

Healthcare Training Programs in Community Colleges

A Landscape Analysis of Program Availability and Student Completions

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Community colleges are essential institutions for training America's frontline healthcare workers. Most public two-year colleges offer nursing programs along with certificate and degree programs in allied health and a variety of other health-related fields. The COVID-19 pandemic has illuminated how much the country depends on community colleges to maintain, renew, and strengthen our healthcare system. Hospitals, medical offices, community clinics, and testing facilities are all facing enormous strain and an increasing need for nurses, medical assistants, and other well-trained workers. Community colleges offer a wide range of healthcare training programs and are logical places to meet this need. Relative to other postsecondary education providers, they are accessible and affordable, serve all states and regions of the country, and have the infrastructure and programming needed to train students in locations where healthcare workers are needed most.

Reflecting a growing interest in community colleges' capacity to train workers in infection control, the League for Innovation in the Community College has been working in partnership with the U.S. Centers for Disease Control and Prevention (CDC) and the American Hospital Association (AHA) to better align infection control training practices across education and workplace settings in health-related fields. In 2021, the CDC, the AHA, and the League for Innovation in the Community College initiated the Project Firstline Community College Collaborative to increase the capacity of community colleges to provide relevant training and education. Selected community colleges participated in targeted workshops to review and enhance the ways in which infection control teaching and learning occurs within and across curricula. Originally designed to target frontline healthcare workers, the initiative has now broadened to include resource development and open-access programming for all interested postsecondary health-related programs (CDC, 2021).

This report discusses a landscape study of healthcare training programs that the Community College Research Center conducted to understand the current role that community colleges play in training healthcare workers, including public health workers. In an analysis of data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS), we examined the range and types

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of healthcare programs offered by postsecondary institutions and the number and characteristics of students who graduate from these programs. Findings from the study provide policymakers and community college leaders a better understanding of the role community colleges currently play and their potential to take on greater responsibility in training healthcare workers.

Online Dashboard: The Role of Community Colleges in Healthcare Training

In addition to the findings presented in this report, we have created an online, interactive [data visualization tool](#) to help practitioners, policymakers, and health professional organizations gain more detailed information about healthcare training in community colleges. Using IPEDS data, the tool focuses on three areas:

- 1. Sector comparison:** What percent of schools in each postsecondary sector offer instructional programming in healthcare fields? What is the community college market share of schools, programs, and graduates?
- 2. Community college program access:** Which instructional programs are most offered in community colleges?
- 3. Community college program graduates:** What instructional programs do community college graduates earn credentials in?

Using the tool, users can explore each sector and access results by instructional program, state, and urbanicity of campus. Users can also explore the distribution of program graduates by award level and by student race/ethnicity and gender.

Data on Program Availability and Student Completions

Community colleges provide training in a range of health professions, including undergraduate nursing programs and certificate and degree programs in allied health and public health fields (de los Santos, 2016). Allied health programs prepare workers for a wide variety of health-related jobs, such as medical records assistant, dental hygienist, and respiratory therapist (Association of Schools Advancing Health Professions, n.d.). Public health programs are geared toward jobs that promote and protect the health of people in the communities where they live and work (CDC Foundation, n.d.). We analyzed data from the IPEDS 2019-20 survey (National Center for Education Statistics, 2021) to describe the availability of health-related programs—including nursing, allied health, and public health—and the number and characteristics of students who completed credentials in those programs. Of the more than 240 majors included in the “Health Professions and Related Clinical Sciences” Classification of Instructional Programs (CIP) 2010 listing, 100 were selected for inclusion in this study.¹ We focused on programs that lead to jobs that

(1) involve direct interactions with patients and the community and/or (2) focus on disease prevention. The final sample of selected majors used in our analysis were divided among 12 broader instructional program groups.²

In what follows, we first summarize program availability and graduation counts across postsecondary institution types. After briefly exploring healthcare programming at large, the final analytic sample is limited to community colleges in order to better understand the types of awards being conferred by and the characteristics of students graduating from community college programs.

Distribution of Offered Healthcare Programs by Postsecondary Sector

To gain a better understanding of the healthcare training role that community colleges play relative to other postsecondary institutions, we begin by examining the availability of nursing, allied health, and public health programs across postsecondary sectors. This analysis generates information about the types of healthcare programming available at community colleges and their current capacity, relative to other postsecondary institutions, to train future healthcare workers. It is worth noting that in addition to credit-bearing programs, community colleges also offer noncredit training that is not accounted for in the IPEDS data we use in this analysis.

Table 1 presents the distribution of healthcare programs offered across postsecondary sectors by instructional program group. The colors of cells indicate how the distribution of programs for each instructional program group in each sector compares to the overall cross-sector distribution of all healthcare programs. Table 1 can thus be used to determine whether certain instructional program groups are concentrated in a given sector relative to the overall distribution of instructional program groups across sectors.³ Dark teal indicates a higher-than-average concentration of programs (i.e., the observed proportion of programs in each instructional program group is at least 5 percentage points higher than the overall proportion of healthcare programs observed in that sector). Light teal indicates a lower-than-average concentration (i.e., the observed proportion of programs in each instructional program group is at least 5 percentage points lower than the overall proportion of healthcare programs observed in that sector).

Definitions

Award level: The level of credential awarded, including certificates of various lengths, associate degrees, and bachelor's degrees.

CIP code: The six-digit number representing a specific major in the Classification of Instructional Programs (CIP) taxonomy.

Instructional program group: An intermediate grouping of majors that have comparable content and objectives.

Major: The title of a specific field of study within an instructional program group, represented by a six-digit CIP code.

Program: Unique major by award level, such that a 12-week certificate in nursing administration would be counted separately from an associate degree in nursing administration.

Table 1.
Distribution of Healthcare Programs Across Postsecondary Sectors

	Number of Programs	Postsecondary Sector					
		Community College	Public (4-year+)	Private not-for-profit (4-year+)	Other public (2-year or less)	Private not-for-profit (2-year or less)	Private for-profit
Total	17,376	51%	13%	14%	5%	1%	16%
Allied Health (Diagnostic, Intervention, Treatment)	3,410	68%	10%	11%	2%	1%	8%
Registered Nursing, Other	2,441	38%	22%	27%	0%	2%	10%
Allied Health (Medical Assisting)	1,960	48%	3%	5%	7%	2%	34%
Practical Nursing, Other	1,863	58%	2%	2%	20%	2%	17%
Health/Medical Administrative	1,656	41%	11%	18%	4%	2%	23%
Other Health	1,215	38%	16%	12%	4%	1%	29%
Dental Support Services	1,165	54%	9%	3%	6%	1%	27%
Mental/Social Health	995	76%	13%	8%	0%	0%	3%
Health Services/Allied Health	844	38%	24%	32%	1%	1%	5%
Clinical/Medical Laboratory Science	798	69%	5%	5%	9%	1%	11%
Public Health	741	15%	46%	31%	0%	0%	8%
Health/Medical Prep	288	52%	15%	32%	0%	1%	0%

Higher than total distribution (by at least 5 percentage points)

Lower than total distribution (by at least 5 percentage points)

Source: IPEDS, 2019-20. Data limited to selected health programs.

The first row of Table 1 shows that community colleges offer about half of all healthcare programs (51%) and hold the largest market share of program offerings in four instructional program groups: Mental/Social Health (76%), Allied Health (Diagnostic, Intervention, Treatment) (68%), Clinical/Medical Laboratory Science (69%), and Practical Nursing (58%).⁴ In comparison, private not-for-profit four-year and public four-year colleges account for nearly half of programs in Registered Nursing (49%) and a majority of programs in Health Services/Allied Health (56%) and Public Health (77%).

Distribution of Healthcare Awards Conferred by Postsecondary Sector

Equipped with a better understanding of the role each sector plays in providing healthcare programs to students, we use student completion data to understand the proportion of the eligible workforce trained by each sector. Table 2 illustrates the proportion of credentials conferred at any level (i.e., short-term certificate, long-term certificate, associate degree, bachelor’s degree) by postsecondary institution type. This table can be used to understand the relative likelihood that a credential was awarded

by each sector. Overall, among the healthcare programs considered in this study, the majority of credentials conferred during the 2019-20 academic year (57%) were awarded by either community colleges (36%) or public four-year colleges (21%). While roughly half of all programs included in the study are offered by community colleges (see Table 1), only 36% of credentials conferred in these programs were awarded by community colleges. One possible explanation for this result may be a difference in program sizes across sectors, with smaller program sizes (i.e., smaller enrollments) at community colleges. Many community college healthcare programs make use of work-based clinic sites, thus limiting the size of enrollment.

Out of the 12 instructional program groups considered, credentials conferred in Mental/Social Health, Allied Health (Diagnostic, Intervention, Treatment), Practical Nursing, Health/Medical Prep, and Clinical/Medical Lab Science were more likely to be awarded by community colleges than by other postsecondary sectors, with proportions of total awards conferred by community colleges ranging from 56% to 70%. Conversely, graduates of Public Health programs were least likely to earn their credential from a community college (4%) and most likely to earn their credential from a public four-year institution (72%). This finding aligns with the distribution of Public Health program offerings shown in Table 1.

Table 2.
Distribution of Healthcare Program Graduates Across Sectors

Instructional Program Group	Number of Graduates	Postsecondary Sector					
		Community College	Public (4-year+)	Private not-for-profit (4-year+)	Other Public (2-year or less)	Private not-for-profit (2-year or less)	Private for-profit
Total	597,220	36%	21%	15%	4%	2%	22%
Allied Health (Diagnostic, Intervention, Treatment)	54,334	66%	11%	9%	3%	1%	11%
Allied Health (Medical Assisting)	59,804	24%	2%	3%	4%	2%	64%
Clinical/Medical Laboratory Science	11,394	56%	6%	5%	10%	1%	23%
Dental Support Services	20,872	36%	10%	3%	4%	2%	45%
Health Services/Allied Health	29,788	34%	46%	17%	1%	0%	2%
Health/Medical Administrative	31,635	23%	22%	18%	2%	11%	25%
Health/Medical Prep	5,751	58%	29%	13%	0%	0%	0%
Mental/Social Health	12,450	70%	20%	5%	0%	0%	6%
Other Health	23,054	20%	23%	13%	5%	1%	39%
Practical Nursing, Other	85,818	60%	1%	1%	16%	1%	21%
Public Health	19,452	4%	72%	20%	0%	0%	4%
Registered Nursing, Other	242,868	26%	30%	26%	0%	1%	16%

Higher than total distribution (by at least 5 percentage points)
 Lower than total distribution (by at least 5 percentage points)

Source: IPEDS, 2019-20. Data limited to selected health programs.

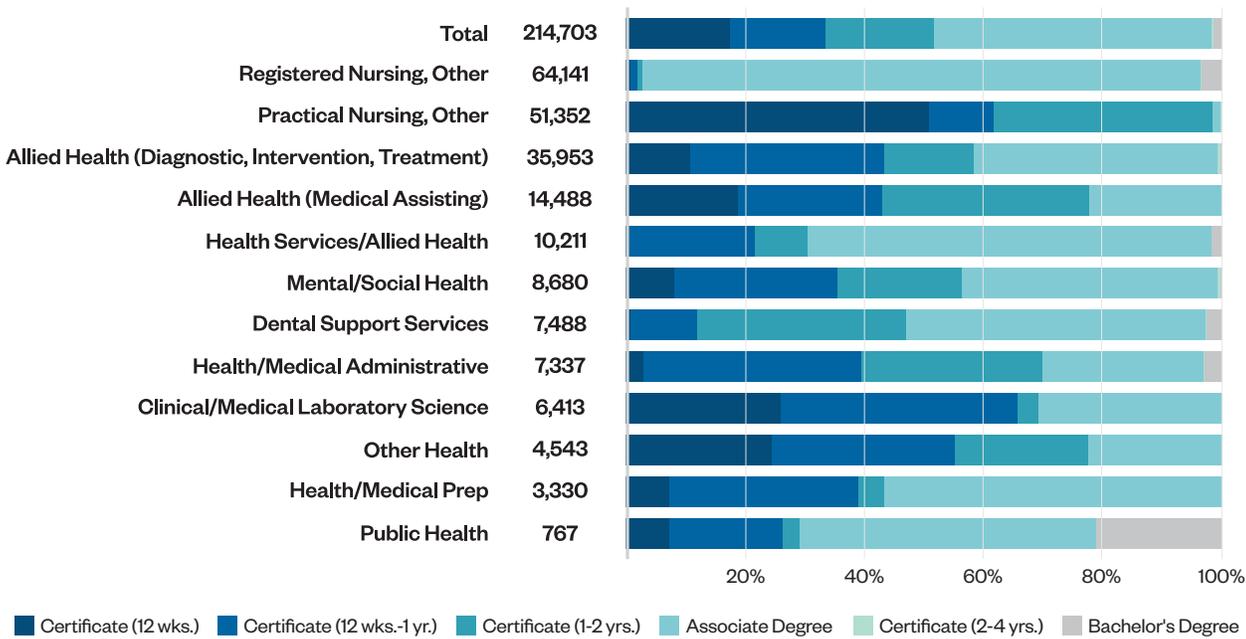
The colors of cells in Table 2 indicate how the distribution of awards conferred in each instructional program group compares to the overall distribution of awards conferred in the 2019-20 academic year (see row 1). Table 2 can thus be used to determine whether credentials awarded in certain instructional program groups are more or less concentrated in a given sector relative to the overall distribution of credentials awarded across sectors (dark teal indicates a higher-than-average concentration of credentials awarded; light teal indicates a lower-than-average concentration). Relative to the overall distribution of community college graduates in healthcare programs, community colleges conferred comparatively more awards than four-year colleges and universities (both public and private) in 5 of the 12 instructional program groups.

Community College Healthcare Award Levels

Focusing on community colleges specifically, Figure 1 ranks community college instructional program groups by number of awards conferred and disaggregates the data by award level. This allows comparison of the distribution of awards conferred in each instructional program group to the overall distribution of healthcare awards at the colleges. Overall, during the 2019-20 academic year, community college healthcare program completers were most likely to earn an associate degree (47%). As would be expected, only a small number of program completers earned bachelor's degrees from community colleges (2%).⁵ Associate degrees were most frequently awarded in the following instructional program groups: Allied Health (Diagnostic, Intervention, Treatment), Dental Support Services, Health Services/Allied Health, Health/Medical Prep, Mental/Social Health, Public Health, and Registered Nursing. Interestingly, Figure 1 shows that among students who obtained a Public Health credential from a community college, 50% earned an associate degree and 21% earned a bachelor's degree. For many healthcare programs, completions of shorter-term certificates are more common than completions of longer-term awards. Indeed, the majority of students graduating from programs in Practical Nursing, Allied Health (Medical Assisting), Clinical/Medical Laboratory Science, Health/Medical Administrative, and Other Health earned certificates taking between 12 weeks and 1–2 years, suggesting that shorter programs awarding workforce credentials may be more attractive and/or accessible to students in certain healthcare fields.

Figure 1.

Distribution of Community College Healthcare Awards Conferred by Instructional Program Group



Racial/Ethnic Composition of Community College Healthcare Program Graduates

We use IPEDS data to identify characteristics of community college students earning healthcare credentials. Figure 2 shows both the distribution and count of graduates’ race/ethnicity by instructional program group (ranked by awards conferred), allowing the comparison of the overall racial/ethnic composition of graduates to that of each program group. In this figure, we present the overall racial/ethnic composition of (1) all community college graduates (including those outside our selected healthcare instructional program groups) and (2) community college healthcare graduates.

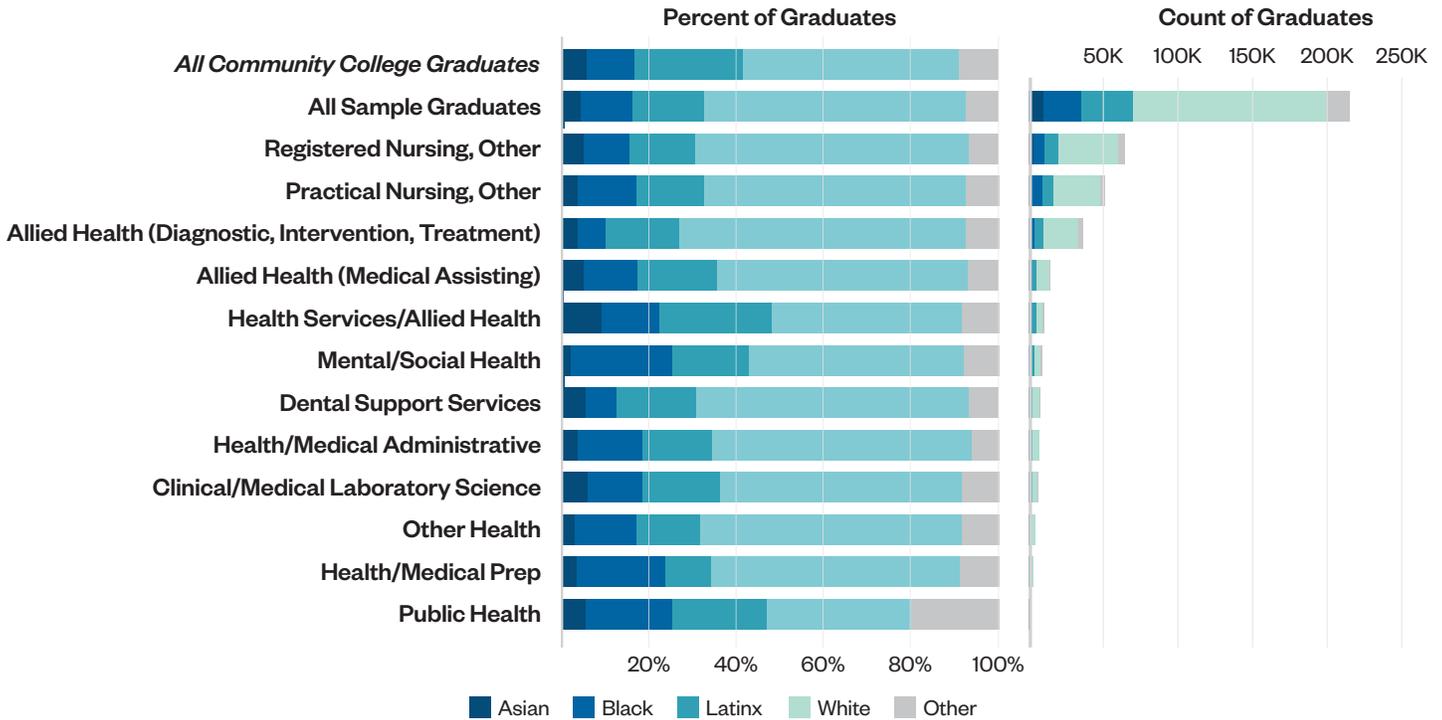
During the 2019-20 academic year, 49% of all community college graduates identified as White, 25% identified Latinx, and 11% identified as Black. As compared to the overall population of community college graduates, White students are overrepresented in selected health instructional program groupings (by 11 percentage points), while Latinx students are underrepresented (by 9 percentage points).

Figure 2 also allows the comparison of racial/ethnic composition across instructional program groups, which provides insight into how well community colleges are preparing minoritized students in various healthcare fields. While the distribution of graduates varies considerably, White students maintain a plurality across all program groups. Public Health has the most racially and ethnically diverse graduate composition. Using the distribution of all healthcare instructional program groups as a benchmark, students identifying as Black or Latinx are overrepresented in Public

Health, comprising 20% and 22% of graduates, respectively. This suggests that Public Health programs may do a better job in recruiting and enrolling students from diverse racial/ethnic groups.

Figure 2.

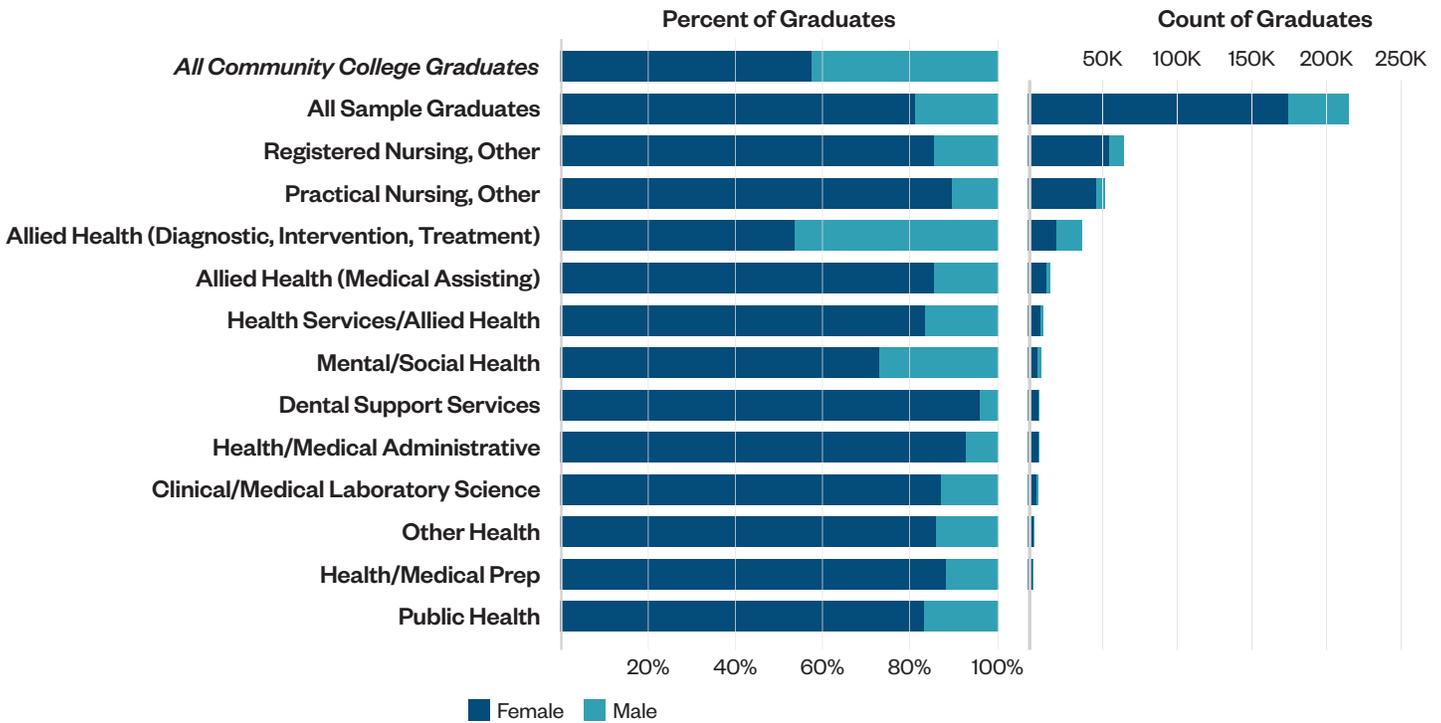
Racial/Ethnic Composition of Community College Healthcare Graduates by Instructional Program Group



Finally, Figure 3 shows both the distribution and count of graduates' gender by instructional program group. The vast majority of graduates were female: 81% of 2019-20 healthcare graduates. Compared to the overall population of community college graduates, female students are overrepresented (by 24 percentage points) and male students are underrepresented by the same margin. Importantly, the distribution of gender by instructional program group consistently skews female. Male students comprise the minority of graduates even within the two instructional program groups with the largest proportion of male graduates: Allied Health (Diagnostic) (46%) and Mental/Social Health (27%).

Figure 3.

Gender Composition of Community College Graduates by Instructional Program Group



Association Between Healthcare Credentials and Entry-Level Wages

Research examining the association between education and income shows that individuals with higher levels of education earn more. While field of study undertaken at college makes an enormous difference, on average, bachelor’s degree holders earn more than associate degree holders, and associate degree holders earn more than individuals with short-term certificates or some college (Belfield & Bailey, 2017; Carnevale et al., 2020, Ostilu et al., 2021). Findings from our analysis indicate that across many healthcare programs students are completing shorter term certificates rather longer term awards. Given the prevalence of students earning short-term healthcare credentials, it is important to consider what different jobs pay and whether students from diverse racial and ethnic backgrounds are gaining access to programs that lead to family-sustaining wages. Table 3 draws on U.S. Bureau of Labor Statistics data to describe some of the major health-related programs offered at community colleges, the credentials students earn in these programs that are typically needed for entry-level positions, examples of entry-level positions, and the associated median hourly wages of these jobs in 2022.

Table 3.
Common Health-Related Program Groups at Community Colleges

INSTRUCTIONAL PROGRAM GROUP	CREDENTIAL FOR ENTRY-LEVEL POSITION	EXAMPLE OF ENTRY-LEVEL POSITION TITLE	MEDIAN HOURLY WAGE
Clinical/Medical Laboratory Science	2-year degree	Medical laboratory technician	\$27.36
Dental Support Services	2-year degree	Dental hygienist	\$39.12
Diagnostic, Intervention, and Treatment	2-year degree	Respiratory therapist	\$32.78
Health/Medical Administrative	35–42 credit certificate	Medical receptionist	\$19.11
Medical Assisting	1-year certificate	Medical assistant	\$18.36
Mental/Social Health	2-year degree	Social work assistant	\$18.08
Practical Nursing	1-year certificate	Licensed practical nurse	\$23.11
Public Health	1-year certificate	Community health worker	\$22.97

Source. U.S. Bureau of Labor Statistics (2022).

As the information in Table 3 highlights, the highest median hourly wages are associated with two-year degree programs in dental support services. Shorter term certificate programs are often associated with lower median earnings, suggesting that some individuals who earn these certificates are earning only a little more than the minimum wage.

Conclusion

Recent experience with the COVID pandemic has led to a reexamination of the nation’s healthcare system and has underscored the need for skilled workers who can be part of an effective infectious disease prevention and control strategy. Our analysis shows that community colleges play a substantial role in the training and education of healthcare workers through traditional programs like nursing and allied health and that there may be opportunities for community colleges to build a bigger pipeline to programs in public health. At the same time, it is important to keep in mind that some healthcare fields offer greater earnings potential than others. Colleges must be wary of steering potential students into programs that are not highly rewarded in the labor market and, instead, consider building stronger education pathways from lower to higher wage healthcare jobs. Moreover, policymakers and community college leaders need to take active steps to help low-income and racially minoritized students gain access to programs that lead to family-sustaining wages.

Endnotes

1. Of the 100 programs deemed eligible for inclusion, 92 were represented in the data. Eight programs were not offered or did not include enrolled students.
2. Official CIP-reported instructional program group names have been edited for ease of exposition, with the exception of Public Health. Additionally, six program groups have been collapsed into an “Other Health” program group. See Appendix Table A1 for more details.
3. As documented by CCRC, an increasing number of community colleges are offering bachelor’s degrees and are thus classified in IPEDS data as part of the public four-year sector of institutions (Fink & Jenkins, 2020). In order to ensure that community colleges are accurately represented in this study, we counted institutions as community colleges if they were funded primarily by state and local sources and *mainly* offered sub-baccalaureate degrees. This means we included some institutions that also confer bachelor’s degrees.
4. Table A2 in the Appendix presents the distribution of programs across community college locales, illustrating the relative availability of programs by measures of urbanicity. The observed distribution follows expected trends, with 39% of programs offered at city colleges, 23% in suburban settings, and the remaining 38% distributed between community colleges located in rural settings or towns. Importantly, distributions within instructional program groups do not tend to deviate from the overall distribution observed across locales.
5. In 2019, a total of 121 community colleges in 23 states allowed students to pursue the community college baccalaureate, or CCB. Nursing is one of the more popular fields for the CCB (Soler, 2019).

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The Project Firstline program is a national training collaborative led by the Centers for Disease Control and Prevention (CDC) in partnership with the American Hospital Association and the Health Research & Educational Trust (HRET), an AHA 501(c)(3) nonprofit subsidiary. Project Firstline is a national collaborative led by the U.S. Centers for Disease Control and Prevention (CDC) to provide infection control training and education to frontline health care workers and public health personnel. AHA is proud to partner with Project Firstline, as supported through Cooperative Agreement CDC-RFA-CK20-2003. CDC is an agency within the Department of Health and Human Services (HHS). The contents of this publication do not necessarily represent the policies of the CDC or HHS and should not be considered an endorsement by the Federal Government.

Appendix: Supplementary Tables

Table A1.

Program Classification Crosswalk

MAJOR (2010 CIP TITLE)	INSTRUCTIONAL PROGRAM
Medical/Clinical Assistant	Allied Health (Medical Assisting)
Clinical/Medical Laboratory Assistant	
Emergency Care Attendant (EMT Ambulance)	
Pathology/Pathologist Assistant	
Respiratory Therapy Technician/Assistant	
Radiologist Assistant	
Lactation Consultant	
Allied Health and Medical Assisting Services, Other	
Emergency Medical Technology/Technician (EMT Paramedic)	Allied Health (Diagnostic, Intervention, Treatment)
Perfusion Technology/Perfusionist	
Medical Radiologic Technology/Science - Radiation Therapist	
Respiratory Care Therapy/Therapist	
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	
Radiologic Technology/Science - Radiographer	
Physician Assistant	
Gene/Genetic Therapy	
Radiation Protection/Health Physics Technician	
Mammography Technician/Technology	
Magnetic Resonance Imaging (MRI) Technology/Technician	
Allied Health Diagnostic, Intervention, and Treatment Professions, Other	
Clinical/Medical Laboratory Technician	Clinical/Medical Laboratory Science
Phlebotomy/Phlebotomist	
Renal/Dialysis Technologist/Technician	
Clinical/Medical Laboratory Science and Allied Professions, Other	Dental Support Services
Dental Assisting/Assistant	
Dental Hygiene/Hygienist	Health/Medical Administrative
Health/Health Care Administration/Management	
Health Unit Coordinator/Ward Clerk	
Health Unit Manager/Ward Supervisor	
Medical Office Assistant/Specialist	
Medical/Health Management and Clinical Assistant/Specialist	
Medical Administrative/Executive Assistant and Medical Secretary	
Long Term Care Administration/Management	
Clinical Research Coordinator	
Health and Medical Administrative Services, Other	
Health Services/Allied Health/Health Sciences, General	Health Services/Allied Health
Health and Wellness, General	
Pre-Nursing Studies	Health/Medical Prep
Health/Medical Preparatory Programs, Other	

Healthcare Training Programs in Community Colleges

MAJOR (2010 CIP TITLE)	INSTRUCTIONAL PROGRAM	
Substance Abuse/Addiction Counseling	Mental/Social Health	
Psychiatric/Mental Health Services Technician		
Clinical/Medical Social Work		
Community Health Services/Liaison/Counseling		
Marriage and Family Therapy/Counseling		
Clinical Pastoral Counseling/Patient Counseling		
Psychoanalysis and Psychotherapy		
Mental Health Counseling/Counselor		
Genetic Counseling/Counselor		
Mental and Social Health Services and Allied Professions, Other		
Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)		Practical Nursing, Other
Nurse/Nursing Assistant/Aide and Patient Care Assistant		
Practical Nursing, Vocational Nursing and Nursing Assistants, Other	Public Health	
Public Health, General (MPH, DPH)		
Environmental Health		
Health/Medical Physics		
Occupational Health and Industrial Hygiene		
Public Health Education and Promotion		
Community Health and Preventive Medicine		
Maternal and Child Health		
International Public Health/International Health		
Health Services Administration		
Behavioral Aspects of Health		
Public Health, Other		
Nursing/Registered Nurse (RN, ASN, BSN, MSN)		Registered Nursing, Other
Nursing Administration (MSN, MS, PhD)		
Adult Health Nurse/Nursing		
Nurse Anesthetist		
Family Practice Nurse/Nurse Practitioner		
Maternal/Child Health and Neonatal Nurse/Nursing		
Nurse Midwife/Nursing Midwifery		
Nursing Science (MS, PhD)		
Pediatric Nurse/Nursing		
Psychiatric/Mental Health Nurse/Nursing		
Public Health/Community Nurse/Nursing		
Perioperative/Operating Room and Surgical Nurse/Nursing		
Clinical Nurse Specialist		
Critical Care Nursing		
Occupational and Environmental Health Nursing		
Emergency Room/Trauma Nursing		
Nursing Education		
Nursing Practice		
Palliative Care Nursing		
Clinical Nurse Leader		
Geriatric Nurse/Nursing		
Women's Health Nurse/Nursing		
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other		

MAJOR (2010 CIP TITLE)	INSTRUCTIONAL PROGRAM
Direct Entry Midwifery (LM, CPM)	Other Health
Holistic Health	
Dietetics/Dietitian (RD)	
Clinical Nutrition/Nutritionist	
Dietetic Technician (DTR)	
Dietitian Assistant	
Dietetics and Clinical Nutrition Services, Other	
Health Aide	
Home Health Aide/Home Attendant	
Medication Aide	
Rehabilitation Aide	
Health Aides/Attendants/Orderlies, Other	
Health Professions and Related Clinical Sciences, Other	
Massage Therapy/Therapeutic Massage	

Table A2.
Distribution of Healthcare Programs Across Community College Locales

	Number of Programs	Locale of Institution			
		City	Rural	Suburb	Town
Total	8,918	39%	19%	23%	19%
Allied Health (Diagnostic, Intervention, Treatment)	2,322	42%	17%	23%	17%
Practical Nursing, Other	1,074	33%	25%	17%	26%
Allied Health (Medical Assisting)	935	37%	21%	23%	19%
Registered Nursing, Other	930	35%	21%	22%	23%
Mental/Social Health	753	43%	15%	29%	14%
Health/Medical Administrative	684	39%	20%	21%	19%
Dental Support Services	625	47%	12%	27%	13%
Clinical/Medical Laboratory Science	550	39%	20%	22%	19%
Other Health	467	36%	18%	24%	21%
Health Services/Allied Health	320	36%	17%	28%	19%
Health/Medical Prep	149	26%	29%	16%	29%

Higher than total distribution (by at least 5 percentage points)
 Lower than total distribution (by at least 5 percentage points)

Source. IPEDS, 2019-20. Data limited to selected health programs.

