of charges does not have a line for a processing fee.

The follow-up visit response and all applicable team reports contained the same narrative and exhibits, regardless of the weakness cited. The exhibits provided an updated blank refund calculation worksheet that included the LDA, the first page of a blank enrollment agreement, and one completed enrollment agreement. The Commission reviewed the calculation worksheet and noted that the blank worksheet did not clearly provide a space to document the amount earned by the school and how that amount was determined; however, as the worksheet was blank, the Commission further noted that this information might be on a completed worksheet and simply not labeled clearly. The blank partial enrollment agreement contained a refund policy that addressed the concerns cited above. However, the agreement referenced a second page, which was not included, and the completed enrollment agreement included a

different refund policy than the blank version; therefore, no evidence of implementation of the revised enrollment agreement, and a compliant refund policy, was provided.

The responses to the team reports did not address any of the issues in the bulleted list above. This is particularly concerning as some of these may be indicative of institution-wide issues and some have a potentially significant impact on students.

Therefore, the institution is directed to provide a narrative update on this issue, to include:

- a. All pages of enrollment agreements for the five students submitted in the previous interim report;**
- b. Five new enrollment agreements from all fifteen branch campuses visited to demonstrate the new EA, along with corresponding student ledgers for the five enrollment agreements from the Irvine, CA campus to demonstrate alignment of student charges.**
- c. Written policies and procedures for enrollment and evidence of training for campus procedures.**
- d. Documentation for three cancelled or withdrawn students from each of the eight campuses in the bulleted list above, as well as documentation for three online students, including (i) enrollment agreement, (ii) daily attendance records, (iii) the student's ledger with payment and charge history, (iv) refund calculation worksheets, (v) proof of any refunds made (e.g. cancelled checks, receipts showing credit back to credit cards, wire transfers, etc.), and (vi) any other documentation needed to verify the refund calculation, such as vacation or leave of absence forms.**
- e. A narrative and any necessary revisions to the refund policy to clarify how students who no-show and then withdraw are treated to ensure that the last date of attendance is used for refund calculations;**
- f. Documentation to demonstrate how registration fees are determined and communicated to students prior to enrollment, to evidence that charges are fair and equitable.**
- g. A narrative and supporting documentation to demonstrate that the institution completes refund calculation worksheets for all cancelled and withdrawn students, in accordance with ACCET policy by way of five example worksheets completed.**
- h. Documentation of procedures and training for the Houston, TX campus to ensure that students who cancel or no-show and never attend a class are provided a full refund in accordance with ACCET Document 31 and 31.ESOL. Additionally, the institution must conduct a full review of all cancelled and no-show students within the past 12 months and ensure that refunds were processed for these students. The institution must provide a spreadsheet and evidence of refunds processed for these students.**
- i. A narrative and supporting documentation on the different enrollment agreement and charges for [REDACTED] (Irvine, CA).**

- j. **A narrative and supporting documentation to demonstrate that the White Plains, NY campus keeps all credit card information secure.**
- k. **A narrative and supporting documentation to demonstrate that the Bingham Farms, MI campus has implemented policies and procedures to ensure separation of duties for cash handling.**

9. Standard V-A: Instructional Methods (Boston, MA)

The Boston, MA team report indicated that three classes observed by the team demonstrated insufficient knowledge of Berlitz teaching techniques, limited range of error correction methods, inadequate attention to student needs, and large amounts of teacher talk time. ACCET Document 19s indicated multiple areas cited as “needs improvement” for [REDACTED], [REDACTED], and [REDACTED].

In its response, the institution indicated that the Academic Specialist had talked to [REDACTED] and his performance subsequently improved. However, documentation of the discussion with the Academic Director was not provided to demonstrate that areas and methods of improvement were covered, and the institution provided only a single observation to demonstrate improvement. The other two instructors cited by the team were not discussed in the institution’s response.

Therefore, the institution is directed to provide a narrative update on this issue, to include documentation of observations for [REDACTED], and [REDACTED] conducted after January 1, 2019, as well as documentation of follow-up meetings with each instructor to discuss the results of observations, including areas needing improvement, teaching strategies, and plans for future observations.

10. Standard V-C: Facilities (Houston, TX)

The Houston, TX team report indicated that the center did not have a current valid fire inspection certificate and was waiting for building management to resolve the issue.

In its response, the institution indicated that it has requested the inspection certificate on multiple occasions, and indicated a reply was attached. However, both attachments in the institution’s response related to the recharged fire extinguisher, not the fire inspection. Therefore, the institution has not resolved the issue of a lack of current fire inspection certificate at its Houston, TX campus.

Therefore, the institution is directed to provide a narrative update on this issue, to include documentation of a current valid fire inspection certificate for the Houston, TX campus.

11. Standard VI-A: Qualifications of Instructional Personnel (Philadelphia, PA; Vienna, VA; Boston, MA; Coral Gables, FL; Washington, DC; Summit, NJ; White Plains, NY; Bingham Farms, MI; Wauwatosa, WI)

The team reports for Philadelphia, Vienna, Boston, Bingham Farms, and Wauwatosa indicated that instructor personnel files did not contain appropriate documentation, such as a diploma or a transcript, to demonstrate that they meet the institution's minimum hiring qualification of a bachelor's degree.

The Coral Gables team report also indicated that transcripts or a bachelor's degrees are not present in instructor personnel files, and in addition, noted that four instructor files did not contain resumes or ACCET Document 6 to demonstrate that instructors met minimum hiring guidelines. Finally, the report noted that one instructor did not have a bachelor's degree and had only earned 63 credits towards an associate's degree.

The Washington DC and Summit reports indicated that the institution requires instructors to have a bachelor's degree or equivalent, does not require that instructors have at least three months of full-time equivalent ESOL or foreign language classroom teaching experience or a certificate in teaching ESOL or a foreign language.

The White Plains team report indicated that instructor [REDACTED] did not possess a bachelor's degree, nor did she have the required amount of work experience required by Berlitz policy. The Academic Specialist indicated to the team that the instructor had been hired based upon her volunteer experience and her knowledge of Japanese, and that the branch campus could not find a more experienced instructor to teach Japanese. The Academic Specialist also indicated to the team that a language barrier made it difficult to obtain additional information on the instructor's background, despite the requirement in the advertisement for instructors that instructors have "exceptional communication skills" in their native language and in English. The instructor also did not complete the IQP hiring requirement.

With the exception of its response to the White Plains branch campus team report, all responses indicated that the institution has requested copies of diplomas or transcripts from instructional staff and indicated that the copies received had been attached as exhibits. It is noted that the responses for Boston, Washington DC, and Summit did not include any exhibits, while exhibit for the other campuses did not indicate how many more instructors' diplomas or transcripts needed to still be collected. In addition, Philadelphia instructor [REDACTED] had a teacher certification but no evidence of a bachelor's degree. The Coral Gables response included no documentation of the qualifications for instructor [REDACTED].

The institution's response to the White Plains team report included the most recent lesson observation for [REDACTED], indicating that she continued to demonstrate improvement. The response also included a copy of counseling session notes for a student who worked with this instructor since June 2018, noting that the student was pleased with her lessons. However, the documents provided for [REDACTED] do not demonstrate that she has the educational qualifications required by both ACCET and Berlitz policy. In addition, the documentation provided for White Plains instructor [REDACTED] was completion of the apprenticeship and not a bachelor's degree.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on these issues, with appropriate supporting documentation, to include:

- a. A list of active instructors for all of the 15 campuses visited in the current reaccreditation cycle, noting the language(s) taught in the instructors' level of education (bachelor's degree, master's degree, or other equivalent education), with specific narrative explanation as to why any instructor who has less than a bachelor's degree was hired.**
- b. To accompany each list noted above, a copy of the instructors' transcript or diploma and ACCET Document 6 or resume.**
- c. Evidence of training for [REDACTED] to demonstrate that she is able to conduct lessons using the Berlitz method.**

12. Standard VI-B: Supervision of Instruction (Garden City, NY; Boston, MA; San Diego, CA; Miami, FL; Coral Gables, FL; Irvine, CA, Bingham Farms, MI, Wauwatosa, WI)

The team report indicated that the campuses were not meeting Berlitz policy, which requires lesson observations three times per year during and instructors first year, and two lesson observations following the first year of employment, and /or the ACCET requirement of at minimum an annual evaluation. In addition, the Wauwatosa branch campus team report indicated that student feedback was not utilized in the supervision of instruction. The institution indicated to the team that student feedback was collected during the counseling sessions held at the midpoint of enrollment and the end of enrollment, but, as noted in the team report, no documentation of counseling sessions was available.

The institution provided the same response to all the branch campus team reports, indicating that the Academic Specialists are observing instructional staff in their territories, and each response, with the exception of San Diego which had no exhibits, included copies of lesson observations completed by the Academic Specialists. In addition, the Irvine branch campus response noted that one of the instructors listed in the team report was inactive, and that another active instructor was overseas but was on the schedule for upcoming observations. The Irvine and Bingham Farms responses also included schedules for lesson observations. However, no narrative explanation was provided for the lack of lesson observations for the branch campuses noted above, and, given the schedule of implementation, many observations have yet to be conducted. In addition, the three lesson observations for Garden City were not signed by the instructor, and the one lesson observation and self-assessment provided for the Boston location was signed by neither the supervisor nor the instructor.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on this issue, with appropriate supporting documentation, to include:

- a. A schedule of lesson observations for each of the 15 branch campuses visited, to include those instructors already observed and the dates of their observations, as well as the dates of upcoming future lesson observations.**

- b. To accompany each of the aforementioned lesson observation schedules, copies of all lesson observations and self-assessments, with appropriate supervisor and instructor signatures, for all lesson observations and assessments conducted since November 1, 2018.**

13. Standard VI-C: Instructor Orientation and Training (Miami, FL; Coral Gables, FL; Washington, DC; Summit, NJ; White Plains, NY; Bingham Farms, MI; Wauwatosa, WI)

The team reports for the seven branch campuses noted above indicated that the institution's policy for instructor professional development states that Professional Development Sessions (PDS) are provided at least quarterly, but these campuses were unable to provide evidence that the instructor professional development had been systematically and effectively implemented.

In addition, the Miami and Coral Gables branch campus team reports referenced the corporate office on-site visit, which indicated that the institution ensures instructors stay current on teaching methodology and advances in the field through weekly meetings between the District Manager and Learning Center administration. The Miami report also referenced the corporate office visit report noting that the Country Manager of Instruction meets every other week with Learning Center staff to discuss information and updates sent by the corporate Content and Development Department. The Miami campus was only able to provide two examples of minutes of these meetings, while Coral Gables was unable to demonstrate any evidence that these meetings were taking place.

The White Plains team report noted a similar lack of evidence of professional development, but also indicated that the team visiting that campus was informed that lesson observations counted as professional development. However, the team noted that the lesson observations were not well documented, and that lesson observations did not provide sufficient knowledge and skill improvement to substitute for actual professional development.

The institution's responses to the weaknesses cited in each of the seven branch campus reports indicated that Berlitz offers professional development to instructional staff once every quarter or as needed. The Berlitz Minimum Standards states that instructors who are part-time or on call and have varying schedules and availability have the option to attend any of the offerings during the year. The responses to the Miami and Coral Gables reports included emails scheduling a PDS on filling out PED cards. The Summit team report response included an email requesting a professional development topic. The White Plains team report response included an Employee Training History form for [REDACTED] showing three training sessions, including IQP and KIPP, conducted in February 2018. Finally, the institution's response to the Wauwatosa report included an email scheduling a PDS in December 2018, another email asking to schedule a PDS in August 2018, and a follow-up email relative to the August 2018 session indicating the instructors that attended and the topics covered, along with a request for payment for the two instructors that did attend. However, of the seven responses, this last was the only one to show any evidence that professional development had been carried out, and this single email does not

demonstrate that the institution's policy of quarterly professional development sessions is being systematically and effectively implemented in practice over time.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on this issue, with appropriate supporting documentation, to include:

- a. Schedules of professional development sessions conducted in 2018 and planned for 2019 for each of the 15 branch campuses.**
- b. A copy of the institution's written policies and procedures for tracking professional development that ensures professional development session topics and attendance are documented.**
- c. Documentation for the 15 campuses visited that professional development has been carried out in the first quarter of 2019, including topics covered and instructors who attended.**

14. Standard VII-A: Recruitment (Bingham Farms, MI; Irvine, CA; Wauwatosa, WI)

The Bingham Farms, Irvine, and Wauwatosa team reports indicated that the institution's website included two unsupported claims: "The world's premier language and intercultural communication specialist" and "Whether you are looking for English, French or Mandarin language classes; cultural consulting solutions or programs for your team, Berlitz is the only place you can learn the way you want." Additionally, the Bingham Farms team report indicated that the "Commitment to Quality" flyer had multiple unsupported claims, including "Berlitz hires and trains only the best, native-fluent language instructors;" "No other language training provider offers this level of formalized and consistent service and support;" and "[ACE and ACCET] are two of the most reputable independent accreditation bodies in the United States." Further, the Bingham Farms team report noted that ACE is not in fact an accreditation agency, and the flyer provides the incorrect full name for ACCET, as it defines it as "the American Council on Continuing Education and Training."

The institution did not respond to these weaknesses. The Commission reviewed the institution's website during the December 2018 Commission meeting and found the unsupported claims described above were still present.

Therefore, the institution is directed to provide a narrative update on these issues, to include evidence that it has updated its website and promotional materials, including the "Commitment to Quality" flyer, to remove the unsupported claims cited above and correct the errors in its description of ACE and ACCET.

15. Standard VII-B: Admissions/Enrollment (Boston, MA; San Diego, CA)

The Houston, TX team report indicated that the enrollment agreement did not consistently reflect the actual start and expected end dates of the program. The team found that for online enrollments, enrollment agreements are generated immediately, prior to any enrollment

interview, and may not reflect the actual start date of the student. For example, ██████████ enrolled online on January 23, 2017, and had an enrollment agreement generated with a start date of that day. However, the student did not start classes until the following week. The institution indicated that dates cannot be adjusted once created. As the institution only provides students with a limited time in which to complete lessons, this procedure results in a detriment to the student in addition to reflecting inaccurate dates for recordkeeping purposes.

The institution did not respond to this weakness.

The Wauwatosa, WI team report indicated that non-government student files did not include enrollment agreements or student orientation checklists. The team noted that student orientation was a procedure to introduce students to learning objectives, performance measurements, attendance requirements, and instructional methodology, and was therefore an important aspect of enrollment and communication to the student.

The institution stated that since the visit, the Service Delivery Manager had been completing student orientations. It indicated that proof of student orientations was provided; however, the document attached was a spreadsheet that indicated that four orientations were completed in October and November 2018. Documentation to demonstrate the content of the orientation, that the student received the orientation, and that only four students enrolled during those two months was not provided. Further, the institution did not address the issue of student files missing enrollment agreements.

The San Diego, CA team report indicated that many of the enrollment agreements were incomplete, missing student signatures, registrar signatures, and pages of the enrollment agreement, and schedule of lessons. The team report indicated that almost all enrollment agreements were missing the schedule of lessons and the second page of the enrollment agreement. Additionally, the team report indicated that files did not consistently include student orientation checklists.

In its response, the institution stated that all students listed by the team had already completed their program. It indicated that all enrollment agreements have been completed since the site visit. The institution attached documents relative to three students that demonstrated signed enrollment agreements and orientation checklists. The Commission noted that the schedule of lessons for all three students was blank.

The White Plains, NY team report indicated that the institution was not consistently following its procedures for enrolling students, including signed enrollment agreements, signed state refund policies, completed inquiry profiles, and student orientation. The team reviewed a sample of student files and found missing or incomplete documentation for eight students.

In its response, the institution stated that all students listed by the team had already completed their programs. It indicated that all enrollment agreements have been completed since the visit, including the inquiry profile. The institution attached documents relative to five students.

However, upon review, the Commission found that these documents did not demonstrate consistent implementation of the institution's enrollment and orientation procedures, three students, [REDACTED], and [REDACTED], were missing completed inquiries to demonstrate an initial needs analysis, and three students, [REDACTED], and [REDACTED], were missing orientation checklists. The Commission noted that two of the five students, [REDACTED] and [REDACTED], appeared to be corporate students, as the institution provided "Booking Sheets" instead of enrollment agreements. However, the institution did not provide any narrative to clarify this difference in enrollment documents.

Therefore, the institution is directed to provide a narrative update on this issue, including:

- a. A narrative clarifying the "schedule of lessons" portion of the enrollment agreement, and why it appears to be blank on the enrollment agreements provided across the institution's responses for all locations;**
- b. Processes which demonstrate accurate recording of course start and end dates for students, particularly for those who enroll online. The institution must also provide documentation of the five most recent online enrollments for the Houston campus who have started classes, including the enrollment agreement and attendance record for each student.**
- c. Documentation of training for the Wauwatosa, White Plains, and San Diego campuses on enrollment and orientation processes, as well as documentation of supervision of these processes on an institution-wide basis by the corporate office.**
- d. Documentation of the five most recently enrolled students at the Wauwatosa campus to demonstrate that completed enrollment agreements are kept in student files.**
- e. Documentation to demonstrate systematic completion of enrollment and orientation processes at the White Plains campus, to include:**
 - (1) A narrative regarding the difference in enrollment documentation for [REDACTED] and [REDACTED];**
 - (2) Inquiry profiles for [REDACTED], and [REDACTED] to demonstrate an initial needs analysis and assessment;**
 - (3) Orientation checklists for [REDACTED], and [REDACTED];**
 - (4) Complete documentation of enrollment and orientation, including enrollment agreements, inquiry profiles, and orientation checklists, for the five students who have most recently started their programs at the White Plains campus.**
 - (5) Documentation to demonstrate systematic completion of enrollment agreements and orientation at the San Diego campus, to include complete documentation of enrollment and orientation, including enrollment agreements, inquiry profiles, and orientation checklists, for the five students who have most recently started their programs.**

16. Standard VIII-B: Attendance (Boston, MA; San Diego, CA; Miami, FL; Coral Gables, FL; Washington, DC; Summit, NJ; White Plains, NY; Wauwatosa, WI)

The Boston branch campus team report indicated that the policy for tardiness is not clearly defined. Per policy documents reviewed by the team, Berlitz Study Abroad (BSA) students are counted absent for one lesson if they are more than 15 minutes late for class, and early departures are not defined. However, the orientation checklist states that the tardy is five minutes late, and another form reviewed on site indicated the same 15-minute policy noted above. It was unclear from documentation reviewed on site which definition of a tardy was being implemented at the branch campus.

The institution indicated in its response that the BSA orientation checklist indicates a tardy is 15 minutes late to class, while other students have an orientation checklist that states a tardy is 5 minutes late to class with no explanation of the discrepancy. The response also indicated that BSA students must sign in to ensure they are receiving the required 18 hours per week of class time. The response included a copy of the institution's F-1 visa policy that indicates a tardy is 15 minutes but did not provide documentation for non F-1 visa students, and the policy provided did not define an early departure.

The San Diego branch campus team report indicated that tardiness and early departure are not addressed in the attendance policy, although staff at the branch campus indicated that five tardies/early departures counted for one missed unit. The Washington DC and Summit team reports also indicated that tardies and early departures were not defined in policy, and consequences for not meeting the 80% attendance minimum are also not defined in policy.

In its response, the institution indicated that students enroll in Berlitz for the scheduling flexibility and customization of course design. It stated that students are aware of the rescheduling policy, and that it is a rare occasion when students have to leave class early. The institution included a copy of its enrollment agreement on which students acknowledge the attendance and rescheduling policy, which indicates that five tardies/early departures is equivalent to one missed unit. However, the institution did not provide documentation to demonstrate that students are informed of the definition of a tardy or early departure, nor did any of the responses indicate the consequences for not meeting the institution stated attendance minimum of 80%.

The Miami and Coral Gables branch campus team reports indicated that the only student consequence for failing to maintain 80% attendance is that a student does not receive a certificate of completion, and there were no processes while the student was enrolled. While the institution indicated that students can reschedule classes, it was unable to demonstrate how this policy ensures that F-1 visa students maintain 18 hours of class per week. The institution's policy does not ensure that students are advised of their attendance and given warnings if issues arise. The institution was unable to demonstrate that it monitors attendance after it is recorded in class. The Miami report cited seven students who had attendance below 80% and were only issued warnings during the team visit.

The institution's response to the Miami report consisted of copies of the email sent on September 24, 2018, during the on-site visit, informing students that their attendance was

below 80% and that they need to “make adjustments” to their schedules to ensure that they “make class on time and not miss any lessons.” The institution’s narrative merely indicated that emails had been sent to the students “reminding them to attend the remaining classes to ensure completion and progress.” However, the minimal response demonstrates a lack of interest or commitment in ensuring that F-1 visa students maintain minimum attendance standards and, thereby, their status as visa students. No narrative or documentation was provided to demonstrate that the students had come to class and improved their attendance percentages, or that they had been terminated or transferred due to their inability to maintain 80% attendance.

The response to the Coral Gables team report indicated that non-BSA students have an orientation checklist that states a tardy is five minutes late, and that BSA students have a separate orientation checklist that states tardiness as 15 minutes late and that students must sign in to ensure they attend the necessary 18 hours as required by SEVP. A copy of the Rules and Regulations for F-1 Visa Students was provided, which indicates that students must maintain 80% attendance, and that a tardy is 15 minutes late and count as an absence for that lesson. A blank attendance sign in sheet was also provided as an exhibit. In addition, the enrollment agreement provided as an exhibit states that students must attend all classes to comply with U.S. immigration policy. However, the response for this campus does not address how students are informed when their attendance is below 80%, and the actions they must take to improve. Further, the enrollment agreement stating that students must attend all classes to comply with immigration policy is incorrect, as students must comply with the institution’s established attendance policy, which is that students must attend 80% of classes.

The White Plains team report indicated that the campus did not have policies and procedures for monitoring and documenting attendance, including tardiness and early departures. The branch’s Academic Specialist was unfamiliar with internal attendance requirements, including notification recording, attendance warnings, or consequences. The institution indicated to the team that absences are addressed by rescheduling lessons with proper notice given.

In its response, the institution indicated, as in other responses, that students enroll in classes at Berlitz because of the scheduling flexibility and customization of course design. No documentation was provided in this response.

The team report for the branch campus in Wauwatosa indicated that PED cards are not completed for non-government students, making it impossible to determine if attendance was being tracked according to the institution’s policy.

The institution provided no narrative response or documentation to this weakness.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on these issues, with appropriate supporting documentation, to include:

- a. **The institution's written policy and procedures for tracking attendance for non-F-1 visa students, including government and non-government students, that includes what actions are taken after attendance is logged in class to ensure that appropriate counseling and guidance is given to students who are in danger of not meeting the institution's 80% attendance minimum.**
- b. **Documentation of counseling and guidance given to 10 non--visa students who are not meeting the 80% attendance minimum, notifying them of actions to be taken to improve attendance and consequences for not meeting the 80% attendance minimum by contract completion.**
- c. **The institution's written policy and procedures for tracking attendance for F-1 visa students that includes a process of warnings to ensure that students who are nearing the 80% attendance minimum and those who fall below the 80% attendance minimum are informed of their attendance percentage and the need to take steps to address the issues.**
- d. **Copies of all warnings given to BSA students since November 1, 2018 from all campuses authorized to enroll F-1 visa students, along with documentation showing the tracking of their attendance prior and subsequent to the issuance of the warning, and any follow-up, actions including removal from warning or termination from the program and from SEVIS.**

17. Standard VIII-C: Student Progress (Montgomery, OH; Garden City, NY; Coral Gables, FL; Irvine, CA; Washington, DC; Summit, NJ; White Plains, NY; Wauwatosa, WI)

The team report for Garden City indicated that follow-up communication for students not making satisfactory progress is not documented by the institution, and consequences were not in evidence for students who did not make satisfactory progress, such as students receiving low ratings or not completing lessons at the expected pace.

The Coral Gables team report indicated that consequences for not meeting satisfactory progress are unclear, and although no evidence of such students was found, the institution had no process in place to address issues of students not making satisfactory progress. In addition, student [REDACTED] had a PED card with no grades on it, and student [REDACTED] had no documented counseling sessions in his file.

The team report for the Irvine campus indicated that the system of PED cards is not dependable, citing an example of an instructor who misplaced a card, making it impossible for the team to determine student progress until the card was eventually found. In addition, the team noted that the PED cards are not appropriate to address the needs of advanced level students, and for such advanced students, the columns on the card are not relevant to his/her instructional sessions, and that the readings columns are left blank for such students.

The team report for the Summit branch campus indicated that the PED cards were inconsistently completed, and a number contained insufficient information to evidence student progress. For example, student [REDACTED]'s file did not contain any information on placement levels, including initial placement. In student [REDACTED]'s file, the PED cards only contained comments such as

"review: and "very intelligent girl" from which no substantive information on student progress could be obtained. In addition, there was no indication that low ratings on PED cards resulted in any corrective actions on the part of academic staff.

The Washington DC branch campus team report indicated that PED cards inconsistently documented student progress through academic levels in a measurably sequential manner, with only two of 10 PED cards reviewed having clearly reported linear progress. The remainder provided no meaningful or reviewable record of the development of language competencies. For example, the PED cards for student ██████ noted completion of activities as follows – “read article,” “grammar,” “lesson,” and “exercise,” with no other information regarding language functions taught, material used, or objectives or outcomes of the lesson. On the PED card for ██████, the materials for the unit were listed as “whatever,” with no additional information to assist review. A number of lessons not using Berlitz materials stated “conversation” or “news article” with no additional information on the substance or objective of the lesson. On ██████’s PED card, the last four days’ worth of entries had been obscured by “Wite-Out,” but the words “client didn’t show up” could still be discerned. ██████ was studying French, but her PED card stated that she was studying English.

The White Plains team report indicated that PED cards were not consistently well-maintained, legible, comprehensible, or complete, and that they had unnecessary fields that were consequently not filled in, such as the column used to track counseling sessions, which were recorded in a database. Other such fields were student name, program type, language, level, schedule, goals, interests and brief background information; this information was provided on another sheet as a snapshot for each student.

The team report for the Wauwatosa branch campus indicated that not all student files had PED cards. The institution could not demonstrate that evaluations of student performance and progress were recorded according to the progress/retention procedure. The team found that, based on instructor interviews and a file review, teachers have not been filling out the progress reports for the past three years, and that they were only filled out upon request from a student.

Finally, the Commission’s interim report directive require the institution to provide a narrative update, with supporting documentation, on the migration of the tracking of student progress and counseling to its new tracking system, and to demonstrate the systematic and effective implementation of its temporary system to track student progress and student counseling. The response was to include examples of both PED and EPED cards, and accompanying documentation, from the Montgomery branch campus.

It is noted that the institution did not provide a response to the Irvine and Coral Gables team reports. All other responses, including the institution’s interim report, contained the same generic statement, indicating that, “it is very rare for a student to not meet their academic benchmarks. Our Learning Cycle is the basis for consistent communication and follow up with the students on their personal goals and needs. We put in efforts to counsel students via email, face-to-face and telephone by providing recommendations to complete homework, online

practice and reinforcement methods.” The interim report included two emails soliciting feedback from students, although it is not clear from the narrative if these emails are part of a policy or how they related to the implementation of a new tracking database. The Garden City response included one PED card with one line filled in, which is not illustrative of a policy on student progress. The Washington DC, White Plains and Summit responses included copies of student PED cards, with no explanation as to how these cards demonstrate the systematic and effective tracking of student progress in practice over time. Finally, the Wauwatosa response included a table showing orientation and counseling sessions, which do not address inconsistent or nonexistent implementation of the PED cards. The Commission noted that the PED card is not a sophisticated nor comprehensive as an instrument for tracking student progress and serves more to note chapters and topics completed than to track language proficiency. However basic an instrument it is, the cards have a long history at the institution and have been reviewed over multiple reaccreditation cycles as the institution’s method for tracking progress. As such, the Commission found the large number of branch campuses cited for inconsistent implementation or lack of implementation to be a serious issue that demonstrates the need for improved oversight of this process at the branch campuses.

Therefore, the institution is directed to submit a detailed and comprehensive narrative update on the issues noted above, with appropriate supporting documentation, to include:

- a. A copy of the institution’s written policies and procedures governing the systematic and effective tracking of student progress in practice over time, including copies of five PED cards for students who have taken at least 15 lessons, from each of the 15 campuses reviewed in this reaccreditation cycle, with accompanying documentation of the counseling sessions indicated on the PED cards.**
- b. Evidence of institution-wide training on the importance and implementation of the PED cards, with acknowledgments from the Academic Specialists at each of the 15 branch campuses visited that they understand the use of the PED cards in the policy and procedures for ensuring that instructors are completing the cards in a timely and appropriate manner.**
- c. A detailed narrative response to all the issues cited in the 14 team reports that were not addressed by the institution’s single generic narrative response.**
- d. An update on the implementation of the institution’s database for tracking student progress, as requested in the Commission’s previous interim report directive.**

18. Standard IX-A: Student Satisfaction (Bingham Farms, MI; Irvine, CA; Wauwatosa, WI)

The Bingham Farms, MI team report indicated that the campus was not conducting a final evaluation of student satisfaction upon completion of the term of enrollment. Additionally, the Bingham Farms team report indicated that the institution did not have a policy and procedure for compiling or summarizing the feedback obtained from student counseling, which is how the institution stated that satisfaction information was gathered, for later review and analysis to improve the education, training, and student services provided.

In its response, the institution stated that it regularly communicates with students and provided two completed surveys from corporate students. However, these surveys did not demonstrate a systematically-implemented final evaluation of student satisfaction. Further, the institution did not address how it compiles and analyzes its student satisfaction data for use in improving its education, training and student services, nor did it provide a policy and procedure to govern these processes.

The Wauwatosa, WI team report indicated that the institution was unable to demonstrate an effective means of regularly assessing, documenting, and validating student satisfaction. The team was not provided with any documentation of counseling sessions or other collection of student feedback, and the institution did not provide any documentation of review or analysis of student satisfaction to improve its programs and services.

In its response, the institution stated that the Service Delivery Manager was responsible for checking survey results online, but that the center had not received any responses in 2018. The response stated that the institution encourages students to complete the surveys and follows up with students through counseling and “CFL” to ensure customer satisfaction. The institution provided 2017 survey results for three students and a spreadsheet indicating the number of “Customer for Life Activities” conducted by [REDACTED]. However, no documentation of this counseling and “CFL” results were provided to demonstrate the systematic and effective collection of student satisfaction data. The 2017 survey results indicated dissatisfaction with the program by two of the three students, with both students responding with a “1” for the question, “I’d recommend this program to others?” The Commission noted that the third student did not respond to this question. Further, the information provided by the institution does not demonstrate that it has an effective means to assess and validate student satisfaction through interim and final evaluations of student satisfaction. The institution’s 2017 data demonstrates that only three total surveys were completed out of a total of 46 students enrolled. The institution stated that no surveys have been completed so far in 2018. The institution is reminded that the ACCET standard requires the institution to establish and implement an effective means to assess, document and validate student satisfaction relative to the quality of education, training, and student services required.

The Irvine, CA team report indicated that student feedback was only being collected from students at the third class session, and no further feedback was collected later in the program or upon completion. Additionally, the team report indicated that there was no formal procedure for compiling student satisfaction data and analyzing it to inform improvements.

The institution did not respond to this weakness.

Therefore, the institution is directed to provide a narrative update on these issues, to include:

- a. **The written policy and procedure for assessing, documenting, and validating student satisfaction, including procedures for analyzing interim and end-of-program student satisfaction data for use in improving education, training and student services.**
- b. **Documentation of the policy and procedure in use at the Bingham Farms and Irvine campuses to demonstrate the requirement of a final evaluation of student satisfaction at the end of the program, as well as five final evaluations of student satisfaction for the Bingham Farms and Irvine campuses.**
- c. **Documentation of the compiled or summarized feedback of interim and final student satisfaction data at the Bingham Farms and Irvine campuses for 2018, and evidence that this data is reviewed to improve the institution's education, training, and services.**
- d. **Evidence of review and follow-up of the 2017 survey results for the Wauwatosa campus, which appear to indicate negative results.**
- e. **Documentation of all interim and final student satisfaction data for 2018 at the Wauwatosa, WI campus to demonstrate that the institution is implementing an effective means of gathering student satisfaction data, as well as documentation of the analysis of that data for use in improving the quality of the institution's programs and services.**
- f. **Documentation of the results of the "Customer For Life" activities at Wauwatosa, demonstrating how these activities provide the institution with satisfaction data that is used to improve the quality of the education, training, and student services.**

19. Standard IX-B: Employer/Sponsor Satisfaction (Bingham Farms, MI)

The Bingham Farms, MI team report indicated that the institution could not demonstrate the regular assessment, documentation, and validation of employer/sponsor satisfaction relative to the quality of the education and training provided, or that such feedback is utilized to improve the education, training, and student services of the institution.

In its response, the institution indicated that it regularly communicates with the sponsor and students and provided five examples of feedback received from corporate students. However, the Commission noted that these student surveys do not fulfill the purpose of this standard, as they do not demonstrate feedback received from the employer or sponsoring organization. The institution also did not demonstrate that employer/sponsor feedback is analyzed and used to improve the education, training, and student services.

Therefore, the institution is directed to provide a narrative update on this issue, to include the following:

- a. **A written policy and procedure for assessing, documenting, and validating employer/sponsor satisfaction relative to the quality of the education and training provided. The procedure must include the process for incorporating this feedback into improving the education, training, and student services at the institution.**

- b. A complete list of the employers and sponsoring agencies funding student training at the Bingham Farms campus for 2018.**
- c. Documentation to demonstrate that employers or sponsors of students at the Bingham Farms campus are solicited for feedback regarding the quality of education and training provided. The Commission notes that this feedback should demonstrate the effectiveness of the training and the employer/sponsor's assessment of the training results.**
- d. Documentation to demonstrate that the feedback received from employers and sponsors, including the Bingham Farms feedback, is used to improve the education, training, and student services.**

20. Standard IX-D: Completion and Placement (Interim Report [Montgomery, OH]; Follow-up Visit [Princeton, NJ]; Bingham Farms, MI; San Diego, CA; Summit, NJ; Vienna, VA; Wauwatosa, WI; Washington, DC; White Plains, NY)

In its interim report, the institution indicated that it was still in the development phase for generating completion reports in Salesforce but indicated that its current management system was able to create completion reports “and to make sure that students complete at least 80% of their programs.” It also provided documentation on its efforts to improve student attendance and retention and provided a completion report for the Montgomery, OH campus, reflecting completion rates for ten programs. The Commission noted that the institution’s narrative did not provide a clear description of what definition of completion was being used by the institution, as it appeared that the institution was conflating the 80% attendance requirement for completion with ACCET’s benchmark completion rate of 67%. Further, the ten programs listed on the spreadsheet for the Montgomery, OH campus did not reflect the same programs as approved by ACCET.

The follow-up report indicated that the institution’s Salesforce database, which it indicated would be used for tracking completion rates, was not fully implemented and was not being used by the institution to track completion rate data or other analytics. The team was not provided written policies and procedures for tracking and assessing completion data.

In its response, the institution stated that it was using Salesforce to enroll students but was not using it to track completion. The institution indicated that it utilized a “SUFAC report” and “Back to Berlitz.” The institution indicated that this tracked students with unscheduled lessons and contacted those students to schedule them. The Commission appreciates the institution’s initiative in customer service but notes that the ACCET standard for completion does not include processes for retention, but rather is focused on completion rates as a measure of institutional effectiveness. The institution’s response did not provide policies and procedures for tracking and assessing completion data and did not demonstrate implementation of a systematic and effective process for recording and reporting completion rates by program.

The Summit, NJ and Washington, DC team reports indicated that the institution could not provide accurate completion rates based on its definition of a “completer.” The report provided

included cancelled students as well as those who had attended classes, resulting in an inaccurate completion rate. The Bingham Farms, MI and Vienna, VA team reports indicated that the institution's completion data did not align with the program names approved by ACCET and that multiple programs listed in the completion data were below ACCET's benchmark for completion, with no indication of initiatives taken to improve these rates.

In its response to the Bingham Farms and Vienna team reports, the institution indicated that the rates provided to the team included programs that had not been completed and were thus inaccurate, confirming the findings of the Summit and Washington, DC teams. In its response to the Summit, Vienna, and Washington, DC team reports, the institution provided an Excel spreadsheet, which it indicated contained 2017 completion rates for the campus. However, upon review, the Commission found that this report provided ratios for 40-44 different "products," which did not consistently align with the program names approved by ACCET, including names such as "Group 5-8" and "Privado Consumidor." Additionally, the spreadsheet indicated that the Summit, Vienna, and Washington, DC centers offered online or distance learning programs, including products such as "Virtual Class Consumer Group," "Online IP Monthly Package," "Online Group-Consumer," "Phone-Private-Consumer," and "Online Berlitz Express Consumer." Further, the numbers indicated in the spreadsheet were large for the size of the centers; for example, the spreadsheet for Summit indicated 274,990 contracts for the "Consumer Private" product, a number far above expectations for a center with only eight small classrooms. The Commission did not find that this spreadsheet provided comprehensible data to demonstrate completion rates.

The White Plains, NY team report indicated that the institution was unable to provide a definition of a completer during the visit and that completion of the program was not influenced by attendance due to the absence of an attendance policy. The San Diego, CA and Wauwatosa, WI team report indicated that the institution was able to retrieve datasets for the team to compare to create completion rates by program contract for the team, but that this was not standardized or systematically implemented, and the results did not align with the institution's definition of a completer.

In its response to these three team reports, the institution indicated that its definition of a completer was stated in its revised enrollment agreement and was a student that attends 80% of their contracted lessons. The institution indicated that this data "will be used to reflect our completion ratios for the year." The Commission found this response to be inconsistent with the information and responses to the other team reports, which contained multiple definitions for a completer and a variety of methods for calculating completion rates. The institution did not respond to the issue cited in the San Diego team report regarding the systematic process of calculating completion rates. Further, the institution did not respond to the issues cited in the Wauwatosa team report regarding the systematic implementation of an effective procedure for determining completion rates.

Therefore, the institution is directed to provide a narrative response to these issues, to include:

- a. **A standardized definition of a completer, which is then used to calculate completion rates. The Commission notes that the institution’s response to the White Plains team report provided an appropriate definition for a completer which is consistent with the information provided to students; however, this definition must be consistently implemented across the institution.**
- b. **A written policy and procedure to assess, document, and validate the institution’s completion rates for its programs. The process must use the institution’s definition of a completer, as outlined above, and ensure that the results provide completion rates, in alignment with ACCET-approved programs.**
- c. **A narrative explanation for the inclusion of online and distance learning programs at campuses not approved for interactive distance learning, and removal of distance learning programs from all campuses not approved for IDL. Additionally, the institution must provide a narrative explanation of the other distance learning programs that appear on the completion rate spreadsheets, as the institution is only approved for a single IDL program, “Berlitz Virtual Classroom.” The inclusion of programs entitled “Berlitz Express” and “Phone,” and a distinction between Virtual Classroom and other Online programs, does not provide confidence that the institution is only offering programs approved by ACCET.**
- d. **Completion rates for 2017 and 2018, including total number of completers, total enrollments, and resulting rates for each program, for the Bingham Farms, Montgomery, San Diego, Summit, Vienna, Washington DC, Wauwatosa, and White Plains campuses.**

A copy of this report, **including the attached interim report cover sheet**, must be emailed to [**interimreports@accet.org**](mailto:interimreports@accet.org) for receipt at the ACCET office no later than **February 28, 2019**.

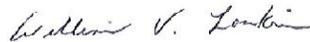
As a reminder, please be advised that late submission and receipt of documents and reports are subject to significant late fees in accordance with Commission policy. These fees are outlined in ACCET Document 10, which can be found at www.accet.org.

Further, while under a Show Cause directive, the institution is restricted from making any substantive changes including, but not limited to, new programs, major program revisions, new branch campuses or other new sites, or relocations out of the general market area.

Deferral of reaccreditation is not an adverse action and is explained in ACCET Document 11 – Policies and Practices of the Accrediting Commission, which is available on our website at www.accet.org. The deferral of a final decision is intended to allow for an opportunity to clarify and/or resolve the issues of concern cited herein, specifically focused on the demonstration of systematic and effective implementation of revised policies and procedures in practice over time. In accordance with Commission policy, no substantive changes including, but not limited to, new programs or major program revisions, new branch campuses or other new sites, and/or relocation out of the general market area, will be permitted during the term of the deferral period, with the exception of the Commission-directed actions noted in this letter.

Your capabilities and commitment in support of the institution's accredited status are essential to a favorable outcome in this process. It is noted that an incomplete or late response to the Commission's directive may result in denial of reaccreditation. Should you have any questions or need further assistance regarding this letter, please contact the ACCET office at your earliest opportunity.

Sincerely,



William V. Larkin, Ed.D.
Executive Director

WVL/sef

Enclosure: Interim Report Cover Sheet

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