

Health Professions Graduations Data Dashboard, 2008-2024

INTERPRETING IPEDS GRADUATION DATA

The dashboard uses data from the Integrated Postsecondary Education Data System (IPEDS). IPEDS reports degrees and other postsecondary credentials awarded by institutions, classified by field of study using Classification of Instructional Programs (CIP) codes and by award level.

IPEDS reporting is required for postsecondary institutions that participate in or are eligible to participate in federal student financial assistance programs authorized under Title IV of the Higher Education Act. This includes most colleges, universities, community and technical colleges, and many other postsecondary institutions. Institutions that are not eligible to participate in Title IV programs may report to IPEDS voluntarily but are not required to do so. Consequently, graduates of some non-Title IV institutions or training programs may not be represented in the dashboard.

The graduation counts shown in this dashboard should be interpreted as program completions rather than the number of new healthcare providers entering the workforce. CIP codes describe instructional programs and do not indicate whether a graduate subsequently obtained professional licensure or certification, entered practice, or remained in the profession. The dashboard is therefore best used to examine the volume, geographic distribution, and trends in health professions education rather than as a direct measure of the number of new healthcare providers entering the workforce.

The Health Workforce Technical Assistance Center selected CIP codes and award levels intended to correspond as closely as possible to the educational pathways for each profession. Award levels representing research or scholarly degrees were generally excluded when they were not considered part of the educational pathway for practicing healthcare providers.

Because IPEDS is based on educational program completions rather than professional licensure or certification, dashboard counts may differ from estimates produced by licensing boards, certification organizations, accrediting bodies, or other sources. Differences may reflect how programs are classified by CIP code, the award levels included in the dashboard, the institutions required to report to IPEDS, and changes in educational pathways or reporting practices over time. These factors should be considered when interpreting differences across professions and trends over time.