

# STP Research Results

An Annual Research Update on the First Transitions of B.C. Grade 12  
Graduates into B.C. Public Post-Secondary Education

*Prepared by  
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September 27, 2017*



# Introduction

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Every year, the Student Transitions Project (STP) collects post-secondary enrolment and credential completion data from the twenty-five B.C. public post-secondary institutions and links this data to secondary school enrolment information via encrypted personal education numbers (PENs). Now comprising fourteen years of K-12 enrollment records and fourteen full years of post-secondary information, the STP data is used for tracking student transitions, student mobility and student success.<sup>1</sup> This report summarizes the latest research findings on the first transitions of B.C. grade 12 graduates<sup>2</sup> entering B.C. public post-secondary education. A summary of the main findings from this report are available in the September 2017 edition of the **STP Highlights** available on the [STP website](#)<sup>3</sup>.

**Student Transitions Project (STP):** The Student Transitions Project is British Columbia's collaborative research project that measures student success from the K-12 to post-secondary systems. This effective system-wide partnership, involving B.C.'s education and advanced education ministries and public post-secondary institutions, is tracking student success by reporting on student transition rates to post-secondary education, student mobility among post-secondary institutions, and post-secondary completion and retention rates. STP is managed by a steering committee with representation from the two education ministries, public institutions and the B.C. Council on Admissions and Transfer (BCCAT).

**STP Steering Committee Members:**

*Robert Adamoski*, Director, Research & Admissions, BCCAT.

*Brian Beacham*, Director, Institutional Research, Vancouver Community College.

*Kerry Pridmore*, Executive Director, Post-Secondary Audit and Accountability Branch, Ministry of Advanced Education.

*Gerald Morton*, Director, Knowledge Management Branch, Ministry of Education.

*Tony Eder*, Executive Director, Academic Resource Planning, University of Victoria.

**Where to find more information:** A wealth of additional information is also available to post-secondary institutions seeking more detailed information on student transitions specific to their region or institution.

STP Highlights newsletters and reports are available on the public Student Transitions Project web site at:

<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

**Newsletter Prepared by Joanne Heslop, Manager, Student Transitions Project**

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<sup>1</sup> The STP now has fourteen years of B.C. K-12 enrollment data for grade 12 graduates of 2001/2002 to 2014/2015 and thirteen complete years of B.C. public post-secondary enrollments for 2002/2003 to 2015/2016 registrants. Students who enrolled in post-secondary education outside of B.C. or in B.C. private institutions are excluded.

<sup>2</sup> Throughout this newsletter, references to **B.C. grade 12 graduates**, or a grade 12 graduation cohort or a grade 12 graduation class refers to the group of students who graduated from grade 12 in the year specified, among those students considered eligible to graduate; and **eligible grade 12 graduates** are those students who were enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six-year completion cohort. Please refer to the Ministry of Education's K-12 [glossary](#) for details.

<sup>3</sup> The public STP website is located here: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

## Research Questions

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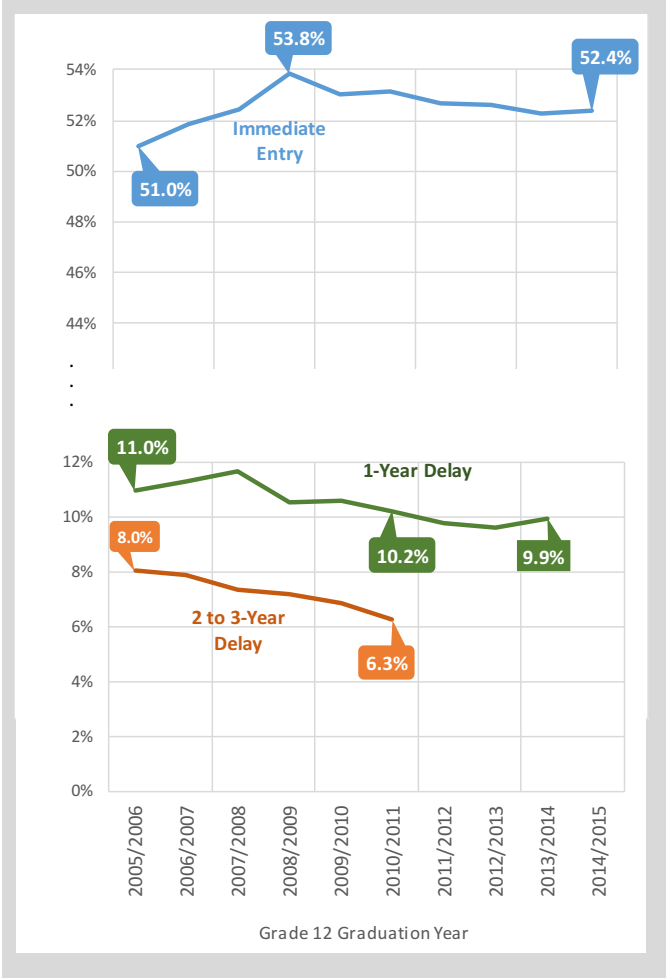
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# What proportion of B.C. grade 12 graduates enrol in B.C. public post-secondary education?

The Student Transitions Project traditionally provides student transition rates as a measure of student success. This is simply the proportion of grade 12 graduates who enrolled in B.C. public post-secondary education after grade 12 graduation. The immediate-entry transition rate of 2014/2015 grade 12 graduates is 52.4%, but when delayed-entry students are accounted for, the cumulative ten-year transition rate of 2005/2006 B.C. grade 12 graduates enrolling in B.C. public post-secondary education is 77.1%.

The immediate-entry transition rates demonstrate continued and consistent student success in B.C. In each of the last ten years, immediate-entry transition rates remained above 50%, ranging from low of 51.0% among 2005/2006 grade 12 graduates, to a high of 53.8% of 2008/2009 graduates. Over this same time period, the proportion of grade 12 graduates who delayed their first entry into B.C. public post-secondary education by one or three years gradually declined from 19.0% to 16.5% (see **Figure 1**).



**Figure 1:** Ten-Year Trends in Immediate-Entry and Delayed-Entry Transition Rates of B.C. Grade 12 Graduates, 2005/2006 to 2014/2015

## To what extent do high school non-graduates enrol in B.C. public post-secondary education? When do they enrol?

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The STP was recently expanded to include more detailed information on grade 12 non-graduates, similar to the information that has traditionally been gathered for grade 12 graduates. Therefore, it is now possible to compare the student transition rates of these two groups.

The STP database includes roughly 50,000 students per year who entered grade 8 and these students can be followed as they progress through high school and into B.C. public post-secondary education<sup>4</sup>. Each year, roughly 38,000 to 39,000 of these grade 8 entrants graduated from grade 12 within five years of entering grade 8; and 11,000 to 12,000 did not graduate in that same time period, although more students do graduate over a longer period of time.

For the purpose of comparing post-secondary transition rates of grade 12 graduates to non-graduates, ten different grade 8 entry cohorts were followed over several years and the STP found similar results to those described in the February 2016 longitudinal study for 2004/2005 grade 8 entrants (see inset box, [Related STP Research Available](#)). The STP finds that students who graduated from grade 12 within five years of high school entry, or in the Year of Expected Gr12 Graduation (YEG<sub>12</sub>)<sup>5</sup> are much more likely to enter

### Related STP Research Available

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The STP conducted a longitudinal study of 51,831 students who first entered grade 8 in B.C.'s K-12 education system in academic year 2004/2005. These students were tracked over a period of ten years across B.C.'s education and advanced education systems, to the end of Fall 2014.

The diverse education pathways and outcomes of this cohort of students were followed from grade 8 entry, to grade 12 graduation or non-graduation, to post-secondary entry and credential completion.

For more information, please see [Education Pathways of High school Graduates and Non-Graduates](#) on the STP website.

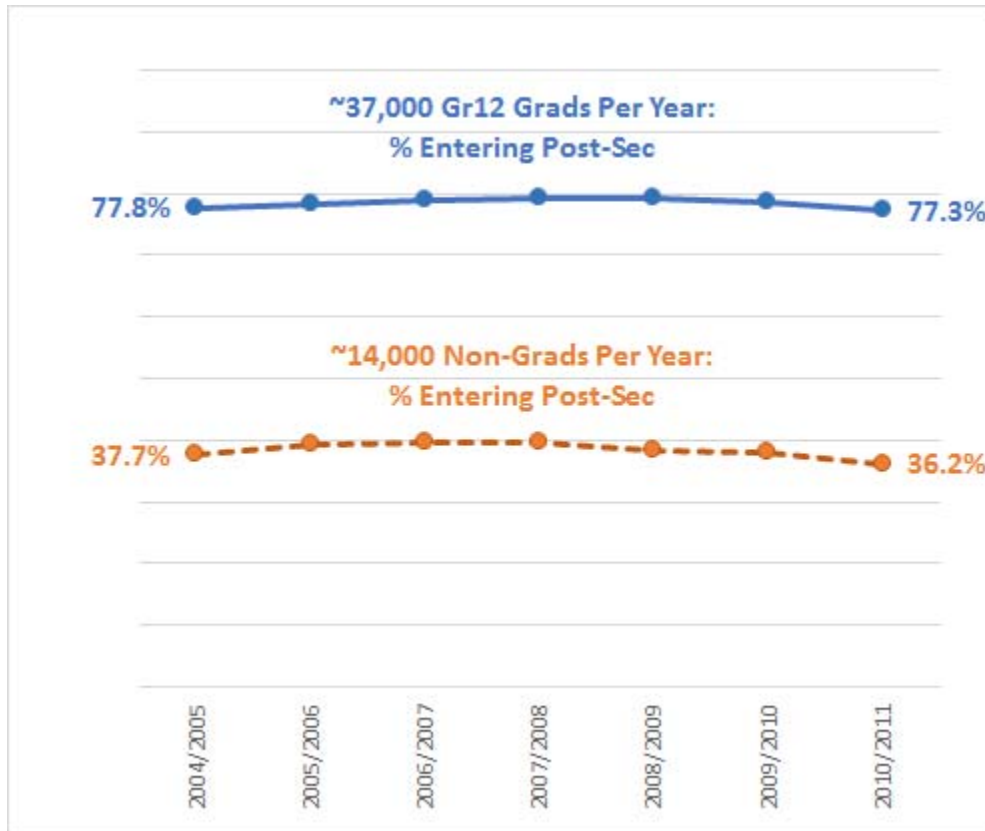
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<sup>4</sup> A small proportion of the grade 8 entrants are lost through out-migration, but the effect of this leakage from the entry cohort has minimal impact on our ability to track students into post-secondary education, five years after entering grade 8.

<sup>5</sup> YEG<sub>12</sub> is the earliest year of expected or projected grade 12 graduation for grade 8 entrants. This is five years after entering grade 8. For example, students who first entered grade 8 in 2006/2007 would be in

B.C. public post-secondary education over the subsequent six year period than students who did not graduate from grade 12 along similar timelines (79% versus 38%). These results were consistent across multiple grade 8 entry cohorts. See **Figure 2**.

**Figure 2:** Proportion of Grade 8 Entrants to B.C. K-12 Schools Who Transitioned to B.C. Public Post-Secondary Education within Six Years of their Expected Grade 12 Graduation Year



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grade 9, 10, 11 and 12 in each of the next four years such that their Year of Expected Grade 12 Graduation or YEG<sub>12</sub> would be school year 2011/2012.



## How soon do grade 12 graduates and non-graduates enrol in post-secondary education?

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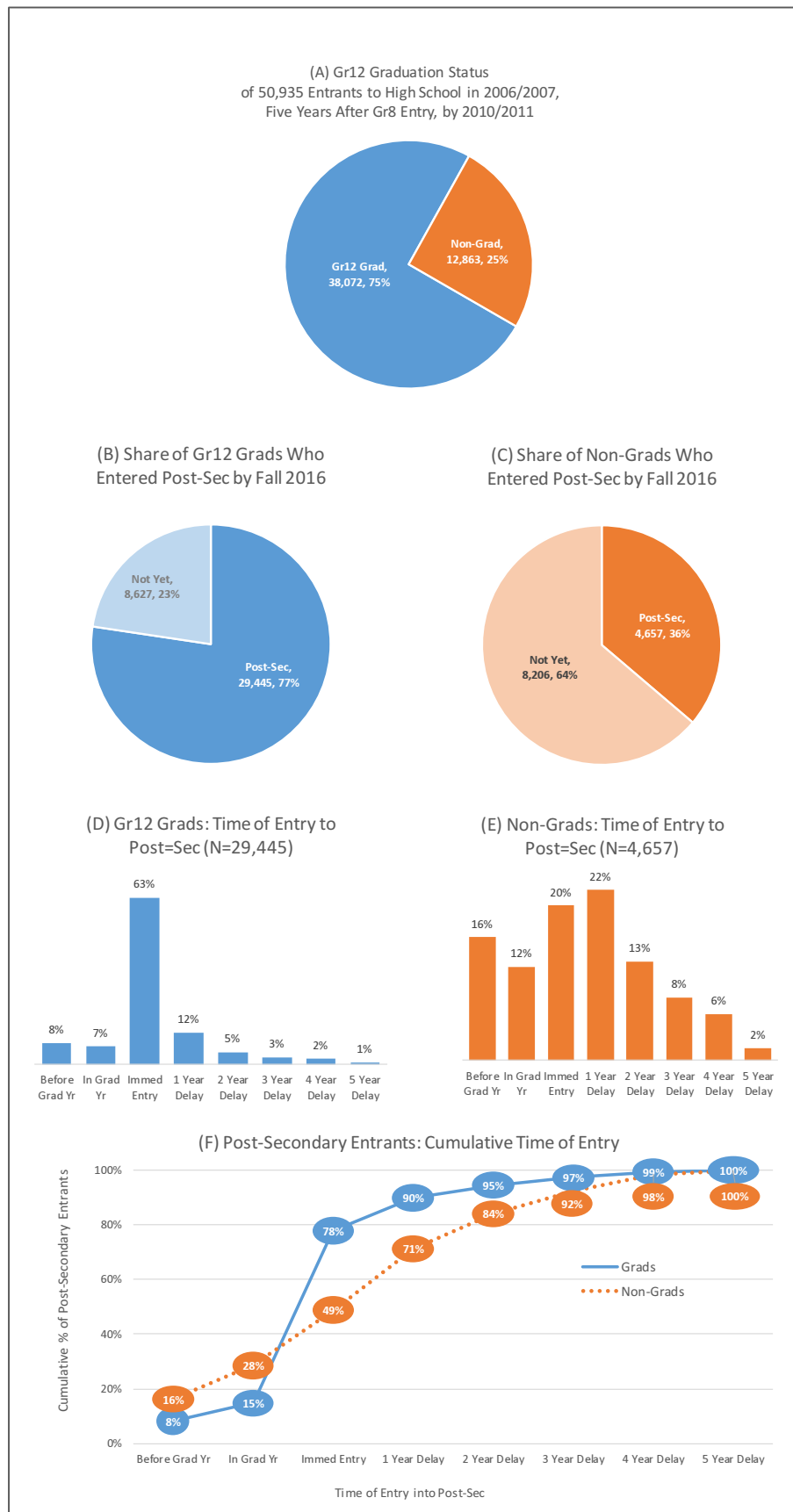
The time of entry into B.C. public post-secondary education varies by grade 12 graduation status. This is revealed when the two groups are compared over an eight-year window, with sufficient time to allow for early and delayed transitions to post-secondary education, at the following points in time:

- (1) in the year immediately preceding  $YEG_{12}$ ,
- (2) in the year of expected grade 12 graduation year ( $YEG_{12}$ ),
- (3) one year after  $YEG_{12}$  (commonly referred to as the immediate-entry year for grade 12 graduates),
- (4) two years after  $YEG_{12}$  (one-year delayed entry year).
- (5) three years after  $YEG_{12}$  (two-year delayed entry year).
- (6) four years after  $YEG_{12}$  (three-year delayed entry year).
- (7) five years after  $YEG_{12}$  (four-year delayed entry year).
- (8) six years after  $YEG_{12}$  (five-year delayed entry year).

The results reveal that grade 12 graduates who enrolled in post-secondary education in this eight-year window of time were much more likely to enrol in the immediate-entry year (63%) than any other time. Grade 12 graduates who enrol in post-secondary education are almost 3 times more likely to enrol **immediately** than to delay their first post-secondary enrollment. See **Figure 3**.

By comparison, non-graduates who transitioned to post-secondary education, were much less likely (at 20%), than grade 12 graduates (at 63%), to enrol in post-secondary education in the immediate-entry year. In contrast to grade 12 graduate transitioners, B.C.'s non-graduate transitioners are about 2.5 times more likely to **delay** their post-secondary entry than enrol immediately after the year of their earliest expected grade 12 graduation year. Differences in academic qualifications largely account for differences in the timing of post-secondary entry.

**Figure 3: % Distribution of Students Entering B.C. Public Post-Secondary Education, Over a Four-Year Time Window, by Time of Entry: Grads vs Non-Grads**



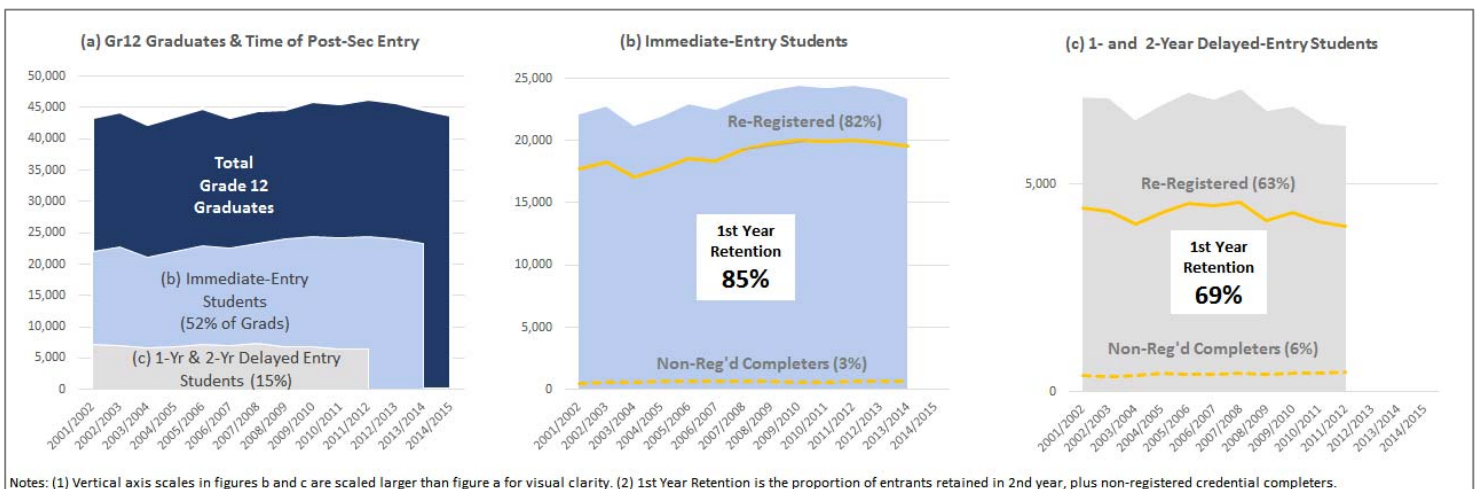
Compared to grade 12 graduates, roughly twice the proportion of non-graduate transitioners (30% versus 15%) first enrolled in post-sec prior to their immediate-entry transition year (or the year prior to or during the expected grade 12 graduation year). Graduates and non-graduates who first entered post-secondary education prior to grade 12 graduation typically included students who enrolled in trades or developmental programs at colleges, institutes and TIUs. Students with higher academic qualifications entering RIUs before grade 12 graduation likely enrolled in advanced placement courses at post-secondary institutions.

Note: This figure includes Grade 8 entrants of 2006/2007 with expected grade 12 graduation year (YEG<sub>12</sub>) of 2011/2012.

# What proportion of B.C. grade 12 graduates are retained in the B.C. system in the year following their first transition to B.C. public post-secondary education?

While B.C. grade 12 graduates continue to enrol in B.C. public post-secondary education at consistently high rates, another measure of student success is first-year retention in post-secondary education<sup>6</sup>. First year retention measures the proportion of students that re-enrol in any B.C. public post-secondary institution in the year following their first transition to post-secondary education. The STP finds that a significant proportion (85%) of immediate-entry students were retained in the system in the next post-secondary school year, although lower retention rates (69%) were found for students who delayed their entry to post-secondary education by one or two years (see **Figure 4**). Academic qualifications, as described later in this report, may be a factor in the lower student retention rates of delayed entry students.

**Figure 4:** Student Retention Rates of High School Graduates who Transitioned to B.C. Public Post-Secondary Education – Immediate-Entry vs Delayed-Entry Students



<sup>6</sup> First year retention is the proportion of first entrants to B.C. public post-secondary education who either re-registered in the following year, or completed a credential and thus did not re-register in the following year.

## Do academic qualifications from high school influence time of post-secondary entry or type of institution and program enrolled in?

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The STP also allows us to better understand the relationship between student academic qualifications and post-secondary education choices (see **Figure 5**). Please refer to the inset box, **Measures of Secondary School Academic Performance**, for more information about STP's iGPA and AGPA measures. Academic qualifications, as measured by iGPA scores, appear to influence time of entry and type of institution or program that students enrol in.

- **Time of Entry:** Students with high academic qualifications tend to transition into B.C. public post-secondary education sooner than those with lower academic qualifications (iGPA scores).
- **iGPA Distributions:** Differences in academic qualifications by time of entry are also evident in the iGPA distributions. The iGPA scores of immediate-entry students are skewed toward higher iGPAs, whereas the iGPA scores of delayed-entry students are skewed toward lower iGPA scores.

### Measures of Secondary School Academic Performance

Two academic performance measures are used by the STP in complementary ways to evaluate student academic performance achieved in high school and the impact this performance has on student transition rates and post-secondary academic performance: Academic GPA (AGPA) and the Inclusive GPA (iGPA).

**Academic GPA (AGPA)** – This measure is typically used as an indicator of university eligibility. The AGPA is the average of four course grades, English 12 and the student's best three other academic grade 12 subjects. More than half of the students who completed grade 12 do not complete the necessary set of courses or achieve insufficient grades in order to calculate an AGPA. Thus the utility of the AGPA is limited to a subset of academically qualified students in the STP.

**Inclusive GPA (iGPA)** – This is a more broadly defined measure than the AGPA and it allows the STP to measure the academic performance of both grade 12 graduates and non-graduates. The iGPA is calculated from the average of twelve course grades selected from each of twelve subject areas for grade 10, 11 and 12 courses required for graduation. The best grade from each of the twelve subject areas is included in the iGPA calculation. In those cases where a student has not yet completed the requirements for all twelve subject areas, the iGPA is calculated on as many courses as are available for that student, from a minimum of one to a maximum of twelve courses per student. The twelve subject areas are based on the current grade 12 graduation requirements:

1) Planning 10	7) Skills and Fine Arts 10, 11, 12
2) Language Arts 10	8) Social Studies 10
3) Language Arts 11	9) Social Studies 11 or 12
4) Language Arts 12	10) Science 10
5) Math 10	11) Science 11 or 12
6) Math 11 or 12	12) Physical Education 10

**Figure 5: iGPA Scores by Time of Entry, Institution Type and Program of Entry**

Student Group	Average iGPA	iGPA Distrib.	% of Gr12 Grads
<b>Time of Entry to B.C. Public Post-Sec:</b>			
Immediate-Entry	79.5		52.7%
Delayed-Entry	74.2		16.7%
<b>Institution Type of First Transition:</b>			
Research-Intensive University	85.1		22.4%
Teaching-Intensive University	76.1		18.9%
B.C. College	74.4		30.6%
Institute	73.1		5.0%
<b>Post-Secondary Program Entered:</b>			
Other	84.9		0.2%
Engineering and Applied Sciences	81.5		6.1%
Arts and Sciences	80.2		34.6%
Health	79.4		2.9%
Business and Management	78.4		7.8%
Visual and Performing Arts	77.8		2.5%
Human and Social Services	76.7		3.0%
Education	76.4		0.5%
Personal Improvement and Leisure	73.0		0.9%
Trades	71.1		6.6%
Developmental	70.3		4.2%
<b>No Transition to Post-Sec Yet</b>	74.7		30.6%
<b>GRAND TOTAL</b>	77.2		100.0%

Note: Includes 404,815 grade 12 graduates from 2006/2007 to 2014/2015.

- Institution Type:** Students who enrol in Research-Intensive Universities have higher average iGPA scores (85.1) than students who enrol in other institution types (73.1 to 76.1). Similarly, the iGPA scores of students entering RIUs are skewed toward higher iGPAs, while the iGPA's of institute entrants tend to be skewed toward lower iGPA scores.

- **Arts and Sciences:** The largest group of grade 12 graduates (nearly 35%) initially enrol in Arts and Sciences programs over nearly a decade of time following grade 12 graduation. These entrants had an average iGPA score of 80.2.
- **Lower iGPAs in Some Programs:** By comparison, nearly 12% of students enrolled in programs with an average iGPA score below the 77.2 provincial average iGPA score. Personal Improvement and Leisure, Trades and Developmental programs appear to be popular for students with lower academic qualifications, ranging on average, from 70.3 to 73.0.
- **Engineering and Applied Sciences:** Excluding the smaller “other” program destination, the average iGPA scores of students who entered Engineering were higher than any other program at 81.5.

## Do students with high grades in Language Arts 12 courses achieve high iGPA scores?

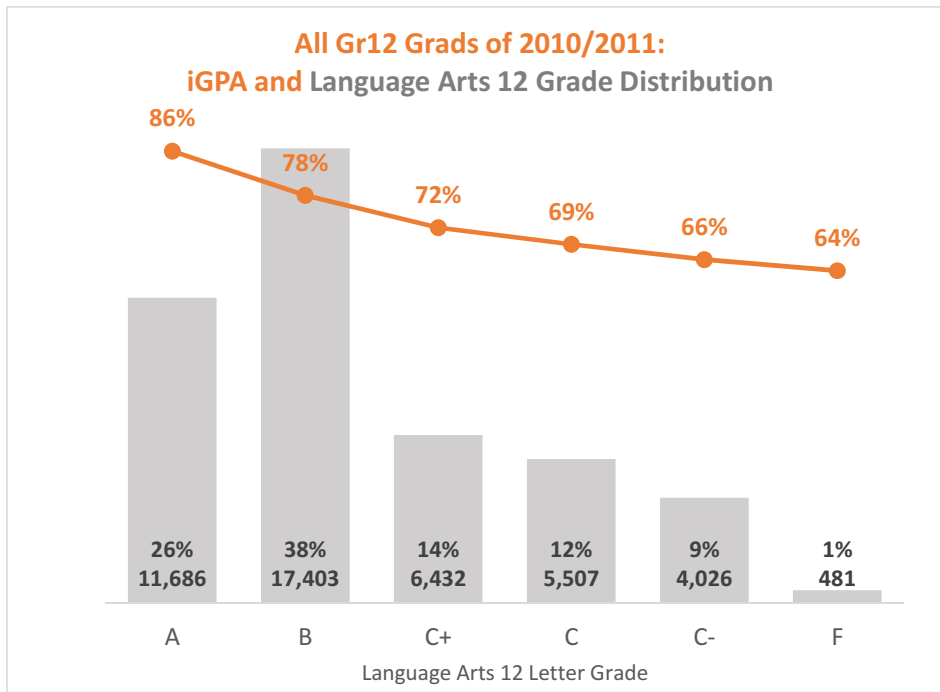
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The STP now includes high school courses and grades in the STP database. These courses and grades are used in the calculation of the Inclusive GPA (iGPA) and the Academic GPA (AGPA). Components comprising the iGPA and AGPA scores can also be examined at a more granular level for any of the individual courses included in the iGPA or AGPA score.

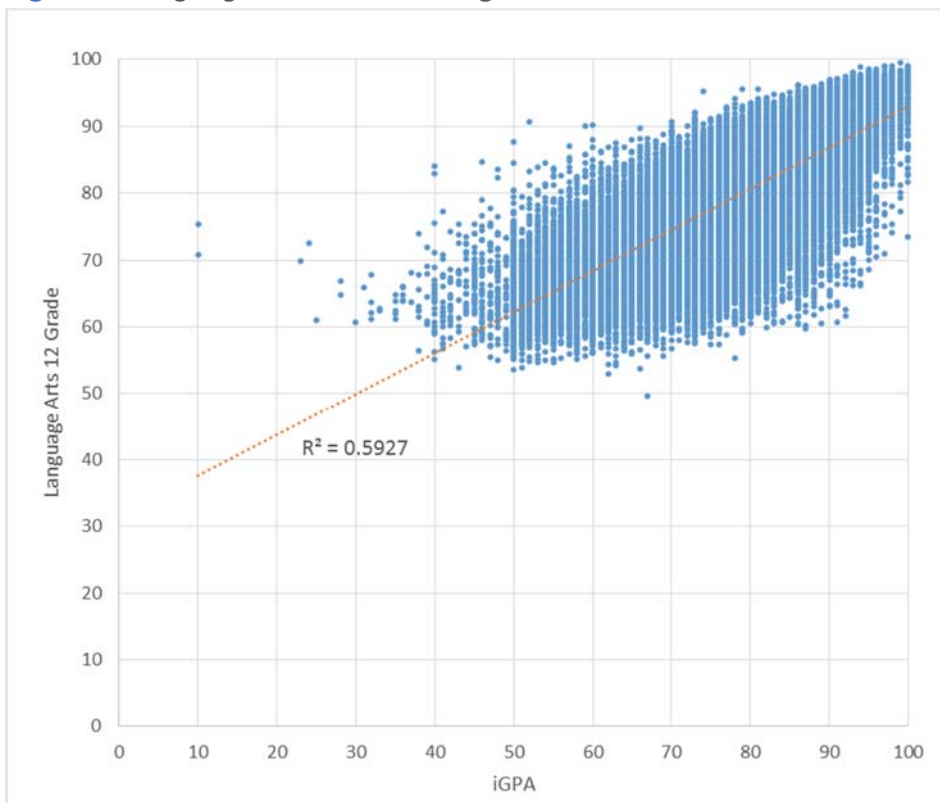
As an example, **Figure 6** shows the distribution of 2010/2011 grade 12 graduates by the grade they received in Language Arts 12. This is a graduation requirement normally fulfilled by students completing English 12, but other courses may be used instead. For this cohort, 89% of students who fulfilled this course requirement using English 12, while 11% used Communications 12 and fewer than 1% of students used English 12 First Peoples or Francais Langue Première 12.

For all types of Language Arts 12 courses combined, nearly two-thirds (64%) of 2010/2011 grade 12 graduates achieved A's and B's in Language Arts 12. The relationship between average iGPA scores and grades in Language Arts 12 is also summarized here to demonstrate that students with higher grades in Language Arts 12 also achieve higher iGPA scores. The scatter plot of iGPA scores vs Language Arts percentage grades (**Figure 7**) further demonstrates a strong positive relationship between Language Arts 12 grades and iGPA scores ( $R^2=0.5927$ ).

**Figure 6:** Average iGPA Scores, by Letter Grade in Language Arts 12



**Figure 7:** Language Arts 12 Percentage Grades vs iGPA Scores



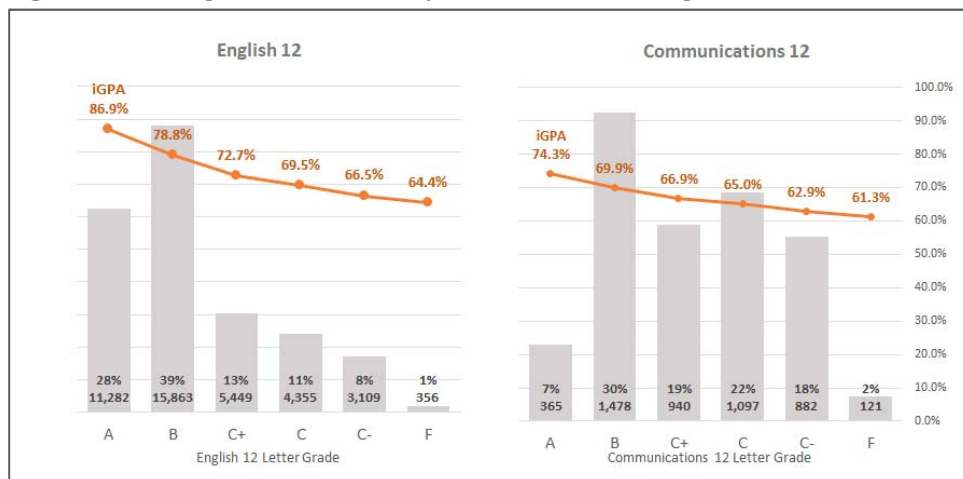


## Are there any differences in iGPA scores of students who fulfilled their Language Arts 12 requirement with Communications 12 versus English 12?

The vast majority (89%) of students typically use English 12 to fulfill their Language Arts 12 graduation requirement. The 40,000 grade 12 graduates of 2010/2011 with English 12 achieved higher iGPA scores (78.2) derived from their full set of courses for graduation, compared to the roughly 5,000 students with Communications 12, achieving an average iGPA score of 67.1.

A breakdown of English 12 and Communications 12 course completers, by course letter grade and by overall average iGPA scores is shown in **Figure 8**. Although roughly two-thirds (67%) of English 12 course completers and roughly one-third (37%) of Communications 12 course completers earned an A or B to fulfill their Language Arts 12 course requirement, these two groups of high-performing Language Arts course completers did not achieve similar overall iGPA scores averaged across a dozen courses required for graduation. In fact, the students who earned A's and B's in English 12 achieved iGPA scores that are more than ten percentage points above the iGPA scores of those students who achieved A's and B's in Communications 12. The gap between iGPA scores of English 12 versus Communications 12 completers with lower grads (C+ and below) was half as wide at roughly 5 percentage points.

**Figure 8:** Average iGPA Scores, by Letter Grade in English 12 versus Communications 12



The scatter plots of iGPA scores vs each of the distinct Language Arts course percentage grades (**Figure 9**) also demonstrates a stronger positive relationship between iGPA scores and English 12 grades ( $R^2=0.6200$ ), than with Communications 12 grades ( $R^2=0.2872$ ).

Students who completed English 12 towards their Language Arts 12 graduation requirement likely completed a different mix of other academic courses and achieved higher grades in those courses, than the students who completed Communications 12.

#### Potential for Further STP Research

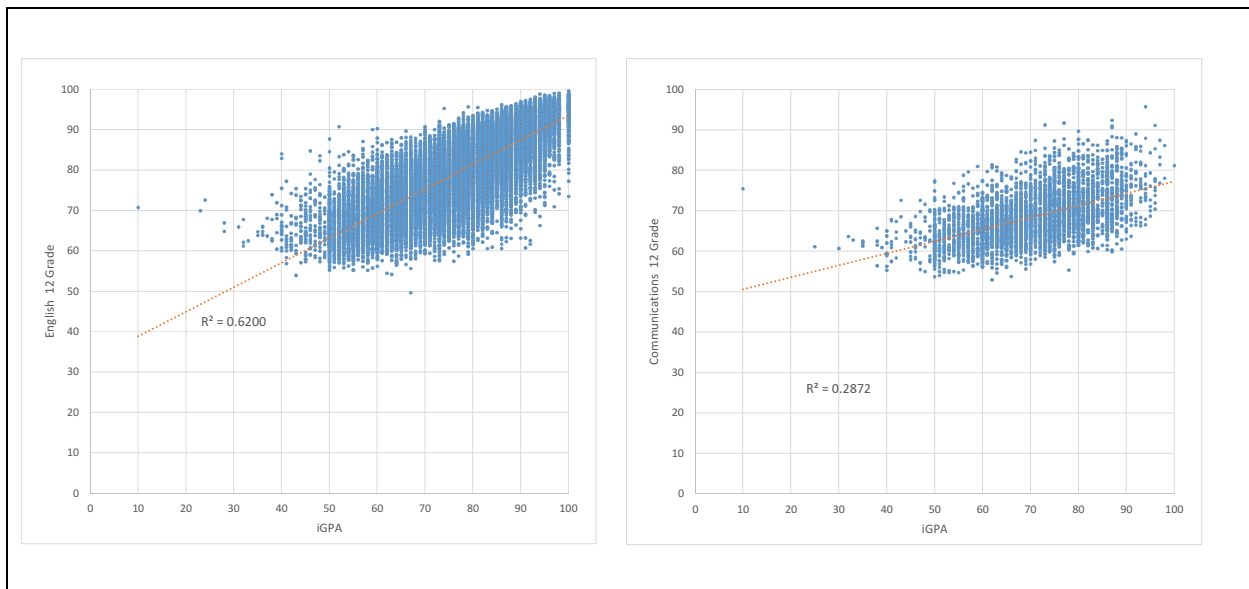
The STP may consider pursuing more in-depth research on the differences in education outcomes between the two groups of Language Arts 12 course completers: English 12 versus Communications 12

Differences in education outcomes could include: grade 12 graduation status, course-taking patterns, grades achieved in other courses required for graduation, overall iGPA scores; post-secondary student transition rates, program sought, student retention rates, program completed, time to completion and credential completion rates.

**Figure 9:** Language Arts 12 Percentage Grades vs iGPA Scores

(a) English 12 vs iGPA (N=40,414)

(b) Communications 12 vs iGPA (N=4,883)

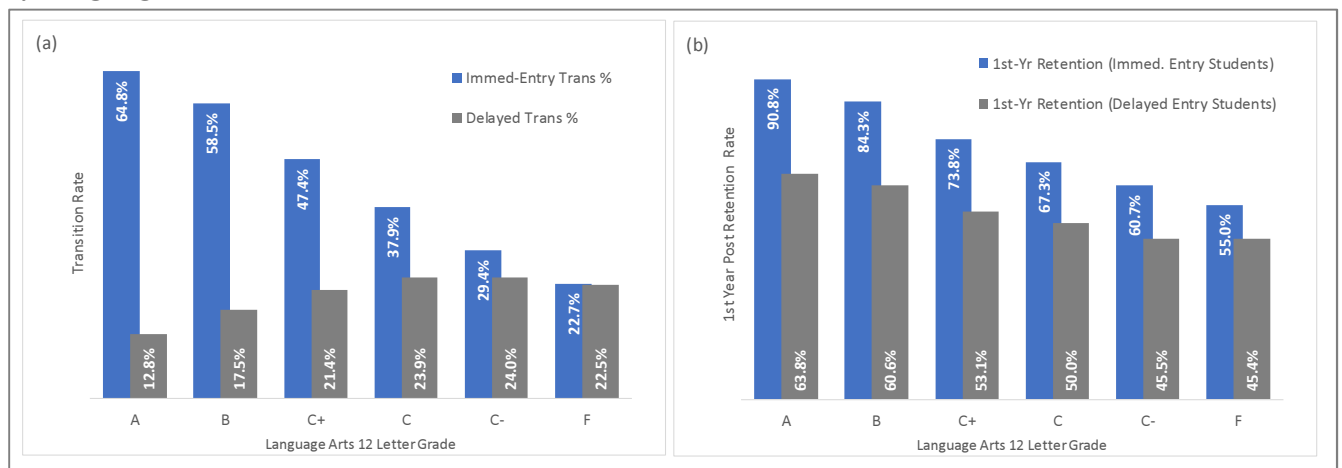


## Are high Language Arts 12 course grades associated with high transition rates and high first-year post-secondary retention rates?

Just as high iGPA scores are correlated with higher immediate-entry transition rates, Language Arts 12 course grades reveal a similar positive relationship with transition rates and first-year retention rates in post-secondary education.

- The highest performing students in Language Arts 12 courses have the highest immediate-entry transition rates and the lowest delayed-entry transition rates into B.C. public post-secondary education (see **Figure 10a**).
- Similarly, these high achievers in Language Arts 12 courses, and especially the immediate-entry students, attained higher first-year retention rates in post-secondary education than those with lower Language Arts 12 scores (see **Figure 10b**).

**Figure 10:** (a) Student Transition Rates and (b) 1<sup>st</sup>-Year Retention Rates, by Language Arts 12 Letter Grade



## Of those grade 12 graduates who enrolled in B.C. public post-secondary education, what proportion enrolled in the same region where they graduated from high school?

By following 2014/2015 grade 12 graduates from their high school region to their first post-secondary destination region, the STP reveals that 88% of the 22,974 immediate-entry students who enrolled in B.C. public post-secondary education in 2015/2016 remained in the same region of the province where they graduated from high school. See inset box, **B.C. Public Post-secondary Institutions by Region**.

### **B.C. Public Post-secondary Institutions by Region**

B.C. public post-secondary institutions are located in urban and rural regions of the province. For the purpose of tracking the mobility of students around the province, the STP has assigned each of the post-secondary institutions to one of the following four geographic regions.

**Cariboo-North Region (CNO)** – College of New Caledonia, Northern Lights College, Northwest Community College, University of Northern British Columbia.

**Mainland-Southwest Region (MSW)** – British Columbia Institute of Technology, Capilano University, Douglas College, Emily Carr University of Art + Design, Justice Institute of B.C., Kwantlen Polytechnic University, Langara College, Simon Fraser University, University of British Columbia, University of the Fraser Valley, Vancouver Community College.

**Thompson-Okanagan-Kootenay Region (TOK)** – College of the Rockies, Nicola Valley Institute of Technology, Okanagan College, Thompson Rivers University, Selkirk College, University of British Columbia (Okanagan).

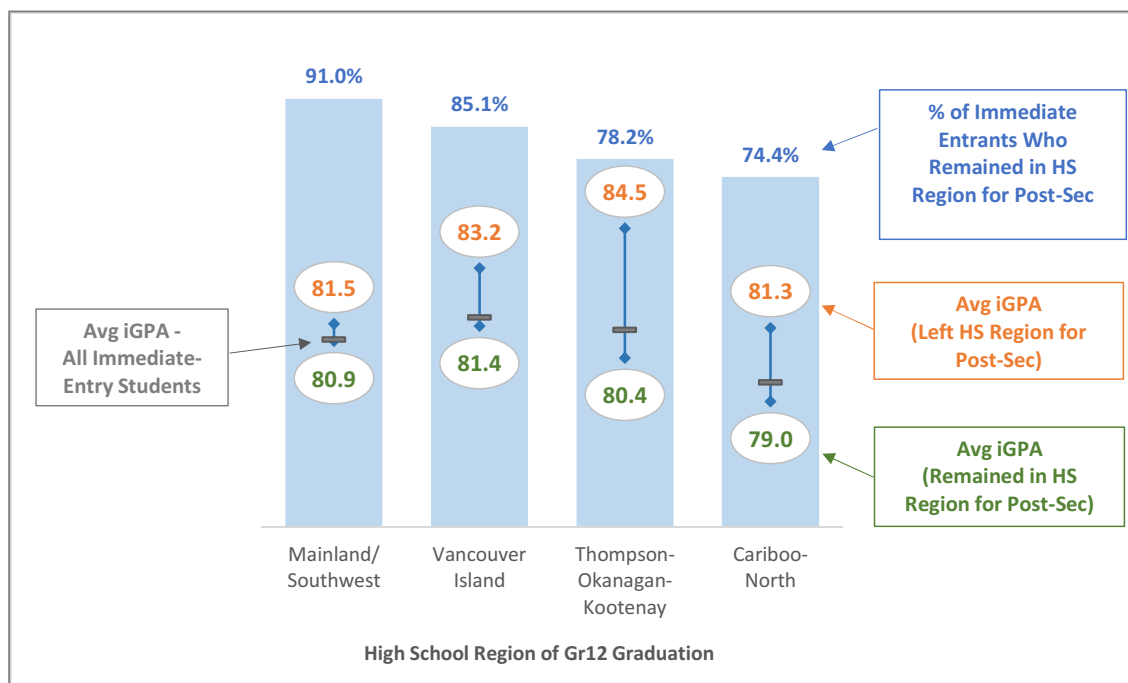
**Vancouver Island Region (VIS)** – Camosun College, North Island College, Royal Roads University, University of Victoria, Vancouver Island University.

- Grade 12 graduates from the Mainland/Southwest region were more inclined to enrol in post-secondary education in the same region (91.0%) than immediate-entry students from high schools on Vancouver Island (85.1%), Thompson-Okanagan-Kootenays (78.2%) or the Cariboo-North region (74.4%). See **Figure 11**.
- Given that eleven of B.C.'s twenty-five public post-secondary institutions are located in the highly populated Mainland-Southwest region of B.C., student destinations are also largely affected by the locations of the institutions.
- Students who left their high school region for their first transition to B.C. public post-secondary education had higher iGPA scores, on average,

than students who remained within their high school graduation region (82.4 vs. 80.8). See **Figure 11**.

- The pattern of higher average iGPA scores among mobile students transitioning to post-secondary education outside of their home region is evident in each of the four regions of the province, although the gap between the iGPA scores varies. This gap varies from as wide as 4.1 iGPA-points for students who graduated from the Thompson-Okanagan-Kootenays region, to as narrow as 0.4 iGPA for students who graduated from Mainland/Southwest high schools.
- Using the detailed STP data available to authorized STP users, individual post-secondary institutions may wish to examine the regional origins of students entering their own institution.

**Figure 11:** Regional Mobility of 2014/2015 High School Graduates Enrolling in B.C. Public Post-secondary Education in 2015/2016.



## Do immediate-entry and delayed-entry students typically enrol in different institution types? Why?

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The STP finds that immediate-entry students are more inclined to enroll in Research-Intensive Universities (RIU, 41%), than B.C. Colleges (29%) or Teaching-Intensive University (TIU, 25%). Institutes in B.C. receive the smallest share (6%) of immediate-entry students, but they receive more than double the number of delayed-entry students, compared to immediate-entry students. Differences in academic qualifications of immediate-entry students primarily account for differences in post-secondary destinations and this is consistent with differences in entrance requirements at the different institution types: Immediate-entry students entering RIUs had the highest iGPA scores (86.2), compared to immediate-entrants to TIUs (78.2), Colleges (77.1) and Institutes (76.2). See [Figure 12](#).

Delayed entry students who waited one or two years after high school graduation before enrolling in B.C. public post-secondary education in 2015/2016 enrolled in greater numbers at B.C. colleges (42%) and TIUs (29%), compared to Institutes (15%) or RIUs (14%). The differences in iGPA scores between immediate and delayed-entry students is about two or three percentage points at each of the institution types, but the difference (at any time of entry) between RIU entrants and entrants to colleges is as wide as ten percentage points. See [Figure 12](#).

Across all institution types, we have seen a 4.7% increase in immediate-entry students enrolling in B.C. public post-secondary institutions. The largest growth in immediate-entry students (16.3%) occurred at Institutes and RIUs, with much slower growth at B.C. colleges (+5.8%). These immediate-entry enrollment increases were offset by decreases in delayed-entry students, such that cumulatively, within three years of grade 12

graduation, the number of students entering the different institution types has grown by 16.6% at RIUs, 10.8% at Institutes and 0.4% at B.C. Colleges. The situation at TIU's is different because we have seen a significant decline in both immediate-entry (-12.7%) and delayed-entry enrollments (-14.0%), and therefore the cumulative number of students enrolling in TIU's within three years of grade 12 graduation has declined 13.1%. See **Figure 12**.

### Potential for Further STP Research

The STP will soon pursue more in-depth research on the impact and implications of changes to the designations of B.C. public post-secondary institution types. The research will include a comparison between sectors of: enrollment trends, academic quality of students, student retention rates, and length and types of credentials sought and completed.

**Figure 12: Trends in Student Destinations and Credential Completions, by Institution Type**

PSI Type	Immediate-Entry and Cum. 3-Yr Trans.	1-Yr and 2-Yr Delay	10-Yr Trend by Time of Entry	# Entrants (2015/2016)	% Distrib by Time of Entry	iGPA (2015/2016)	Credentials Awarded (To All Student Types)
<b>B.C. Colleges</b>			<ul style="list-style-type: none"> <li>Immed +5.8%</li> <li>1-Yr Delay -5.9%</li> <li>2-Yr Delay -20.8%</li> <li>3-Yr Cum +0.4%</li> </ul>	6,691 1,864 799 <b>9,354</b>	<ul style="list-style-type: none"> <li>29.1%</li> <li>41.9%</li> <li>43.7%</li> <li>32.0%</li> </ul>	77.1 74.5 73.7 <b>76.3</b>	
<b>Institutes</b>			<ul style="list-style-type: none"> <li>Immed +16.3%</li> <li>1-Yr Delay +9.7%</li> <li>2-Yr Delay -6.9%</li> <li>3-Yr Cum +10.8%</li> </ul>	1,324 621 298 <b>2,243</b>	<ul style="list-style-type: none"> <li>5.8%</li> <li>14.0%</li> <li>16.3%</li> <li>7.7%</li> </ul>	76.2 73.5 71.5 <b>74.8</b>	
<b>Research-Intensive Universities</b>			<ul style="list-style-type: none"> <li>Immed +16.3%</li> <li>1-Yr Delay +24.5%</li> <li>2-Yr Delay +4.4%</li> <li>3-Yr Cum +16.6%</li> </ul>	9,321 656 191 <b>10,168</b>	<ul style="list-style-type: none"> <li>40.6%</li> <li>14.8%</li> <li>10.4%</li> <li>34.8%</li> </ul>	86.2 83.4 82.7 <b>86.0</b>	
<b>Teaching-Intensive Universities</b>			<ul style="list-style-type: none"> <li>Immed -12.7%</li> <li>1-Yr Delay -13.5%</li> <li>2-Yr Delay -15.4%</li> <li>3-Yr Cum -13.1%</li> </ul>	5,638 1,305 540 <b>7,483</b>	<ul style="list-style-type: none"> <li>24.5%</li> <li>29.4%</li> <li>29.5%</li> <li>25.6%</li> </ul>	78.2 76.4 74.5 <b>77.6</b>	
<b>Grand Total All PSI Types</b>			<ul style="list-style-type: none"> <li>Immed +4.7%</li> <li>1-Yr Delay -3.0%</li> <li>2-Yr Delay -15.0%</li> <li>3-Yr Cum +2.0%</li> </ul>	22,974 4,446 1,828 <b>29,248</b>	<ul style="list-style-type: none"> <li>100.0%</li> <li>100.0%</li> <li>100.0%</li> <li>100.0%</li> </ul>	81.0 76.2 74.5 <b>79.9</b>	

## Do immediate-entry and delayed-entry students enrol in different programs?

Approximately half of all students who enrol in B.C. public post-secondary education in 2015/2016 after high school graduation enter Arts and Sciences programs. The next largest groups of immediate-entry students enrol in Business and Management (13%), Engineering (11%) and Trades (7%). These are also the top four program destinations of delayed-entry students, although Trades programs are a much more common destination (19%) for delayed-entry students than immediate-entry students. See **Figure 13**.

**Figure 13:** Program Destinations of Students Entering B.C. Public Post-Secondary Institutions in 2015/2016.

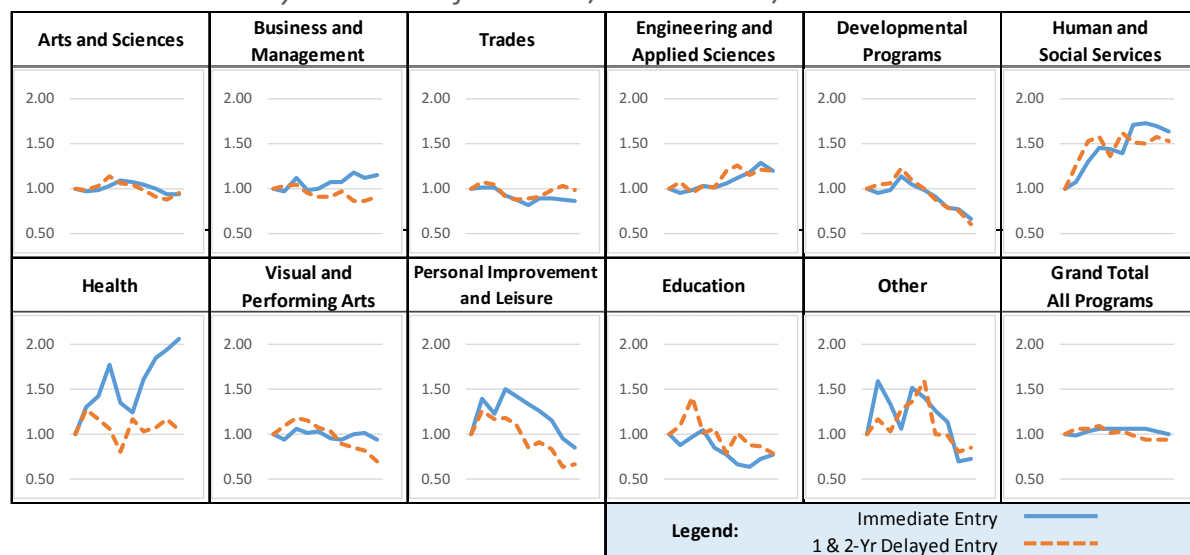
Program of Entry (2015/2016)	Immediate Entry		1 & 2-Yr Delay	
Arts and Sciences	12,033	52%	2,505	38%
Business and Management	2,885	13%	789	11%
Trades	1,570	7%	1,184	19%
Engineering and Applied Sciences	2,422	11%	402	8%
Developmental	816	4%	761	7%
Human and Social Services	1,019	4%	237	6%
Health	1,149	5%	289	5%
Visual and Performing Arts	798	3%	273	3%
Personal Improvement and Leisure	129	1%	161	2%
Education	125	1%	77	1%
Other	28	0%	44	1%
	<b>22,974</b>	<b>100%</b>	<b>6,722</b>	<b>100%</b>



## What are the ten-year program-level trends in students entering B.C. public post-secondary institutions after grade 12 graduation?

The ten-year trend in the number of grade 12 graduates entering post-secondary education immediately or after a one-year or two-year delay is shown for each program area in **Figure 14**.

**Figure 14:** Immediate and Delayed Entry Program Trends (Indexed) for Students Entering B.C. Public Post-Secondary Institutions from 2006/2007 to 2015/2016.



- The overall total number of immediate-entry students enrolling in B.C. public post-secondary institutions has remained relatively unchanged at around 23,000 students per year, after reaching a peak of 24,387 in 2012/2013.
- The most significant immediate-entry increases are evident in Health (+105%), Human and Social Services (+63%), Engineering (+20%) and Business (+15%).
- The most significant drop in the number of delayed-entry students is apparent in Developmental programs (-33%), Education (-22%) and Trades (-14%).

- Delayed-entry trends are generally consistent with immediate-entry trends, with the exception of delayed entry students to Business and Management (-10%), Trades (-1%), Health (+4%) and Visual and Performing Arts (-30%).
- In many of the program areas accepting new students from B.C. secondary schools, there are roughly four to five times the number of new immediate-entry students entering for every delayed-entry student. However, the number of 1-year and 2-year delayed entry students entering trades programs in 2015/2016 are almost equal to the number of immediate entry trades students (1,570 vs. 1,168).

## How many credentials were awarded in B.C. public post-secondary institutions in 2015/2016?

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In addition to tracking student transitions and student mobility in B.C., the STP also assembles annual statistics on post-secondary credentials awarded in the B.C. public post-secondary system to all students, including high school graduates, non-graduates, international students, transfer students, and students from all other admission categories. In academic year 2015/2016 there were a total of 60,453 credentials awarded to students in B.C.'s 25 public post-secondary institutions. This represents a 20.8% increase in credentials awarded over ten years.<sup>7</sup>

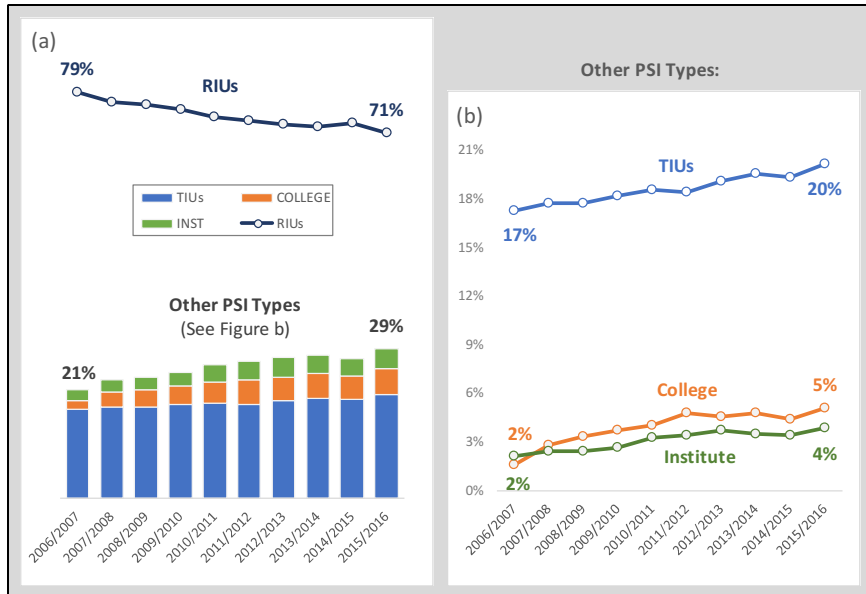
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<sup>7</sup> Credentials awarded excludes Apprenticeship, Short Certificates, Developmental, None and Other. Ten years ago, in 2006/2007 there were 50,034 credentials awarded in 2006/2007.

## What are the trends in the proportion of Bachelor's degrees awarded at each of the four different institution types in B.C.?

Given that Bachelor's degrees are now offered in virtually all B.C. public post-secondary institutions in the province, it is noteworthy to see that Bachelor's degrees are increasingly being awarded to students from other institution types that have not traditionally awarded Bachelor's degrees in recent history. While the majority (71%) of Bachelor's degrees continue to be awarded at Research-Intensive Universities (RIUs), there has been an 8 percentage-point shift over the last ten years from RIUs to other institution types, in terms of Bachelor's degrees awarded in B.C. (see **Figure 15**)<sup>8</sup>. Over the last decade, the total number of Bachelor's degrees awarded in B.C. has grown by 23%, from roughly 20,000 to 24,600, with more significant growth occurring in non-RIUs (70%) than RIU's (23%).

**Figure 15: Ten-Year Change in Share of Bachelor's Degrees Awarded by Institution Type**



<sup>8</sup> Note that CNC and NWCC had not awarded any Bachelor's degrees by 2015/2016, although these institutions do have registrants in Bachelor's degree programs. NLC is currently the only B.C. public post-secondary institution without Bachelor's degree program offerings; however the B.C. transfer system provides opportunities for NLC students complete a Bachelor's degree at other institutions.

# What are the student transition rates into B.C. public post-secondary education along various student demographic characteristics?

Each year the Student Transitions Project provides a summary of student transition rates by various student characteristics, such as gender, age, aboriginal status, school type, college region, and academic GPA. **Figure 16** provides this summary, along with trends for the last five years.

**Figure 16: Student Transition Rates, by Student Demographic Characteristics**

Demographic Characteristic While in Secondary School	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2005/06 Grads)			2014/15 Immed Trans Rate to		2014/15 Gr12 Grads Distrib.	
	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg <sup>^</sup>	Other	Count	% of Total
<b>Gender:</b>																	
* Female	54.9%	54.6%	55.4%	54.6%	55.0%	74.3%	74.4%	73.9%	73.0%	72.5%	53.5%	73.6%	77.6%	28.6%	26.4%	22,034	50.2%
Male	51.3%	50.8%	49.8%	49.9%	49.7%	72.2%	72.5%	72.8%	71.3%	70.3%	48.4%	70.7%	75.5%	22.9%	26.8%	21,856	49.8%
<b>Age at Graduation:</b>																	
* 17 and younger	56.1%	55.3%	54.9%	54.9%	54.5%	75.8%	76.0%	75.5%	74.6%	74.3%	53.5%	74.7%	79.0%	27.5%	27.0%	22,055	50.3%
18	51.8%	51.3%	51.6%	51.0%	51.4%	72.2%	72.5%	72.7%	71.7%	70.4%	50.0%	71.2%	75.6%	25.2%	26.2%	19,863	45.3%
19 and older	37.6%	38.3%	38.0%	35.1%	37.8%	58.9%	60.1%	58.8%	56.4%	53.6%	37.1%	58.2%	62.7%	12.5%	25.3%	1,967	4.5%
<b>Overall Aboriginal Status:</b>																	
Aboriginal Student	42.0%	41.2%	40.1%	40.5%	37.9%	68.0%	67.8%	66.7%	67.3%	63.1%	37.7%	65.9%	72.8%	12.8%	25.1%	3,307	7.5%
* Non-Aboriginal Student	54.0%	53.6%	53.6%	53.3%	53.5%	73.7%	73.8%	73.9%	72.7%	71.9%	51.9%	72.7%	76.9%	26.8%	26.7%	40,583	92.5%
<b>Language Programs (in Grad Year):</b>																	
ESL in Grad Year	54.6%	53.3%	52.9%	49.9%	53.2%	74.7%	76.2%	77.9%	73.2%	70.8%	54.3%	71.9%	76.1%	18.2%	35.0%	681	1.6%
* French Immersion	53.1%	52.6%	52.6%	52.3%	52.3%	73.1%	73.5%	73.3%	72.3%	71.4%	50.9%	72.2%	76.5%	25.9%	26.4%	43,209	98.4%
<b>Special Needs:</b>																	
* Gifted	68.3%	69.7%	68.3%	67.1%	68.3%	83.1%	82.3%	83.2%	83.3%	80.1%	69.6%	84.3%	86.3%	54.9%	13.4%	738	1.7%
Other Special Needs	40.4%	38.3%	37.9%	38.9%	36.8%	60.8%	64.1%	62.3%	60.8%	62.3%	33.5%	59.8%	66.0%	8.3%	28.5%	3,233	7.4%
No Special Needs	53.5%	53.2%	53.3%	53.0%	53.3%	73.4%	73.6%	73.6%	72.6%	71.8%	50.9%	72.0%	76.4%	26.6%	26.7%	39,919	91.0%
<b>All Graduates, by Primary Language Spoken at Home:</b>																	
English	49.1%	48.5%	48.3%	47.9%	48.3%	72.1%	72.2%	72.2%	70.9%	69.7%	47.1%	70.8%	76.0%	22.9%	23.0%	32,230	73.4%
Non-English:	67.2%	66.2%	65.6%	65.1%	63.5%	77.8%	78.5%	78.6%	77.7%	77.0%	68.1%	77.0%	78.9%	33.6%	33.6%	11,660	26.6%
French	47.3%	50.3%	48.8%	58.4%	55.4%	70.5%	74.5%	71.6%	70.2%	68.5%	52.6%	74.6%	79.4%	30.3%	25.1%	231	0.5%
Chinese, Mandarin, Cantonese	69.7%	68.1%	66.2%	65.1%	60.4%	80.9%	81.8%	81.4%	79.2%	76.2%	74.9%	82.2%	83.7%	41.0%	19.4%	4,426	10.1%
Korean	45.1%	43.9%	41.3%	44.1%	47.8%	55.4%	55.5%	58.4%	53.0%	53.2%	41.2%	51.9%	53.3%	32.6%	15.2%	594	1.4%
* Punjabi	83.2%	82.9%	81.9%	81.8%	81.2%	90.8%	91.3%	91.4%	91.9%	91.5%	79.7%	88.4%	90.1%	32.8%	48.4%	2,069	4.7%
Tagalog (Philipino)	63.3%	62.4%	64.5%	61.9%	61.1%	82.7%	86.6%	83.1%	83.7%	82.1%	64.4%	84.2%	88.3%	15.5%	45.6%	722	1.6%
Other Lang. (not listed above)	65.6%	63.6%	63.6%	62.5%	61.8%	77.1%	77.7%	78.8%	78.3%	79.7%	62.2%	75.7%	78.2%	28.7%	33.1%	3,318	7.6%
<b>B.C. Resident Status at Time of Gr12 Graduation</b>																	
* Resident of B.C.	53.9%	53.5%	53.5%	53.2%	53.4%	74.2%	74.2%	74.3%	73.3%	72.5%	51.5%	73.0%	77.6%	26.3%	27.1%	41,462	94.5%
Non-Resident of B.C.	33.0%	33.3%	33.8%	33.0%	34.3%	42.8%	44.8%	45.5%	42.6%	40.0%	33.1%	41.8%	43.0%	16.9%	17.4%	2,423	5.5%
<b>Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home ~:</b>																	
English	30.7%	32.9%	31.1%	30.6%	32.1%	38.5%	40.6%	42.0%	37.3%	38.2%	31.7%	42.3%	44.6%	14.9%	17.2%	873	2.0%
Non-English:	34.5%	33.5%	36.0%	34.6%	35.5%	45.0%	48.1%	45.9%	43.9%	39.0%	34.6%	43.2%	47.4%	17.8%	17.6%	1,555	3.5%
* Chinese, Mandarin, Cantonese	45.6%	42.6%	43.7%	40.8%	40.0%	56.6%	62.9%	62.3%	63.7%	54.5%	47.5%	57.7%	59.2%	21.3%	18.7%	975	2.2%
Korean	25.6%	22.9%	22.2%	21.0%	26.8%	38.6%	40.5%	37.9%	30.0%	30.9%	26.8%	34.5%	34.9%	14.5%	12.3%	235	0.5%
Japanese	19.4%	18.6%	25.7%	19.7%	13.0%	30.2%	21.2%	25.4%	25.6%	23.6%	23.1%	27.0%	27.0%	3.3%	9.7%	92	0.2%
Other Lang. (not listed above)	31.1%	32.7%	34.3%	30.5%	34.0%	39.7%	42.1%	40.2%	43.5%	36.8%	32.3%	42.8%	45.2%	13.8%	20.2%	253	0.6%
<b>Total Non-Residents of B.C.</b>	<b>33.0%</b>	<b>33.3%</b>	<b>33.8%</b>	<b>33.0%</b>	<b>34.3%</b>	<b>42.8%</b>	<b>44.8%</b>	<b>45.5%</b>	<b>42.5%</b>	<b>40.0%</b>	<b>33.1%</b>	<b>41.8%</b>	<b>43.0%</b>	<b>16.9%</b>	<b>17.4%</b>	<b>3,982</b>	<b>5.5%</b>
<b>Secondary School Type:</b>																	
* BC Public School	53.7%	53.1%	53.3%	52.9%	53.1%	74.0%	74.1%	74.1%	72.9%	72.1%	51.2%	72.7%	77.1%	25.5%	27.6%	39,040	88.9%
BC Independent School	47.6%	48.0%	46.2%	47.0%	46.1%	66.5%	66.7%	67.5%	66.6%	64.5%	48.9%	67.3%	72.0%	28.3%	17.8%	4,850	11.1%
<b>Grand Total for All BC12 Graduates</b>	<b>53.1%</b>	<b>52.7%</b>	<b>52.6%</b>	<b>52.3%</b>	<b>52.4%</b>	<b>73.2%</b>	<b>73.5%</b>	<b>73.3%</b>	<b>72.3%</b>	<b>71.3%</b>	<b>51.0%</b>	<b>72.2%</b>	<b>76.6%</b>	<b>25.8%</b>	<b>26.6%</b>	<b>43,890</b>	<b>100.0%</b>
<b>Total Number of BC12 Graduates</b>	<b>45,552</b>	<b>46,316</b>	<b>45,814</b>	<b>44,695</b>	<b>43,890</b>												

Figure 16 continues on the next page.

**Figure 16, cont.:** B.C. Post-Secondary Transition Rates by Demographic Characteristics for Selected B.C. Secondary School Graduation Cohorts

Demographic Characteristic While in Secondary School	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2005/06 Grads)			2014/15 Immed Trans Rate to		2014/15 Gr12 Grads Distrib.	
	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^	Other	Count	% of Total
<b>College Region of Secondary School</b>																	
Camosun	46.0%	47.5%	46.1%	46.8%	47.3%	71.2%	71.8%	71.5%	69.4%	68.4%	44.7%	70.3%	75.5%	23.5%	23.8%	3,183	7.3%
Capilano	50.4%	50.9%	48.1%	48.2%	46.1%	72.2%	72.5%	73.4%	70.5%	67.3%	52.2%	73.3%	78.1%	29.4%	16.7%	2,846	6.5%
Douglas	59.8%	58.1%	58.7%	58.1%	57.3%	77.8%	77.7%	78.6%	75.8%	76.3%	58.4%	76.4%	80.0%	30.1%	27.2%	6,306	14.4%
Fraser Valley	42.9%	43.1%	43.5%	43.6%	45.8%	63.4%	63.5%	63.3%	64.7%	63.3%	41.8%	63.2%	68.4%	23.6%	22.2%	3,021	6.9%
* Kwantlen	59.7%	59.4%	59.3%	58.2%	59.7%	76.2%	77.0%	76.3%	76.3%	75.8%	56.9%	74.8%	78.6%	26.4%	33.3%	10,306	23.5%
Malaspina	44.7%	43.6%	45.9%	45.6%	47.1%	71.2%	71.0%	70.8%	68.3%	65.8%	44.0%	68.6%	73.3%	30.3%	16.8%	2,221	5.1%
New Caledonia	50.0%	48.6%	46.9%	45.2%	45.3%	72.4%	72.6%	69.0%	71.5%	68.0%	47.0%	69.9%	74.3%	18.5%	26.8%	1,434	3.3%
North Island	51.3%	48.1%	47.5%	50.4%	45.8%	71.8%	72.0%	74.3%	73.4%	73.3%	42.2%	69.2%	75.1%	14.6%	31.2%	1,224	2.8%
Northern Lights	37.2%	33.5%	35.4%	28.5%	37.1%	63.9%	66.1%	62.0%	60.8%	59.9%	34.4%	66.6%	72.7%	6.9%	30.2%	668	1.5%
Northwest	52.0%	49.9%	49.9%	49.7%	47.6%	74.7%	72.2%	75.5%	74.7%	73.1%	50.2%	75.2%	80.8%	14.7%	32.9%	655	1.5%
Okanagan	46.1%	44.9%	46.4%	44.8%	46.1%	68.4%	67.9%	67.9%	67.7%	67.6%	38.8%	66.2%	71.7%	20.4%	25.7%	3,766	8.6%
Rockies	36.0%	35.4%	35.8%	37.2%	37.5%	61.9%	61.4%	63.5%	61.5%	59.7%	34.3%	59.6%	66.3%	6.4%	31.1%	683	1.6%
Selkirk	54.1%	50.3%	49.0%	47.7%	49.5%	74.4%	76.3%	77.0%	69.9%	75.8%	44.3%	71.0%	75.3%	10.2%	39.3%	610	1.4%
Thompson Rivers	44.0%	44.2%	42.4%	42.4%	43.9%	68.8%	69.1%	69.0%	68.1%	65.0%	42.8%	66.4%	72.1%	28.9%	15.0%	1,607	3.7%
Vancouver/Langara	62.2%	62.8%	61.7%	63.3%	59.6%	79.8%	79.0%	78.9%	77.3%	75.8%	64.8%	80.2%	82.9%	33.5%	26.1%	5,360	12.2%
<b>Secondary School Academic GPA:</b>																	
No Academic GPA	39.0%	40.1%	40.9%	41.0%	41.7%	64.4%	65.2%	64.1%	63.2%	62.1%	35.9%	62.5%	68.5%	12.2%	29.5%	24,383	55.6%
50.0% - 64.9%	55.8%	59.2%	53.4%	53.7%	54.2%	78.7%	79.0%	79.7%	78.7%	78.3%	55.9%	79.0%	82.3%	6.8%	47.4%	673	1.5%
65.0% - 74.9%	64.2%	64.3%	64.6%	62.3%	63.2%	83.3%	85.6%	85.7%	84.0%	83.2%	61.8%	83.6%	85.8%	18.6%	44.6%	2,938	6.7%
Moderate Achievers (GPA < 75%)	62.5%	63.3%	62.3%	60.6%	61.5%	82.4%	84.1%	84.4%	83.0%	82.3%	60.6%	82.6%	85.1%	16.4%	45.1%	3,611	8.2%
75.0% - 79.9%	68.3%	67.9%	68.2%	66.2%	68.1%	86.0%	85.5%	86.0%	85.1%	83.8%	67.4%	86.0%	88.6%	32.9%	35.2%	2,721	6.2%
* 80.0% - 84.9%	70.1%	68.6%	68.0%	67.5%	69.0%	85.9%	85.0%	85.8%	84.7%	83.0%	70.2%	84.5%	86.8%	44.5%	24.5%	3,734	8.5%
85.0% - 89.9%	69.2%	67.9%	66.9%	67.3%	66.8%	82.1%	81.7%	82.2%	81.2%	79.9%	70.5%	81.5%	84.2%	52.7%	14.1%	4,523	10.3%
90.0% - 94.9%	66.8%	66.9%	65.0%	66.3%	64.3%	77.6%	75.2%	78.2%	76.6%	75.3%	69.5%	79.2%	82.2%	56.7%	7.6%	3,730	8.5%
95.0% - 100.0%	65.9%	63.2%	64.1%	66.1%	61.6%	75.4%	75.1%	77.7%	74.8%	72.7%	72.1%	79.1%	81.7%	58.4%	3.2%	1,188	2.7%
High Achievers (GPA 75 - 100%)	68.5%	67.6%	66.8%	66.8%	66.6%	82.7%	81.8%	83.0%	81.7%	80.0%	69.6%	82.6%	84.8%	48.7%	17.9%	15,896	36.2%
<b>Secondary School Inclusive GPA:</b>																	
50.0% - 64.9%	27.9%	28.2%	26.2%	24.7%	25.2%	56.7%	56.8%	55.4%	53.9%	52.0%	25.7%	52.3%	60.0%	1.7%	23.5%	3,453	7.9%
65.0% - 74.9%	43.7%	42.9%	42.1%	40.6%	39.3%	68.1%	69.0%	68.5%	67.5%	66.7%	37.1%	63.9%	69.7%	6.7%	32.6%	12,447	28.4%
Moderate iGPA (iGPA < 75%)	39.5%	39.1%	38.2%	37.0%	36.2%	65.0%	65.7%	64.9%	63.8%	62.8%	34.6%	61.4%	67.7%	5.6%	30.6%	15,901	36.2%
75.0% - 79.9%	58.0%	57.4%	56.7%	55.5%	54.5%	78.4%	79.2%	79.0%	78.2%	77.4%	51.1%	74.6%	78.6%	19.5%	35.0%	7,376	16.8%
80.0% - 84.9%	64.3%	62.9%	63.0%	62.5%	61.2%	82.2%	81.2%	81.7%	80.7%	79.2%	61.6%	80.1%	83.1%	31.5%	29.7%	7,452	17.0%
85.0% - 89.9%	67.7%	66.5%	66.5%	65.5%	65.6%	80.8%	80.3%	81.6%	79.3%	78.9%	67.3%	81.4%	84.3%	46.2%	19.4%	7,476	17.0%
* 90.0% - 94.9%	66.5%	66.0%	65.8%	65.5%	66.0%	79.9%	78.5%	78.7%	78.2%	75.6%	71.2%	81.8%	84.4%	55.5%	10.5%	4,892	11.1%
95.0% - 100.0%	64.0%	65.5%	61.5%	66.0%	63.9%	80.0%	76.4%	77.5%	76.6%	72.3%	72.3%	80.0%	82.3%	58.4%	5.5%	793	1.8%
High iGPA (iGPA 75 - 100%)	63.6%	62.7%	62.5%	61.9%	61.5%	80.3%	79.9%	80.4%	79.1%	77.9%	61.3%	78.9%	81.6%	37.2%	24.3%	27,989	63.8%
<b>Grand Total for All BC12 Graduates</b>	<b>53.1%</b>	<b>52.7%</b>	<b>52.6%</b>	<b>52.3%</b>	<b>52.4%</b>	<b>73.2%</b>	<b>73.5%</b>	<b>73.3%</b>	<b>72.3%</b>	<b>71.3%</b>	<b>51.0%</b>	<b>72.2%</b>	<b>76.6%</b>	<b>25.8%</b>	<b>26.6%</b>	<b>43,890</b>	<b>100.0%</b>
<b>Total Number of BC12 Graduates</b>	<b>45,552</b>	<b>46,316</b>	<b>45,814</b>	<b>44,695</b>	<b>43,890</b>												

Footnote for Figure 16:

+ Overall Aboriginal Status is obtained from K-12 and Post-Secondary records. If either source indicates Aboriginal status, the student is classified as an Aboriginal student by STP.

\* Relative to other demographic groups in each set, the group with the highest 5-year transition for the 2010/11 high school graduation cohort is identified with \*.

^ Immed Trans Rate to Bach Deg is the % of high school graduates of 2014/15 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution. ^ Immed Trans Rate to Bach Deg is the % of high school graduates of 2014/15 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution.

~Non-residents of B.C. may be residents from out of province (i.e. Alberta, Ontario, etc.) or residents from out of country (China, Hong Kong, Korea, etc.). The primary language of non-residents is used as a proxy for identifying "international" grade 12 graduates from non-English-speaking countries.

## How do immediate-entry transition rates vary by region, school type and school district in B.C.?

Immediate-entry transition rates from high school graduation into B.C. public post-secondary education have shown general improvement across most regions and school districts in the province. **Figure 17** provides immediate-entry transition rates by region of graduation, school type (public or independent) and school district. The right-most column indicates the proportion of 2014/2015 immediate entry students from each school district who enrolled in an institution within the same provincial region as their high school.

**Figure 17: Immediate-Entry Student Transition Rates by Region of Graduation, School Type and School District: Grade 12 Graduates of 2010/11 to 2014/15**

Region of Grade 12 Graduation				Immed-Entry Trans. Rate by Gr12 Grad Year					5-Yr Change~			# Grads in	% of Immed
College Region of Gr12 Graduation	School Type	School District	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	Trend	Trans %	# Trans.	# Grads	2014/2015	Entry to PSI in Region
Camosun	BC Public	061 Greater Victoria	49%	50%	46%	50%	51%	~	-0%	-3	-62	1,389	91%
		062 Sooke	36%	41%	43%	41%	44%	~	+21%	+50	+14	538	90%
		063 Saanich	51%	50%	48%	47%	46%	~	-17%	-49	-42	616	88%
		064 Gulf Islands^	22%	39%	32%	35%	34%	~	+33%	+15	-3	131	71%
	<b>All BC Public Schools in Region</b>			<b>46%</b>	<b>48%</b>	<b>45%</b>	<b>47%</b>	<b>48%</b>	~	<b>+1%</b>	<b>+16</b>	<b>-89</b>	<b>2,704</b>
<b>All BC Independent Schools in Region</b>			<b>47%</b>	<b>45%</b>	<b>51%</b>	<b>47%</b>	<b>43%</b>	~	<b>+5%</b>	<b>+11</b>	<b>+57</b>	<b>479</b>	<b>75%</b>
<b>All BC Public &amp; Independent Schools in Region</b>			<b>46%</b>	<b>47%</b>	<b>46%</b>	<b>47%</b>	<b>47%</b>	~	<b>+2%</b>	<b>+27</b>	<b>-32</b>	<b>3,183</b>	<b>87%</b>
Capilano	BC Public	044 North Vancouver	57%	61%	56%	56%	55%	~	-13%	-83	-99	1,168	83%
		045 West Vancouver	47%	46%	47%	47%	45%	~	-9%	-27	-31	679	74%
		046 Sunshine Coast	47%	40%	42%	41%	35%	~	-53%	-40	-31	216	64%
		048 Sea to Sky	42%	41%	40%	42%	41%	~	-6%	-7	-7	291	59%
	064 Gulf Islands^	50%	33%	33%	25%	25%	~	+100%	+1	+4	4	100%	
<b>All BC Public Schools in Region</b>			<b>52%</b>	<b>52%</b>	<b>50%</b>	<b>50%</b>	<b>49%</b>	~	<b>-14%</b>	<b>-162</b>	<b>-174</b>	<b>2,359</b>	<b>77%</b>
<b>All BC Independent Schools in Region</b>			<b>42%</b>	<b>45%</b>	<b>37%</b>	<b>38%</b>	<b>34%</b>	~	<b>-1%</b>	<b>-2</b>	<b>+89</b>	<b>487</b>	<b>84%</b>
<b>All BC Public &amp; Independent Schools in Region</b>			<b>50%</b>	<b>51%</b>	<b>48%</b>	<b>48%</b>	<b>46%</b>	~	<b>-13%</b>	<b>-164</b>	<b>-85</b>	<b>2,846</b>	<b>78%</b>
Douglas	BC Public	040 New Westminster	59%	62%	57%	63%	59%	~	-0%	-1	-	479	94%
		041 Burnaby	71%	64%	66%	66%	64%	~	-10%	-117	+8	1,892	96%
		042 Maple Ridge-Pitt Meadows	45%	44%	45%	41%	45%	~	-11%	-51	-114	1,018	91%
		043 Coquitlam	57%	57%	57%	58%	56%	~	-10%	-132	-161	2,497	93%
	<b>All BC Public Schools in Region</b>			<b>59%</b>	<b>57%</b>	<b>58%</b>	<b>58%</b>	<b>57%</b>	~	<b>-9%</b>	<b>-292</b>	<b>-257</b>	<b>5,901</b>
<b>All BC Independent Schools in Region</b>			<b>67%</b>	<b>70%</b>	<b>68%</b>	<b>64%</b>	<b>64%</b>	~	<b>-7%</b>	<b>-19</b>	<b>-7</b>	<b>405</b>	<b>90%</b>
<b>All BC Public &amp; Independent Schools in Region</b>			<b>60%</b>	<b>58%</b>	<b>59%</b>	<b>58%</b>	<b>57%</b>	~	<b>-9%</b>	<b>-311</b>	<b>-264</b>	<b>6,306</b>	<b>94%</b>
Fraser Valley	BC Public	033 Chilliwack	39%	37%	37%	39%	40%	~	-2%	-7	-34	788	84%
		034 Abbotsford	49%	49%	51%	49%	51%	~	+1%	+8	-29	1,374	91%
		075 Mission	35%	41%	39%	41%	46%	~	+14%	+23	-54	359	88%
		078 Fraser-Cascade	45%	30%	37%	41%	39%	~	-87%	-26	-47	77	77%
	<b>All BC Public Schools in Region</b>			<b>44%</b>	<b>44%</b>	<b>44%</b>	<b>44%</b>	<b>46%</b>	~	<b>-0%</b>	<b>-2</b>	<b>-164</b>	<b>2,598</b>
<b>All BC Independent Schools in Region</b>			<b>37%</b>	<b>40%</b>	<b>38%</b>	<b>40%</b>	<b>42%</b>	~	<b>+20%</b>	<b>+35</b>	<b>+34</b>	<b>423</b>	<b>89%</b>
<b>All BC Public &amp; Independent Schools in Region</b>			<b>43%</b>	<b>43%</b>	<b>44%</b>	<b>44%</b>	<b>46%</b>	~	<b>+2%</b>	<b>+33</b>	<b>-130</b>	<b>3,021</b>	<b>88%</b>
Kwantlen	BC Public	035 Langley	43%	40%	41%	42%	44%	~	-9%	-52	-162	1,313	86%
		036 Surrey	61%	60%	61%	60%	62%	~	+8%	+260	+373	5,072	92%
		037 Delta	60%	62%	59%	57%	58%	~	-8%	-63	-52	1,284	91%
		038 Richmond	73%	72%	71%	71%	70%	~	-11%	-136	-112	1,764	95%
	<b>All BC Public Schools in Region</b>			<b>61%</b>	<b>60%</b>	<b>60%</b>	<b>59%</b>	<b>60%</b>	~	<b>+0%</b>	<b>+9</b>	<b>+47</b>	<b>9,456</b>
<b>All BC Independent Schools in Region</b>			<b>50%</b>	<b>54%</b>	<b>50%</b>	<b>50%</b>	<b>53%</b>	~	<b>+12%</b>	<b>+54</b>	<b>+68</b>	<b>850</b>	<b>91%</b>
<b>All BC Public &amp; Independent Schools in Region</b>			<b>60%</b>	<b>59%</b>	<b>59%</b>	<b>58%</b>	<b>60%</b>	~	<b>+1%</b>	<b>+63</b>	<b>+115</b>	<b>10,306</b>	<b>92%</b>
Malaspina	BC Public	047 Powell River	47%	44%	45%	47%	50%	~	-7%	-6	-25	163	77%
		068 Nanaimo-Ladysmith	46%	47%	51%	49%	50%	~	-9%	-39	-173	858	89%
		069 Qualicum	47%	44%	47%	43%	45%	~	-28%	-35	-66	278	84%
		079 Cowichan Valley	47%	45%	44%	48%	49%	~	-6%	-16	-60	510	91%
	<b>All BC Public Schools in Region</b>			<b>46%</b>	<b>46%</b>	<b>48%</b>	<b>48%</b>	<b>49%</b>	~	<b>-10%</b>	<b>-93</b>	<b>-317</b>	<b>1,822</b>
<b>All BC Independent Schools in Region</b>			<b>34%</b>	<b>33%</b>	<b>34%</b>	<b>33%</b>	<b>37%</b>	~	<b>+20%</b>	<b>+30</b>	<b>+55</b>	<b>399</b>	<b>52%</b>
<b>All BC Public &amp; Independent Schools in Region</b>			<b>45%</b>	<b>44%</b>	<b>46%</b>	<b>46%</b>	<b>47%</b>	~	<b>-6%</b>	<b>-63</b>	<b>-262</b>	<b>2,221</b>	<b>81%</b>
New Caledonia	BC Public	028 Quesnel	46%	47%	47%	45%	47%	~	-6%	-7	-22	245	67%
		057 Prince George	52%	51%	50%	46%	47%	~	-38%	-144	-187	817	90%
		091 Nechako Lakes	44%	41%	34%	41%	41%	~	-10%	-12	-2	303	54%
	<b>All BC Public Schools in Region</b>			<b>50%</b>	<b>49%</b>	<b>47%</b>	<b>45%</b>	<b>45%</b>	~	<b>-26%</b>	<b>-162</b>	<b>-208</b>	<b>1,374</b>
<b>All BC Independent Schools in Region</b>			<b>60%</b>	<b>50%</b>	<b>47%</b>	<b>53%</b>	<b>40%</b>	~	<b>-4%</b>	<b>-1</b>	<b>+18</b>	<b>60</b>	<b>88%</b>
<b>All BC Public &amp; Independent Schools in Region</b>			<b>50%</b>	<b>49%</b>	<b>47%</b>	<b>45%</b>	<b>45%</b>	~	<b>-25%</b>	<b>-163</b>	<b>-190</b>	<b>1,434</b>	<b>79%</b>

Figure 17 continues on the next page.

Figure 17, cont.: Immediate-Entry Student Transition Rates by Region of Graduation, School Type and School District: Grade 12 Graduates of 2010/11 to 2014/15

Region of Grade 12 Graduation				Immediate-Entry Transition Rate					5-Yr Change~			# Grads	% Immed		
College Region of Gr12 Graduation	School Type	School District		2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	Trans % Trend	Trans %	# Trans.	# Grads	2014/2015	Trans to PSI in Region	
North Island	BC Public	049	Central Coast	18%	60%	25%	45%	90%	↑	+78%	+7	-1	10	83%	
		070	Alberni	58%	54%	49%	51%	47%	↑	-21%	-25	+7	253	88%	
		071	Comox Valley	53%	49%	46%	52%	48%	↑	-41%	-98	-140	499	85%	
		072	Campbell River	48%	44%	50%	51%	42%	↑	-27%	-40	-39	348	79%	
		084	Vancouver Island West	88%	31%	58%	48%	53%	↑	+30%	+3	+11	19	90%	
		085	Vancouver Island North	50%	44%	47%	48%	42%	↑	-121%	-29	-50	57	83%	
	All BC Public Schools in Region				52%	48%	48%	51%	46%	↑	-32%	-179	-205	1,199	84%
	All BC Independent Schools in Region				29%	43%	37%	36%	32%	↑	-63%	-5	-20	25	100%
	All BC Public & Independent Schools in Region				51%	48%	47%	50%	46%	↑	-33%	-184	-225	1,224	84%
	Northern Lights	BC Public	059	Peace River South	38%	38%	38%	26%	38%	↑	-2%	-2	-11	247	83%
060			Peace River North	33%	28%	29%	28%	33%	↑	-6%	-6	-10	334	74%	
081			Fort Nelson	60%	45%	49%	33%	61%	↑	-16%	-5	-9	51	77%	
087			Stikine		100%	67%	75%	25%	↑	+100%	+2	+7	8	50%	
All BC Public Schools in Region				37%	34%	35%	28%	37%	↑	-5%	-11	-23	640	78%	
All BC Independent Schools in Region				29%	17%	47%	43%	39%	↑	+64%	+7	+14	28	73%	
All BC Public & Independent Schools in Region				37%	34%	35%	29%	37%	↑	-2%	-4	-9	668	78%	
Northwest	BC Public	050	Haida Gwaii	69%	60%	66%	57%	59%	↑	-59%	-10	-10	29	12%	
		052	Prince Rupert	57%	60%	52%	54%	55%	↑	-48%	-32	-50	121	65%	
		054	Bulkley Valley	36%	37%	39%	47%	38%	↑	+13%	+9	+12	182	63%	
		082	Coast Mountains	55%	54%	54%	52%	51%	↑	-17%	-25	-23	287	65%	
		092	Nisga'a	79%	81%	76%	67%	50%	↑	-450%	-9	-10	4	100%	
	All BC Public Schools in Region				52%	52%	51%	52%	48%	↑	-22%	-67	-81	623	62%
	All BC Independent Schools in Region				43%	26%	36%	29%	31%	↑	-60%	-6	-5	32	70%
All BC Public & Independent Schools in Region				52%	50%	50%	50%	48%	↑	-23%	-73	-86	655	62%	
Okanagan	BC Public	019	Revelstoke	29%	31%	42%	46%	33%	↑	+13%	+3	+2	70	83%	
		022	Vernon	47%	41%	41%	40%	42%	↑	-33%	-82	-119	582	78%	
		023	Central Okanagan	48%	49%	50%	48%	48%	↑	+2%	+16	+38	1,718	79%	
		053	Okanagan Similkameen	49%	45%	55%	45%	53%	↑	+8%	+7	+1	167	69%	
		058	Nicola-Similkameen	39%	50%	33%	17%	18%	↑	-150%	-9	-5	33	83%	
		067	Okanagan Skaha	46%	46%	46%	48%	45%	↑	-27%	-58	-119	468	66%	
		083	North Okanagan-Shuswap	42%	40%	41%	41%	44%	↑	-16%	-30	-90	416	77%	
	All BC Public Schools in Region				47%	45%	46%	45%	46%	↑	-10%	-157	-298	3,463	76%
All BC Independent Schools in Region				40%	41%	45%	38%	48%	↑	+17%	+25	+8	303	63%	
All BC Public & Independent Schools in Region				46%	45%	46%	45%	46%	↑	-8%	-132	-290	3,766	75%	
Rockies	BC Public	005	Southeast Kootenay	40%	40%	43%	43%	42%	↑	+4%	+6	-7	371	89%	
		006	Rocky Mountain	30%	28%	22%	22%	31%	↑	-6%	-4	-15	226	81%	
		008	Kootenay Lake ^	36%	39%	47%	44%	36%	↑	-38%	-10	-27	73	73%	
	All BC Public Schools in Region				36%	36%	37%	37%	37%	↑	-3%	-8	-49	670	85%
All BC Independent Schools in Region				38%	13%	7%	33%	38%	↑	+40%	+2	+5	13	60%	
All BC Public & Independent Schools in Region				36%	35%	36%	36%	37%	↑	-3%	-8	-44	683	85%	
Selkirk	BC Public	008	Kootenay Lake ^	50%	45%	48%	47%	46%	↑	-29%	-32	-46	238	75%	
		010	Arrow Lakes	65%	56%	57%	49%	55%	↑	-227%	-25	-35	20	82%	
		020	Kootenay-Columbia	60%	59%	53%	50%	54%	↑	-23%	-34	-30	272	88%	
		051	Boundary	43%	35%	36%	44%	39%	↑	-77%	-23	-45	77	77%	
	All BC Public Schools in Region				54%	50%	49%	48%	49%	↑	-38%	-114	-156	607	82%
All BC Independent Schools in Region				50%	57%	33%	25%	100%	↑	+33%	+1	-1	3	100%	
All BC Public & Independent Schools in Region				54%	50%	49%	48%	50%	↑	-37%	-113	-157	610	82%	
Thompson Rivers	BC Public	027	Cariboo-Chilcotin	41%	36%	42%	40%	37%	↑	-25%	-25	-33	272	63%	
		058	Nicola-Similkameen	39%	52%	48%	40%	42%	↑	-16%	-7	-26	102	91%	
		073	Kamloops/Thompson	45%	47%	42%	44%	47%	↑	-0%	-1	-31	1,029	85%	
		074	Gold Trail	44%	39%	43%	39%	40%	↑	-6%	-2	+4	86	85%	
	All BC Public Schools in Region				44%	45%	43%	43%	44%	↑	-5%	-35	-86	1,489	82%
All BC Independent Schools in Region				43%	39%	36%	34%	40%	↑	-11%	-5	-2	118	70%	
All BC Public & Independent Schools in Region				44%	44%	42%	42%	44%	↑	-6%	-40	-88	1,607	81%	
Vancouver/Langara	BC Public	039	Vancouver	65%	66%	65%	66%	63%	↑	-5%	-127	-103	4,102	94%	
		All BC Public Schools in Region				65%	65%	65%	66%	63%	↑	-5%	-118	-93	4,135
	All BC Independent Schools in Region				52%	52%	47%	54%	47%	↑	+6%	+32	+178	1,225	90%
	All BC Public & Independent Schools in Region				62%	63%	62%	63%	60%	↑	-3%	-86	+85	5,360	93%
All BC Public Schools in All Regions				54%	53%	53%	53%	53%	↑	-7%	-1,375	-2,153	+39,040	88%	
Conseil Scolaire Francophone*				54%	48%	62%	53%	57%	↑	+22%	+18	+25	+146	89%	
All BC Independent Schools in All Regions				48%	48%	46%	47%	46%	↑	+7%	+159	+491	+4,850	83%	
Grand Total, Province of B.C.				53%	53%	53%	52%	52%	↑	-5%	-1,221	-1,683	+43,866	88%	

Notes for Figure 17:

~ 5-Year Change is from grad year 2010/11 to 2014/15. These columns show Trans % (percent change in number of immediate-entry students);

# Trans (+/- change in number of immediate-entry students); # Grads (+/- change in number of grade 12 graduates).

\* Due to the small number of students in Conseil Scolaire Francophone (school district 093), the transition rates are not reported separately within each college region, but are included in college region subtotals and shown separately in the provincial total.

^ The following two school districts span two college regions: 008 - Kootenay Lake school district (in Rockies and Selkirk college regions) and 064 - Gulf Islands school district (in Camosun and Capilano college regions). Schools in these districts are reported in their respective college regions.

The right-most column of this table shows the proportion of immediate-entry students who transitioned to post-secondary education within the same provincial region (Lower Mainland, Thompson-Okanagan-Kootenays, Vancouver Island or Cariboo-North) as their high school of graduation.



## Conclusion

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These research results demonstrate ongoing success of B.C. students in B.C.'s education systems.

- Both grade 12 graduates and non-graduates are gaining access to post-secondary education in B.C.
- The majority of students who entered B.C. public post-secondary education return to their studies in the following year. The STP allows us to gain a view of student retention within the B.C. system that cannot be seen exclusively within individual institutions.
- The creation of the academic performance measure, iGPA, and the addition of course grades to the data set adds value to the STP for a better understanding of the relationship between academic performance and education achievements.
- High school graduates generally remain in the same region where they graduated from high school when they enrol in post-secondary education. With some exceptions, students who left their high school region for B.C. public post-secondary education generally had higher academic qualifications than those who remained in their region.
- Immediate-entry and delayed-entry students tend to enrol in different institution types and different programs, according to their academic qualifications.
- The number of credentials awarded in the B.C. public post-secondary system has increased by about 20% over the last decade. At the same time, Bachelor's degrees are now offered to students in nearly every public post-secondary institution in the province. The majority of Bachelor's degrees

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The following B.C. public post-secondary institutions are included in this study and grouped by institution designation in 2009/10:

Community Colleges— Camosun College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, Northwest Community College, Okanagan College, Selkirk College, Vancouver Community College.

Institutes— British Columbia Institute of Technology, Justice Institute of British Columbia, Nicola Valley Institute of Technology

Teaching-Intensive Universities – Capilano University, Emily Carr University of Art + Design, Kwantlen Polytechnic University, Royal Roads University, Thompson Rivers University, Vancouver Island University, University of the Fraser Valley.

Research-Intensive Universities – Simon Fraser University, University of British Columbia (including University of British Columbia, Okanagan), University of Northern British Columbia, University of Victoria.

awarded to students in B.C. continue to be awarded at Research-Intensive Universities (RIUs); however, over the last decade, non-RIU's are gradually contributing to a growing share of the Bachelor's degrees awarded in the province.

The STP endeavors to respond to the needs of our stakeholders in post-secondary institutions, school districts, and government and continues to expand the necessary data collected to provide relevant information for decision-making.