



Health Science Pathways Pipeline Analysis Project

May 2019

Summary

The Health Science Pathways Project (Project) describes the population of Illinois students participating in the Health Science pathway pipeline from high school into community college. Led by a Northern Illinois University (NIU) team, the Project uses state-level technical infrastructure to link individual-level data from the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB). This integrated dataset establishes unduplicated counts of students enrolling in Illinois high school Health Science career and technical education (CTE) courses and Illinois community college degree programs in Health Science. This brief provides selected Project findings for a cohort of Health Science pathway students transitioning from high school to community college and for a second cohort of students enrolling in a community college Health Science program.

Context

In the State of Illinois, the public and private sectors are conducting many efforts pertaining to education, workforce, and economic development through a lens of career pathways. This pathways approach envisions that Illinois residents will be enabled to progress toward college and career success through aligned education, training, and employment opportunities over their lifetimes. Signed into law in 2016, the Postsecondary and Workforce Readiness Act (PWR) promotes this alignment through a student- and competency-based approach to pathways implementation.¹ Though career pathways in Illinois are administered by a variety of private, state, and local entities, in 2018 the State adopted a unified career pathways definition described in detail in the Illinois Career Pathways Dictionary.² Since that adoption, efforts have expanded to track and analyze career pathway flows to support continuous improvement of the education and workforce training system. The Project is one such effort, applying a longitudinal data lens to build understanding Health Science career pathway flows between public school districts and community colleges.

¹ (2020). The Postsecondary and Workforce Readiness Act. Retrieved from <https://pwract.org/>

² State of Illinois. (2018). Career Pathways Dictionary, A Unified State Framework for College and Career Readiness and Success. Retrieved from http://pwract.org/wp-content/uploads/2018/12/CP_Dictionary_11-13-18__FINAL.pdf

Data and Methods

The Project involves two general cohorts: Cohort One, which follows students along the Health Science pathway from high school through the transition to, and enrollment in community college; and Cohort Two, which focuses on students' community college outcomes. Combined, the two cohorts describe the extent of the Health Science pathway from high school through postsecondary education.

Cohort One

Cohort One follows the Illinois public high school graduating class of 2012-13 during an analytical period spanning from school year 2011-12—the cohort's 11th grade year—through academic year 2015-16 and a possible third year of enrollment at a community college. Analyses were conducted statewide as well as for six school districts with ongoing systems-building efforts in the Health Science pathway space.

Cohort One School Districts

Chicago Public Schools 299	Peoria 150
Rockford 205	Township High School Districts 211 and 214
East St. Louis 189	(Combined)

General characteristics and outcomes of interest for Cohort One include student gender, race/ethnicity, and low-income status. High school outcomes include pathways CTE course-taking using ISBE definition and the 2-digit CIP Code 51 – “Health Professions and Related Clinical Services”; high school graduation; academic readiness as measured by meeting or exceeding State academic standards in reading, math, and science; dual credit enrollment or receipt, including CIP Code 51; and Certified Nursing Assistant (CNA) credential attainment. Community college outcomes include community college enrollment, health science pathway participation, and certificate or degree completion.

Cohort data sources include the Student Information System at ISBE and the Centralized Data System at ICCB. The NIU team linked these data using the Master Client Index, a set of inter-agency unique identifiers that facilitate linkage of individual-level data across a group of education and workforce-related State agencies participating in the Illinois Longitudinal Data System.

Cohort Two

Cohort Two consists of Health Science pathway participants enrolled at an Illinois community college during an analytical period spanning from academic year 2010-11 through academic year 2015-16. The period allows for six years of possible participation in the pathway.

General characteristics and outcomes of interest for Cohort Two include student gender and race/ethnicity. Community college outcomes include health science pathways participation using the 2-digit CIP Code 51 – “Health Professions and Related Clinical Services”, certificate or degree completion, Illinois Department of Financial and Professional Regulation (IDFPR) licensure, and Registered Nurse (RN) licensure. All cohort data are sourced from the Centralized Data System at ICCB.

Selected Findings

Selected Project findings are provided for Cohorts One and Two. All findings are descriptive and point-in-time and describe individual cohorts of students.

Cohort One

Cohort One focuses on the Illinois public high school graduating class of 2012-13 from its 11th grade year (school year 2011-12) through academic year 2015-16 and a possible three years of enrollment at a community college. Health Science CTE enrollees are referred to as Health Science pathway participants, with selected disaggregation by pathway concentrator status.

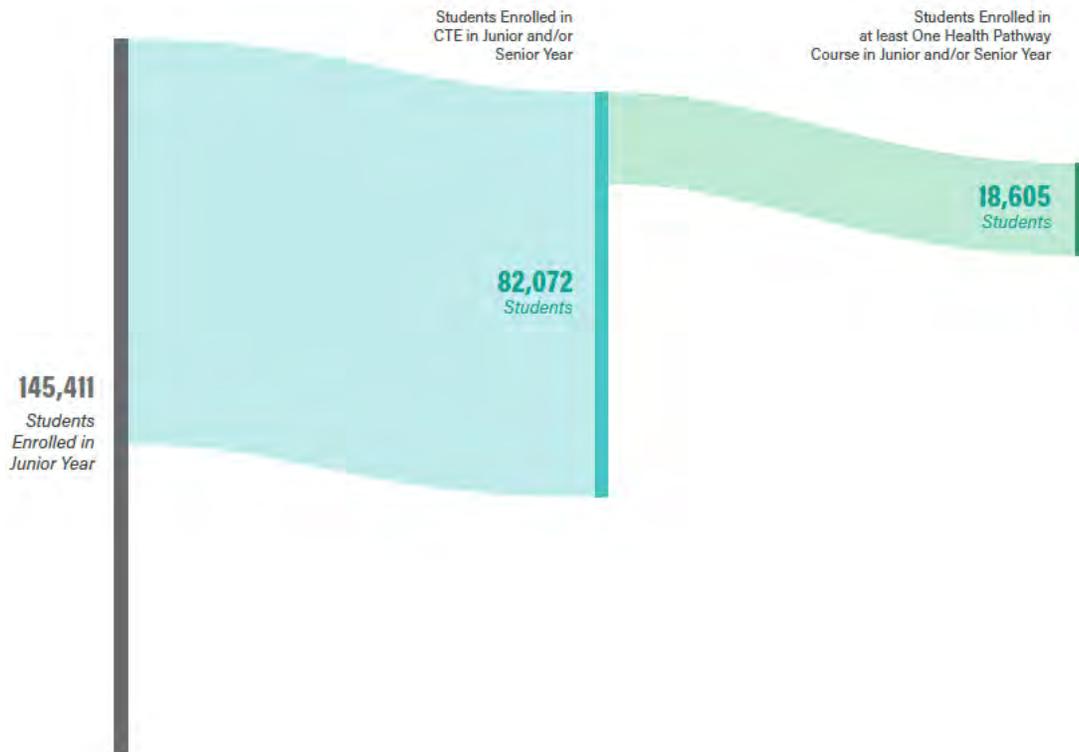
One in Eight Cohort Students Enrolled in Health Science CTE Coursework

Approximately 56% (n = 82,072) of the high school graduating class of 2013 enrolled in at least one CTE course during 11th or 12th grade. Approximately 12.8% (n = 18,605) of the class—or 22.7% of CTE enrollees—enrolled in at least one Health Science CTE course.

District Highlight

Approximately 57.3 % (n = 146) of CTE enrollees (N = 255) in East St. Louis 189 enrolled in at least one Health Science CTE course.

Figure 1: Cohort One – Health Science CTE Enrollment



Source: Student Information System, ISBE

Cohort Health Science Pathway Participants Skewed Female

Statewide, cohort Health Science pathway participants (N = 18,605) skew female, with female students representing approximately 52.5% (n = 9,760) of all Health Science pathway participants but approximately 49.9% (n = 72,568) of all enrollees (N = 145,411). Further, Health Science pathway participants made up approximately 25% (n = 9,760) of all female CTE enrollees (n = 38,961). The reverse is true among CTE enrollees overall (N = 82,072), with male students accounting for approximately 52.5% (n = 43,111) of enrollment. Approximately 20.5% (n = 8,845) of all male CTE enrollees enrolled in at least one health science course.

District Highlight

Approximately 70.3% (n = 130) of female CTE enrollees (N = 185) in Rockford 205 enrolled in at least one Health Science course.

Cohort Health Science Pathway Participants Skewed White

White students made up approximately 65.6% (n = 12,213) of all Health Science pathway participants (N = 18,605) in the cohort. This proportion compares to White students representing approximately 63.5% (n = 52,106) and 56.5% (n = 82,188) of cohort CTE enrollees and all students, respectively. By comparison, cohort Hispanic students were slightly underrepresented in Health Science (n = 2,491, or 13.4% of all Health Science pathway participants) and CTE overall (n = 13,177, or 16.1% of all CTE enrollees) relative to their overall enrollment (n = 28,255, or 19.4% of all students in the cohort). Proportions for the cohort's Black students were similar, with both Health Science pathway participation (n = 2,536, or 13.6%) and CTE enrollment (n = 11,629, or 14.2%) slightly lagging overall enrollment (n = 24,547, or 16.9%).

District Highlight

In Peoria 150, approximately 51.9% (n = 120) of black CTE enrollees (N = 231) enrolled in at least one Health Science CTE course, and this group made up 58.8% of all Health Science pathway participants.

Slight Deficits in Health Science Pathway Participation Among Cohort Low-Income Students

Approximately 21.5% (n = 6,066) of cohort low-income CTE enrollees (N = 28,259) enrolled in at least one Health Science CTE course. This proportion compared to Health Science pathway participation of 23.3% (n = 12,539) among non-low-income CTE enrollees (N = 53,813). Low-income enrollees made up roughly one-third of all CTE enrollees (n = 28,529 of 82,072) and Health Science pathway participants (n = 6,066 of 18,605), respectively. Both proportions were slightly less than the proportion of all enrollment that was low income (n = 55,667 of 145,411). Low-income status was determined primarily using eligibility for free-or-reduced-price lunch.

District Highlight

Across the selected school districts, non-low-income CTE enrollees generally enrolled in Health Science coursework at higher rates than did their low-income counterparts.

Majority of Cohort Health Science Pathway Participants Enrolled in One Health Science Course During 11th or 12th Grade

Most of the cohort's Health Science pathway participants enrollees enrolled in a single Health Science course during the 11th or 12th grade. Approximately 82% (n = 15,270) of Health Science

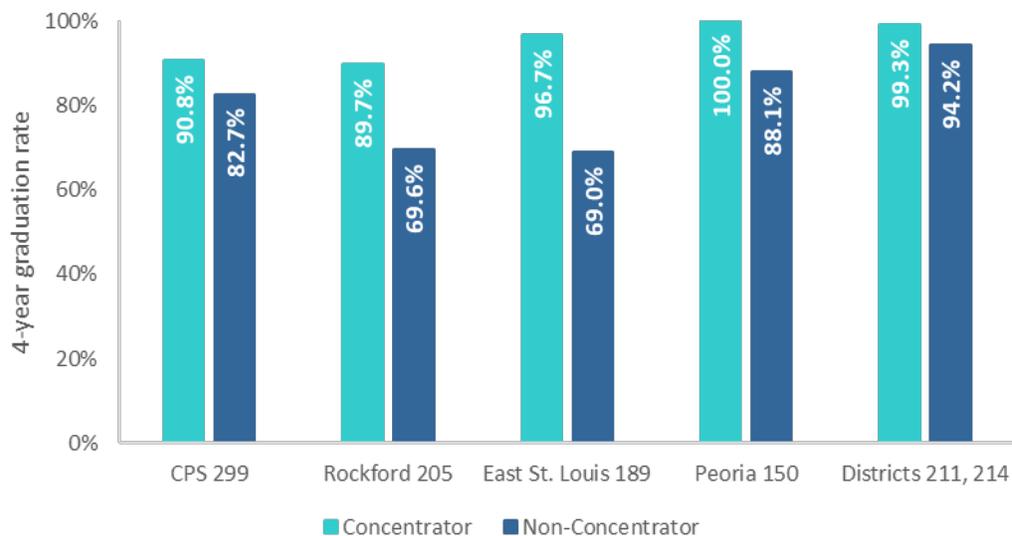
CTE enrollees (N = 18,605) enrolled in one course, 16% (n = 2,984) enrolled in two courses, and 1.8% (n = 351) enrolled in three or more courses. As of the period of analysis, ISBE defined CTE concentrators—Health Science or otherwise—as those high school students earning three or more credits (one credit per course) in a single CTE program area or two credits in a single sequence CTE program area.

Approximately 19.4% (n = 3,607) of cohort Health Science pathway participants were recognized as concentrators, and approximately 95.9% (n = 3,459) of concentrators graduated with a high school diploma. This graduation rate compared with rates of 92.0% (n = 13,798) for pathway non-concentrators and 88.4% (n = 72,546) for CTE enrollees overall.

District Highlight

Regardless of selected school district, graduation rates for Health Science pathway concentrators exceeded those of pathway non-concentrators.

Figure 2: Cohort One – Health Science CTE 4-Year High School Graduation Rate, by Concentrator Status



Source: Student Information System, ISBE

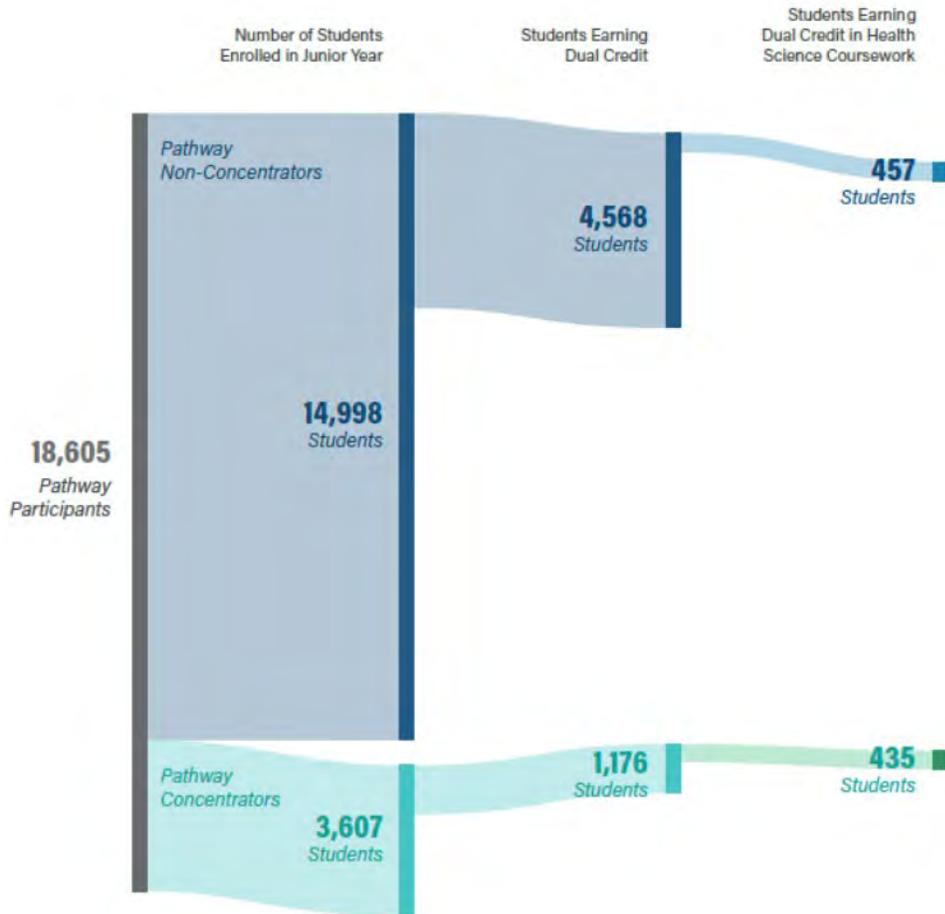
Cohort Health Science Pathway Concentrators Outpaced Pathway Non-Concentrators in Reading and Math Academic Readiness, Lagged in Science Readiness

Among cohort Health Science pathway concentrators (N = 3,607), 54.4% (n = 1,963) met or exceeded state academic standards in Reading, 56.6% (n = 2,043) met or exceeded state academic standards in Math, and 52.9% (n = 1,909) met or exceeded state academic standards in Science. Among pathway non-concentrators (N = 14,998), 53.3% (n = 7,990) met or exceeded state academic standards in Reading, 55.8% (n = 8,364) met or exceeded state academic standards in Math, and 55.9% (n = 8,376) met or exceeded state academic standards in Science.

Health Science-Related Dual Credit Enrollment Rates for Cohort Health Science Pathway Concentrators Exceeded Rates for Pathway Non-Concentrators

Approximately 37.0% (n = 435) of cohort Health Science pathway concentrator dual credit earners (n = 1,176) earned credit in Health Science coursework compared with 10.0% (n = 457) of pathway non-concentrators (N = 14,998). Broadly, approximately 32.6% (n = 1,176) of cohort Health Science concentrators (N = 3,607) earned dual credit in any subject—a rate slight larger than the same (30.5%, with n = 4,568) for non-concentrators.

Figure 3: Cohort One – Health Science Dual Credit Attainment



Source: Student Information System, ISBE

Cohort Health Science Pathway Concentrators Attained a Certified Nursing Assistant (CNA) Certification at Over Six Times the Rate of Pathway Non-Concentrators

Approximately 19.0% (n = 684) of cohort Health Science pathway concentrators (N = 3,607) earned a CNA certification compared with 3.1% (n = 469) of pathway non-concentrators (N = 14,998).

District Highlight:

In Township High School Districts 211 and 214, combined, approximately 51.8% (n = 73) of Health Science concentrators (N = 141) earned a CNA certification compared to 5.2% (n = 57) of non-concentrators (N = 1,088).

Over Half of Cohort Health Science Pathway Concentrators Enrolled in an Illinois Community College Within 16 Months of High School Graduation

Approximately 54.2% (n = 1,954) of cohort Health Science pathway concentrators (N = 3,607) enrolled in an Illinois community college within 16 months after high school graduation, with 27.2% (n = 982) enrolling full time. By comparison, approximately 47.4% (n = 7,109) of Health Science non-concentrators enrolled—23.9% (3,588) enrolling full-time—within the same period.

District Highlight:

In Peoria 150, approximately 85.7% (n = 24) of cohort Health Science pathway concentrators (N = 28) enrolled in an Illinois community college within 16 months of high school graduation; 46.4% (n = 13) of pathway concentrators enrolled full time.

Cohort Health Science Pathway Concentrators Enrolled in an IL Community College Health Science Program at Twice the Rate, Earned a Health Science Associate Degree or Certificate at Three Times the Rate for Pathway Non-Concentrators

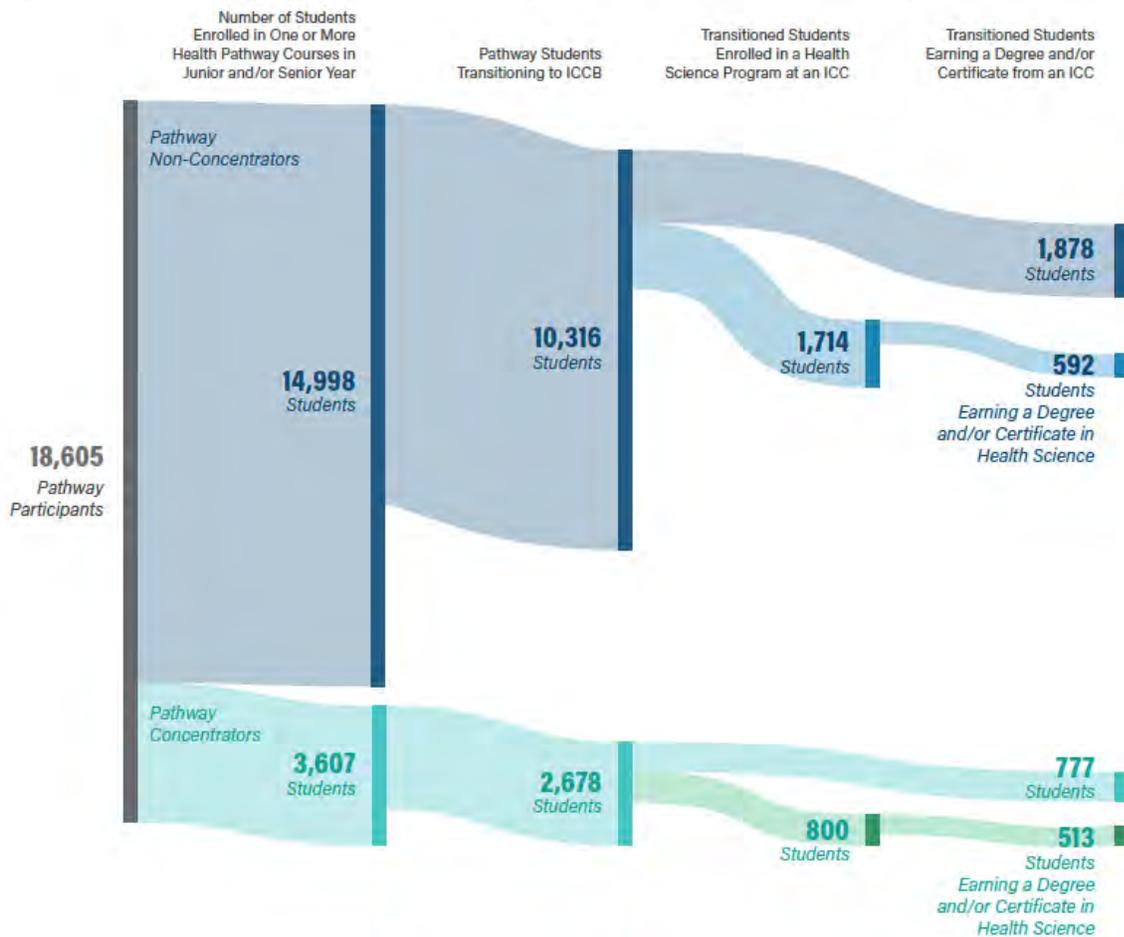
Approximately 22.2% (n = 800) of cohort Health Science pathway concentrators (N = 3,607) and 11.4% (n = 1,714) of pathway non-concentrators (N = 14,998) enrolled in a Health Science program at an Illinois community college during the three-year postsecondary analytical period.

Approximately 14.2% (n = 513) of cohort Health Science pathway concentrators—or 64.1% of Health Science community college program enrollees—earned a Health Science degree or certificate during the analytical period. By comparison, approximately 4.0% (n = 592) of non-concentrators—or 34.5% of Health Science enrollees—did the same. Regarding overall credential attainment, approximately 21.5% (n = 777) of all concentrators—or 29% of community college enrollees—earned a degree or certificate in any area. That rate compared to approximately 12.5% (n = 1,878) of non-concentrators (18% of community college enrollees).

District Highlight:

Approximately 80.9% (n = 114) of cohort Health Science pathway concentrators (N = 141) from Township High School Districts 211 and 214 combined enrolled in an Illinois community college then earned a Health Science certificate. This proportion compares with 8.4% (n = 91) of pathway non-concentrators (N = 1,088).

Figure 3: Cohort One – Transition from High School to Community College



Source: Student Information System, ISBE; Centralized Data System, ICCB

Cohort Two

Cohort Two follows the cohort of Health Science pathway participants enrolling at an Illinois community college for the first time in academic year 2010-11, with data through academic year 2015-16. This period allows for six years of possible participation in the Health Science pathway. CTE participation is defined as enrolling in coursework associated with the 2-digit CIP Code 51 – “Health Professions and Related Clinical Services”. CTE concentration is defined by ICCB as a credential seeking CTE student who:

- Within one fiscal year earns at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, certificate, or degree; or
- Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree.³

³ Illinois Community College Board. *CTE Concentrator*. Retrieved from <https://www.iccb.org/pods/other/cte-concentrator/>

Approximately 15.6% (n = 8,042) of cohort Health Science CTE participants (N = 51,711) were recognized as CTE concentrators.

Demographic Breakdown of Cohort

Statewide, female students made up approximately 64.5% (n = 33,358) of all cohort CTE Health Science participants (N = 51,711).

White, Black, and Hispanic students represented approximately 64.4% (n = 33,294), 16.2% (n = 8,386), and 8.3% (n = 4,276), respectively, of cohort Health Science CTE participants (N = 51,711).

One in Two Cohort Health Science Concentrators Obtained an Associate Degree or Sub-Associate Certificate in Health Science

Approximately 51.6% (n = 4,149) of cohort Health Science concentrators (N = 8,042) obtained either an associate degree or a sub-associate certificate in Health Science, 15.4% (n = 1,238) obtained an IDFPR license, and 10.1% (n = 812) obtained both an Associate's and an IDFPR license. These proportions compare to 18.5% (n = 8,077), 4.8% (n = 2,078), and 1.5% (n = 637), respectively, among non-concentrators.

IDFPR licenses include Registered Nurse (RN), Licensed Practical Nurse, Assistant Practical Nurse, Pharmacy Technician, Pharmacist, Occupational Therapist, Occupational Therapy Assistant, Physical Therapist, and Physical Therapy Assistant.

Rate of Registered Nurse (RN) Licensing for Cohort Health Science Concentrators Was Four Times the Rate for Non-Concentrators

Approximately 9.8% (n = 790) of cohort Health Science concentrators (N = 8,042) obtained a Registered Nurse (RN) license; 92% (n = 727) of RN licensees earned that license while in school. Among non-concentrators (N = 43,669), approximately 2.4% (n = 1,042) earned an RN license, and 91.9% (n = 958) of RN licensees earned that license while in school.

Caveats and Concerns

Lack of workforce information

The Project does not include workforce information as planned. As of the time of analysis, early career outcomes for graduates of community college health science programs were available via the Illinois College2Career tool. The tool consists of public-facing and controlled access components, with the latter granting State agency analysts and other researchers the means to work with integrated postsecondary-workforce data in a secure environment. Future iterations of the Project could engage the tool for analysis.

Timing of the analysis

The Project analysis is dated given that college and career pathways efforts in Illinois, particularly at the secondary level, have developed greatly since the participation of the student cohorts of interest. Cohort One, with students graduating from high school in 2013, was on the leading edge of pathways implementation in high schools. This analysis uses CTE course enrollment as an indication of pathway participation, but State agencies and local school districts have since implemented new pathway definitions and related curricula and experiences. Project findings should thus be understood as describing a relative point-in-time versus the current state.

Small cell sizes at district level

District-level Project findings are limited given suppressed small cell sizes. Findings are presented as static data tables and thus require suppression of counts below 10. This suppression is apparent and nearly total upon disaggregation of district data by pathways-related characteristics or student demography. Where possible, the Project highlights selected district findings.

Limited ability to distinguish credit earned through high school dual credit coursework or through dual enrollment

The Project analysis does not differentiate between students earning dual credit in high school and those earning credit via dual enrollment opportunities. The available data did not provide sufficient means to distinguish between the two groups, so Cohort One students noted as earning dual credit in high school may have earned that credit while also enrolled at a community college. This information is key for fully analyzing pathway credit seeking and attainment.

Recommendations for Future Work

Update analysis to reflect recent improvements in pathways data

The Project analysis should be updated to reflect improvements in pathways data. Local- and state-level pathways implementation has developed greatly since the initiation of the Project and its initial cohorts, which focused on students participating during academic years 2010-11 through 2015-16. School districts and community stakeholders have enhanced their collection and monitoring of pathways-related data like pathways participation and concentration, early college credit enrollment and completion, and work-based learning participation. Richer data complements ongoing policy initiatives focused on smoothing students' transitions from high school to whatever comes next, whether higher education, the workforce, or otherwise.

Pursue analyses in additional pathways areas

Future analyses should expand beyond health science to include pathways like information technology and manufacturing. Though the health science industry continues to be a major employer in Illinois, it represents a subset of the broader workforce. Sectors like IT, manufacturing, and others employ millions of Illinoisans, and pathways programming reflects this mix. Expanding the Project to include analysis of additional pathways would help ensure that stakeholders better understand whether education supply is helping meet demand across industries.

Incorporate four-year postsecondary and workforce data

Incorporation of four-year postsecondary and workforce data would strengthen future analyses. Regarding Cohort One, this iteration of the Project focused solely on the transition from high school to community college and thus represented a subset of the total student cohort. It could not account for students matriculating at a four-year institution or entering the workforce directly from high school. Better describing those groups would provide a more complete understanding of the entire cohort as well as offer means for comparison across pathway participants' next destinations following high school.

Appendix

Table 1: Cohort One – CTE Enrollment, Statewide

Gender	Number of all Students Enrolled in Junior Year	% of Students Enrolled in Junior Year	Number of cohort Enrolled in CTE during Junior or Senior Year	% of cohort Enrolled in CTE in Junior and/or Senior Year	Number of Students Enrolled in at least One Health Pathway Course in Junior and/or Senior Year	% of CTE Enrolled in Health Pathway Courses in Junior and/or Senior Year
Total	145,411	100.00%	82,072	56.40%	18,605	22.7%

Table 2: Cohort One - CTE Enrollment, Statewide, by Gender

Gender	Number of all Students Enrolled in Junior Year	% of Students Enrolled in Junior Year	Number of cohort Enrolled in CTE during Junior or Senior Year	% of cohort Enrolled in CTE in Junior and/or Senior Year	Number of Students Enrolled in at least One Health Pathway Course in Junior and/or Senior Year	% of CTE Enrolled in Health Pathway Courses in Junior and/or Senior Year
Female	72,568	49.90%	38,961	53.70%	9,760	52.5%
Male	72,843	50.10%	43,111	59.20%	8,845	47.5%
Total	145,411	100.00%	82,072	56.40%	18,605	22.7%

Table 3: Cohort One - CTE Enrollment, Statewide, by Race/Ethnicity

Race	Number of all Students Enrolled in Junior Year	% of Students Enrolled in Junior Year*	Number of cohort Enrolled in CTE during Junior or Senior Year	% of cohort Enrolled in CTE in Junior and/or Senior Year*	% of Cohort Enrolled in CTE during Junior or Senior Year by Race Demographic	Number of Students Enrolled in at least One Health Pathway Course in Junior and/or Senior Year	% of CTE Enrolled in Health Pathway Courses in Junior and/or Senior Year*	% of CTE Enrolled in Health Pathway Courses
Black or African	24,547	16.9%	11,629	14.2%	47.4%	2,536	13.6%	21.8%

<i>American</i>								
<i>Hispanic</i>	28,255	19.4%	13,177	16.1%	46.6%	2,491	13.4%	18.9%
<i>White</i>	82,188	56.5%	52,106	63.5%	63.4%	12,213	65.6%	23.4%
Total	145,411	100.0%	82,072	100.0%	56.4%	18,605	100.0%	22.7%

Table 4: Cohort One - CTE Enrollment, Statewide, by Low-Income Status

Low-Income	Number of all Students Enrolled in Junior Year	% of Students Enrolled in Junior Year	Number of cohort Enrolled in CTE during Junior or Senior Year	% of cohort Enrolled in CTE in Junior and/or Senior Year by Low-Income status	% of Cohort Enrolled in CTE during Junior and/or Senior Year	Number of Students Enrolled in at least One Health Pathway Course in Junior and/or Senior Year	% of CTE Enrolled in at least one Health Pathway Course in Junior and/or Senior Year by Low-Income status	% of CTE Enrolled in at least one Health Pathway Course in Junior and/or Senior Year
<i>Low-Income*</i>	55,667	38.3%	28,259	34.4%	50.8%	6,066	32.6%	21.5%
<i>Not Low-Income</i>	89,744	61.7%	53,813	65.6%	60.0%	12,539	67.4%	23.3%
Total	145,411	100.0%	82,072	100.0%	56.4%	18,605	100.0%	22.7%

Table 5: Cohort One – Health Science Pathway Course Enrollment, Statewide, by Number of Courses

	Head Count	Percentage
<i>Enrolled in One Health Science Pathway Course</i>	15,270	82.0%
<i>Enrolled in Two Health Science Pathway Courses</i>	2,984	16.0%
<i>Enrolled in Three or more Health Science Pathway Courses</i>	351	1.8%
Health Science Pathway Participants	18,605	100.0%

Table 6: Cohort One – Health Science Pathway Concentrators, Statewide

	Number of Students Enrolled in One or More Health Pathway Courses in Junior or Senior Year	Health Science Pathway Concentrators*	Percentage

# and % of Pathways concentrator among participant	18,605	3,607	19.4%
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Table 7: Cohort One – Health Science Pathway Graduation Rates, Statewide

	Number of Students	# Obtaining High School Diploma	% of Students Graduating from High School
Pathway participants	18,605	17,257	92.8%
Pathway concentrators	3,607	3,459	95.9%
Pathway non-concentrators	14,998	13,798	92.0%
CTE students	82,072	72,546	88.4%

Table 8: Cohort One – Health Science Pathway Participants Earning Dual Credit, Statewide

	Number of Students Enrolled in Junior Year	Number of Students Earned Dual Credit	% of Students Earned Dual Credit	Number of Students Earned Dual Credit in Health Science Coursework	% of Students Earned Dual Credit in Health Science Coursework
Health Pathway Concentrators	3,607	1,176	32.6%	435	37.0%
Health Pathway Non-Concentrators	14,998	4,568	30.5%	457	10.0%

Table 9: Cohort One – Health Science Pathway Participants Attaining CNA Certification, Statewide

	Number of Students Enrolled in One or More Health Pathway Courses in Junior or Senior Year	# of Participants Attaining CNA *	% of Health Science Pathway Students attaining CNA
Pathway concentrators	3,607	684	19.0%
Pathway non-concentrators	14,998	469	3.1%

Table 10: Cohort One – Health Science Pathway Participants Enrolling or Completing at an IL Community College Within 16 Months of High School Graduation, Statewide

	Health Science Pathway Participants	Number of Students Enrolled within 16 Months after Graduation	% of Students Enrolled within 16 Months after Graduation	Number of Students Enrolled Full-time within 16 Months after Graduation	% of Students Enrolled Full-time within 16 Months after Graduation
Pathway participants	18,605	9,063	48.7%	4,570	24.6%
Pathway concentrators	3,607	1,954	54.2%	982	27.2%
Pathway non-concentrators	14,998	7,109	47.4%	3,588	23.9%

Table 11: Cohort One – Health Science Pathway Participants Enrolling at an IL Community College Within 3 Years of High School Graduation

	Number of Students Enrolled in One or More Health Pathway Courses in Junior and/or Senior Year	# of Students Transitioned to ICCB	% of Pathway Students Transitioning to ICCB	# Enrolled in Health Science at Illinois community college	% of Transitioned students enrolled in a Health Science program at an Illinois community college
Pathway participants	18,605	12,994	69.8%	2,514	13.5%
Pathway concentrators	3,607	2,678	74.2%	800	22.2%
Pathway non-concentrators	14,998	10,316	68.8%	1,714	11.4%

Table 12: Cohort One – Health Science Pathway Participants Earning a Credential from an IL Community College

	Number of Students Enrolled in One or More Health Pathway Courses in Junior and/or	# of Students Transitioned to ICCB	% of Pathway Students Transitioning to ICCB	# Enrolled in Health Science at Illinois community college	% of Transitioned students enrolled in a Health Science program at an Illinois community college	# Earned a Degree and/or Certificate in Health Science from Illinois community college	% of Transitioned students earning a Degree and/or Certificate in Health Science from Illinois community college
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	Senior Year						
Pathway participants	18,605	12,994	69.8%	2,514	13.5%	1,105	5.9%
Pathway concentrators	3,607	2,678	74.2%	800	22.2%	513	14.2%
Pathway non-concentrators	14,998	10,316	68.8%	1,714	11.4%	592	4.0%

Table 13: Cohort Two – Health Science CTE Participants, Statewide, by Gender

	Health Science Participant	Health Science Concentrator	Percentage
All	51,711	8,042	15.6%
All Students	Gender	Health Science Participant	Percentage
	Male	18,352	35.5%
	Female	33,358	64.5%
	Other*		
	Total	51,710	100.0%

Table 14: Cohort Two – Health Science CTE Participants, Statewide, by Race/Ethnicity

	Race	Health Science Participant	Percentage
All Students	Black or African American	8,386	16.2%
	Hispanic or Latino	4,276	8.3%
	White	33,294	64.4%
	Total	51,711	100.0%

Table 15: Cohort Two – Health Science CTE Participants Obtaining Credentials, Statewide

	Obtained either Degree or Certificate in Health Science	Obtained IDFPR license*	Obtained Associate Degree and IDFPR license

		#	%	#	%	#	%
All Students	Participant	12,226	23.6%	3,316	6.4%	1,449	2.8%
	Concentrator	4,149	51.6%	1,238	15.4%	812	10.1%
	Non-Concentrator	8,077	18.5%	2,078	4.8%	637	1.5%

Table 15: Cohort Two – Health Science CTE Participants Obtaining Credentials, Statewide

		Health Science Pathway Students	Obtained RN		Of Students who Obtained RN while in school		
			#	%	#	% of Pathway Students	% Obtained RN
All Students	Participant	51,711	1,832	3.54%	1,685	3.3%	92.0%
	Concentrator	8,042	790	9.82%	727	9.0%	92.0%
	Non-Concentrator	43,669	1,042	2.39%	958	2.2%	91.9%