

# Welcome

- The webinar will start shortly!
- You will hear silence until the webinar starts.
- Due to the large number of participants questions should be submitted in writing using the “question” feature and will be read by the moderator.



American  
Occupational Therapy  
Association

# **Higher Education Updates: State of OT Education.**

**Neil Harvison, PhD, OTR, FNAP, FAOTA**  
**April 5, 2020**

# Knowledge Division VP's



Sabrina Salvant, EdD, MPH, OTR/L  
Vice President, Education and  
Professional Development



Heather Parsons, MOT  
Vice President, Federal Affairs



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Vice President, Practice Engagement and  
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Vice President, Practice  
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Sharmila Sandhu, JD,  
Vice President, Regulatory Affairs



Chuck Willmarth, CAE  
Vice President, Health Policy and State  
Affairs

# State of OT/ OTA Education

# Academic Programs

# OT Programs

	Accredited	Developing	Applicant	Total
Doctoral Programs	36	46	90	172
Masters Programs	127	12	19	158
Transitioning (OTM to OTD)	45	0	0	45
Total OT Programs	163	58	109	330

Source: ACOTE database (4/1/2020)



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# OTA Programs

	Accredited	Developing	Applicant	Total
Baccalaureate Programs	0	1	10	11
Associate Programs	219	11	16	246
Transitioning (OTA to OTA-B)	2	0	0	2
Total OTA Programs	219	12	26	257

Source: ACOTE database (4/1/2020)



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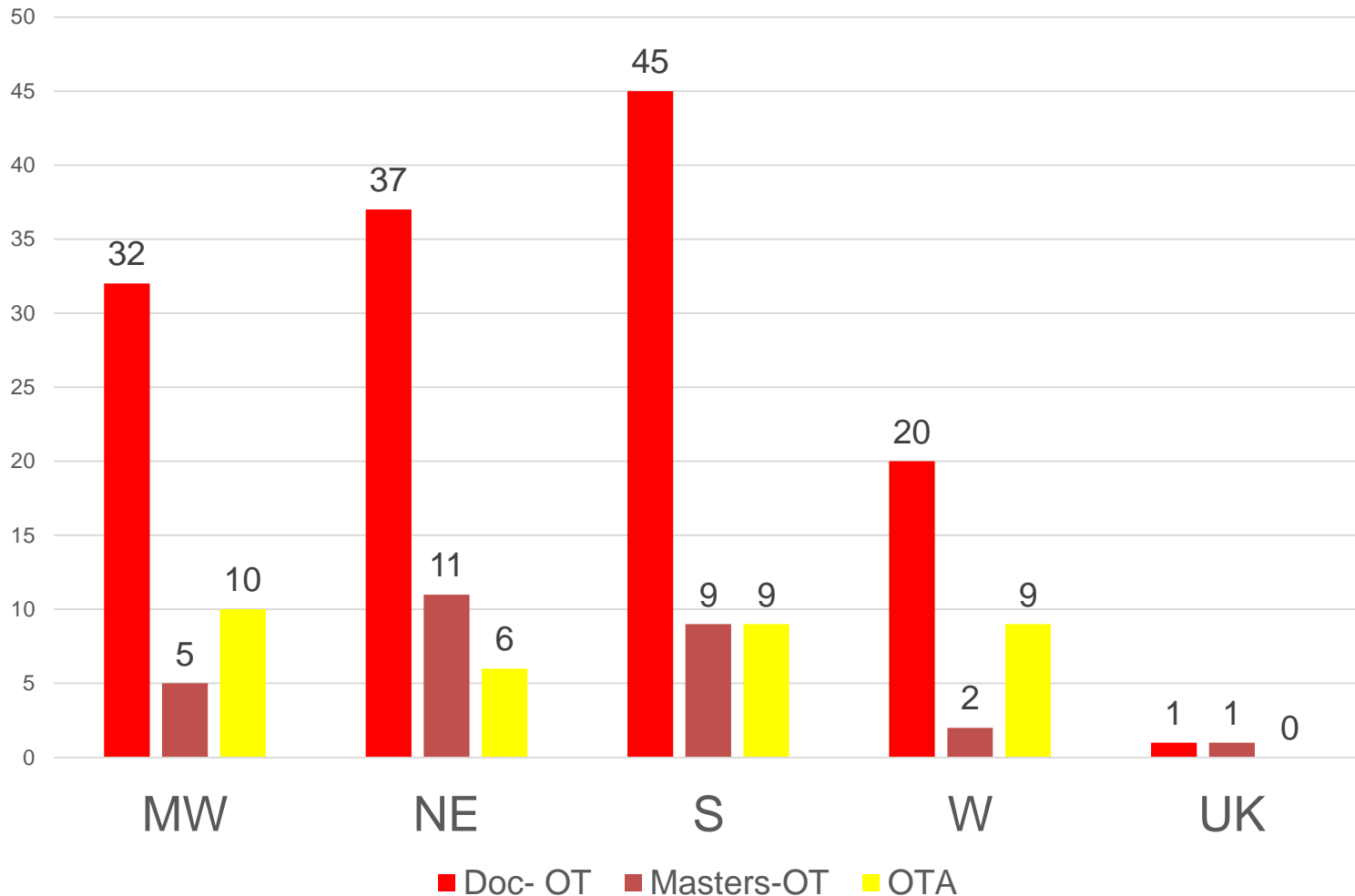
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# Distribution of New Programs

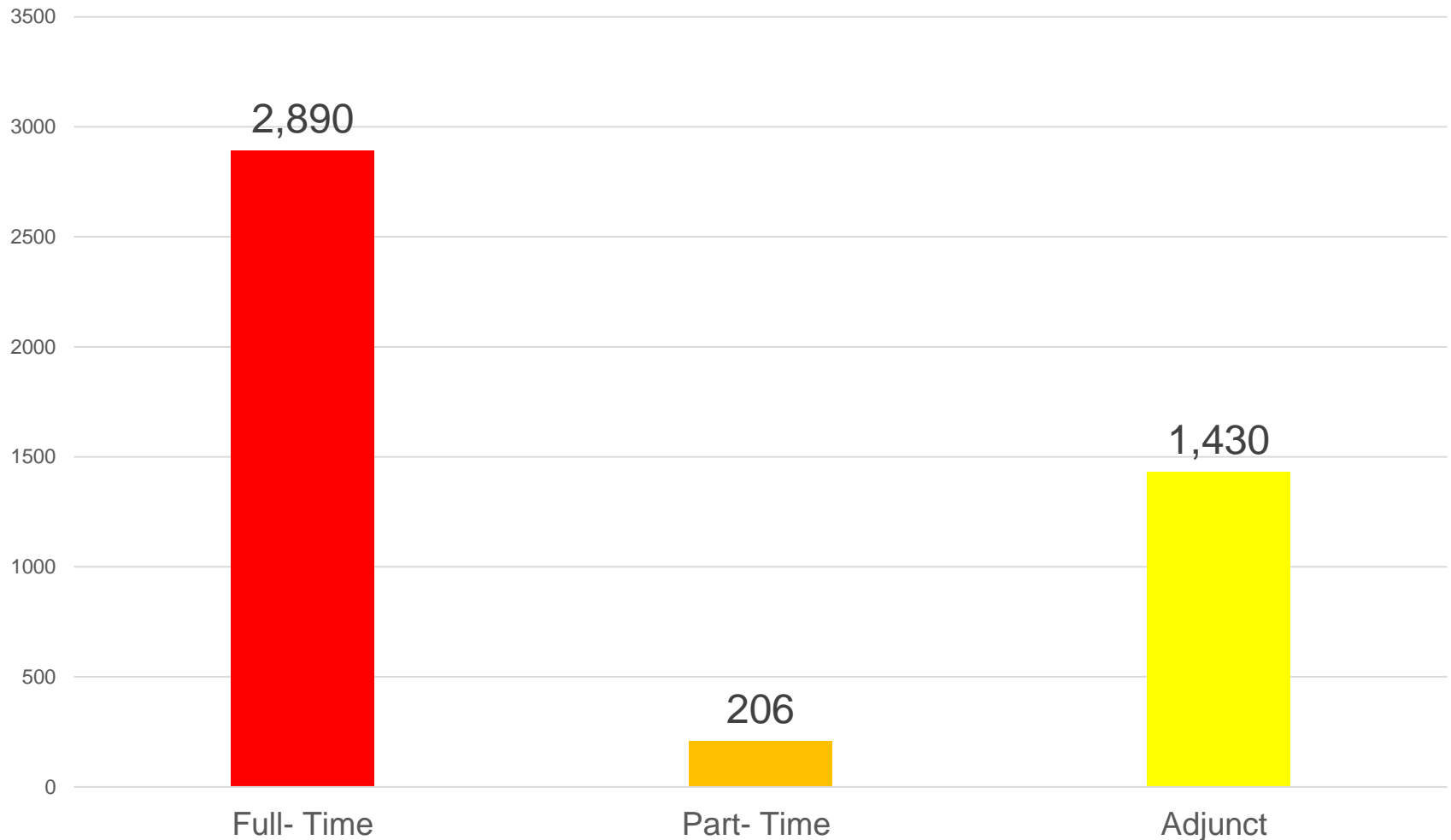


Source: ACOTE database (4/1/2020)



# Faculty

# Faculty Status



Source: 2019 Annual Data Survey (AOTA, 2020)

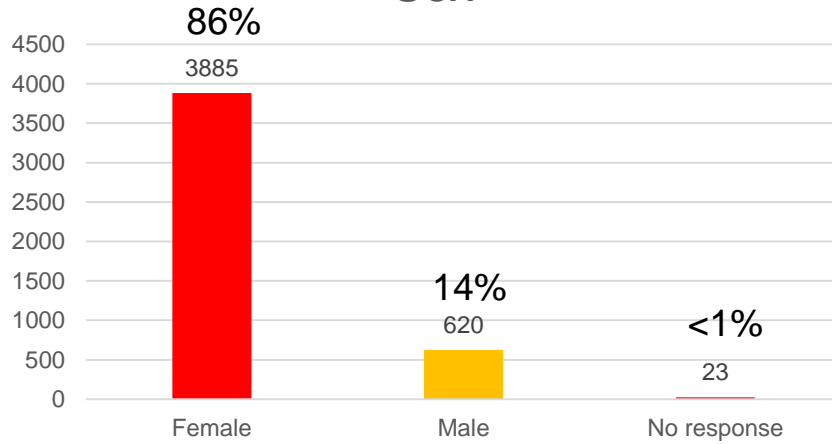


# Faculty: Student Ratio (Labs)

	Minimum	Maximum	Median
Doctoral	1:09	1:23	1:15
Masters	1:09	1:15	1:15
OTA	1:02	1:22	1:11

# Faculty

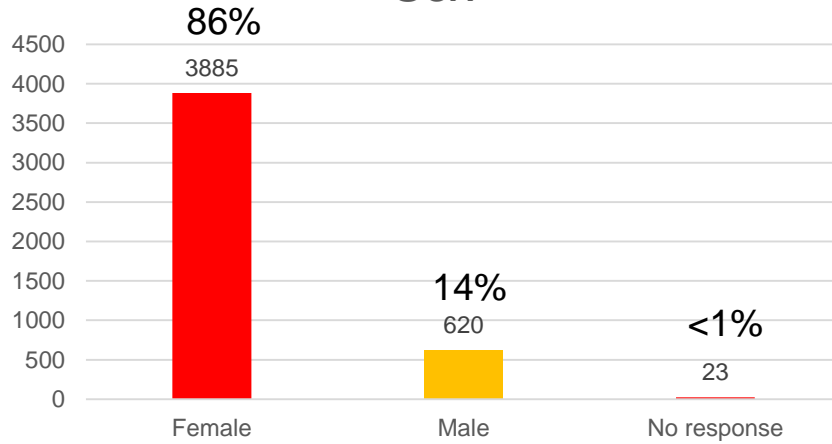
Sex



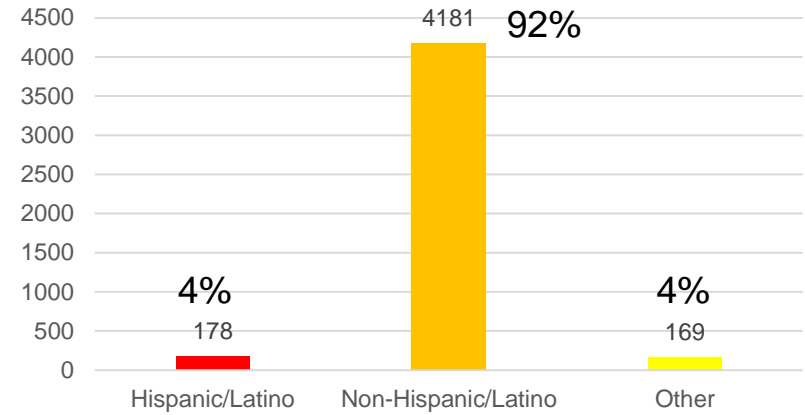


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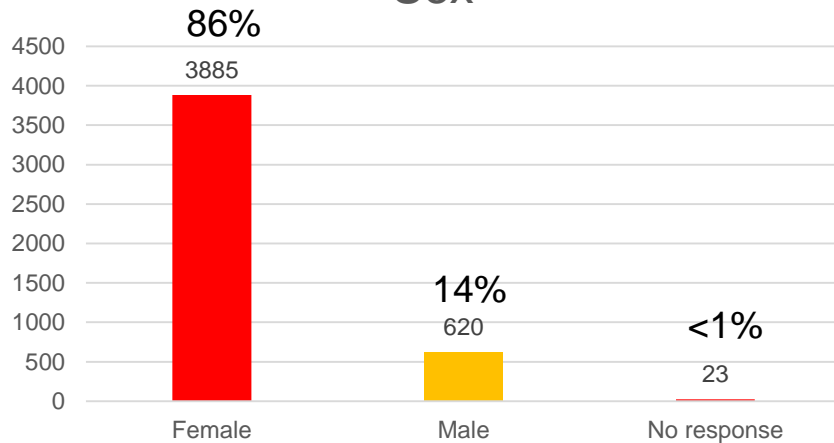


## Ethnicity

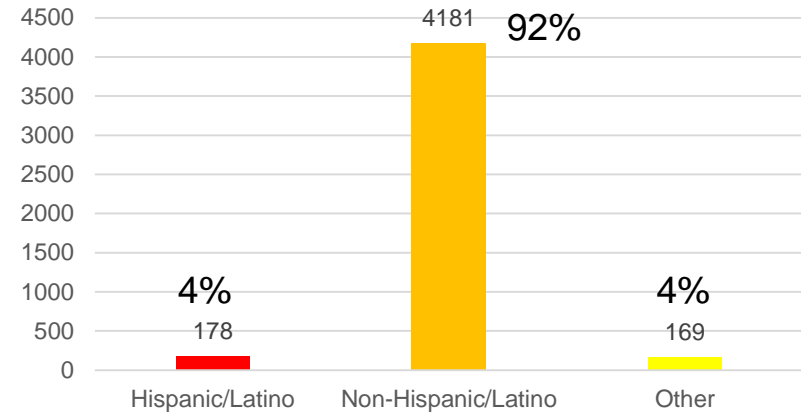


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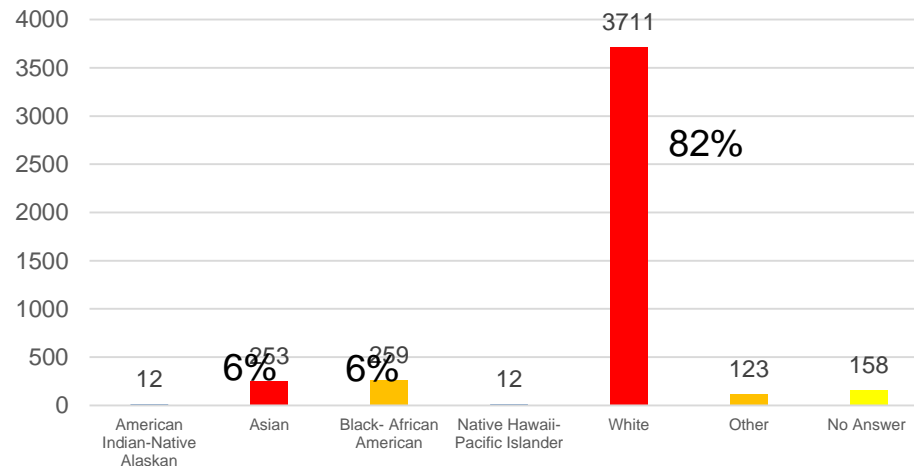
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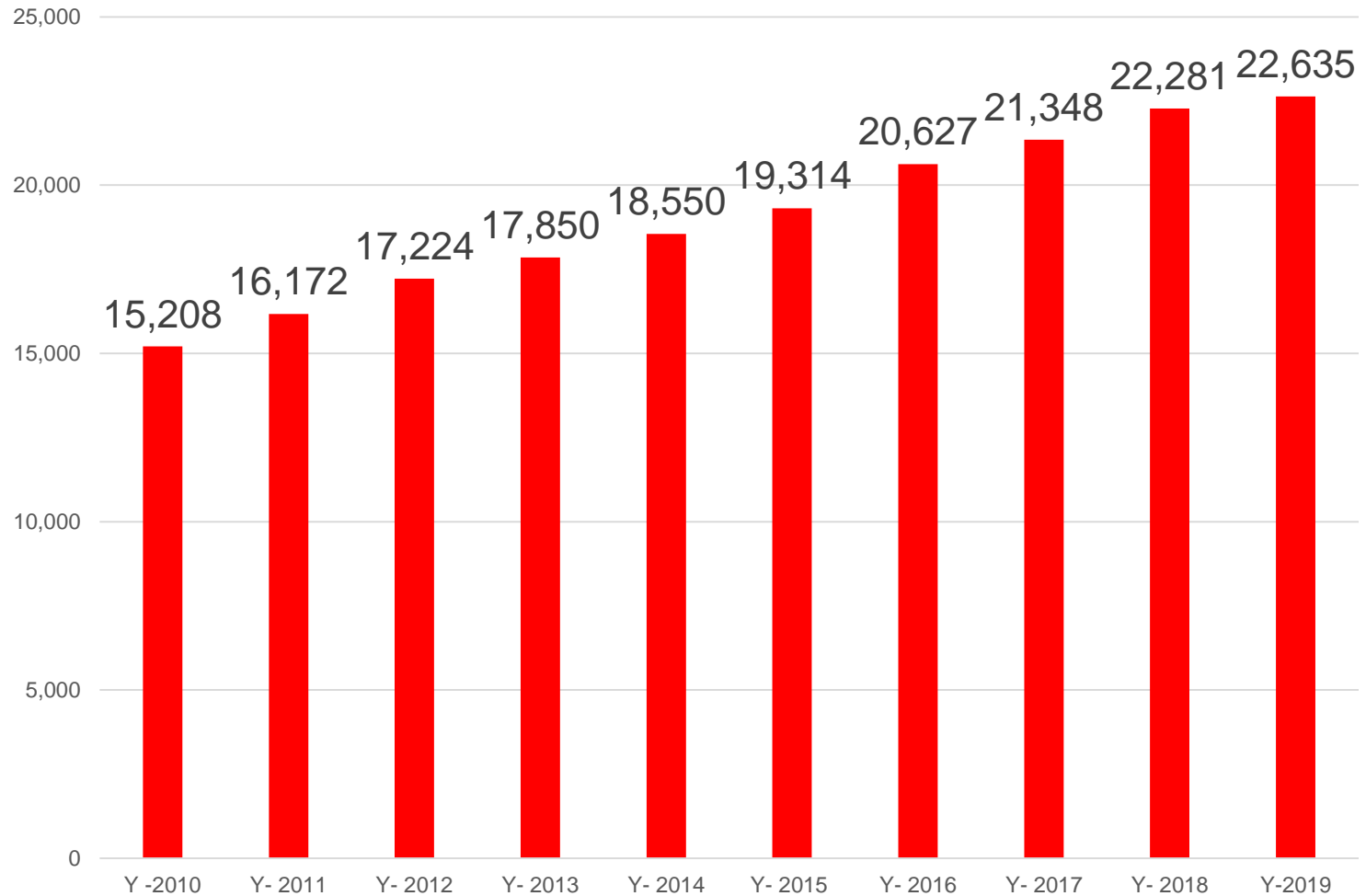


## Race



# Students

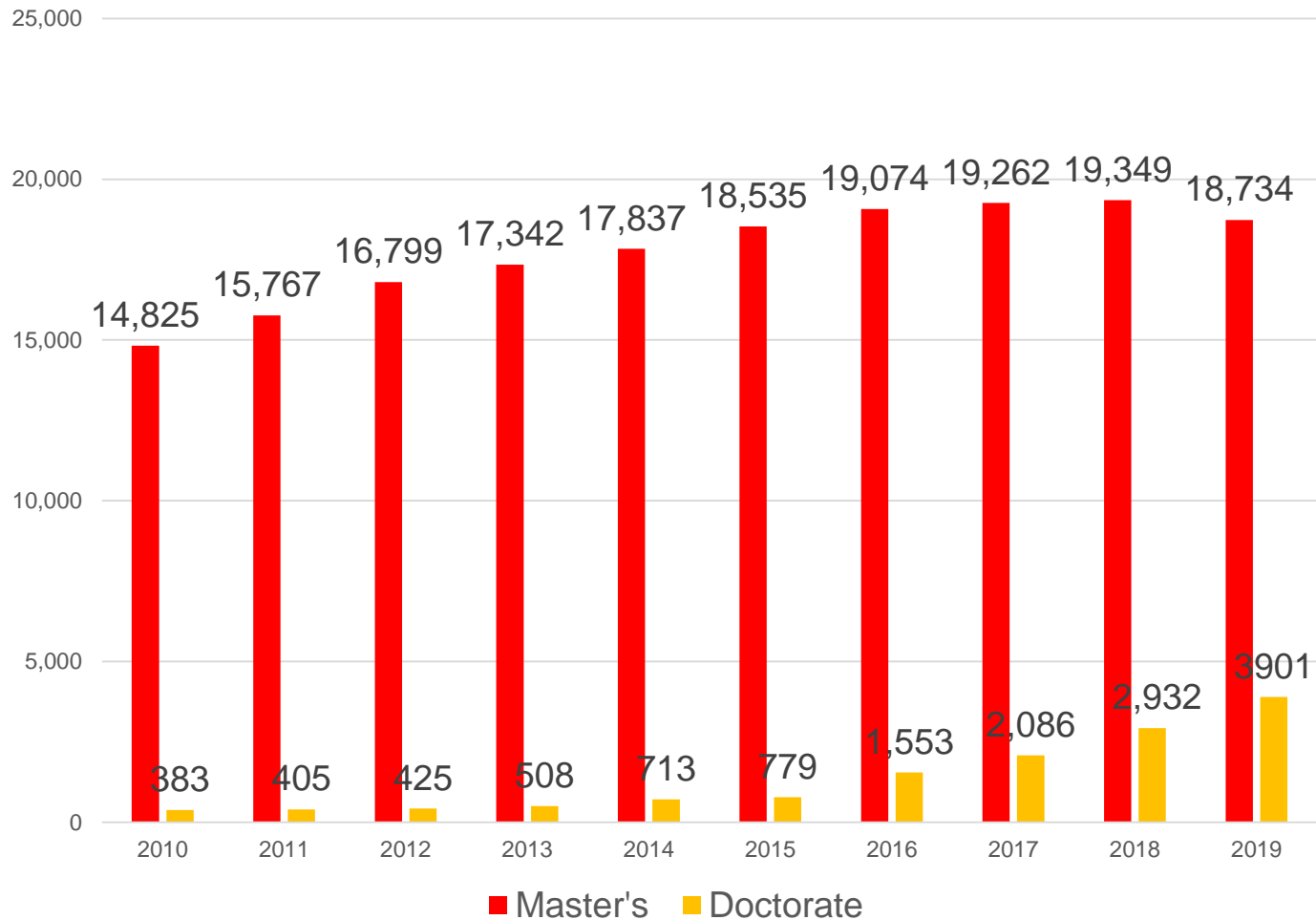
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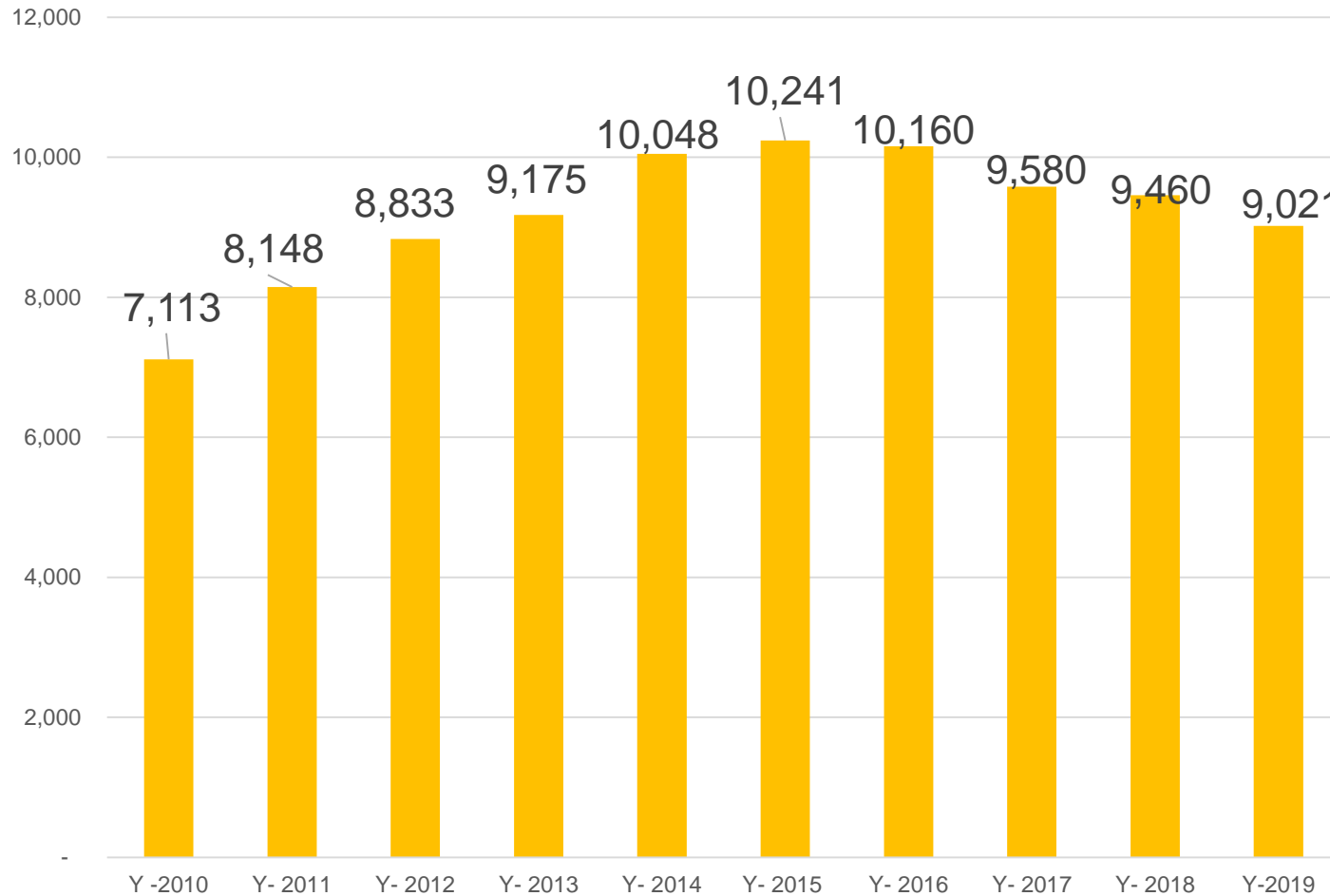
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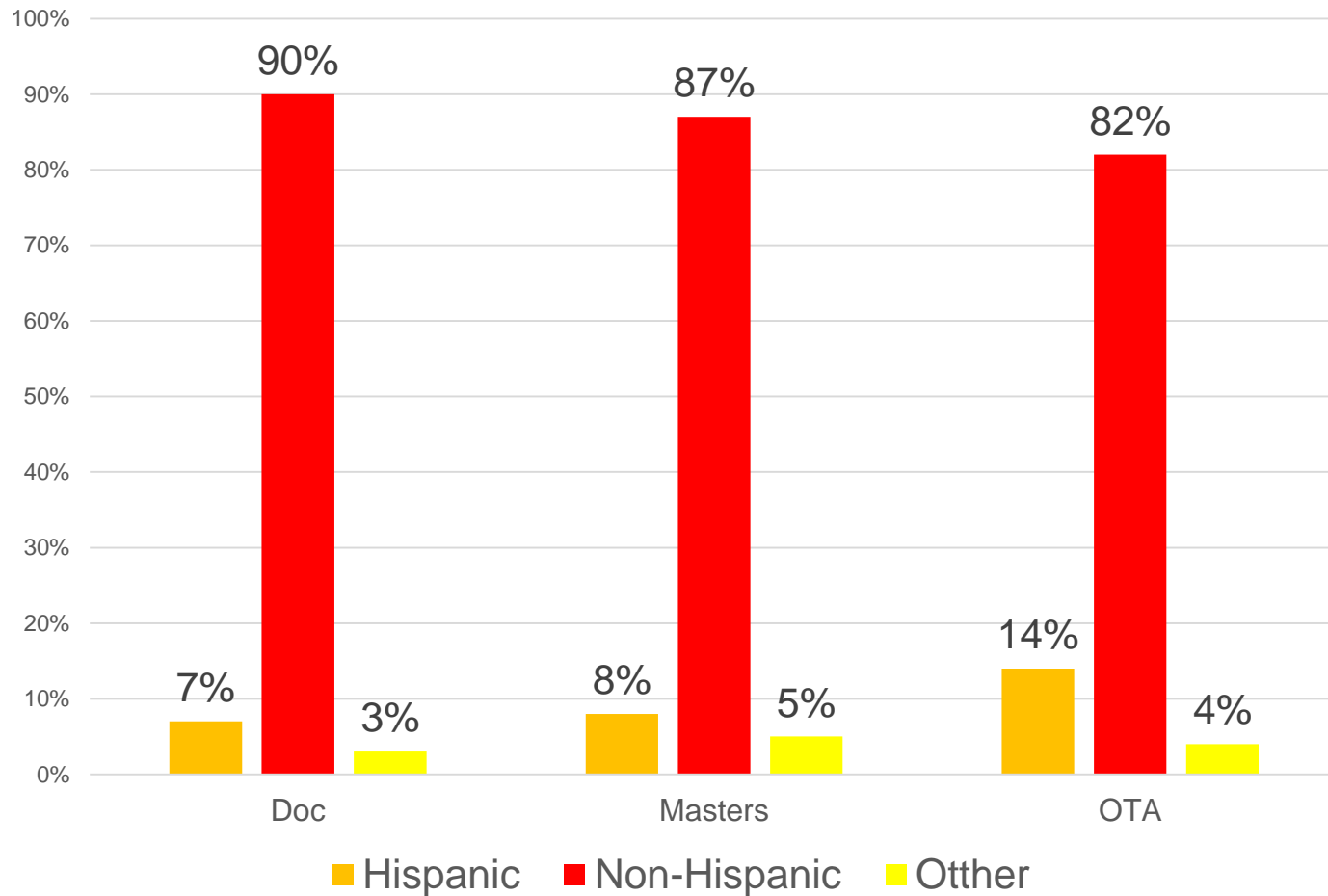
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# Ethnicity



Source: 2019 Annual Data Survey (AOTA, 2020)



# Race

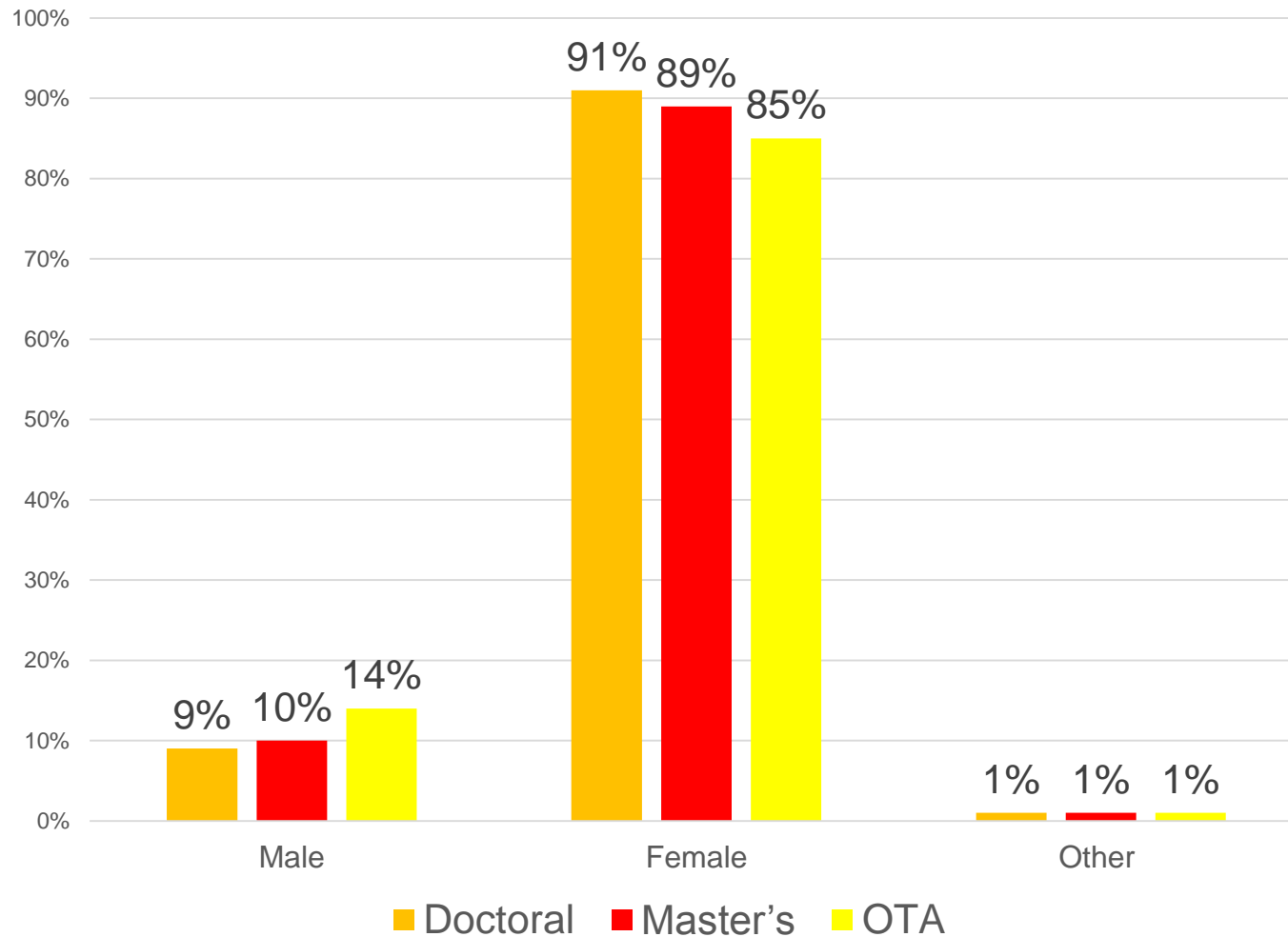
	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other
Doctoral	<1%	10%	4%	<1%	75%	10%
Master's	<1%	7%	5%	<1%	77%	10%
OTA	<1%	6%	11%	1%	71%	10%

Source: 2019 Annual Data Survey (AOTA, 2020)





# Gender



Source: 2019 Annual Data Survey (AOTA, 2020)



# Applicants

# Applications

	ADMISSION SLOTS	APPS COMPLETE	NO STUDENT ADMIT	APPS ADMITTED
Doctoral- OT	1,550	7,028	1,308	19%
Masters- OT	7,256	34,135	6,835	20%
OTA	7,407	11,183	5,848	52%

Source: 2019 Annual Data Survey (AOTA, 2020)



# Applicants??

	ADMISSION SLOTS	APPS COMPLETE	NO STUDENT ADMIT	APPS ADMITTED
Doctoral- OT	1,550	<del>7,028</del> 2,129	1,308	<del>19%</del> 61%
Masters- OT	7,256	<del>34,135</del> 10,343	6,835	<del>20%</del> 66%

Source: 2019 Annual Data Survey (AOTA, 2020)



# Fieldwork

# Fieldwork – Level II

	passed	failed	withdrawn	%
Doctoral	2,215	15	12	99%
Masters	14,017	134	119	98%
OTA	8,737	155	74	97%
	24,969	304	205	

Source: 2019 Annual Data Survey (AOTA, 2020)



# Fieldwork – Level II

	passed	failed	withdrawn	%
Doctoral	2,215	15	12	99%
Masters	14,017	134	119	98%
OTA	8,737	155	74	97%
	24,969	304	205	25,478

Source: 2019 Annual Data Survey (AOTA, 2020)



# Retention



# Retention Rates

	Min	Max	Mean	Programs
OTA	46%	100%	85%	n= 219
Masters	66%	100%	96%	n=164
Doctorate	91%	100%	98%	n=36

Source: 2019 Annual Data Survey (AOTA, 2020)



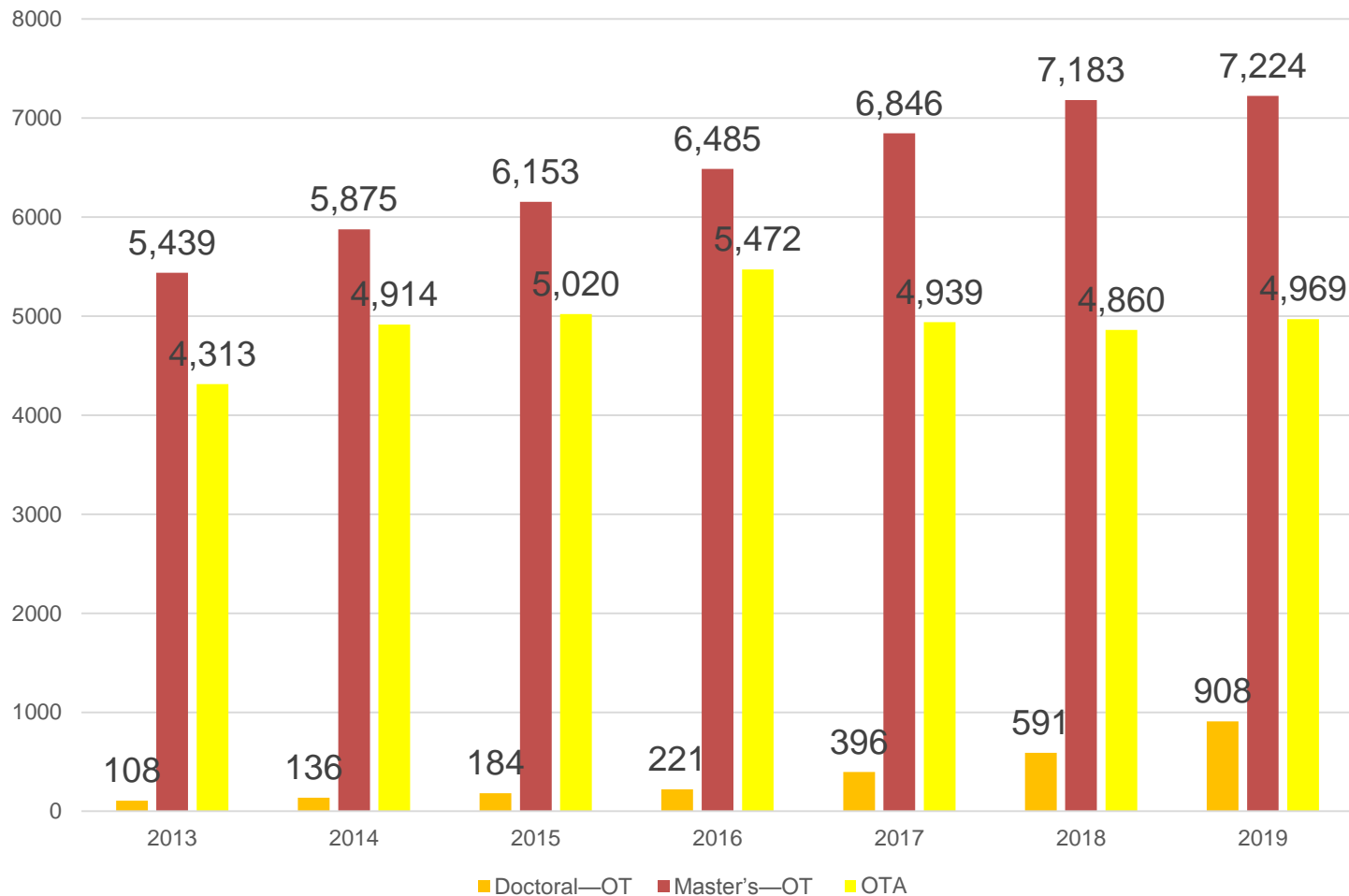
# Graduates

# Graduates- Cohort Size

	Min	Max	Median	
OTA	2	246	18	n=218
Masters	10	152	36	n=176
Doctorate	8	114	28	n=30

Source: 2019 Annual Data Survey (AOTA, 2020)

# Graduates



Source: 2019 Annual Data Survey (AOTA, 2020)



# Debt

# Average Debt- Program

	New program	\$0 - 20,000	\$20,001 - \$40,000	\$40,001 - \$60,000	\$60,001 - \$80,000	\$80,001 - \$100,000	\$100,001 - \$120,000	\$120,001 - \$140,000	>\$140,001
Doc-OT	14	2	0	1	2	0	5	6	3
Masters- OT	8	9	12	45	57	26	11	5	3
OTA	8	136	70	4	0	0	0	0	0

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	New program	\$0 - 20,000	\$20,001 - \$40,000	\$40,001 - \$60,000	\$60,001 - \$80,000	\$80,001 - \$100,000	\$100,001 - \$120,000	\$120,001 - \$140,000	>\$140,001
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[https://nces.ed.gov/programs/coe/indicator\\_tub.asp](https://nces.ed.gov/programs/coe/indicator_tub.asp) (2015-16)

Average loan balance for completed MS= \$72,800

Average loan balance for completed doc= \$132,000



# Impact of COVID-19 on FW

# April 2020 Survey

## Sample Size

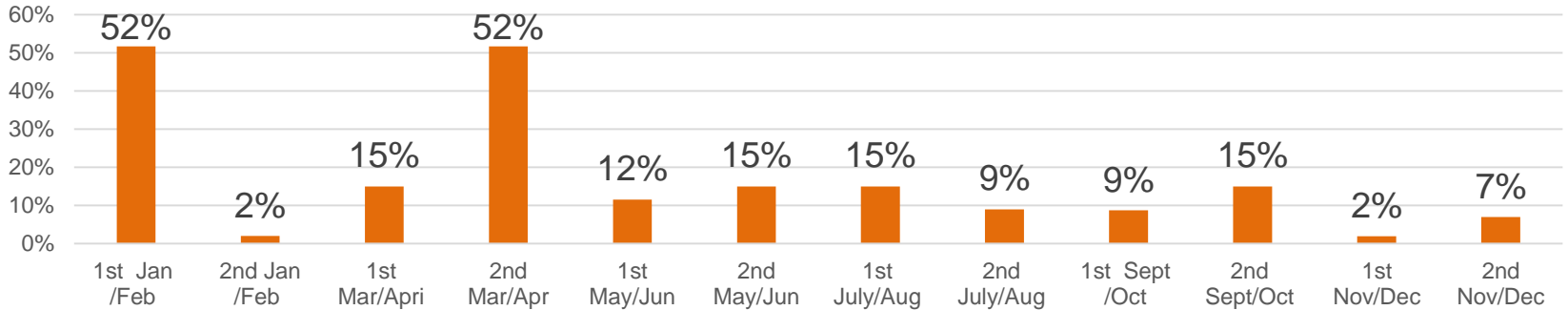
- OT: 202 (62% response)
- OTA: 165 (64% response)

# Student 10 or less days

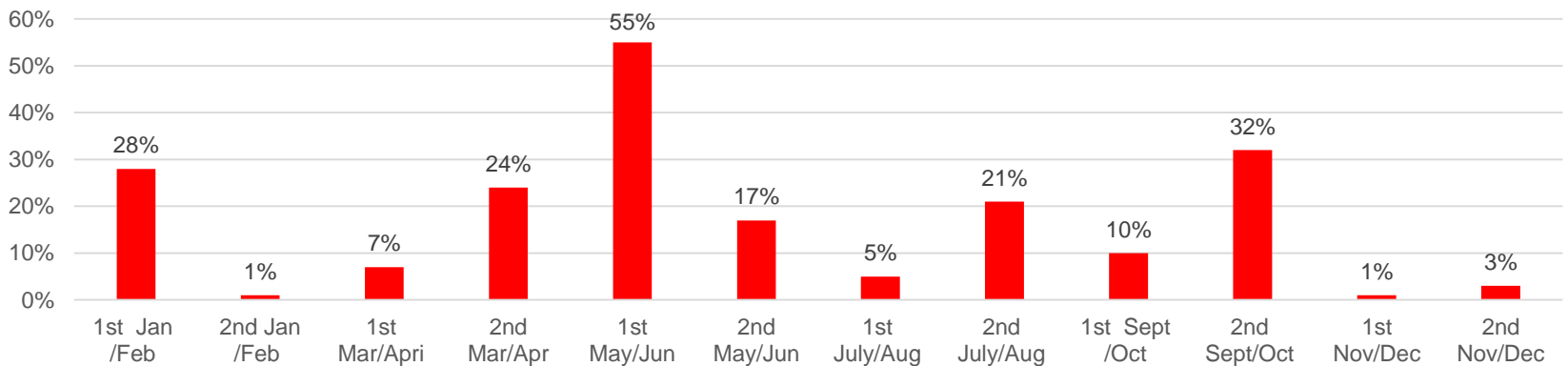
	# Students	Total Within 10 days of graduation	Delayed graduation as they were on their FINAL Level fieldwork II placement and had 10 or less days to complete?	10 or less days to complete when they were withdrawn and have now completed the FW II placement through alternative strategies?
OTA	3,952	149	141	8
OT	8,621	880	253	627
Total	12,573	1,029	394	635

# FW Level II Schedule

## OTA

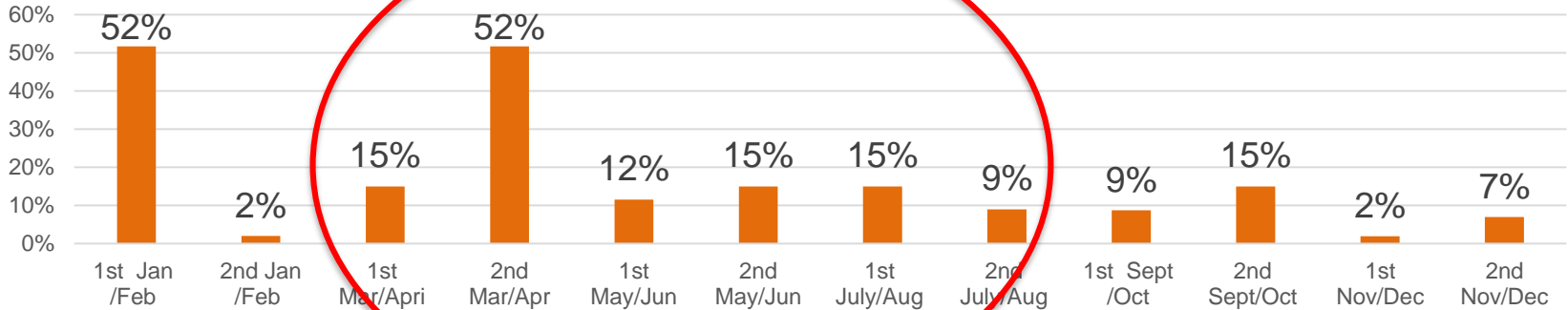


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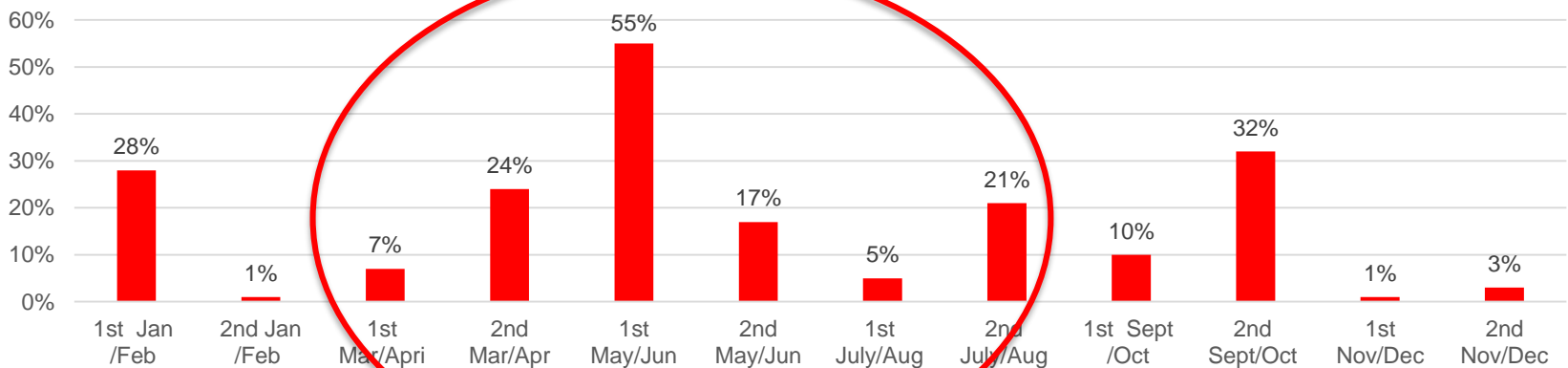


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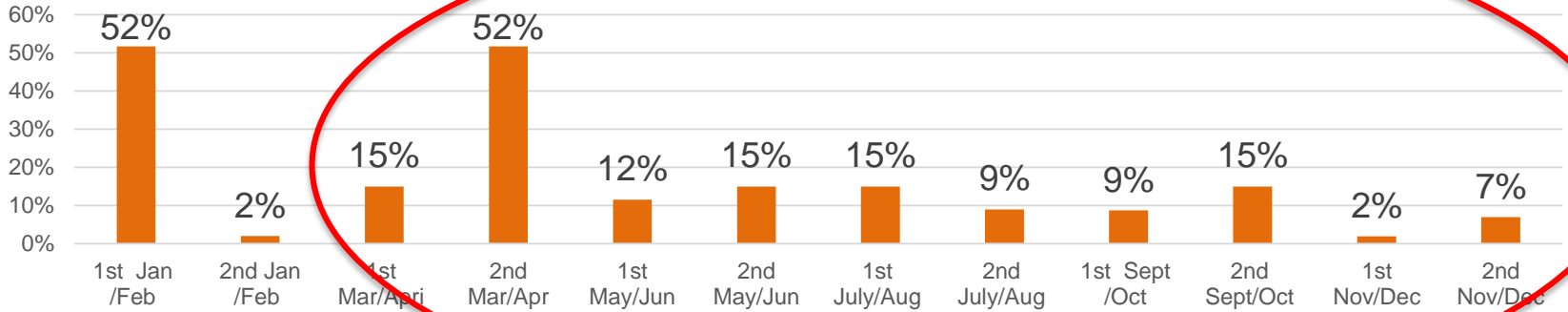


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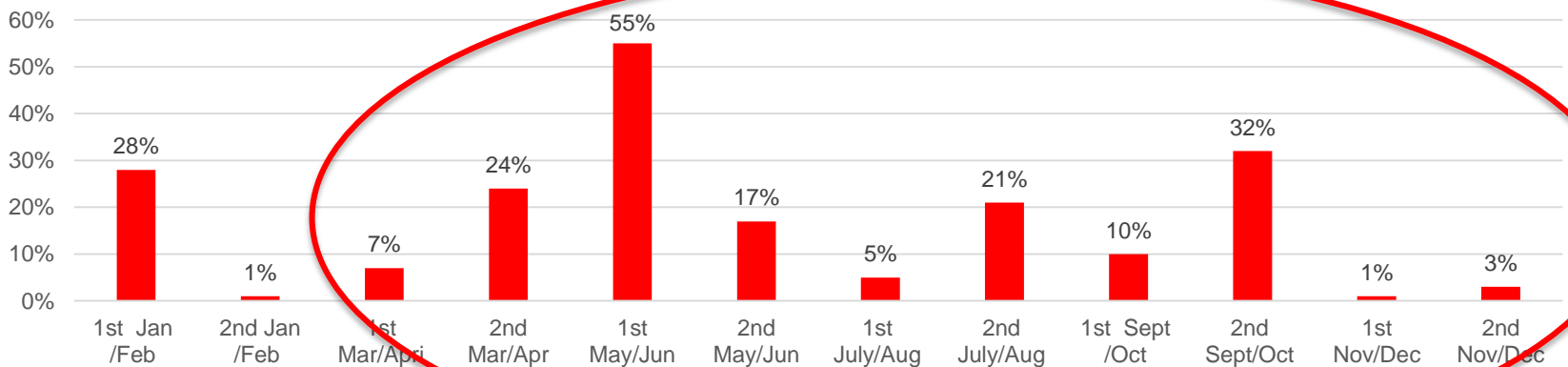


# FW Level II Schedule

## OTA



## OT

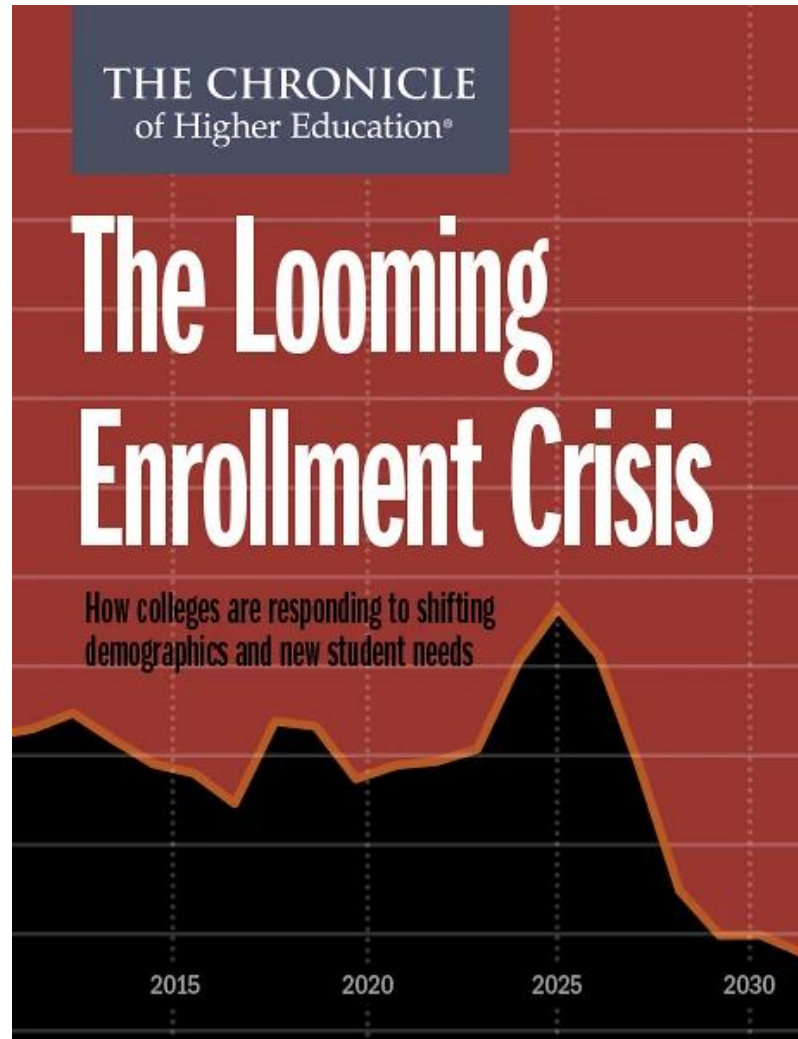


# Higher Education Policy

Before COVID-19

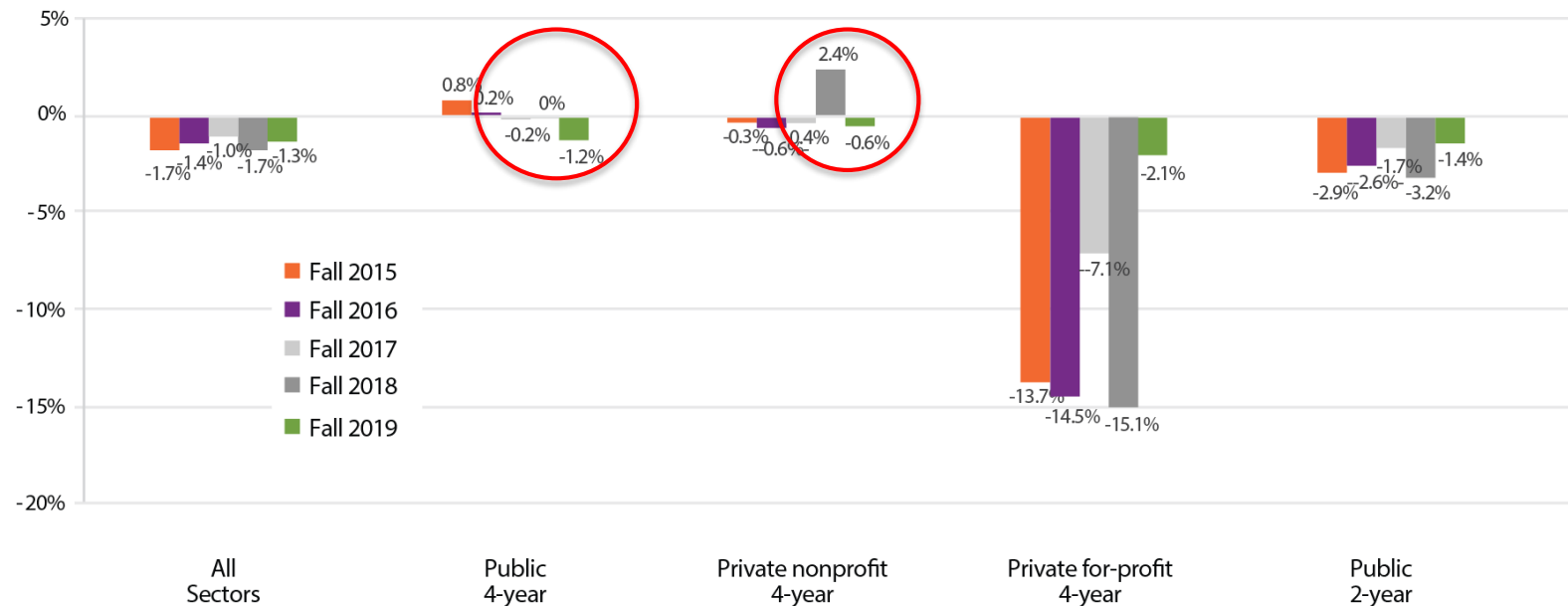


# Provost's favorite book...



# Decrease enrollments

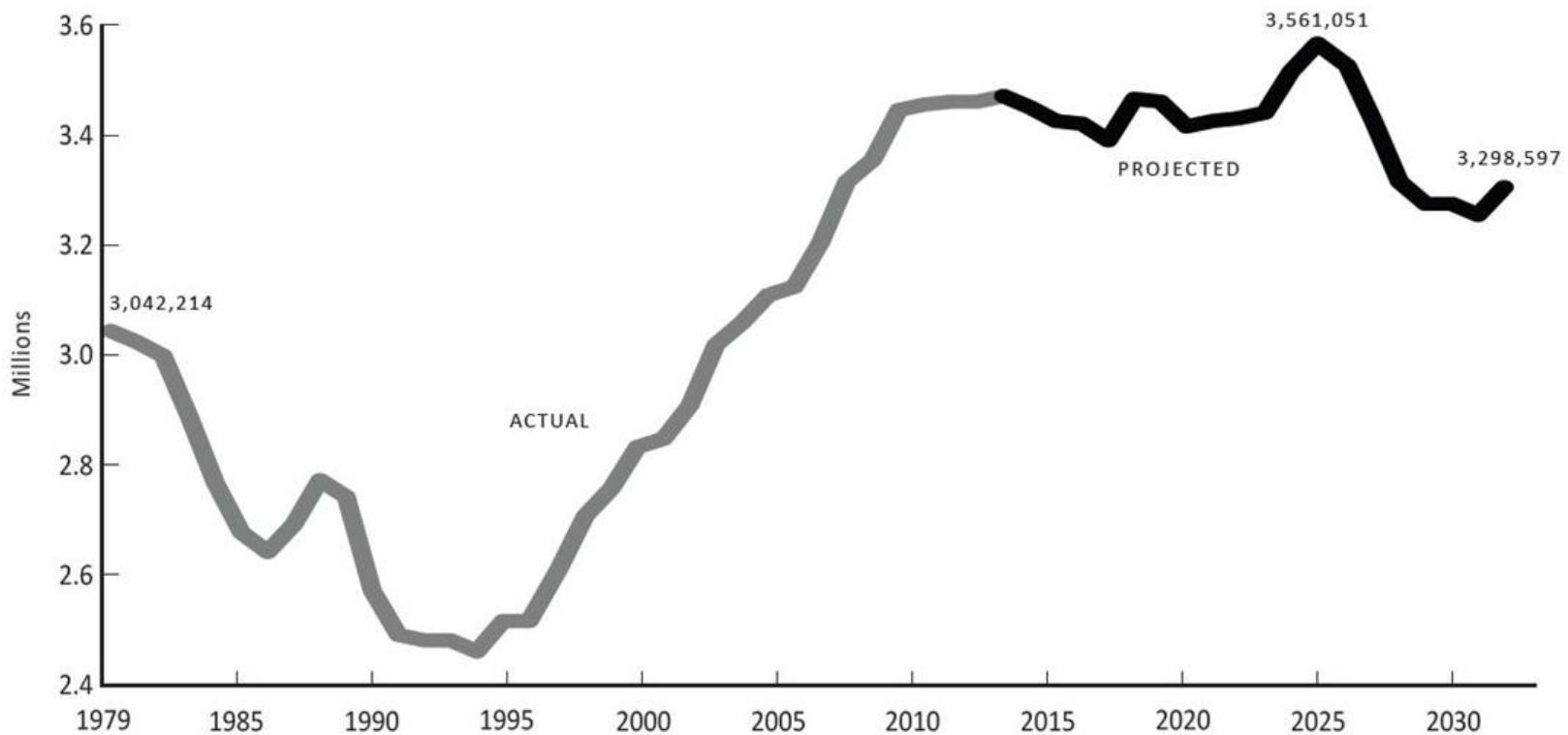
Percent Change in Enrollment from Previous Year by Institutional Sector: 2015 to 2019



<https://nscresearchcenter.org/current-term-enrollment-estimates-2019/>

# Decrease high school grads

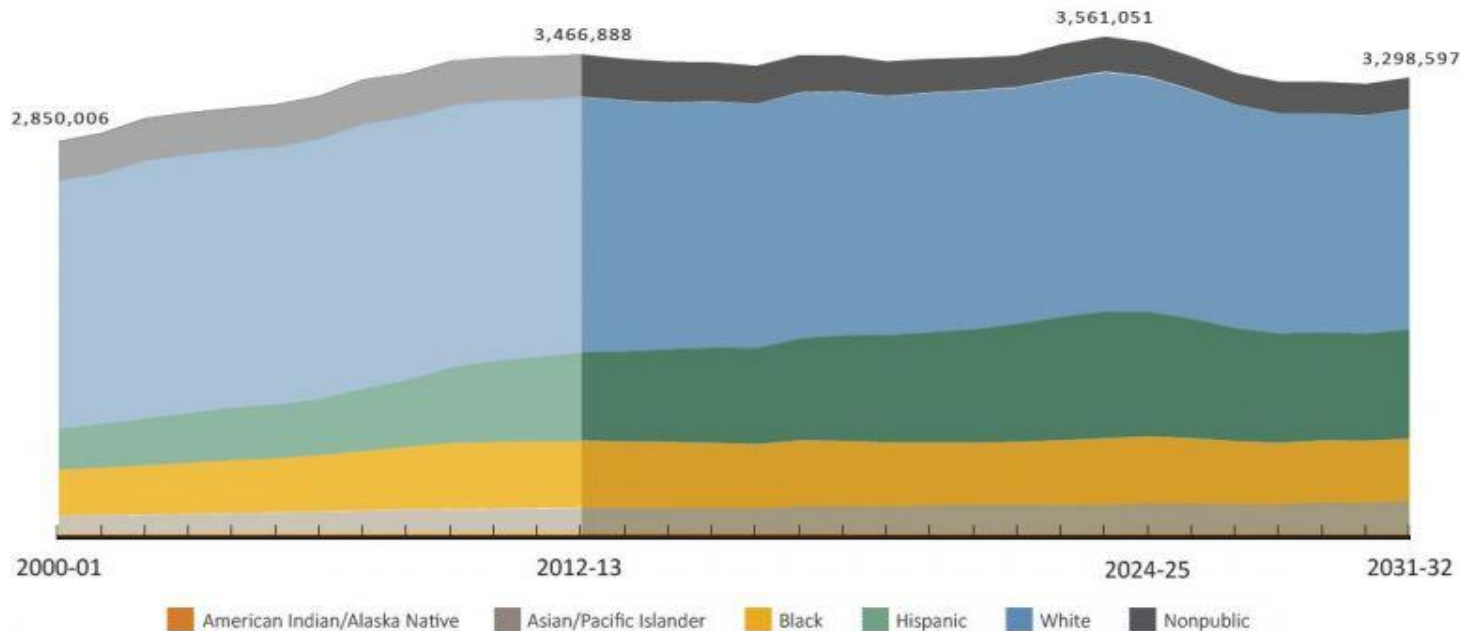
Figure 1.1. Total U.S. Public and Private High School Graduates (Actual and Projected) 1979 to 2032



Source: William J. Hussar and Tabitha M. Bailey. "Projections of Education Statistics to 2024: Forty-Third Edition."

# Change in high school demographic

Figure 2.4. Total U.S. Public and Private High School Graduates, by Race/Ethnicity, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



# Closures & consolidations

Private Liberal  
Arts Colleges  
closed 2016-19

22

Public  
Colleges being  
consolidated

32



# Common policy threads

- Affordability & Student Debt
- Access & Innovation vs. Consumer Protection
- Accountability
  - Student Learning
  - Transparency
  - Emphasis on Outcomes--Quantitative Data
  - Workforce engagement & Loan repayment

During COVID-19

# How most provost feel?





# Financial impact

## Here Come the Furloughs

Sharp **reductions in revenue and potential increases in expenses are spurring colleges to furlough** or lay off employees while they wait for the coronavirus outbreak and the uncertainty it brings to subside.

IHE - April 10, 2020



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Already reeling from the pandemic and recession, public colleges face **severe state budget cuts** in coming weeks.

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## Canceled and Altered Summer Programs Will Cost Colleges Hundreds of Millions

*Politico*- APRIL 09, 2020



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*Politico*- APRIL 09, 2020

Covid-19 Is Scrambling the Job Market for Recent Grads. Here's How Colleges Are Trying to Respond.

*By Scott Carlson* APRIL 10, 2020



# College Enrollments

## Will Students Show Up?

Study shows potential impact of coronavirus on admissions and enrollment. One in 10 high school seniors who had planned to go to a four-year college prior to the coronavirus is likely to change their direction as a result of the outbreak. IHE - April 13, 2020

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Some high school seniors are dropping their first-choice schools in favor of colleges that are cheaper. Others are taking a year off so they can help bail out their families. Politico  
April 12, 2020



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By

[Scott Jaschik](#)

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The Future of the SAT  
Back with some thoughts on the at-home SAT test.

IHE- April 13, 2020

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# Delivery models

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Experts weigh in on how the sudden, forced adoption of technology-delivered instruction will affect the well-being of professors and students alike. IHE - March 25, 2020

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U.S. News & World Report | @usnews April 8, 2020



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The **inequitable** ways the move to remote learning has affected different groups of students.  
IHE- April 15, 2020

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Covid-19 Is a Pivotal Moment for Struggling Students. Can Colleges Step Up? By Vimal Patel April 14, 2020

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# Post COVID-19

# How Will the Pandemic Change Higher Education?

**Professors, administrators, and staff on what the  
coronavirus will leave in its wake.**

**Chronicle of Higher Education**

April 10, 2020



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5. [Winners and Losers](#)  
Mega-universities will do well. The rest may struggle

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10. **After the University**  
When colleges shut down, intellectual life goes on.

Will the Pandemic Usher in an Era of  
Mass Surveillance in Higher Education?

Thank You

masi chok

T'ooyaksiy' nisim'

Graciās

Se:kenh:

Miigwech

Obrigado

Merci

màhsì'

谢谢

Niá:wen

唔該