(AOTA) Current trends in Accreditation and Higher Education.

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Thursday April 19, 2018
Salt Lake City, UT.
Objectives

1. Articulate current trends and issues in higher education and accreditation.
2. Articulate trends and issues in occupational therapy education.
3. Understand how changes in higher education policy and data trends will potentially impact occupational therapy and occupational therapy assistant education.
Higher education outcomes & trends impacting policy...
Retention Rates (2014-2015 admissions)

Graduation Rate within 150% of program length (6 yrs) (2009 Cohort)

Graduation Rate within 150% of normal time (2/3 yrs) (2009 Cohort)

Population College Degree in OECD Countries 2015

“In 1990, the U.S. ranked first in the world in four-year degrees among 25-34 year-olds”

Costs

“In 2013, the United States spent $11,800 per full-time-equivalent (FTE) student on elementary and secondary education, which was 28 percent higher than the OECD average of $9,200.

At the postsecondary level, the United States spent $27,900 per FTE student, which was 89 percent higher than the OECD average of $14,800.”

State Funding: FY 2016-17

[Map showing state funding levels with color coding for various funding percentages.]
State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Percent change in state spending per student, inflation adjusted, 2008-2017

Note: Wisconsin was excluded because the data necessary to make a valid comparison are not available. Since enrollment data is only available through the 2015-16 school year, we have estimated enrollment for the 2016-17 school year using data from past years.

Source: CBPP calculations using the “Grapevine” higher education appropriations data from Illinois State University, enrollment and combined state and local funding data from the State Higher Education Executive Officers Association, and the Consumer Price Index, published by the Bureau of Labor Statistics. Illinois funding data is provided by Voices for Illinois Children.

CENTER ON BUDGET AND POLICY PRIORITIES | CBPP.ORG
Tuition Has Increased Sharply at Public Colleges and Universities

Percent change in average tuition at public, four-year colleges, inflation adjusted, 2008-2017

State

Tuition

Enrollment

**Table 1: Estimated National Enrollment by Sector (Title IV, Degree-Granting Institutions)**

<table>
<thead>
<tr>
<th>Sector</th>
<th>SPRING 2017</th>
<th>SPRING 2016</th>
<th>SPRING 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment</td>
<td>% Change</td>
<td>Enrollment</td>
</tr>
<tr>
<td>Total Enrollment, All Sectors</td>
<td>18,071,004</td>
<td>-1.5%</td>
<td>18,343,655</td>
</tr>
<tr>
<td>Four-Year Public</td>
<td>7,677,669</td>
<td>0.2%</td>
<td>7,660,086</td>
</tr>
<tr>
<td>Four-Year Private Nonprofit</td>
<td>3,703,320</td>
<td>-0.2%</td>
<td>3,710,653</td>
</tr>
<tr>
<td>Four-Year For-Profit</td>
<td>993,169</td>
<td>-10.1%</td>
<td>1,104,587</td>
</tr>
<tr>
<td>Two-Year Public</td>
<td>5,399,145</td>
<td>-2.5%</td>
<td>5,537,822</td>
</tr>
<tr>
<td>Unduplicated Student Headcount (All Sectors)</td>
<td>17,740,912</td>
<td>-1.5%</td>
<td>18,003,354</td>
</tr>
</tbody>
</table>


“There are more than 2.6 million fewer students enrolled in higher education in the semester just coming to an end than there were in the fall of 2011, the most recent peak.” ... University enrollment decline continues into sixth straight year (http://hechingerreport.org/university-enrollment-decline-continues-into-sixth-straight-year/)
Enrollment

• The top 3 undergraduate majors by enrollment at four-year institutions:
  1. Business, Management, Marketing, and Related Support
  2. Liberal Arts and Sciences, General Studies and Humanities
  3. Health Professions

• The top 3 majors by enrollment at two-year institutions:
  1. Liberal Arts and Sciences & General Studies
  2. Health Professions
  3. Business, Management, Marketing
‘A Different Kind of University’

“Shocked, dismayed and angry”: faculty members at Wisconsin Stevens Point react to a plan to cut 13 majors, including English, history, political science and sociology, and expand more job-oriented programs. (Inside Higher Education, March 13, 2018).
Loan Default Rates

Cumulative Default Rates Over Time
1995-96 and 2003-04 College Entrants (Borrowers Only)

Source: The Brookings Institution

Loan Default Rates

• $1.4 trillion in loans outstanding, student debt is now the second-largest source of household debt
• defaults are highest among those who borrow relatively small amounts
• default rates depend more on student and institutional factors than on average levels of debt

Debt & Defaults Across Sectors

FOR-PROFIT COLLEGES
Are they only after your money?

Only 10% of students attend for-profit schools, but 33% of Federal student loans go to those schools. In the same way that government funding and aggressive lending created a housing bubble that left many people in financial ruin, for-profit schools are aggressively recruiting students and giving them loans to pay for degrees that may not fetch jobs and might never be paid off. The schools spend a lot on marketing but not much on teaching.

Per Student: Average Amount
Price of Attendance | $15,600
Spent on Instruction | $9,418
Loan Amount | $6,029

Price of Attendance | $26,600
Spent on Instruction | $15,289
Loan Amount | $7,712

Price of Attendance | $30,900
Spent on Instruction | $20,000
Loan Amount | $10,900

These students are almost 3x more likely to default on loan payments than students from non-profit schools.

Private Non-Profit

Private For-Profit

4-Year Undergraduate Schools

Public Non-Profit

College of William and Mary
Univ. of North Carolina
Univ. of Virginia
Univ. of California, L. A.
Univ. of California, Berkeley

Private Non-Profit

Harvard University
Princeton University
Yale University
Columbia University
Stanford University
University of Pennsylvania

Private For-Profit

University of Phoenix
Grand Canyon University
DeVry University
Everest University
Capella University
Colorado Technical Univ.

http://www.greenwoodhall.com/are-for-profit-institutions-too-big-to-fail/#WM0tUYWcEvQ
Innovation... What is it?

• Alternative delivery models that increase accessibility and decrease costs:
  • **Competency based** degrees - Students receive credits in exchange for direct demonstrations of learning
  • **Degree aggregators**
  • **Apprenticeships**
Dept. of Ed. Approves First EQUIP Program

- IHE: April 13, 2018

- The U.S. Department of Education has approved the first program under its Educational Quality Through Innovative Partnerships (EQUIP) initiative.

- StraighterLine, an unaccredited online course provider, will partner with Brookhaven College in Texas to offer a joint associate degree to students this August.

- Students will complete more than 50 percent of their course work online through the StraighterLine platform.

- The goal of the EQUIP initiative, launched in 2015, was to help create pathways for students to use federal financial aid toward credentials from nontraditional providers.
A different kind of medical school

For a different kind of physician

Our graduates will be a diverse community of compassionate healers, life-long learners, and courageous leaders of change within the profession and in society.

They will have the skills, capabilities, and resilience to lead the transformation of health care delivery in the nation, and a lifelong commitment to the highest values of the profession.
With Its Model Under the Gun, an Online-Education Leader Makes the Case for Mentors
CHE. April 10, 2018

• An audit last year by an independent arm of the U.S. Education Department questioned whether the teaching model of Western Governors University, built around competency-based learning, ran afoul of a federal law.
• New survey by Gallup Inc., makes the case that its mentor-based model produces graduates who are more likely to be "thriving" in work and life than are graduates of other colleges.
National Academies
Gaps in College Spending Shortchange Students of Color

• A new analysis by the Center for American Progress looking at education spending at public two- and four-year colleges shows that the amount spent per student of color—defined here as black and Latino students—is more than $1,000 less per year than what is spent on their white counterparts.

• Disadvantage students of color are concentrated at lower-resourced institutions and whites at higher resourced institutions within the same system.

• Nationally, public colleges spend approximately $5 billion less educating students of color in one year than they do educating white students.

https://www.americanprogress.org/issues/education-postsecondary/reports/2018 Retrieved April 5, 2018
Federal Policy & Regulation
“The Triad”... Roles

Accrediting Agencies:
Apply and enforce standards that help ensure that the education offered by a postsecondary school is of sufficient quality to achieve the objectives.

States:
Authorize schools to offer postsecondary education and respond to student complaints.

Department of Education:
Recognize accreditors determined to be reliable authorities as to the quality of education offered by schools; certify schools as eligible to participate in federal student aid programs; and ensure that participating schools comply with the laws, regulations, and policies governing federal student aid.
Reauthorization of the HEA

- Higher Education Act (HEA) was created in 1965, the sweeping law governing federal higher education programs has been rewritten eight separate times.
- The last reauthorization was approved in 2008 and it was set for reauthorization in 2013.
HEA Issues for Policy Makers

- persistence and completion
- affordability and costs
- student loan programs
- access
- better information for consumers
- accreditation
- innovation
- burden of federal regulations
• Dec. 1, 2017, House Education and Workforce Chair Virginia Foxx (R-NC).
• PROSPER ACT: Promoting Real Opportunity and Success and Prosperity through Education Reform Act
PROSPER: One Loan One Grant

• PROSPER includes the one loan, one grant proposal for streamlining federal student aid into a single funding tool
• Phases out all federal grant programs except for the Pell Grant.
  • Eliminating Stafford and PLUS loans for first-time borrowers as of July 1, 2019, and replacing these options with a new Federal ONE Loan
  • Eliminates the Federal Supplemental Education Opportunity Grant, which provides $732 million in aid to 1.6 million students each year.
PROSPER: Loan limits

- Graduate students would be able to borrow up to $28,500 a year, with a lifetime limit of $150,000, though borrowers in certain types of medical programs could take out more.
- Dependent undergraduates could borrow up to $39,000 in federal student loans throughout their college career. Parent borrowers could take out total of $56,250 per student.
- Independent undergraduates would be able to borrow up to the $60,250 lifetime cap.
- Current law, which allows graduate students and parents to borrow up to the total price of college through the PLUS loan programs.
PROSPER: De-Regulation

- Single **Definition of Institution** of Higher Education
- Regulatory Relief and Rollbacks
  - **Gainful employment**, which holds career training programs accountable if they produce graduates with unaffordable debt
  - **The 90/10 rule**, which requires private for-profit colleges to show there is enough market interest in their schools to attract one-tenth of their revenue from sources other than the Education Department
  - **State authorization**, which requires online schools to get approval to operate from any state where they enroll students
PROSPER: Teacher training

• Elimination of Title II, which currently addresses teacher preparation programs. In its place, the PROSPER Act inserts a new section on apprenticeships.
• Promotes access to Title IV funds to innovative approaches and apprenticeship models.
PROSPER: Accreditation

• Accreditors required to:
  • Implement standards that account for competency based education programs
  • One member representing the business community
  • Focus on student learning outcomes
  • Focus on quality and allow innovation
  • Transparency of the accreditation process should be increased
  • Respect institutional mission
Senate...

**Republican:**
- Simplified student loan
- Access & Success
- Accountability
- De-regulation:
  - 90/10 rule (does not assess quality)
  - Gainful employment
  - Cohort default rates

**Democrats:**
- Affordability & Grants
- Access & Success
- Accountability
- Protections:
  - Student rights
  - Safety
Impact of HEA on Accreditation

**Higher Education Act:**
includes requirements for accreditation (and State to gain access to funds).

**Regulations:**
DOE Negotiated Rule Making process.

**Sub-Regulatory Language:**
DOE publishes criteria for the recognition of accreditors.

**DOE Recognition of Accreditation Agency:**
Department “recognizes” accreditors that the Secretary of Education determines to be reliable authorities as to the quality of education or training provided by institutions of higher education. Federal funds are only available to schools with recognition.

**ACOTE ® Standards** to meet the DOE regulatory requirement.
Implications of HEA on OT

• Student Funding
• Accreditation Standards:
  • Student Learning Outcomes – Bright Line Standards
  • Transparency Requirements
  • Innovation
OT Education Outcomes and Trends...
## Programs

<table>
<thead>
<tr>
<th>Program Status</th>
<th>OT Doctoral</th>
<th>OT Master’s</th>
<th>OTA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accredited Programs</td>
<td>20</td>
<td>162</td>
<td>215</td>
<td>397</td>
</tr>
<tr>
<td>Candidate Programs</td>
<td>7</td>
<td>13</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Applicant Programs</td>
<td>20</td>
<td>14</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>47</td>
<td>189</td>
<td>246</td>
<td>482</td>
</tr>
</tbody>
</table>

**2007:**
- 5 OT Doctoral
- 142 OT Masters
- 128 OTA
- NO applicant or candidate programs
## Programs

<table>
<thead>
<tr>
<th>Program Status</th>
<th>OT</th>
<th>OT</th>
<th>OTA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DO</td>
<td>MST</td>
<td></td>
<td></td>
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<tr>
<td>Accredited Programs</td>
<td>20</td>
<td>117</td>
<td>215</td>
<td>397</td>
</tr>
<tr>
<td>Candidate Programs</td>
<td>26</td>
<td>13</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Applicant Programs</td>
<td>41</td>
<td>14</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>87</td>
<td>189</td>
<td>246</td>
<td>482</td>
</tr>
</tbody>
</table>

**Note:** 5 accredited doctoral programs are teaching out their master-degree level programs.
Programs - region

Note: Includes additional locations.
OT Students

- 24% growth over last 5 years
- 58% growth over last 10 years

OTA Students

- 8% growth over last 5 years
- 73% growth over last 10 years

# Applications and Admissions

<table>
<thead>
<tr>
<th></th>
<th>OTD</th>
<th>OTM</th>
<th>OTA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Slots</strong></td>
<td>765</td>
<td>7,436</td>
<td>7,301</td>
</tr>
<tr>
<td><strong>Applications</strong></td>
<td>3,862</td>
<td>42,661</td>
<td>13,793</td>
</tr>
<tr>
<td><strong>Admitted</strong></td>
<td>702</td>
<td>7,327</td>
<td>6,137</td>
</tr>
<tr>
<td><strong>Percent Admitted</strong></td>
<td><strong>18%</strong></td>
<td><strong>16%</strong></td>
<td><strong>44%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>OTD (Admitted)</th>
<th>OTM (Admitted)</th>
<th>OTA (Admitted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>18% (549)</td>
<td>17% (7,327)</td>
<td>455 (6,137)</td>
</tr>
<tr>
<td>2015</td>
<td>15% (288)</td>
<td>16% (7,084)</td>
<td>45% (6,428)</td>
</tr>
<tr>
<td>2014</td>
<td>17% (248)</td>
<td>17% (6,945)</td>
<td>44% (6,562)</td>
</tr>
<tr>
<td>2013</td>
<td>23% (120)</td>
<td>22% (6,292)</td>
<td>40% (5,810)</td>
</tr>
</tbody>
</table>
# Graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>OTD</th>
<th>OTM</th>
<th>OTA</th>
<th>Total</th>
<th>% OTA’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>111</td>
<td>5,164</td>
<td>4,233</td>
<td>9,508</td>
<td>45%</td>
</tr>
<tr>
<td>2013</td>
<td>108</td>
<td>5,439</td>
<td>4,313</td>
<td>9,860</td>
<td>44%</td>
</tr>
<tr>
<td>2014</td>
<td>136</td>
<td>5,875</td>
<td>4,914</td>
<td>10,925</td>
<td>45%</td>
</tr>
<tr>
<td>2015</td>
<td>184</td>
<td>6,153</td>
<td>5,020</td>
<td>11,357</td>
<td>44%</td>
</tr>
<tr>
<td>2016</td>
<td>221</td>
<td>6,485</td>
<td>5,473</td>
<td>12,179</td>
<td>45%</td>
</tr>
<tr>
<td>2017</td>
<td>396</td>
<td>6,846</td>
<td>4,939</td>
<td>12,181</td>
<td>41%</td>
</tr>
</tbody>
</table>

## Program Pass Rates

<table>
<thead>
<tr>
<th></th>
<th>OTD</th>
<th>OTM</th>
<th>OTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;65%</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>65-69%</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>70-74%</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>75-79%</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>80-84%</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>85-89%</td>
<td>0</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>90-94%</td>
<td>0</td>
<td>14</td>
<td>53</td>
</tr>
<tr>
<td>95-100%</td>
<td>15</td>
<td>143</td>
<td>110</td>
</tr>
</tbody>
</table>
Workforce Outlook

**Occupational Therapists**
- 2016 Median Salary = $81,910 annually
- Predicted Job Growth 2016 to 2026 = 24% (much faster than average)

**Occupational Therapy Assistants**
- 2016 Median Salary = $56,070 annually
- Predicted Job Growth 2016 to 2026 = 28% (even faster)
- 15th Fastest Growing Occupation

Workforce Rankings

- **Occupational Therapy Assistant**
  - #1 Best Health Care Support Job
  - #60 in The 100 Best Jobs

- **Occupational Therapist**
  - #9 Best Health Care Job
  - #11 in The 100 Best Jobs

- **Occupational Therapist**
  - #8 on Glassdoors “10 High-Paying Jobs with Tons of Open Positions”

- **Occupational Therapist**
  - Business Insider “18 High-Paying jobs for people who hate math”
Entry-Level Degrees

• Occupational Therapist:
  • The Accreditation Council for Occupational Therapy Education (ACOTE®) has mandated that the entry-level degree requirement for the occupational therapist will move to the **doctoral level** by July 1, 2027.

• Occupational Therapy Assistant:
  • Mandated **bachelors requirement**?
  • or **two points of entry**: associates and bachelor’s degrees
Implications for the future...
Challenges & Opportunities

- **Education Regulatory Demands:**
  - **Outcomes:**
    - What are bright line requirements and why does Congress like them?
    - What are the dangers of bright line requirements?
    - Focus on debt to earning ratios? Employment rates?
    - Who decides what are the right outcomes for OT education?
  - **Transparency:**
    - What do advocates want?
    - What makes the most sense to the stakeholders?
  - **Accountability:**
    - Risk sharing? Who is responsible?
Challenges & Opportunities

• Addressing the changing needs of society and delivery systems:
  • Reimbursement models:
  • Community based service delivery:
    • Where are we now in FW?
    • How do we prepare entry-level practitioners?
    • Underserved rural and urban populations
  • Primary care models:
    • It is more than just disease management!
  • Interprofessional collaboration and practice
  • Quality:
    • Conflict between quality industry measures vs OT concept of quality
    • Do industry measures demonstrate distinct value?
Challenges & Opportunities

• **Addressing the learning continuum:**
  • Continuing Professional Development (CPD)
    • Must address the *changing health care* system- adapt!
    • Best practice is *competency based* approaches to CPD
    • Must have *value* to the practitioner and delivery system(s)
    • Must be *accessible* in the demanding practice environment
Challenges & Opportunities

**Dealing with growth:**
- Experiential learning opportunities
  - Number of practitioners with the skill set to supervise and mentor students versus the number of students
- Faculty shortages
  - Aging faculty & qualifications to teach
- Institutional capacity
  - Doctoral level programs
  - Who will deliver the bachelor’s programs?
- Distribution of programs
  - Clustered!!