ANNUAL REPORT

The Association’s 2018 Annual Report is being prepared and should be ready for distribution in the next few weeks once final information based on the yearly audit being performed is ready for inclusion. The document will describe progress made in achieving objectives for the Five Major Goals of the ASAHP Strategic Plan. Along with reports from the President and the Treasurer, contributions made by members also will be included.

MEMBERS IN THE NEWS

Barry Eckert, a member of the ASAHP Board of Directors, will leave his position as Dean of the School of Professional Studies at Western Connecticut State University to become Provost and Vice President for Academic Affairs at Salus University in Philadelphia, effective February 1, 2019.

INSTITUTIONAL PROFILE SURVEY

Efforts continue to make ASAHP’s Institutional Profile Survey available by the end of this month. A centerpiece of this annual study is the collection of data on salaries of faculty and staff. The revised version will include a focus on interprofessional activities, clinical instruction, and trends in student enrollment by profession.

A key element will be the assignment of an individual at each school to oversee coordination of the data collection process. Deans and directors are encouraged to consider in advance whom to select to carry out this highly essential coordinating role.

CORRIGENDUM

The January 3, 2019 issue of the ASAHP UPDATE under the heading, Looking Ahead—2019, indicated that an ongoing endeavor is a proposed International Training Consortium that would create a partnership between ASAHP and industry leaders to help prepare allied health professionals for rehabilitation positions internationally. Some actionable projects were listed, but they no longer are applicable.

MOOC NEWS

The introduction of massive open online courses (MOOCs) signaled a belief by its advocates of a major disruptive transformation occurring in postsecondary education. Six years, later, however, according to an article that appeared in the January 11, 2019 issue of the journal Science, the results have been considerably less dramatic. Instead of promising a reordering of higher education, the field has been coalescing around a different, much older business model, i.e., helping universities outsource their online master’s degrees for professionals.

One way of understanding the reasons for this shift is to examine three patterns emerging from data on MOOCs provided by Harvard University and the Massachusetts Institute of Technology (MIT) via the edX platform. Some findings are: the vast majority of MOOC learners never return after their first year and the growth in MOOC participation has been restricted almost entirely to the world’s most affluent countries. Even more significantly, low completion rates have not improved over the past six years.

Early in the life of MOOCs, researchers came to the realization that most who register for courses leave soon after enrollment. Among registrants for a course, 52% never enter the courseware and attrition typically remains high during the first two weeks of these offerings. Similar patterns emerged when looking at engagement over multiple years. Thus, despite six years of investment in course development and learning research, MOOCs’ low completion rate has barely budged.

Although MOOCs are not expected to disappear entirely, it is unlikely they have the power to transform higher education. Instead, they will provide new supports for specific niches within already existing education systems, primarily undergirding already educated learners. The six-year saga of MOOCs provides a cautionary tale for policy-makers in the educational domain facing whatever will be the next promoted innovation in education technology, whether artificial intelligence or virtual reality. Thus, the proverbial sizzle unfortunately sometimes proves to be vastly more abundant than the actual steak.
HIGHER EDUCATION FORECAST

The year 2019 holds promise of important developments in higher education materializing. Examples are:

**Title IX Sexual Assault Regulations**
The Department of Education’s proposed rule on Title IX sexual assault that was published in the Federal Register for comment at the end of 2018 redefines the obligations of colleges and universities related to allegations of sexual misconduct and requires significant changes to the processes that institutions use to investigate and resolve such allegations. The public has until **January 28, 2019** to submit comments on the rule. Additional information can be obtained at https://www.federalregister.gov/documents/2018/11/29/2018-25314/nondiscrimination-on-the-basis-of-sex-in-education-programs-or-activities-receiving-federal.

**Higher Education Act Reauthorization (HEA)**
The HEA, which became law in 1965 is long overdue for reauthorization. This legislation represents the single most important policy mechanism for overseeing the relationship between the federal government, colleges and universities, and students. Last renewed in 2008, this legislation has remained in effect as a result of temporary reauthorizations since 2013. House Republicans introduced a reauthorization bill (PROSPER Act) in 2017 and the Democrats submitted their version (Aim Higher Act) in 2018. With Democrats in control of the House, their bill may be the likely starting point if activity occurs. Yet, it is unclear whether any substantive action will be taken on the HEA in 2019.

**Regulations On Accreditation And Innovation**
The current year also will feature a significant negotiated rulemaking session involving accreditation and innovation that is slated to begin later this month. This effort will entail a sustained examination of the relationship between accreditors, institutions, and the federal government.

**Federal Funding**
A two-year budget deal raised the overall caps on federal funding that produced increases in funding for various programs (e.g., Pell Grants). Those caps disappear this year. Absent a bipartisan agreement to leave such caps in place, federal spending cuts possibly may result.

The ASAHP UPDATE and the newsletter TRENDS will apprise readers of these events as they unfold.

FUNDING OPPORTUNITY

The Robert Wood Johnson Foundation’s structured three-year *Culture of Health Leaders* program offers leadership development for leaders from all sectors. It is based on evidence, informed by experience, and grounded in principles of equity and social justice. This offering is for any individual who is highly motivated, ready, and open to learn, lead, and collaborate with organizations, communities, systems, and policymakers to build a Culture of Health in the U.S. The application deadline is **February 20, 2019, 3:00 P.M. Eastern.**


HEALTH WORKFORCE ANALYSIS DATA

The National Center for Health Workforce Analysis (NCHWA) at the Health Resources & Services Administration (HRSA) released an updated *U.S. Health Workforce Chartbook* recently that provides estimates for 35 health occupations, including physicians, nurses, dentists, counselors, and laboratory technicians. Detailed information is available on demographics, workforce settings, and geographic distribution.

NCHWA also updated the *U.S. Health Workforce State Profiles*. Data correspond to Chartbook information on number of graduates in each profession, total number of providers, and number per capita. The Chartbook and State Profiles were developed as part of HRSA’s effort to make data on the U.S. health workforce more readily available to users. Additional information can be obtained at https://bhw.hrsa.gov/sites/default/files/bhw/health-workforce-analysis/research/hrsa-us-health-workforce-chartbook-in-brief.pdf and also at https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/state-profiles/usworkforcestateprofiles-2018.pdf.

PROFESSIONAL DEGREE EXPECTATION

The National Center for Education Statistics (NCES) released data based on responses to questions asked of parents regarding the highest level of education that they expected their child to complete and of students regarding the highest level of education they expected themselves to complete. Between 2009 and 2016, fewer students expected to earn a professional degree, a trend which matched parents’ expectations. The report can be obtained at https://nces.ed.gov/datapoints/2019015.asp.