



### About STP

The *Student Transitions Project (STP)* is a collaborative effort of British Columbia's Ministries of Education and Advanced Education and B.C.'s public post-secondary institutions. The STP is helping school districts, post-secondary institutions and the government to plan and manage programs and access to higher education in B.C.

The topic of this newsletter is *STP Research Question #2*: What is the nature and distribution of the transition of students from the kindergarten to Grade 12 (K-12) education system into B.C. public post-secondary institutions over a multi-year period? (For secondary school graduates of 2001/02 to 2003/04 and post-secondary students of 2002/03 to 2004/05.)

### Methodology

All students entering the K-12 system in British Columbia are assigned a nine-digit personal education number (PEN), and this unique identifier follows students throughout their education in British Columbia. STP links the student PENs between the two education systems, tracking student transitions while protecting personal privacy.

### STP Web Site

For further information on the STP, and for copies of the STP Highlights and the full report summarized in the Highlights, please visit the STP website at

[www.aved.gov.bc.ca/student\\_transitions](http://www.aved.gov.bc.ca/student_transitions)

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### When do Secondary School Graduates go on to Post-Secondary Education?

In the three years following their 2001/02 secondary school graduation, 67.2% of students entered post-secondary education in B.C.: 51.4% of students transitioned within twelve months of graduation, 11.1% after one year and 4.7% after two years.

Immediate entry transition rates, or the proportion of students entering post-secondary education within one year of high school graduation, were 51.4%, 51.8% and 50.4% respectively for each of the past three secondary school graduation classes (2001/02, 2002/03 and 2003/04). This represents a decline in the immediate entry transition rate of 1.0 percentage points over the three-year period (see Figure 1 below; definitions on page 2).

In terms of student headcount, the number of B.C. secondary school graduates in each of the three years of this study is: 41,164 in 2001/02, 42,059 in 2002/03 and 40,412 in 2003/04; the number who made an immediate transition into post-secondary education in B.C. was 21,139, 21,768 and 20,356 respectively. Over the three year period, this represents a 1.8% decline in the number of secondary school graduates and a 3.7% decline in the number of students transitioning directly to a post-secondary institution in B.C. These declines are more significant in the college and university college sector than in universities where the demand for spaces still exceeds supply (see page 4, *Immediate Entry Destinations*).

Figure 1: B.C. Secondary School to Post-Secondary School Transition Matrix

High School Grad Year	Post-Secondary Entry Year			No Transition Yet	Total HS Grads
	2002/2003	2003/2004	2004/2005		
2001/2002	<b>21,139 (51.4%)</b>	4,556 (11.1%)	1,942 (4.7%)	13,527 (32.9%)	41,164
2002/2003		<b>21,786 (51.8%)</b>	4,465 (10.6%)	15,826 (37.6%)	42,059
2003/2004			<b>20,356 (50.4%)</b>	20,056 (49.6%)	40,412

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**Definitions**

**Secondary school (or high school) graduate:** a B.C. secondary school student who completes his or her regular or adult Dogwood credential in the secondary school graduation year (October 1 to September 30). Students who return to the K-12 system—to re-take a course, for example—are deemed graduates in the year they earned their Dogwood.

**Post-secondary registrant:** a student who registers in at least one course in a public B.C. post-secondary institution in the post-secondary entry year (September 1 to August 31) and is still registered on the stable enrolment date.

**Transition matrix:** two-dimensional table showing the number or proportion of students who make their “first”<sup>1</sup> transition to a B.C. post-secondary institution after high school graduation (see Figure 2).

Figure 2: Generic Transition Matrix

High School Grad Year	Post-Secondary Entry Year			No Transition Yet	Total HS Grads
	2002/03	2003/04	2004/05		
2001/02	I	D1	D2	-	Grads
2002/03		I	D1	-	Grads
2003/04			I	-	Grads

**Immediate entry (I):** students who first begin their studies in a B.C. post-secondary institution within one year of secondary school graduation. These are sometimes referred to as “direct entry” students and are represented in the main diagonal of the transition matrix (see Figure 2 above).

**Delayed entry (D1, D2):** students who first begin their studies in a B.C. post-secondary institution after one year (13 to 24 months) or two or more years (25 or more months) after secondary school graduation. These are represented above the main diagonal of the transition matrix (see Figure 2 above).

**Academic GPA:** the average of four academic Grade 12 course grades: blended grades in English 12 and the student’s best three other academic subjects. Blended grades are a 40%-60% blend of provincial exam scores and school-assigned grades in each of the selected courses. The academic GPA is not calculated for students lacking courses or passing grades in academic subjects. Students are deemed minimally university admissible if their academic GPA is 75% or higher.

<sup>1</sup> Preliminary analyses revealed that some students first begin studying at post-secondary institutions (mainly colleges) before or during their secondary school graduation year. Such “early entry” transitions are excluded from this study because we are focusing on transitions occurring only after secondary school graduation. Supplemental unpublished research indicates that early entry students typically show up again as immediate or delayed entry students—only 1.5% of early entry students do not make a subsequent transition to a B.C. post-secondary institution within three years of secondary school graduation. The early entry transition phenomenon is worthy of analysis in a future STP study.

**Post-Secondary Transitions by Secondary School Academic GPA**

By following the 2001/02 secondary school graduation class for the next three years, we can see the proportion of students who continue on to a post-secondary institution immediately (I) or after a one-year delay (D1) or a two-year delay (D2) (see Figure 3).

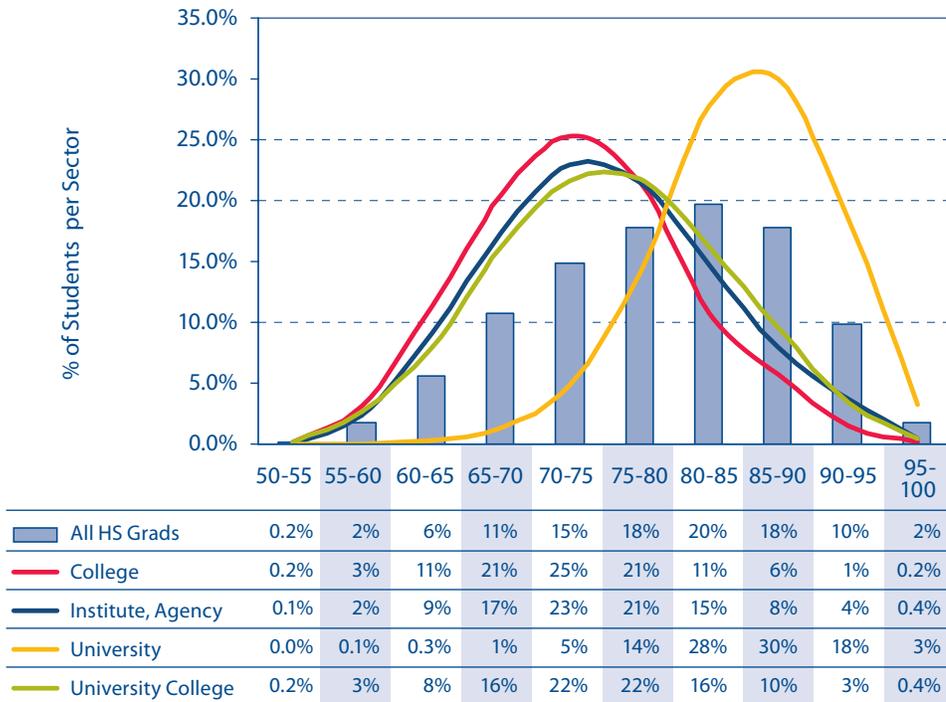
About half (51%) of the graduating class went on to a B.C. post-secondary institution immediately; 11% delayed their entry by one year; 5% waited more than one year; and 33% have not yet entered public post-secondary education in B.C. Secondary school graduates of 2001/02 who were eligible for university (75% academic GPA or higher), made an immediate transition to a B.C. post-secondary institution in far greater proportions (73%) than students who were not (62%). Students with academic GPAs below 75% were more likely to delay going to a B.C. post-secondary institution (12% after 1 year and 4% after two years) than those eligible for university (7% and 2%).

Students with no GPA calculated (because they had insufficient academic course grades) and students with GPAs below 75% made the transition to post-secondary education in B.C. within three years of graduation at lower rates (56% and 78%) than students eligible for university (82%). The 288 graduates with outstanding GPAs in secondary school (above 95%), went on to B.C. public post-secondary education at lower rates than other graduates who were eligible for university (74% versus 83% within three years of Grade 12 graduation). This might indicate that top students are deciding to seek post-secondary education outside of B.C.

Figure 3: Post-Secondary Transitions by Secondary School Academic GPA (2001/02 Graduates) (See definitions in the sidebar)

Academic GPA	I	D1	D2	3-Yr Trans	No Trans Yet	Total 2001/02 Graduates	
None	37%	13%	6%	56%	44%	100%	22,555
50-55	53%	13%	10%	75%	25%	100%	40
55-60	52%	13%	5%	69%	31%	100%	330
60-65	60%	12%	6%	77%	23%	100%	1,090
65-70	61%	13%	4%	77%	23%	100%	2,084
70-75	64%	12%	4%	80%	20%	100%	2,925
<b>Not Univ Elig</b>	<b>62%</b>	<b>12%</b>	<b>4%</b>	<b>78%</b>	<b>22%</b>	<b>100%</b>	<b>6,469</b>
75-80	70%	10%	3%	83%	17%	100%	3,400
80-85	73%	7%	2%	83%	17%	100%	3,690
85-90	75%	6%	2%	83%	17%	100%	3,145
90-95	75%	4%	1%	81%	19%	100%	1,617
95-100	70%	2%	1%	74%	26%	100%	288
<b>Univ Elig</b>	<b>73%</b>	<b>7%</b>	<b>2%</b>	<b>82%</b>	<b>18%</b>	<b>100%</b>	<b>12,140</b>
<b>Grand Total</b>	<b>51%</b> <b>21,139</b>	<b>11%</b> <b>4,556</b>	<b>5%</b> <b>1,942</b>	<b>67%</b> <b>27,637</b>	<b>33%</b> <b>13,527</b>	<b>100%</b>	<b>41,164</b>

Figure 4: Secondary School Academic GPA Distributions of Immediate Entry Students by Destination Sector



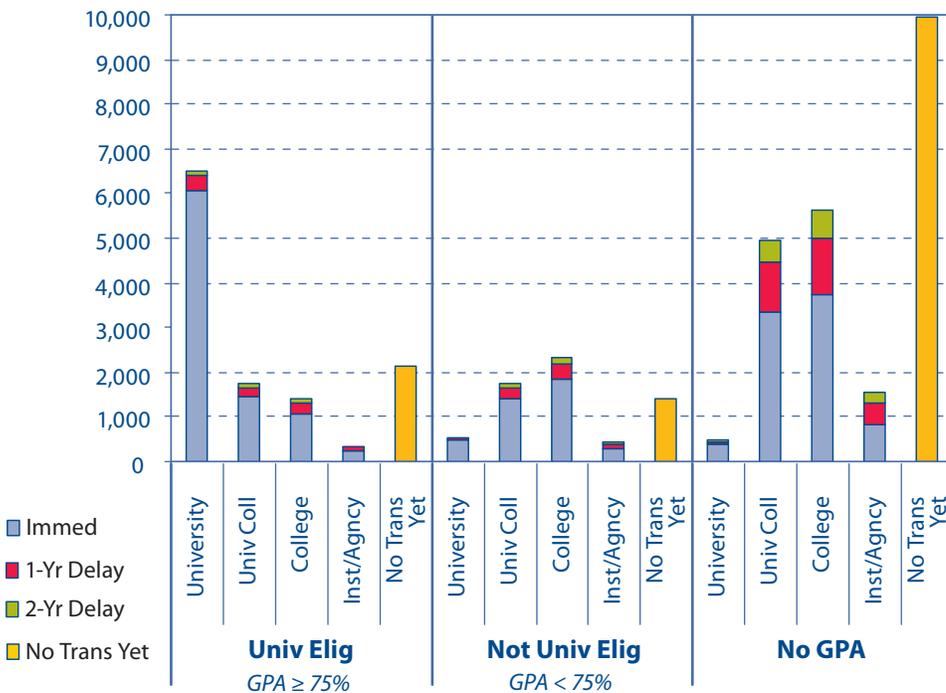
**Post-secondary Destinations by Secondary School GPA**

Of the roughly 63,000 secondary school graduates of 2001/02 to 2003/04 who first enrolled in a B.C. post-secondary institution within one year, university entrants had significantly higher academic high school grades (85% average) than those who entered other sectors of the B.C. post-secondary system (74% average).

The minimum qualification for admission to university is normally 75% in selected secondary school academic courses. Those with an 80% academic GPA are about equally likely to make an immediate transition into any of the four post-secondary sectors in B.C.; students above 80% are more likely to make an immediate transition to a B.C. university (see Figure 4).

Excludes students with insufficient courses or passing grades to calculate an academic GPA.

Figure 5: Post-Secondary Destinations of 2001/02 Secondary School Graduation Class by University Eligibility and Time of Entry



**Post-secondary Destinations by University Eligibility and Time of Entry**

About 12,100 students who graduated in 2001/02 were eligible for university. Of those, 2,100 did not show up in a B.C. public post-secondary institution within three years of graduating from secondary school (see Figure 5).

The primary destinations for the 6,500 students with academic GPAs below 75% were colleges and university colleges; 1,400 of these students have not yet pursued further education in the B.C. public post-secondary system.

Roughly 22,600 students had insufficient academic course grades to calculate their academic GPA; however 12,600 of these students did in fact go on to post-secondary education in B.C. – mainly to colleges and university colleges – within three years of graduation.

### Immediate Entry Destinations

Roughly 41,000 students graduated from a B.C. public or independent secondary school in each of the past three years (2001/02, 2002/03 and 2003/04). Within one year of graduating from secondary school, an average of 7,000 students registered at a B.C. public university; similarly 6,100 attended a B.C. university college and 6,500 registered at a B.C. college; 1,400 per graduating class registered at a B.C. institute or agency (see Figure 6).

Immediate entry enrolments in the university and college sectors in 2003/04 increased by roughly 4% over the previous year, while immediate entry enrolments in university colleges increased by 1%. For the most recent secondary school graduation year available, each sector experienced sharp declines in immediate entry enrolments in 2004/05: university colleges (-11%), colleges (-7%) and universities (-4%).

*Note: None of the secondary school graduates of 2001/02 to 2003/04 made an immediate transition to Royal Roads University, although delayed transition(s) did occur. Admission to RRU undergraduate programs requires a minimum of two full years of study at a recognized university or university college in an appropriate program area, provided all other entrance criteria are met.*

Figure 6: Post-Secondary Destinations of Immediate Entry Students

Sector	Post-Secondary Institution	Post-Secondary Immediate Entry Year			
		2002/03	2003/04	2004/05	Grand Total
<b>Universities</b>	Simon Fraser University	2,089	2,157	2,130	6,376
	University of British Columbia	3,393	3,430	3,149	9,972
	University of Northern British Columbia	344	368	336	1,048
	University of Victoria	1,122	1,300	1,351	3,773
	<b>Total</b>	<b>6,948</b>	<b>7,255</b>	<b>6,966</b>	<b>21,169</b>
<b>University Colleges</b>	Kwantlen University College	2,312	2,172	2,083	6,567
	Malaspina University-College	837	882	824	2,543
	Okanagan University College	957	1,093	1,010	3,060
	University College of the Cariboo	980	964	896	2,840
	University College of the Fraser Valley	1,105	1,164	1,050	3,319
	<b>Total</b>	<b>6,191</b>	<b>6,275</b>	<b>5,863</b>	<b>18,329</b>
<b>Colleges</b>	Camosun College	696	775	761	2,232
	Capilano College	972	1,088	914	2,974
	College of New Caledonia	491	433	403	1,327
	College of The Rockies	261	259	275	795
	Douglas College	1,286	1,259	1,095	3,640
	Langara College	1,366	1,454	1,197	4,017
	North Island College	432	360	368	1,160
	Northern Lights College	193	262	203	658
	Northwest Community College	168	230	244	642
	Selkirk College	370	331	327	1,028
	Vancouver Community College	381	413	377	1,171
	<b>Total</b>	<b>6,616</b>	<b>6,864</b>	<b>6,164</b>	<b>19,644</b>
	<b>Institutes, Agencies</b>	British Columbia Institute of Technology	1,028	1,031	1,020
Emily Carr Institute of Art And Design		86	92	103	281
Institute of Indigenous Government		Msk	Msk	Msk	7
Justice Institute		54	57	71	182
Nicola Valley Institute of Technology		Msk	Msk	Msk	35
Open Learning Agency		205	183	149	537
<b>Total</b>		<b>1,384</b>	<b>1,374</b>	<b>1,363</b>	<b>4,121</b>
<b>Grand Total</b>		<b>21,139</b>	<b>21,768</b>	<b>20,356</b>	<b>63,263</b>

*'Msk' indicates that the numbers have been masked – when reporting personal information, numbers or percentages must be suppressed if they are elements of a small population. The grand totals have not been affected.*

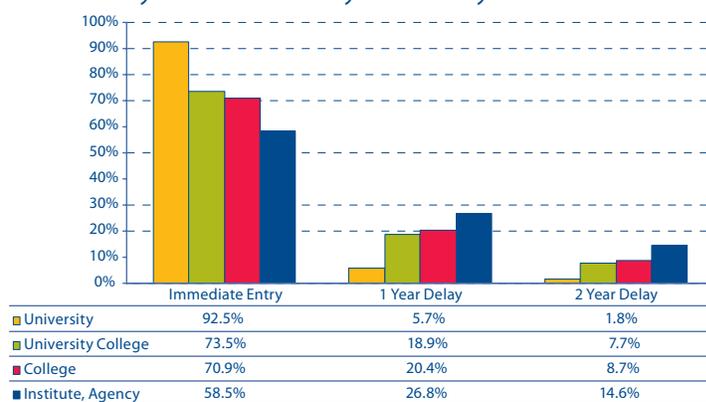
### Post-Secondary Destinations of 2001/02 Graduates by Time of Entry

Of the 21,637 Grade 12 graduates of 2001/02 who went on to a B.C. post-secondary institution over the three year period following graduation, 77% did so within one year of graduation, 17% waited more than one year, and 7% waited more than two years.

University entrants were more inclined to make an immediate transition (93%) than those who entered a university college (74%) or college (71%). Students who delayed their transition to a university college or college did so in roughly equal proportions (19% and 20% after one year; 8% and 9% after two years).

Compared with other post-secondary destinations, students who entered a B.C. institute or agency were least inclined to do so immediately (59%) (see Figure 7).

Figure 7: Post-Secondary Destinations of 2001/02 B.C. Secondary School Graduates by Time of Entry



### Post-Secondary Faculty and Program Destinations

Secondary school graduates of 2003/04 who made an immediate transition to a B.C. post-secondary institution primarily entered humanities and social sciences programs or university arts, fine arts, social sciences and humanities (see Figure 8).

Students with high grades in secondary school entered university programs in human and social development, business and science (see Figure 9). The GPA distributions of immediate entry students at universities and university colleges are provided in Figure 11 on the following page.

Figure 8: Post-Secondary Faculty Destinations by Sector

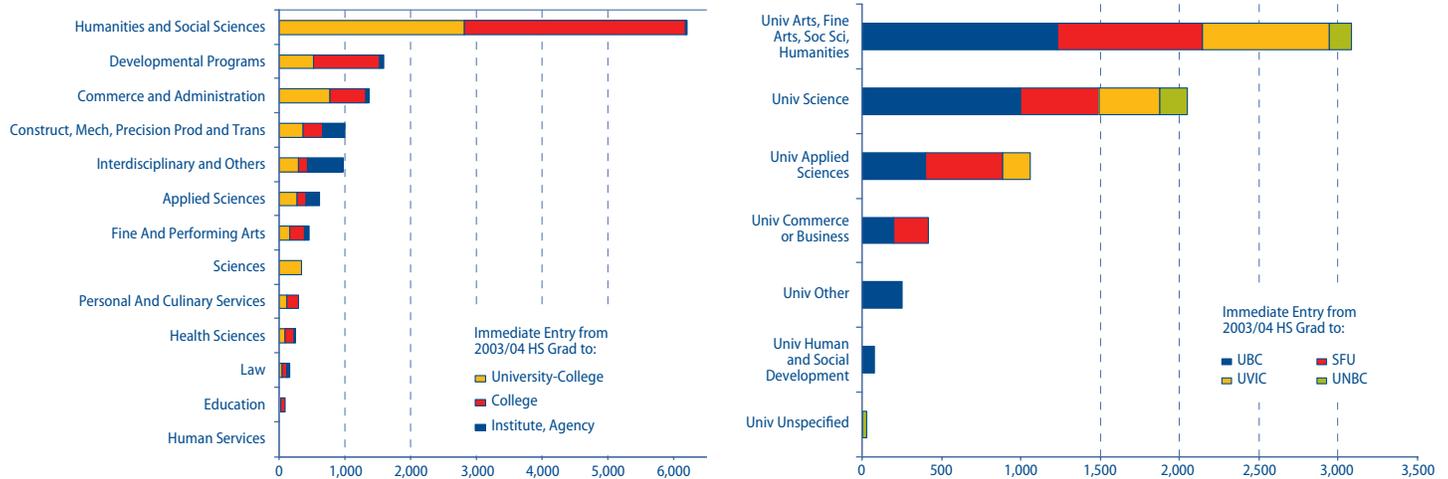


Figure 9: 2003/04 Post-Secondary Faculty Destinations by Sector and Academic GPA in Secondary School

Sector	Post-Secondary Program	Avg GPA	No GPA	50-59	60-69	70-79	80-89	90-100	Total%	Total#
Non-University	Humanities and Social Sciences	73.9	50%	1%	15%	22%	10%	1%	100%	6,196
	Developmental Programs	72.8	79%	1%	7%	8%	4%	1%	100%	1,591
	Commerce and Administration	73.5	61%	1%	12%	17%	8%	1%	100%	1,359
	Construct, Mech, Precision Prod and Trans	71.4	86%	0%	5%	5%	1%	0%	100%	1,005
	Interdisciplinary and Others	75.1	49%	2%	13%	23%	13%	2%	100%	978
	Applied Sciences	76.6	46%	1%	10%	30%	18%	2%	100%	618
	Fine and Performing Arts	74.6	63%	1%	10%	17%	8%	1%	100%	463
	Sciences	79.9	14%	1%	9%	49%	35%	9%	100%	339
	Personal and Culinary Services	70.2	93%		4%	2%	0%		100%	298
	Health Sciences	76.9	58%	2%	8%	21%	14%	3%	100%	249
	Law	74.0	74%	1%	6%	13%	4%	1%	100%	167
	Education	73.4	70%	2%	5%	13%	3%	1%	100%	88
	Human Services	71.2	84%		10%	6%	3%		100%	31
	No Program	71.3	75%		13%	13%			100%	8
	<b>Total</b>	<b>74.4</b>	<b>58%</b>	<b>1%</b>	<b>12%</b>	<b>19%</b>	<b>9%</b>	<b>1%</b>	<b>100%</b>	<b>13,390</b>
University	Arts, Fine Arts, Soc Sci, Humanities	82.8	9%	0%	3%	59%	53%	11%	100%	3,080
	Science	87.6	5%	0%	1%	51%	49%	37%	100%	2,049
	Applied Sciences	83.6	7%		3%	57%	48%	19%	100%	1,058
	Commerce or Business	87.9	5%			61%	60%	32%	100%	417
	Other	81.2	7%		0%	55%	50%	4%	100%	250
	Human and Social Development	88.0	10%			1%	4%	4%	100%	81
	Unspecified	76.1	26%		19%	29%	19%	3%	100%	31
	<b>Total</b>	<b>84.6</b>	<b>7%</b>	<b>0%</b>	<b>2%</b>	<b>56%</b>	<b>51%</b>	<b>21%</b>	<b>100%</b>	<b>6,966</b>
<b>Grand Total</b>		<b>79.9</b>	<b>41%</b>	<b>1%</b>	<b>8%</b>	<b>32%</b>	<b>24%</b>	<b>8%</b>	<b>100%</b>	<b>20,356</b>

### Post-Secondary Transition Rates and Destinations by College Region of Secondary School

Students who graduated from secondary schools in the Vancouver region in 2003/04 have the highest immediate entry transition rate (65%); the Rockies region has the lowest rate at 33% (see Figure 10). Among the larger college regions (with more than 1,000 secondary school graduates in 2003/04), the Okanagan region has the lowest immediate entry post-secondary transition rate (36%).

Post-secondary destinations are influenced by the choices in the immediate area. If only a single post-secondary institution is close by, students in that area are more inclined to attend that one. However, students residing in regions with more choices, as in the Lower Mainland college regions, are more divided in their post-secondary destinations.

Figure 10: Immediate Entry Sector Destinations of 2003/04 Graduates by College Region of Secondary School

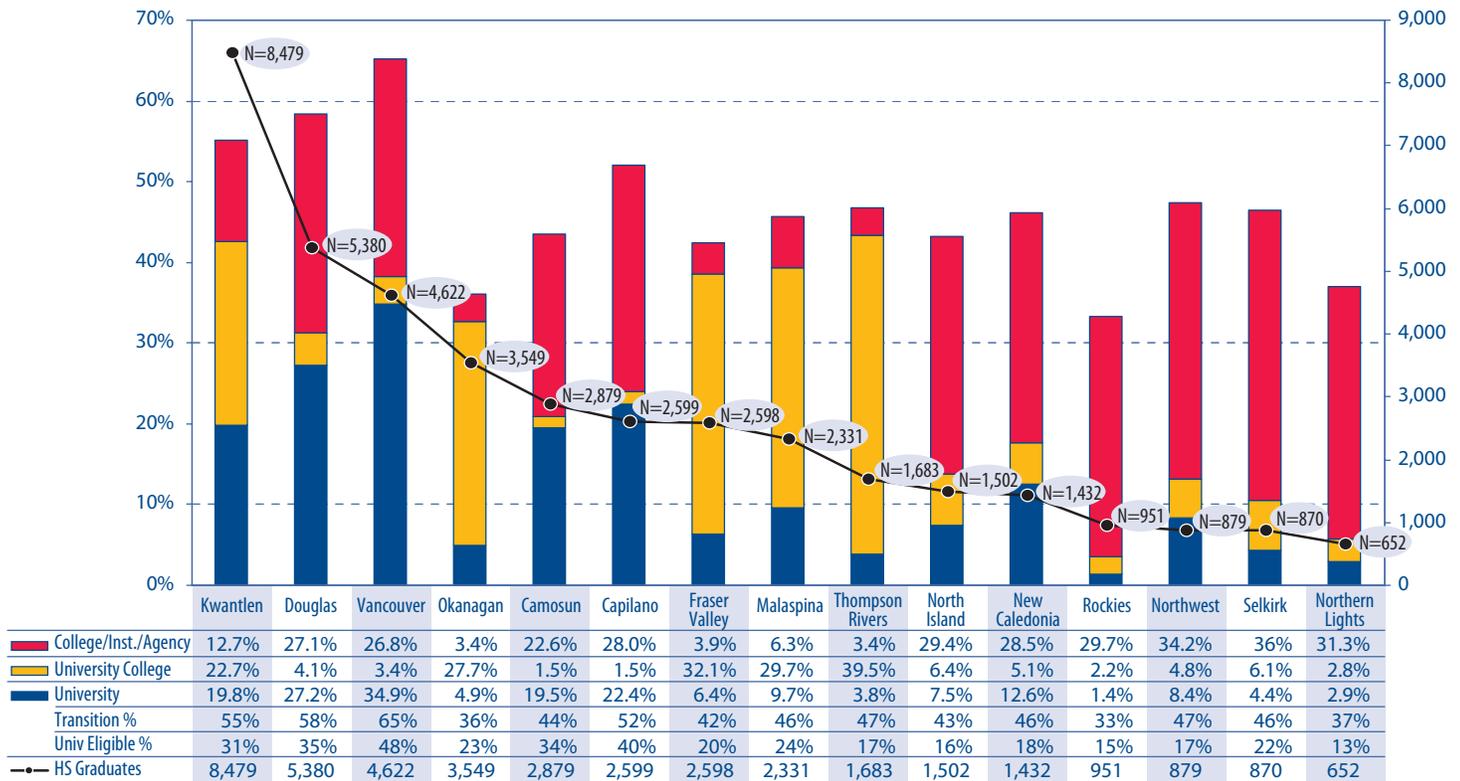


Figure 11: Academic GPA Distributions of Immediate Entry Students from 2003/04 Secondary School Graduation to B.C. Universities and University Colleges

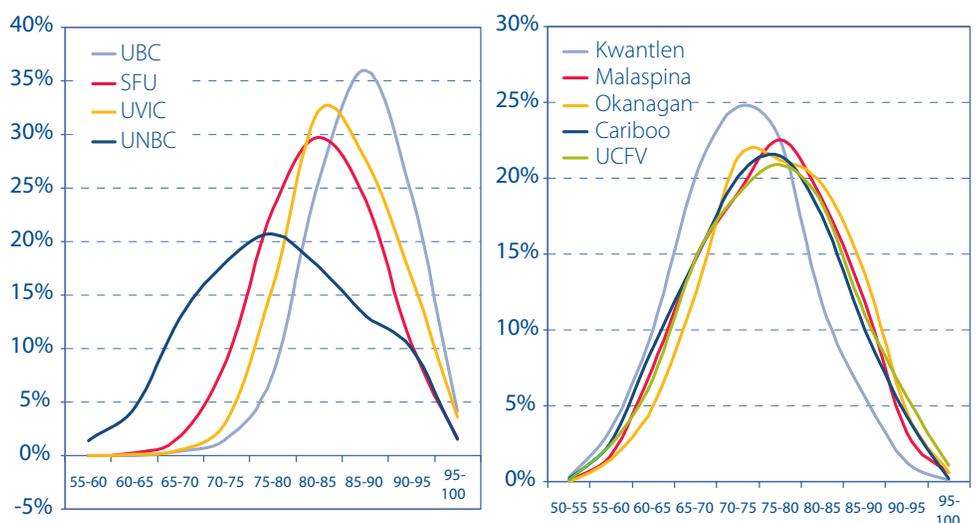


Figure 12: Transition Rates of All Graduates by Demographic Characteristics in Secondary School, 2001/02 to 2003/04

Demographic Characteristic While in Secondary School	Immed Entry Transition Rate			2003/04 Trans % to		2003/04 Graduates		01/02 Grads
	2001/02	2002/03	2003/04	Univ	Non-Univ	Number	% of Total	3-Yr Trans%
<b>Gender:</b>								
* Female	54.2%	54.1%	52.9%	18.6%	34.3%	20,316	50.3%	69.1%
Male	48.4%	49.3%	47.8%	15.8%	31.9%	20,096	49.7%	65.1%
<b>Aboriginal Status:</b>								
Aboriginal (self-identified in HS)	40.4%	38.1%	40.3%	4.2%	36.1%	1,541	3.8%	59.0%
* Non-Aboriginal	51.7%	52.2%	50.8%	17.8%	33.0%	38,871	96.2%	67.4%
<b>Overall Aboriginal Status:</b>								
Aboriginal (as per HS or PS data)	44.6%	42.4%	44.4%	4.6%	39.8%	1,654	4.1%	65.0%
* Non-Aboriginal	51.6%	52.1%	50.6%	17.8%	32.8%	38,758	95.9%	67.2%
<b>English as a Second Language (ESL) Programs:</b>								
* Receiving ESL Programs	66.4%	63.4%	62.6%	32.0%	30.5%	2,358	5.8%	77.7%
Did not receive ESL programs	51.0%	51.2%	49.6%	16.3%	33.3%	38,054	94.2%	66.9%
<b>Primary Language Spoken at Home:</b>								
English	47.8%	47.9%	46.4%	13.0%	33.4%	31,997	79.2%	64.8%
French	45.6%	48.8%	50.8%	11.7%	39.2%	120	0.3%	57.9%
Chinese	80.3%	82.7%	79.3%	57.0%	22.3%	2,566	6.3%	84.9%
Cantonese	76.7%	70.7%	74.6%	52.5%	22.1%	276	0.7%	81.9%
Mandarin	61.9%	66.5%	60.0%	44.8%	15.2%	310	0.8%	75.0%
Korean	55.4%	53.6%	44.6%	29.5%	15.1%	755	1.9%	62.8%
Punjabi	80.5%	82.5%	79.7%	16.1%	63.6%	851	2.1%	87.3%
Persian	82.4%	80.3%	81.5%	41.2%	40.3%	233	0.6%	90.0%
* Non-English (excluding unknown)	71.9%	72.6%	68.5%	21.0%	37.0%	7,313	18.1%	79.4%
<b>Secondary School Type:</b>								
* BC Public School	51.7%	51.9%	50.5%	16.9%	33.6%	37,030	91.6%	67.6%
BC Independent School	47.0%	50.4%	49.1%	20.6%	28.5%	3,376	8.4%	61.5%
<b>College Region of Secondary School</b>								
Comosun	42.0%	42.9%	43.6%	19.5%	24.1%	2,879	7.1%	62.1%
Capilano	55.8%	55.1%	52.0%	22.4%	29.5%	2,599	6.4%	72.1%
Douglas	60.7%	62.8%	58.4%	27.2%	31.2%	5,380	13.3%	74.0%
Fraser Valley	44.9%	42.8%	42.4%	6.4%	36.0%	2,598	6.4%	59.9%
Kwantlen	55.9%	55.7%	55.2%	19.8%	35.4%	8,479	21.0%	70.6%
Malaspina	43.6%	46.3%	45.6%	9.7%	36.0%	2,331	5.8%	63.0%
New Caledonia	47.1%	45.5%	46.2%	12.6%	33.6%	1,432	3.5%	63.1%
North Island	46.0%	43.1%	43.3%	7.5%	35.8%	1,502	3.7%	64.7%
Northern Lights	36.9%	43.2%	37.0%	2.9%	34.0%	652	1.6%	56.6%
Northwest	46.8%	48.2%	47.4%	8.4%	39.0%	879	2.2%	64.0%
Okanagan	36.3%	37.0%	36.0%	4.9%	31.1%	3,549	8.8%	52.2%
Rockies	32.8%	31.1%	33.2%	1.4%	31.9%	951	2.4%	52.7%
Selkirk	48.8%	47.7%	46.4%	4.4%	42.1%	870	2.2%	67.2%
Thompson Rivers	48.5%	47.3%	46.8%	3.8%	43.0%	1,683	4.2%	65.7%
* Vancouver	67.4%	69.1%	65.1%	34.9%	30.2%	4,622	11.4%	79.5%
<b>Secondary School Academic GPA:</b>								
No GPA	36.8%	37.0%	36.4%	2.2%	34.2%	22,749	56.3%	55.8%
50.0% - 54.9%	52.5%	23.8%	27.3%		27.3%	22	0.1%	75.0%
55.0% - 59.9%	51.5%	55.7%	52.6%	1.0%	51.6%	306	0.8%	69.1%
60.0% - 64.9%	59.9%	59.0%	59.5%	2.1%	57.4%	978	2.4%	77.4%
65.0% - 69.9%	60.9%	61.9%	62.2%	6.1%	56.0%	1,839	4.6%	77.4%
70.0% - 74.9%	64.3%	63.7%	64.8%	14.2%	50.7%	2,507	6.2%	79.7%
Not University Eligible	61.8%	61.8%	62.2%	8.7%	53.5%	5,652	14.0%	78.0%
* 75.0% - 79.9%	69.8%	68.6%	68.4%	31.0%	37.4%	3,081	7.6%	83.0%
80.0% - 84.9%	73.0%	74.5%	71.8%	48.6%	23.2%	3,428	8.5%	82.6%
* 85.0% - 89.9%	74.7%	76.6%	72.0%	58.3%	13.7%	3,256	8.1%	83.0%
90.0% - 94.9%	75.0%	75.8%	74.0%	64.9%	9.0%	1,908	4.7%	80.8%
95.0% - 100.0%	70.1%	71.2%	69.8%	63.3%	6.5%	338	0.8%	73.6%
University Eligible	72.8%	73.6%	71.3%	49.7%	21.5%	12,011	29.7%	82.4%
<b>Special Needs:</b>								
* P-Gifted	67.2%	71.8%	68.4%	45.0%	23.3%	2,112	5.2%	79.1%
No Special Needs	51.0%	51.2%	50.1%	16.2%	33.8%	36,696	90.8%	67.0%
<b>Grand Total for All BC12 Graduates</b>	<b>51.4%</b>	<b>51.8%</b>	<b>50.4%</b>	<b>17.2%</b>	<b>33.1%</b>	<b>40,412</b>	<b>100%</b>	<b>67.1%</b>

\* Indicates group with higher 3-year transition rate than comparison group(s).

### Transition Rates by Demographic Characteristics in Secondary School

As shown in Figure 12, not all students made the transition to B.C. post-secondary education at the same rate. For example, among all secondary school graduates of 2003/04, females had higher immediate entry transition rates than males (53% vs. 48%), non-Aboriginals had higher rates than Aboriginals (51% vs. 40%) and students whose primary language spoken at home is not English had higher rates than primarily English-speaking students (69% versus 46%) (see Figure 12).

When we look at transitions by destination sector, we also see some striking differences. For example, only 4% of Aboriginals went on immediately to university, versus 18% of non-Aboriginals; students who primarily speak English at home go on to university at lower rates than primarily Chinese speakers (13% versus 57%); and students who graduated in regions near universities went on to university at higher rates than other regions.

The right-most column of Figure 12 provides the total three-year transition rates for the 2001/02 secondary school graduation class. This is the sum of the immediate and one-year and two-year delayed entry transition rates. In total, 67% of the 2001/02 graduation class began their studies at a B.C. post-secondary institution within three years of high school graduation.

When compared with their counterparts, certain groups have lower immediate entry and higher delayed entry transition rates, including Aboriginal students, graduates who primarily speak English at home, students from college regions outside the Lower Mainland, and students with academic GPAs below 75%. However, these differences tend to diminish when comparing demographic groups over the full three-year time horizon.

## Aboriginal Student Transitions

Over the three years, from 2001/02 to 2003/04, a total of 4,729 Aboriginal students graduated from a B.C. secondary school, of whom 2,069 went on to a B.C. post-secondary institution within one year. The vast majority of immediate entry Aboriginal students went to a B.C. college, with only 222 entering university.

The immediate entry transition rates of Aboriginal students are 45%, 42% and 44% for each of the three secondary school graduation years. Given more time for delayed entry to post-secondary education, the three-year transition rate of the 2001/02 Aboriginal graduates increases to 65%, only 2 percentage points behind the overall three-year transition rate for all graduates of 2001/02. The transition rates of Aboriginal students by various demographic characteristics, including gender, college region, academic GPA and others, are shown in Figure 13. In terms of secondary school grades, 84% of Aboriginal graduates (versus 56% of all 2003/04 graduates) had insufficient academic course grades to calculate their academic GPA. Of those 269 students whose academic GPAs were calculated, the three-year transition rate of 2001/02 Aboriginal graduates was 87% for those who were not eligible for university, and 90% for those who were eligible. These transition rates are higher than those achieved by all 17,663 secondary school graduates of 2001/02 with GPAs (78% of those who were not eligible for university went on to post-secondary education versus 82% of those who were eligible).

Figure 13: Transition Rates of Aboriginal Graduates by Demographic

Demographic Characteristic While in Secondary School	Immed Entry Transition Rate			2003/04 Trans vs to		2003/04 Graduates		01/02 Grads
	2001/02	2002/03	2003/04	Univ	Non-Univ	Number	% of Total	3-Yr Trans%
<b>Gender:</b>								
* Female	49.4%	45.2%	49.2%	6.4%	42.8%	888	53.7%	68.8%
Male	38.8%	39.1%	38.8%	2.5%	36.3%	766	46.3%	60.4%
<b>English as a Second Language (ESL) Programs:</b>								
Receiving ESL Programs	75.0%	38.9%	46.5%	9.3%	37.2%	43	2.6%	100.0%
Did not receive ESL programs	44.5%	42.4%	44.3%	4.5%	39.9%	1,611	97.4%	64.9%
<b>Primary Language Spoken at Home:</b>								
English	44.3%	41.7%	44.2%	4.7%	39.5%	1,616	97.7%	64.1%
* Non-English (excluding unknown)	63.6%	60.0%	47.1%	0.0%	47.1%	17	1.0%	90.9%
<b>Secondary School Type:</b>								
* BC Public School	44.7%	42.3%	44.5%	4.6%	39.9%	1,620	97.9%	65.3%
BC Independent School	40.0%	45.9%	40.6%	3.1%	37.5%	32	1.9%	55.0%
<b>College Region of Secondary School</b>								
Comosun	45.9%	38.5%	43.3%	11.7%	31.7%	60	3.6%	70.5%
Capilano	22.9%	39.5%	47.4%	3.5%	43.9%	57	3.4%	48.6%
Douglas	39.8%	50.5%	33.6%	5.6%	28.0%	107	6.5%	58.6%
Fraser Valley	41.6%	29.1%	38.5%	3.1%	35.4%	130	7.9%	55.4%
Kwantlen	34.7%	30.9%	35.6%	6.3%	29.4%	160	9.7%	48.4%
Malaspina	58.2%	59.3%	54.1%	3.8%	50.4%	133	8.0%	82.8%
New Caledonia	50.8%	42.6%	53.2%	15.3%	37.9%	124	7.5%	67.8%
North Island	44.0%	42.3%	45.5%	0.0%	45.5%	143	8.6%	62.0%
Northern Lights	39.0%	45.8%	44.6%	1.1%	43.5%	92	5.6%	70.7%
Northwest	51.7%	52.3%	52.5%	5.6%	46.9%	177	10.7%	75.6%
Okanagan	35.0%	27.3%	35.7%	1.6%	34.1%	182	11.0%	50.4%
Rockies	32.4%	29.4%	26.7%	0.0%	26.7%	60	3.6%	54.1%
Selkirk	48.8%	53.8%	54.5%	2.3%	52.3%	44	2.7%	67.4%
Thompson Rivers	45.3%	48.7%	51.7%	1.4%	50.3%	147	8.9%	72.1%
* Vancouver	66.7%	48.0%	55.6%	16.7%	38.9%	36	2.2%	85.2%
<b>Secondary School Academic GPA:</b>								
No GPA	38.8%	37.5%	40.7%	1.8%	38.9%	1,385	83.7%	59.4%
50.0% - 59.9%	50.0%	31.3%	52.6%	5.3%	47.4%	19	1.2%	83.3%
60.0% - 64.9%	58.3%	45.0%	64.3%	0.0%	64.3%	28	1.7%	86.1%
65.0% - 69.9%	69.6%	69.6%	56.8%	6.8%	50.0%	44	2.7%	85.7%
70.0% - 74.9%	76.1%	61.8%	58.0%	10.0%	48.0%	50	3.0%	91.3%
Not University Eligible	67.3%	58.4%	58.2%	6.4%	51.8%	141	8.5%	87.3%
* 75.0% - 79.9%	70.4%	69.8%	68.6%	19.6%	49.0%	51	3.1%	94.4%
80.0% - 84.9%	72.1%	77.1%	82.4%	35.3%	47.1%	34	2.1%	86.0%
85.0% - 89.9%	64.0%	89.3%	63.0%	44.4%	18.5%	27	1.6%	88.0%
90.0% - 100.0%	81.8%	76.5%	50.0%	50.0%	0.0%	16	1.8%	90.9%
University Eligible	70.7%	77.2%	68.8%	32.8%	35.9%	128	7.7%	90.2%
<b>Special Needs:</b>								
H-Intensive Behav. Int./Serious Mental Illness	28.6%	18.8%	18.2%	9.1%	9.1%	11	0.7%	42.9%
K-Mild Intellectual Disability	14.3%	0.0%	14.3%	0.0%	14.3%	14	0.8%	28.6%
M,N,R-Moderate Behaviour Support/Mental Illness	28.9%	15.0%	33.3%	0.0%	33.3%	45	2.7%	44.7%
* P-Gifted	63.9%	56.8%	68.4%	18.4%	50.0%	38	2.3%	75.0%
Q-Learning Disability	0.0%	30.5%	31.6%	0.0%	31.6%	76	4.6%	0.0%
No Special Needs	45.8%	43.6%	45.3%	4.3%	41.0%	1,456	88.0%	66.5%
<b>Grand Total for All Aboriginals</b>	<b>44.6%</b>	<b>42.4%</b>	<b>44.4%</b>	<b>4.6%</b>	<b>39.8%</b>	<b>1,654</b>	<b>100.0%</b>	<b>65.0%</b>

\* Indicates group with higher 3-year transition rate than comparison group(s).

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- Devron Gaber, STP Chair, Associate Director, B.C. Council on Admissions and Transfer.
- Bob Cowin, Director, Institutional Research, Douglas College.
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### What's Next:

The Student Transitions Project is working on its next research project—Research Question #3: *What is the flow of Grade 12 graduates into and among B.C. public post-secondary institutions over a multi-year period?*