

Elizabeth Elias (She/Her/Hers)

Deputy Bureau Chief of Enforcement, Bureau for Private Postsecondary Education



Elizabeth Elias is the Deputy Bureau Chief of Enforcement for the Bureau for Private Postsecondary Education (Bureau), under the Department of Consumer Affairs (DCA). In her role, she oversees the Bureau's enforcement efforts, monitoring compliance of Bureau laws and regulations through investigations, inspections, and enforcement actions. She also leads the Bureau's initiatives to combat unlicensed activity, thereby upholding the integrity and standards of California's private postsecondary institutions and protecting students and consumers both within

California and beyond. Elizabeth's career has been dedicated to safeguarding the well-being of all Californians. She has held key positions at the DCA, including Assistant Executive Officer of the Dental Hygiene Board of California and Probation Program Manager with the Board of Registered Nursing. Additionally, she has served in roles at the California Department of Public Health, California Emergency Medical Services Authority, and the California Department of Community Services and Development. With over 18 years of public service experience and a degree in Administration of Justice, Elizabeth has consistently demonstrated her commitment to consumer protection and regulatory excellence.



BPPE

Bureau for Private Postsecondary Education

The Bureau for Private Postsecondary Education and the Cradle-to-Career (C2C) Data System

Elizabeth Elias
Deputy Bureau Chief of Enforcement
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The Bureau's Mission

The Bureau protects students and consumers in California and beyond, through the oversight of California's private postsecondary educational institutions, by conducting qualitative reviews of educational programs and operating standards, proactively combating unlicensed activity, impartially resolving student and consumer complaints, and providing support and financial relief to harmed students.

Housed within the Bureau, the Office of Student Assistance and Relief (OSAR) was established for the purpose of advancing and promoting the rights of prospective students, current students, or past students of private postsecondary educational institutions.

Minimum Operating Standards

(Ed. Code section 94885)

- ▶ The content of each educational program can achieve its stated objective.
- ▶ The institution maintains specific written standards for student admissions for each educational program and those standards are related to the particular educational program.
- ▶ The facilities, instructional equipment, and materials are sufficient to enable students to achieve the educational program's goals.
- ▶ The institution maintains a withdrawal policy and provides refunds.
- ▶ The directors, administrators, and faculty are properly qualified.
- ▶ The institution is financially sound and capable of fulfilling its commitments to students.
- ▶ That, upon satisfactory completion of an educational program, the institution gives students a document signifying the degree or diploma awarded.
- ▶ Adequate records and standard transcripts are maintained and are available to students.
- ▶ The institution is maintained and operated in compliance with this chapter and all other applicable ordinances and laws.

Routine Monitoring Mechanisms

- ▶ **Application Adjudication.** The Bureau reviews, and ultimately approves or denies, applications for approvals to operate, substantive changes to their program offerings, addition of new locations, etc.
- ▶ **Compliance Inspections.** Each approved institution receives at least two routine compliance inspections every five years, one announced and one unannounced.
- ▶ **Investigations.** Bureau investigators receive and investigate complaints received by students and other stakeholders, following up with mediation and/or institutional discipline where appropriate.
- ▶ **Annual Reports.** Approved institutions report annually to the Bureau information about enrollment, program outcomes, and financial stability. The Bureau uses this information to inform enforcement efforts.

Enforcement Action Types

- ▶ **Application Denial.** Applications that do not satisfy established standards and for which the Bureau cannot verify the information provided are denied.
- ▶ **Notices-to-Comply.** Issued when minor violations are discovered through a routine compliance inspection.
- ▶ **Citations (Approved institutions).** Issued in response to findings of minor or material violations, with an order of abatement and/or fine.
- ▶ **Citations (Unapproved institutions).** Issued in response to findings that an institution subject to the Bureau's jurisdiction is operating without approval and include a fine of up to \$100,000. Loans issued to students enrolled in unapproved institutions are void.
- ▶ **Accusations.** Filed in case of substantial violations where the Bureau seeks to revoke an institution's approval to operate or place an institution on probation.
- ▶ **Emergency Decisions.** Filed in case of immediate danger to the public health, safety, or welfare from the institution's continued operation.



The Bureau, by the Numbers

2023-24 Fiscal Year

Activity	Count
Approved Institutions	969 (519 unaccredited)
Compliance Inspections	323
Investigations Completed	1107
Notices-to-Comply Issued	102
Citations Issued	277
Actions Transmitted to the Attorney General (Statements of Issues, Accusations, Petitions to Revoke, Criminal Court Orders pursuant to Penal Code 23)	28
Emergency Decisions Filed	1
Total Students Reached	7,268
Transcripts Requested	11,055
Funds Disbursed to Harmed Students	\$6,526,890

School Performance Fact Sheets (SPFS)

Includes up to:

- ▶ Completion rates (on-time and 150%)
- ▶ Job placement rates (part- and full-time)
- ▶ License examination passage rates
- ▶ Salary and wages for employed graduates
- ▶ Program cost, average debt loads, and loan default rates

SPFS disclosure requirements:

- ▶ Signed and initialed by students at the point of enrollment, with copies maintained in institutional records
- ▶ Placement on institution website (if one exists)
- ▶ Placement on Bureau website



School Performance Fact Sheet

Template Excerpt

SCHOOL PERFORMANCE FACT SHEET CALENDAR YEARS 20XX & 20XY

Program Name - Program Length

On-Time Completion Rates (Graduation Rates)

Includes data for the two calendar years prior to reporting.

Calendar Year	Number of Students Who Began the Program	Students Available for Graduation	Number of On-Time Graduates	On-Time Completion Rate
20XX				
20XY				

Student's Initials: _____ Date: _____

Initial only after you have had sufficient time to read and understand the information.

Cost and Completion Rates by Credential Type

Diploma/Degree	Average Program Cost	Number of Students Who Began the Program ¹	Students Available for Graduation ²	Number of On-Time Graduates ³	On-Time Completion Rates ⁴
Diploma/Certificate	\$12,287.34	158,683	152,917	89,225	58.35%
Associate	\$42,875.24	18,248	16,774	6,693	39.90%
Bachelor	\$115,951.69	19,026	17,637	7,112	40.32%
Master	\$39,726.90	12,237	11,975	5,690	47.52%
Doctorate	\$61,588.03	3,043	2,844	1,231	43.28%
Other	\$18,749.77	7,417	7,117	5,908	83.01%

Note: Information is self-reported by institutions and has not been independently verified by the Bureau.

Recent Statutory Changes

- ▶ Legislation in 2019 and 2020 newly established requirements for Bureau-approved institutions to report student-level data for program graduates, including:
 - ▶ Name and federal taxpayer identification number;
 - ▶ Graduation date;
 - ▶ Program specific information, including the program name, length, title, and Bureau of Labor Statistic's Standard Occupation Classification codes for which the program prepares graduates; and
 - ▶ Amount of federal student loan debt incurred.
- ▶ This entails both new data collection and reporting requirements for institutions.
- ▶ Regulations requiring this information to be reported through the Bureau's Annual Report process were finalized in 2022.
- ▶ The Bureau continues work to education institutions on new requirements and address noncompliance as appropriate.

Bureau Inclusion in C2C

- ▶ More comparable and verifiable labor market outcome data for students considering attending private postsecondary institutions
- ▶ Greater nuance to state postsecondary education picture, particularly in career-oriented fields, with the inclusion of graduates from up to several hundred unaccredited institutions otherwise
- ▶ More nuanced understanding of non-traditional student enrollment pathways



Thank you.