

## Introduction

The Student Transitions Project (STP) has collected student enrollment data from fifteen recent grade 12 graduation cohorts and fifteen years of post-secondary registrants, since the project's inception in 2003.<sup>1</sup> This newsletter provides the highlights of the latest research from the STP, with a focus on the first transitions of B.C. grade 12 graduates<sup>2</sup> into B.C. public post-secondary education. The STP continues to be an important tool for tracking student transitions and mobility in B.C.'s education systems.<sup>3</sup>

### The following research questions are addressed in this newsletter:

- What proportion of B.C. grade 12 graduates enrol in BC. public post-secondary education? [\[page 2\]](#)
- What are the trends in immediate and delayed entry transition rates? [\[page 3\]](#)
- What are the trends in the number of grade 12 graduates and how does this affect the number of immediate-entry students each year? [\[page 4\]](#)
- What is the cumulative transition rate for STP's first grade 12 graduation cohort 15 years after 2001/2002 graduation? [\[page 5\]](#)
- What are the long-run trends in cumulative student transition rates? [\[page 6\]](#)
- Do immediate-entry and delayed-entry students typically enrol in different institution types? Why? [\[page 7\]](#)
- Do immediate-entry and delayed-entry students seek different post-secondary credentials when they first enrol in B.C.? [\[page 8\]](#)
- Do immediate-entry and delayed-entry students enrol in different programs? [\[page 9-10\]](#)
- What are the program-level trends for students entering B.C. public post-secondary institutions after grade 12 graduation? [\[page 9-10\]](#)
- Do academic qualifications from high school influence time of post-secondary entry or type of institution and program enrolled in? [\[page 11\]](#)
- 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? [\[page 12\]](#)
- Do students who enrol in post-secondary education in the same region as their high school have higher first-year retention rates? [\[page 13\]](#)
- Are Language Arts 12 course grades good predictors of post-secondary retention? [\[page 14\]](#)
- Are there any differences in the first-year retention rates and iGPA scores across post-secondary programs entered? [\[page 15\]](#)
- What is the education progression of retained developmental students? [\[page 15\]](#)
- What are the trends in the proportion of Bachelor's degrees awarded at each of the four institution types in B.C.? [\[page 16\]](#)
- What are the student transition rates into B.C. public post-secondary education along various student demographic characteristics? [\[page 17-18\]](#)
- How do immediate-entry transition rates vary by region, school type and school district in B.C.? [\[page 19-20\]](#)

This newsletter can be found on the [STP website](#).<sup>4</sup>



<sup>1,2,3,4</sup> Refer to endnotes on the last page of this newsletter.

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

The Student Transitions Project calculates the student transition rate as 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 2015/2016 grade 12 graduates is 52.3%. This rate includes students who enrolled in B.C. public post-secondary education within one year of B.C. grade 12 graduation.

When delayed-entry students are accounted for, the cumulative ten-year transition rate of 2006/2007 B.C. grade 12 graduates enrolling in B.C. public post-secondary education is 77.8%. The Student Transitions Matrix (**Figure 1**) summarizes the immediate and delayed-entry transition rates for each of ten recent grade 12 graduation cohorts.

#### 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.

**Special Thanks:** The STP would like to thank the Ministry of Education, the Ministry of Advanced Education, Skills & Training and the B.C. public post-secondary institutions for collaborating in this research effort. Without their co-operation and data contributions, this research could not have been accomplished.

#### STP Steering Committee Members:

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).

*Robert Adamoski*, Chair, STP Steering Committee and Director, Research & Admissions, BCCAT.

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

*Leila Hazemi*, Acting Executive Director, Research and Analysis, Ministry of Advanced Education, Skills & Training

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

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

**Figure 1: Student Transition Matrix – Number of Student Transitions from Grade 12 Graduation to B.C. Public Post-Secondary Education in Each Academic Year**

Grade 12 Grad Year		Post-Secondary School Year										No Transition Yet	Grand Total Gr12 Grads	Cumulative Transition Rate
		2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017			
2006/2007	# of HS Grads	22,529	4,903	2,113	1,307	961	657	487	321	274	197	9,633	43,382	(10 years)
	% of HS Grad Class	51.9%	11.3%	4.9%	3.0%	2.2%	1.5%	1.1%	0.7%	0.6%	0.5%	22.2%	100.0%	77.8%
2007/2008	Count of HS Grads		23,383	5,204	2,075	1,187	890	643	464	364	274	10,058	44,542	(9 years)
	% of HS Grad Class		52.5%	11.7%	4.7%	2.7%	2.0%	1.4%	1.0%	0.8%	0.6%	22.6%	100.0%	77.4%
2008/2009	Count of HS Grads			24,098	4,711	2,033	1,176	816	575	406	328	10,579	44,722	(8 years)
	% of HS Grad Class			53.9%	10.5%	4.5%	2.6%	1.8%	1.3%	0.9%	0.7%	23.7%	100.0%	76.3%
2009/2010	Count of HS Grads				24,391	4,863	2,006	1,153	818	671	481	11,570	45,953	(7 years)
	% of HS Grad Class				53.1%	10.6%	4.4%	2.5%	1.8%	1.5%	1.0%	25.2%	100.0%	74.8%
2010/2011	Count of HS Grads					24,221	4,643	1,801	1,057	837	569	12,423	45,551	(6 years)
	% of HS Grad Class					53.2%	10.2%	4.0%	2.3%	1.8%	1.2%	27.3%	100.0%	72.7%
2011/2012	Count of HS Grads						24,425	4,523	1,866	1,144	871	13,485	46,314	(5 years)
	% of HS Grad Class						52.7%	9.8%	4.0%	2.5%	1.9%	29.1%	100.0%	70.9%
2012/2013	Count of HS Grads							24,110	4,411	1,851	1,068	14,379	45,819	(4 years)
	% of HS Grad Class							52.6%	9.6%	4.0%	2.3%	31.4%	100.0%	68.6%
2013/2014	Count of HS Grads								23,401	4,488	1,782	15,026	44,697	(3 years)
	% of HS Grad Class								52.4%	10.0%	4.0%	33.6%	100.0%	66.4%
2014/2015	Count of HS Grads									23,086	4,228	16,574	43,888	(2 years)
	% of HS Grad Class									52.6%	9.6%	37.8%	100.0%	62.2%
2015/2016	Count of HS Grads										22,704	20,744	43,448	(1 year)
	% of HS Grad Class										52.3%	47.7%	100.0%	52.3%

Figure 1 Note: The Student Transitions Matrix provides the number of grade 12 graduates and the % of the graduation cohort who enrolled in B.C. public post-secondary education for the first time, by year of first entry to B.C. public post-secondary education. It includes enrolment in academic, developmental, continuing education or Adult Basic Education programs/courses in B.C. public post-secondary institutions. These matrices are also available for each of the regions in B.C. on the STP public web site at: <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/regional-transition-matrices.pdf>

### What are the trends in immediate and delayed entry transition rates?

In each of the last fifteen years, immediate-entry transition rates remained at or above 50.0%, reaching a high of 53.9% among 2008/2009 graduates. This rate is currently sitting at 52.3% for the most recent 2015/2016 grade 12 graduation cohort.

Over a similar time horizon, ending with the 2012/2013 grade 12 graduation cohort, the proportion of grade 12 graduates who delayed their first entry into B.C. public post-secondary education by one to three years gradually declined from 19.2% to 16.0% (see **Figure 2**).

Although these gradual declines in immediate and delayed entry transition rates over the last decade are relatively small, these visible trends might be pointing to a hidden trend. It may be the case that a greater share of grade 12 graduates are now entering B.C. private or out-of-province or non-Canadian institutions; however, this hypothesis has not yet been tested.

In most regions of the province, the STP is seeing a range of slow declines in student transition rates. These declines might be isolated in specific schools, districts or student sub-populations. Over the coming year, the STP plans to dig deeper into the apparent slow decline in transition rates.

**Figure 2: Ten-Year Trends in Immediate-Entry and Delayed-Entry Transition Rates of B.C. Grade 12 Graduates, 2006/2007 to 2015/2016**

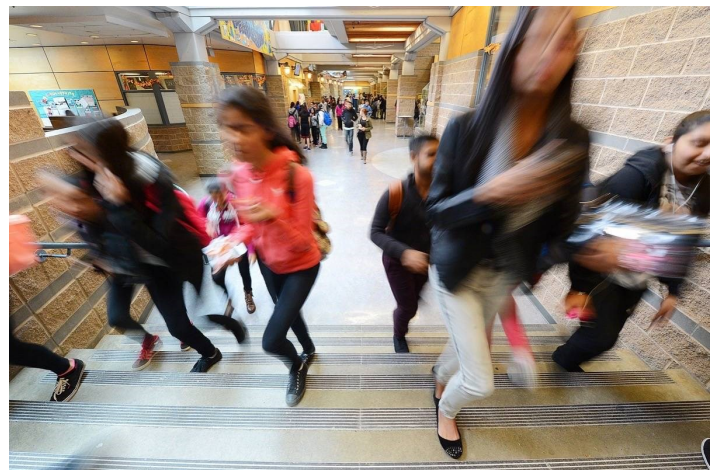
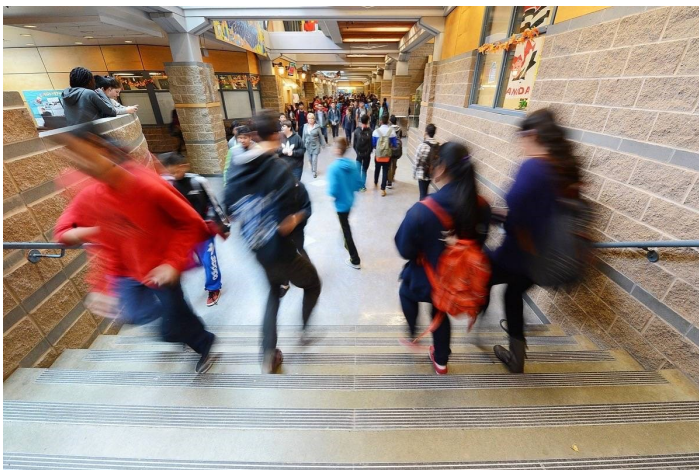
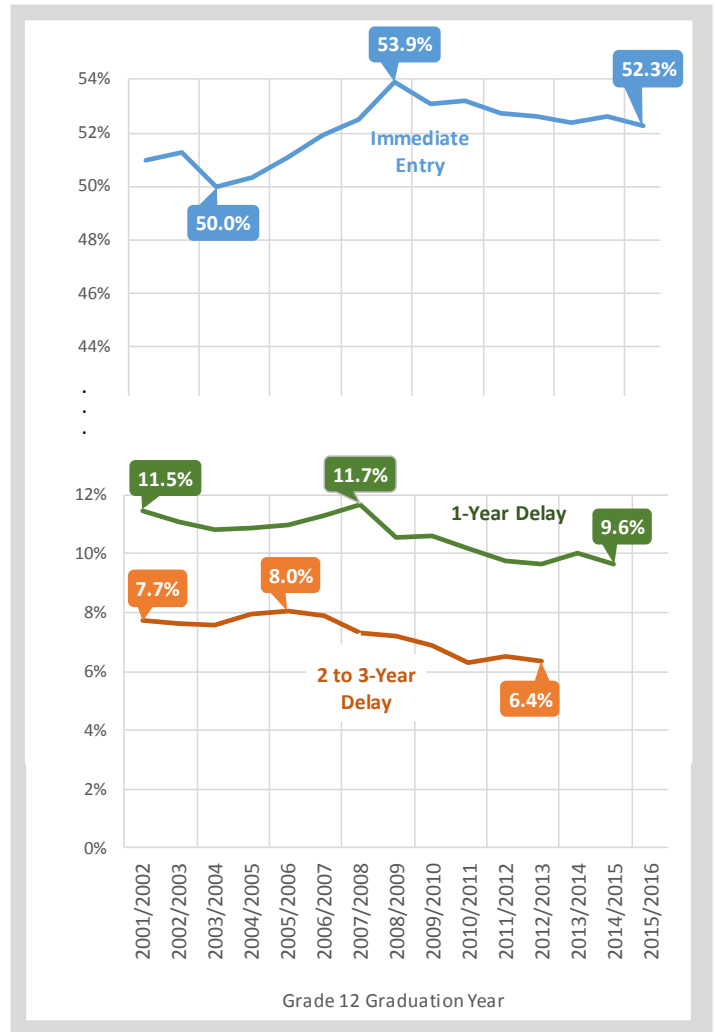


Photo Credits: Black Press file photos.

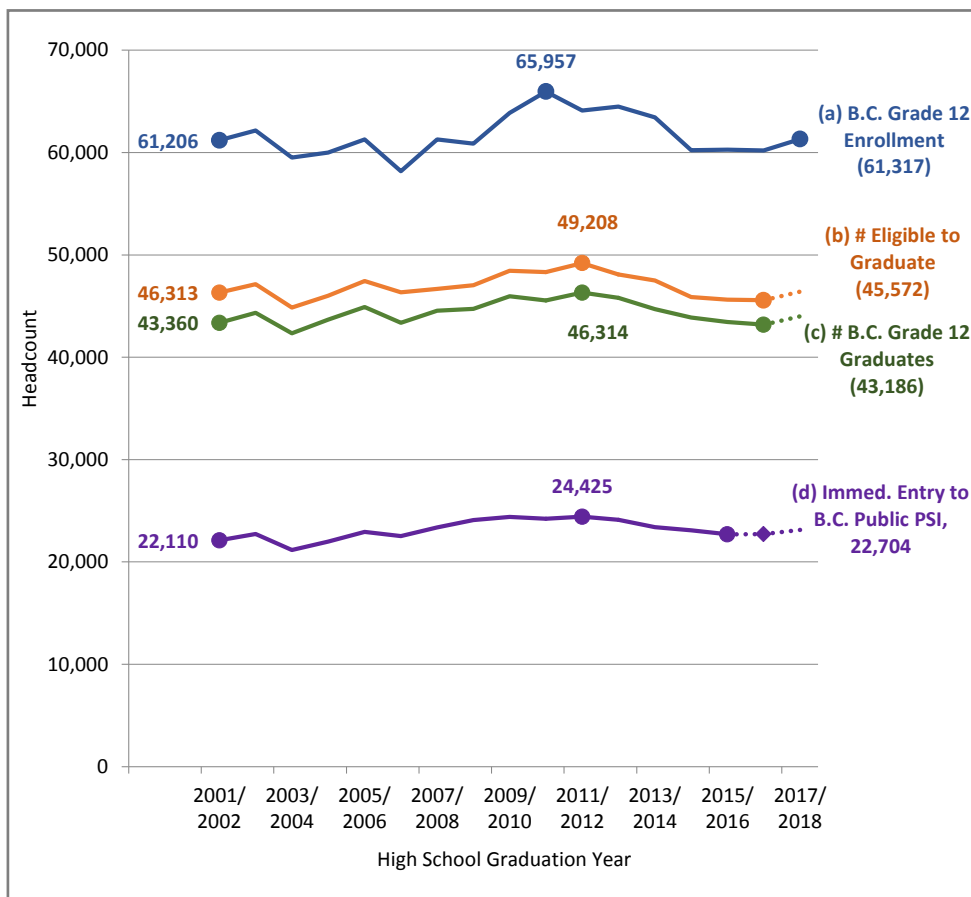
### What are the trends in the number of grade 12 graduates and how does this affect the number of immediate-entry students each year?

The immediate-entry transition rates are relatively stable (as previously shown in **Figure 1**) and any changes in the number of immediate-entry students to B.C. public post-secondary education simply mirror the changes in the size of the grade 12 graduation cohort. As the incoming grade 12 class size increases or decreases, so too does the number of grade 12 graduates and the immediate-entry students (see **Figure 3**).

Overall, during the last fifteen years, the number of immediate-entry students entering B.C. public post-secondary institutions increased from 22,110 for STP’s first grade 12 graduation cohort of 2001/2002 and reached a peak of 24,425 for the 2011/2012 grads. The number of immediate-entry students currently sits at 22,704 students for the 2015/2016 graduation cohort who entered post-secondary education in 2016/2017.

Despite the peak in the number of immediate-entry students from the 2011/2012 graduation cohort, the immediate-entry transition rate was 52.7% that year, three years after the highest immediate-entry transition rate was attained for the 2008/2009 graduation cohort (53.9%) (see **Figure 2**).

**Figure 3: Student Headcount Trends** from (a) Grade 12 Registration to (b) Graduation Eligibility to (c) Grade 12 Graduation to (d) Immediate-Entry to B.C. Public Post-secondary Education



**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>

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Student Transitions Project*

### What is the cumulative transition rate for STP’s first grade 12 graduation cohort 15 years after 2001/2002 graduation?

The STP’s first cohort of grade 12 graduates has now had a total of fifteen years to transition to B.C. public post-secondary education after grade 12 graduation in 2001/2002. As shown in **Figure 4**, the cumulative fifteen-year transition rate for this cohort is 79.5%. This implies that only 20.5% of these grade 12 graduates have not yet enrolled in the B.C. public post-secondary system, although some portion of this cohort likely enrolled in the B.C. private or other non-B.C. post-secondary institution.<sup>5</sup>

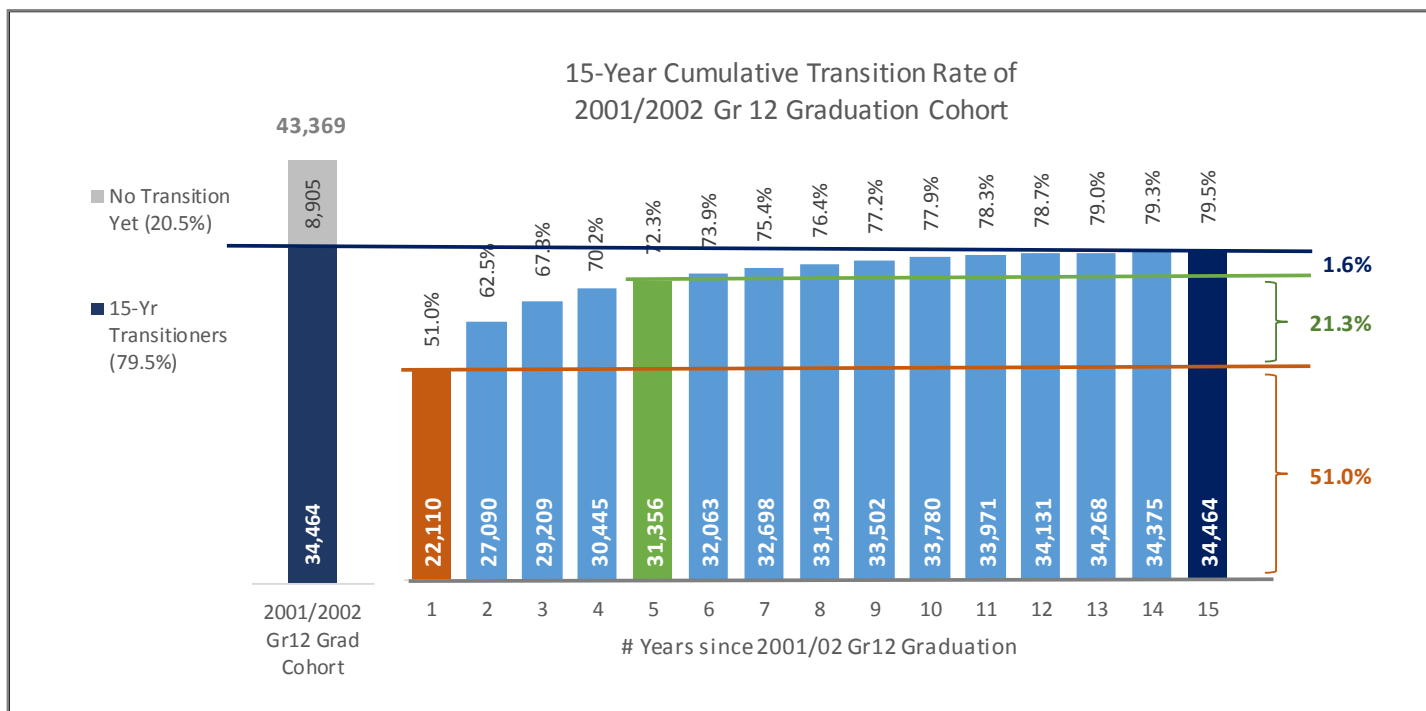
Among this cohort of 43,369 grade 12 graduates from 2001/2002:

- The majority of students (22,110 or 51.0%) enrolled in post-secondary education within one year of grade 12 graduation.

- A further 9,246 students (or 21.3%) enrolled over the next four years, bringing the five-year cumulative transition rate to 72.3%.
- Over the subsequent ten year period (from six to fifteen years beyond grade 12 graduation), only 3,108 additional students (or 1.6% of the cohort) appeared for the first time in B.C. in post-secondary education. Again, many of these students may have enrolled in other jurisdictions long before they first appeared in the B.C. public post-secondary education system.

These fifteen-year trends thus far suggest that the proportion of a grade 12 graduation cohort that ever enrolls in the B.C. public post-secondary education is not likely to increase significantly beyond the 5-year cumulative transition rate. These findings are also consistent with subsequent grade 12 graduation cohorts for which the STP has collected fourteen or fewer years of data (see **page 6**).

**Figure 4: Fifteen-Year Cumulative Transition Rate of the 2001/2002 Gr12 Graduation Cohort**

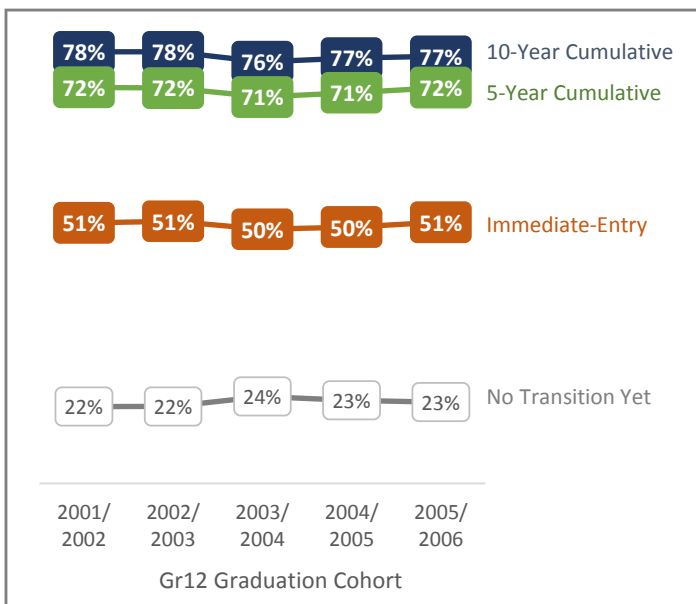


## What are the long-run trends in cumulative student transition rates?

The STP has now collected sufficient data to report on the trend in ten-year cumulative transition rates from the five earliest grade 12 graduation cohorts available in the STP, 2001/2002 to 2005/2006. These rates account for the total number of students who enrolled in B.C. public post-secondary education within ten years of grade 12 graduation.

As shown in **Figure 5**, the ten-year cumulative transition rates have remained at or above 76% for each of the five graduation cohorts reported. These rates are consistently 26 to 27 percentage points above each cohort’s respective immediate-entry transition rate. In much the same way, the five-year cumulative transition rates are consistently 21 percentage points above the immediate-entry rate.

**Figure 5: Immediate, Five and Ten-Year Cumulative Transition Rates of STP’s Five Earliest Graduation**



Based on these consistent historical patterns, we can make relatively accurate predictions of B.C.’s five-year and ten-year cumulative transition rates for any grade 12 graduation cohort whose immediate-entry transition rate is known. Estimates of the five- and ten-year cumulative transition rates can be calculated simply by adding 21 to 27 percentage points to the cohort’s immediate-entry transition rate.

### 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 (CNC)
- Northern Lights College (NLC)
- Coast Mountain College (CMTN, formerly NWCC)
- University of Northern British Columbia (UNBC)

#### Mainland-Southwest Region (MSW)

- British Columbia Institute of Technology (BCIT)
- Capilano University (CAPU)
- Douglas College (DOUG)
- Emily Carr University of Art + Design (ECU)
- Justice Institute of B.C. (JIBC)
- Kwantlen Polytechnic University (KPU)
- Langara College (LANG)
- Simon Fraser University (SFU)
- University of British Columbia, Vancouver (UBCV)
- University of the Fraser Valley (UFV)
- Vancouver Community College (VCC)

#### Thompson-Okanagan-Kootenay Region (TOK)

- College of the Rockies (COTR)
- Nicola Valley Institute of Technology (NVIT)
- Okanagan College (OKAN)
- Thompson Rivers University (TRU)
- Selkirk College (SEL)
- University of British Columbia, Okanagan (UBCO)

#### Vancouver Island/Coast Region (VIS)

- Camosun College (CAM)
- North Island College (NIC)
- Royal Roads University (RRU)
- University of Victoria (UVIC)
- Vancouver Island University (VIU)

### NWCC becomes Coast Mountain College (CMC)

Northwest Community College (NWCC) has changed its name to Coast Mountain College (CMTN), effective June 18, 2018.



The name change follows two and a half years of research, strategic planning and community engagement with faculty, staff, students, alumni and community members. “The name Coast Mountain College is linked to the importance of the people, places, geography and culture that are only found in this part of the country.” [www.nwcc.bc.ca/news/](http://www.nwcc.bc.ca/news/)

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

**Immediate-entry students** are more inclined to enroll in Research-Intensive Universities (41%), than B.C. Colleges and Institutes (33%) or Teaching-Intensive Universities (25%).

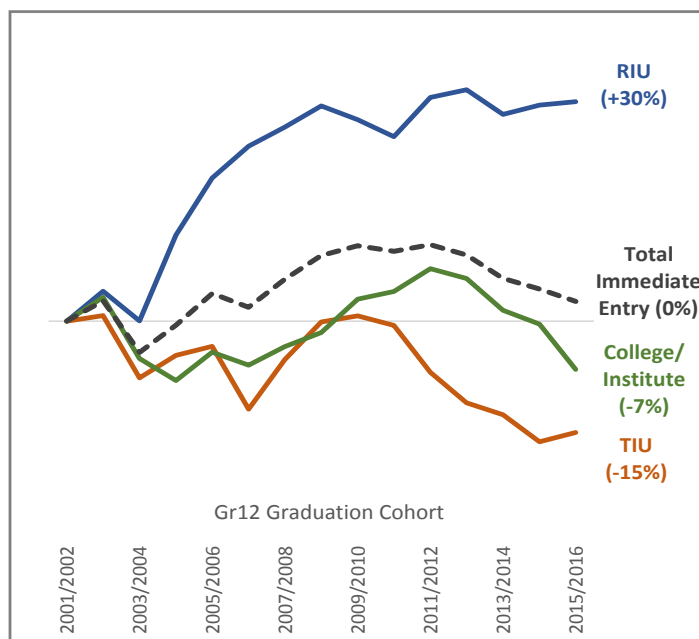
**Delayed-entry students** are more likely to enter colleges and institutes (35%) in B.C., rather than RIUs (13%) or TIUs (29%).

**Trends:** There is a larger share of immediate-entry students entering RIUs now (41%), compared to the share entering RIUs from the 2001/2002 grade 12 graduation cohort (33%). This shift occurred during a fifteen-year period when immediate-entry students enrolling at RIUs increased by 30%. During this same time period, immediate-entry students entering TIUs and Colleges/Institutes has declined by 15% and 7% respectively. See **Figure 6**.

**Differences in academic qualifications** may account for differences in post-secondary destinations of student entering post-secondary education within three years of grade 12 graduation. See **Figure 7**.

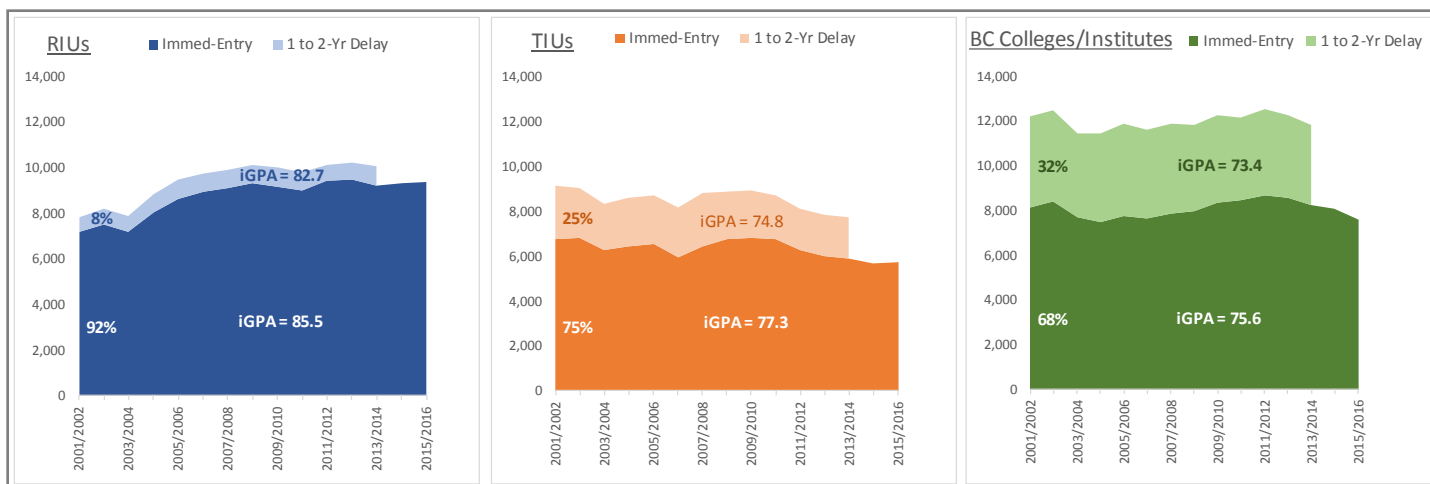
- **RIUs:** Among students entering RIUs within 3 years of high school graduation, 92% were immediate-entry students with an average iGPA of 85.5, compared to the smaller share of students (8%) who delayed their transition to RIUs with an average iGPA of 82.7.

Figure 6: Indexed Growth in Immediate-Entry Students, by Destination Institution Type — 2001/2002 to 2015/2016



- **TIUs:** 75% of students who entered TIUs entered within three years of high school graduation were immediate-entry students. A larger share of TIU entrants (25%), compared to the share of RIU entrants (8%), enrolled as delayed entry students. The average iGPA scores of TIU entrants were lower than immediate and delayed entrants to RIUs.
- **Colleges/Institutes:** Compared to the universities, colleges and institutes enrol the largest share of delayed-entry students (68%). The group of students who delayed their transition to a college or institute had the lowest average iGPA scores (73.4).

Figure 7: Percentage Share and Academic Quality of Entrants to Different Institution Types in B.C.



### Do immediate-entry and delayed-entry students seek different post-secondary credentials when they first enrol in B.C.?

The type of post-secondary credential students initially seek tends to differ, depending on when they first enrolled in the B.C. public post-secondary education system. This is evident upon reviewing the fifteen years of post-secondary enrollment data for the 2001/2002 grade 12 graduation cohort. Some of these students may have first enrolled in the B.C. private system or in another province or country, but this STP analysis only picks up their first transition to post-secondary education in the B.C. public post-secondary system.<sup>5</sup>

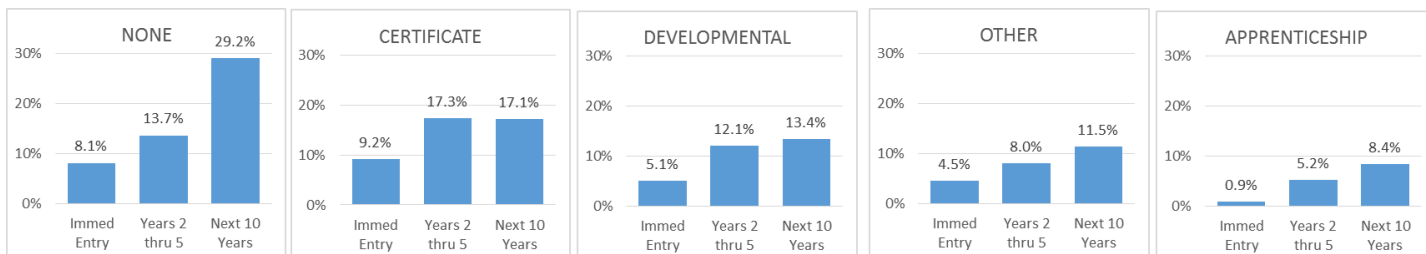
- **Immediate-entry** students were more inclined to enter an undergraduate program (95%) than a Developmental program (5%). The top four credential categories of immediate-entry students were Bachelors degree (38%), Diploma (26%), Certificate (9%) and Associate Degree (8%).
- Compared to immediate-entry students, those who **delayed** their first transition to the B.C. public post-secondary system **by one to four years**, were more likely to enter a Certificate (17% vs 9%),

Developmental program (12% vs 5%), Apprenticeship (8% vs 4%), or No Credential (14% vs 8%); and less likely to enter a Bachelors (13% vs 38%) or Diploma program (22% vs 26%). (See **Figures 8 and 9**).

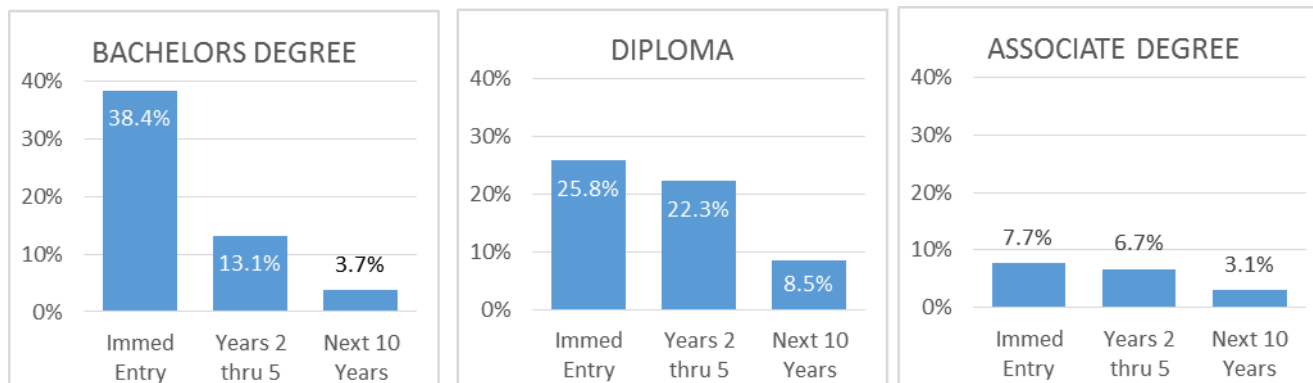
- Students who did not enrol in the B.C. public post-secondary system until **six to fifteen years after grade 12 graduation** were more likely to enter credential category None (29%) than any other category (see **Figure 8**). For these students with a longer delay before entering the B.C. public system for the first time, their top four credentials sought were Certificate (17%), Developmental 13%, Other (12%) or Apprenticeship (12%).

Based on differences in the types of credentials sought by students at different points in time after grade 12 graduation, it is quite likely that many of the long-run delayed-entry students had already sought and completed some post-secondary education in some other jurisdiction before appearing in the B.C. public post-secondary system for the first time. The STP is interested in pursuing more research on the initial destinations of these students outside of the B.C. system.<sup>5</sup>

**Figure 8: Credentials More Frequently Sought by Delayed-Entry Students, Especially as Length of Delay for First Transition to B.C. Public Post-secondary Education Increases**



**Figure 9: Credentials More Frequently Sought by Immediate-Entry Students than Delayed-Entry Students**





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

Just over half (53%) of all students who enrol in B.C. public post-secondary education in 2016/2017 after high school graduation enter Arts (46%) and Sciences (7%) programs. The next largest groups of immediate-entry students enrol in Business and Management (12%), Engineering (11%) and Trades (6%).

These are also the top four program destinations of delayed-entry students, although Trades programs are a much more common destination (17%) for delayed-entry students than immediate-entry students. See [Figure 10](#).

More detailed program-level information is provided at the 2-digit CIP level in [Figure 11](#) on the [page 10](#). CIP codes are a standardized means by which programs are organized, grouped and reported in higher education. Each student’s post-secondary program submitted to the STP is consistently coded by the institutions using a two-digit code (least detailed), four digits or six digits (most detailed).

As shown in [Figure 11](#), the number of immediate-entry students across all programs is nearly four times the number of students who delayed their entry into post-secondary by one or two years. The ratio of immediate-entry to delayed-entry students varies across programs and is as high as 12.7 for students entering Engineering CIP 14. This suggests that that delayed-entry is not the typical pathway for B.C. grade 12 graduates to enter Engineering, compared to non-credit Personal Improvement and Leisure Programs (with an immediate to delayed-entry ratio of 1.1).



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

**Immediate Entry:** Over the last fifteen years, the province of B.C. has seen a 3% increase in the total number of immediate-entry students entering B.C. public post-secondary institutions, across all program areas, ranging from a low of 7% in Trades to a high of 165% in Human and Social Services. The rate of growth at the 2-digit CIP level provides more information in specific program areas. For all B.C. public post-secondary institutions combined, two academic program areas that traditionally admit a significant proportion of immediate-entry students each year have seen declining numbers of immediate-entry students, including: Arts (-21%) and Developmental (-34%). See [Figure 11](#).

**Delayed Entry:** Over the same time period, the total number of one-year and two-year delayed-entry students has declined 14%, with declines apparent in most programs, except for Human and Social Services (+41%), Health (+33%) and Engineering (+5%).

Specific program-level trends vary across each of the institutions in the province. This newsletter focuses only on the trends for students entering post-secondary from B.C. grade 12. Trends will vary when other admission categories of new students are included, or total enrollments of both new and continuing students are counted.

**Figure 10: Program Destinations of Students Entering B.C. Public Post-Secondary Institutions in 2016/2017**

Program of Entry (2016/2017)	Immediate Entry	1 & 2-Yr Delay
<b>Arts and Sciences:</b>	<b>12,025</b> <b>53%</b>	<b>39%</b> <b>2,354</b>
Arts	10,428 46%	36% 2,158
Sciences	1,597 7%	3% 196
<b>Business and Management</b>	<b>2,824</b> <b>12%</b>	<b>12%</b> <b>741</b>
<b>Engineering and Applied Sciences</b>	<b>2,440</b> <b>11%</b>	<b>8%</b> <b>462</b>
<b>Trades</b>	<b>1,472</b> <b>6%</b>	<b>17%</b> <b>1,021</b>
<b>Health</b>	<b>1,101</b> <b>5%</b>	<b>5%</b> <b>318</b>
<b>Human and Social Services</b>	<b>1,052</b> <b>5%</b>	<b>6%</b> <b>344</b>
<b>Visual and Performing Arts</b>	<b>770</b> <b>3%</b>	<b>3%</b> <b>185</b>
<b>Developmental</b>	<b>745</b> <b>3%</b>	<b>6%</b> <b>383</b>
<b>Education</b>	<b>159</b> <b>1%</b>	<b>1%</b> <b>79</b>
<b>Personal Improvement and Leisure</b>	<b>103</b> <b>0%</b>	<b>2%</b> <b>94</b>
<b>Other</b>	<b>13</b> <b>0%</b>	<b>0%</b> <b>29</b>
	<b>22,704</b> <b>100%</b>	<b>100%</b> <b>6,010</b>

**Figure 11: Historical Trends and Current Headcounts of Immediate and Delayed Entry Students Enrolling in Different Programs in the B.C. Public Post-Secondary System after B.C. Grade 12 Graduation**

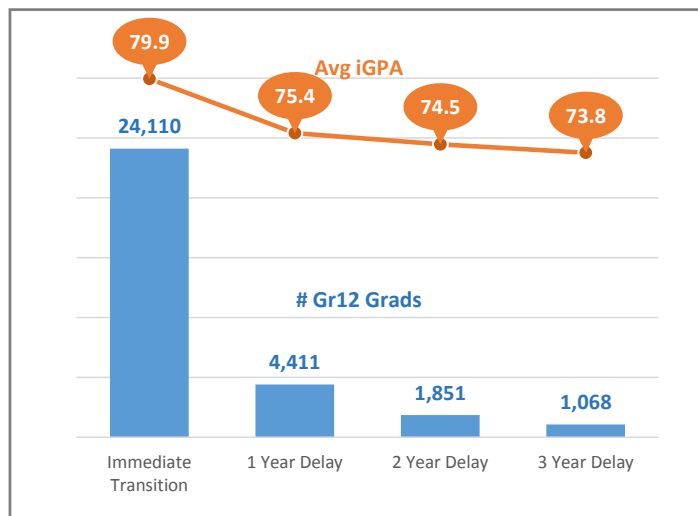
2-Digit CIP Code	Classification of Instructional Program (CIP) Description	Immediate-Entry			1 to 2-Yr Delayed Entry			Ratio: Immed to Delay		
		15-Year Trends to 2016/17	2016/17 Immed Entry	% within CIP Cluster	13-Year Trends to 2016/17	2016/17 Delayed Entry	% within CIP Cluster			
24.	Liberal arts and sciences, general studies and humanities		7,663	73%		1,425	66%	5.4		
45.	Social sciences		1,459	14%		315	15%	4.6		
30.	Multidisciplinary/interdisciplinary studies		454	4%		103	5%	4.4		
42.	Psychology		288	3%		85	4%	3.4		
23.	English language and literature/letters		194	2%		66	3%	2.9		
9.	Communication, journalism and related programs		152	1%		39	2%	3.9		
10.	Communications technologies/technicians and support services		101	1%		50	2%	2.0		
54.	History		53	1%		23	1%	2.3		
16.	Aboriginal and foreign languages, literatures and linguistics		29	<1%		24	1%	1.2		
5.	Area, ethnic, cultural, gender, and group studies		15	<1%		14	1%	1.1		
38.	Philosophy and religious studies		15	<1%		13	1%	1.2		
55.	French language and literature/letters		5	<1%		1	<1%	5.0		
<b>Total Arts</b>			-21%	<b>10,428</b>	100%		-22%	<b>2,158</b>	100%	<b>4.8</b>
40.	Physical sciences		938	59%		108	55%	8.7		
26.	Biological and biomedical sciences		570	36%		58	30%	9.8		
27.	Mathematics and statistics		89	6%		30	15%	3.0		
<b>Total Science</b>			+187%	<b>1,597</b>	100%		-16%	<b>196</b>	100%	<b>8.1</b>
<b>Total Arts and Science</b>			-13%	<b>12,025</b>	100%		-19%	<b>2,354</b>	100%	<b>5.1</b>
52.	<b>Total Business and Management</b>		+54%	<b>2,824</b>	100%		-15%	<b>741</b>	100%	<b>3.8</b>
53.	High school/secondary diploma and certificate programs		534	72%		298	78%	1.8		
32.	Basic skills (not for credit)		208	28%		85	22%	2.4		
<b>Total Developmental (CIP 21 also included)</b>			-34%	<b>745</b>	100%		-28%	<b>383</b>	100%	<b>1.9</b>
<b>Total Education (CIP 13 and 25)</b>			-38%	<b>159</b>	100%		-48%	<b>79</b>	100%	<b>2.0</b>
14.	Engineering		1,139	47%		90	19%	12.7		
11.	Computer and information sciences and support services		588	24%		110	24%	5.3		
15.	Engineering technologies and engineering-related fields		342	14%		163	35%	2.1		
3.	Natural resources and conservation		255	10%		64	14%	4.0		
1.	Agriculture, agriculture operations and related sciences		98	4%		32	7%	3.1		
<b>Total Engineering &amp; Applied Sciences (CIP 4 and 41 also included)</b>			+28%	<b>2,440</b>	100%		+5%	<b>462</b>	100%	<b>5.3</b>
51.	<b>Total Health</b>		+158%	<b>1,101</b>	100%		+33%	<b>318</b>	100%	<b>3.5</b>
31.	Parks, recreation, leisure and fitness studies		664	63%		96	28%	6.9		
43.	Security and protective services		209	20%		131	38%	1.6		
19.	Family and consumer sciences/human sciences		94	9%		58	17%	1.6		
44.	Public administration and social service professions		43	4%		32	9%	1.3		
22.	Legal professions and studies		42	4%		27	8%	1.6		
<b>Total Human and Social Services</b>			+165%	<b>1,052</b>	100%		+41%	<b>344</b>	100%	<b>3.1</b>
99.	<b>Total Other/Undeclared Activity</b>		-76%	<b>13</b>	100%		-8%	<b>29</b>	100%	<b>0.4</b>
34.	Health-related knowledge and skills (not for credit)		74	72%		64	68%	1.2		
36.	Leisure and recreational activities (not for credit)		20	19%		12	13%	1.7		
89.	Continuing or Community Programs (not for credit)		7	7%		17	18%	0.4		
<b>Total Personal Improvement and Leisure (CIP 33, 35, 37 included)</b>			-58%	<b>103</b>	100%		-33%	<b>94</b>	100%	<b>1.1</b>
47.	Mechanic and repair technologies/technicians		483	33%		345	34%	1.4		
46.	Construction trades		507	34%		413	40%	1.2		
12.	Personal and culinary services		230	16%		95	9%	2.4		
48.	Precision production		198	13%		122	12%	1.6		
49.	Transportation and materials moving		54	4%		46	5%	1.2		
<b>Total Trades</b>			+7%	<b>1,472</b>	100%		+6%	<b>1,021</b>	100%	<b>1.4</b>
50.	<b>Total Visual and Performing Arts</b>		+18%	<b>770</b>	100%		-23%	<b>185</b>	100%	<b>4.2</b>
<b>Grand Total All Programs</b>			+3%	<b>22,704</b>	100%		-14%	<b>6,010</b>	100%	<b>3.8</b>

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

Secondary and post-secondary stakeholders are increasingly interested in the relationship between student academic qualifications from high school and subsequent post-secondary success. The STP has some preliminary evidence to show that the academic qualifications of high school students are related to time of entry to post-secondary, type of institution and program first entered. See **STP Measures of Secondary School Academic Performance** on the **page 12**.

- Time of Entry:** Immediate-entry students to B.C. public post-secondary education tend to have higher academic qualifications (79.9 average iGPA), compared to students who delayed their entry to B.C. public post-secondary education (73.8 to 75.4 average iGPA scores). The longer students delay their post-secondary entry, the lower their average iGPA score. See **Figure 12**.

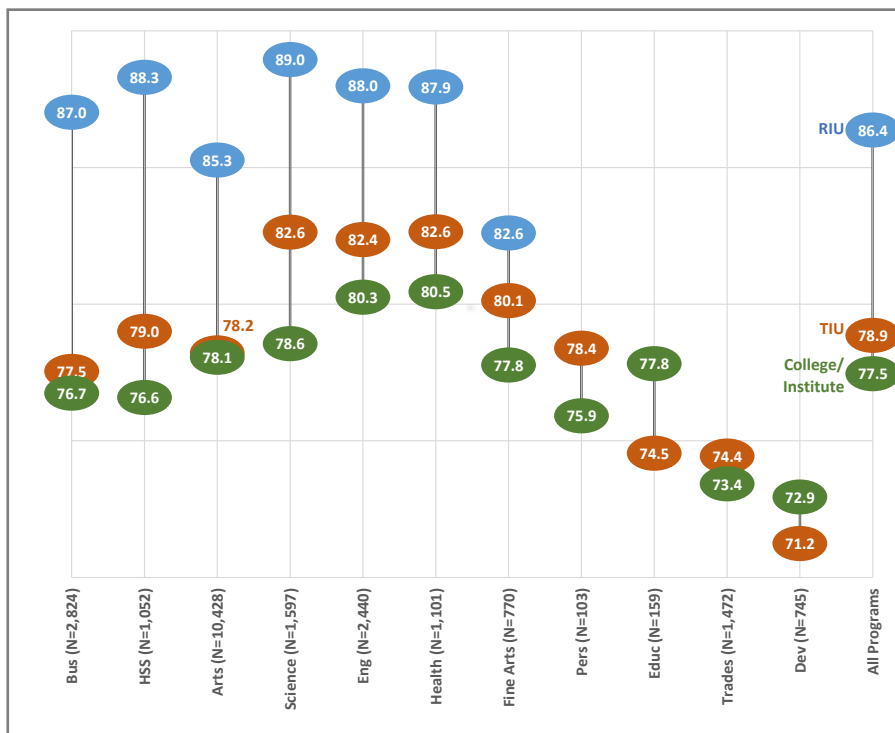
Figure 12: Average iGPA Scores by Time of Entry to B.C.



- There is virtually no difference in the iGPA scores of students entering Arts programs at TIUs (78.2) versus Colleges/Institutes (78.1), but the range in academic quality of students entering Science is much wider, from a high of 89.0 entering RIUs, 82.6 at TIUs and 78.6 at Colleges/Institutes. See **Figure 10**.

- Institution Type :** Immediate-entry students who enrolled in any credential category in 2016/2017 in Research-Intensive Universities (RIUs) had higher average iGPA scores (86.4) than students who enrolled in Teaching-Intensive Universities (TIUs, 78.9) or Colleges/Institutes (77.5). See **Figure 13**.

Figure 13: Average iGPA Scores by Program First Entered



- Program:** There is significant variation in iGPA scores across programs and institution types, but the iGPA scores are consistently higher for students entering RIU programs, compared to programs in other institution types.
- Varying gaps between iGPA scores for students entering different programs at different institution types are also evident. For example, the iGPA scores of students entering Business at RIUs is 9.5 points higher than the average iGPA scores of students entering TIUs.

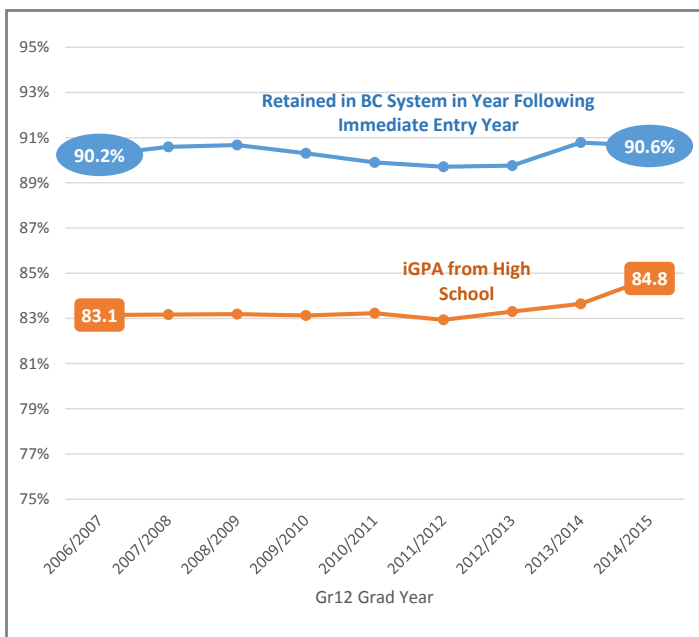
**Programs:** Bus-Business and Management, HSS-Human and Social Services, Arts-Arts Programs from Arts & Sciences grouping, Science-Science Programs (CIP 26, 27, 40), Eng-Engineering & Applied Sciences, Health-Health Programs, Fine Arts-Visual and Performing Arts, Pers-Personal Improvement & Leisure, Trades-Trades Programs, Dev-Developmental Programs.  
**Includes** immediate-entry students from the 2015/2016 grade 12 graduation cohort, entering all credential categories in 2016/2017, excluding 13 students entering program "other".

### 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?

**First-year retention** is one indicator of post-secondary success and it measures the proportion of students that re-enrol in any B.C. public post-secondary institution in the year following their first transition to the B.C. public post-secondary education system.

The STP finds that 90.6% of immediate-entry students to Bachelor’s Degrees or Associate Degree programs from the 2014/2015 grade 12 graduation cohort were retained in the B.C. public post-secondary system in the year following their first transition to post-secondary education. This rate has remained relatively steady for the last eight years, with only a slight increase in the retention rate of 90.2% eight years earlier in 2006/2007 (see **Figure 14**).

**Figure 14: First-Year Retention and iGPA Scores by Grade 12 Graduation Cohort, 2006/2007 to 2014/2015**

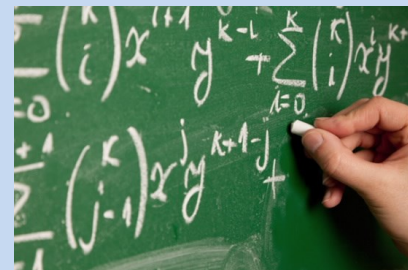


Over this same time period, however, the academic quality of grade 12 graduates entering B.C. public post-secondary education improved slightly, as measured by the average iGPA scores of entering grade 12 graduates. The average iGPA scores increased from 83.1 for 2006/2007 grade 12 graduates to an average of 84.8 among 2014/2015 grade 12 graduates. This represents

#### STP 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

an increase in average iGPA scores of 1.7 percentage points and thus we might expect to see a corresponding increase in the retention rate over this same time period. The STP will continue to monitor this trend over the coming years .

## Do students who enrol in post-secondary education in the same region as their high school have higher first-year retention rates?

B.C.'s public post-secondary education system offers students numerous choices to enrol in different programs, in different institution types and in different regions of the province (see [Institutions by Region](#) on [page 6](#) and [Institutions by Type](#) on [page 13](#)). When high school graduates first enter B.C. public post-secondary education, their decision to enrol close to home or in another region of the province may impact their persistence in the B.C. system in the following academic year.

**Enrollment and Retention in Home Region:** A cursory look at the STP data for grade 12 graduates of 2014/2015 who enrolled immediately in B.C. public post-secondary education in 2015/2016 in a Bachelor's Degree or Associate Degree, shows that most students (84.0%) enrolled in the same region where they graduated. Of those who remained in their home region, 90.9% were retained in the B.C. system in the following academic year. This is similar to the retention rate previously shown in [Figure 14](#) for all students (90.3%), regardless of their region of origin and destination.

**Retention Outside of Home Region:** Virtually the same proportion (90.6%) were retained into the subsequent post-secondary school year if they enrolled outside of their high school region. Further detailed analysis would be required to confirm whether program choice and academic qualifications affect these results.

### Enrolment in Home Region, by Institution Type Entered:

Among students who enrolled immediately in post-secondary education, B.C. college and Institute entrants were more inclined to remain in their high school graduation region (96.0%) than those who enrolled in a TIU (88.7%) or RIU (79.8%) in their home region. Again, academic qualifications, program choices and the location of RIUs across the province may be a factor in student destinations.

**Retention in B.C. Colleges and Institutes:** Among immediate-entrants to B.C. colleges and Institutes, the retention rates were significantly higher for those who

remained in their home region (82.4%), compared to those who entered college in a different region from where they graduated from high school (64.9%).

**Retention in TIUs and RIUs:** Entrants to TIUs and RIUs had slightly higher retention rates if they enrolled within their high school region, as opposed to further from home, with retention rates ranging from 81.8% to 83.3% for TIU entrants and 91.7% to 95.3% for RIU entrants.

This initial look at the effect of distance from home on the post-secondary retention rates of B.C. high school graduates suggests that college and institute entrants might be affected more than entrants to other institution types, but a number of additional factors should be considered, such as region of origin and destination, academic qualifications (iGPA scores from high school), proximity to regional boundaries, availability of different types of institutions and programs in each region, institution and program entered, credential sought, length of program, confounding effects of open-learning programs, etc. This topic will likely be considered for further STP research in future.<sup>6</sup>

### *B.C. Public Post-secondary Institutions by Institution Type*

The following B.C. public post-secondary institutions are included in this study and grouped by institution type or designation, as at 2016/2017:

**B.C. Colleges** – Camosun College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, Coast Mountain College (formerly 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.

### Are Language Arts 12 course grades good predictors of post-secondary retention?

Among all grade 12 graduates of 2014/2015 who enrolled immediately in any credential in the B.C. public post-secondary system, the majority (83%) returned to the B.C. system in the following academic year, but the retention rate was higher (91%) for students with an A in Language Arts 12 course and retention rates as low as 60% among students who earned a grade of C- in Language Arts 12.

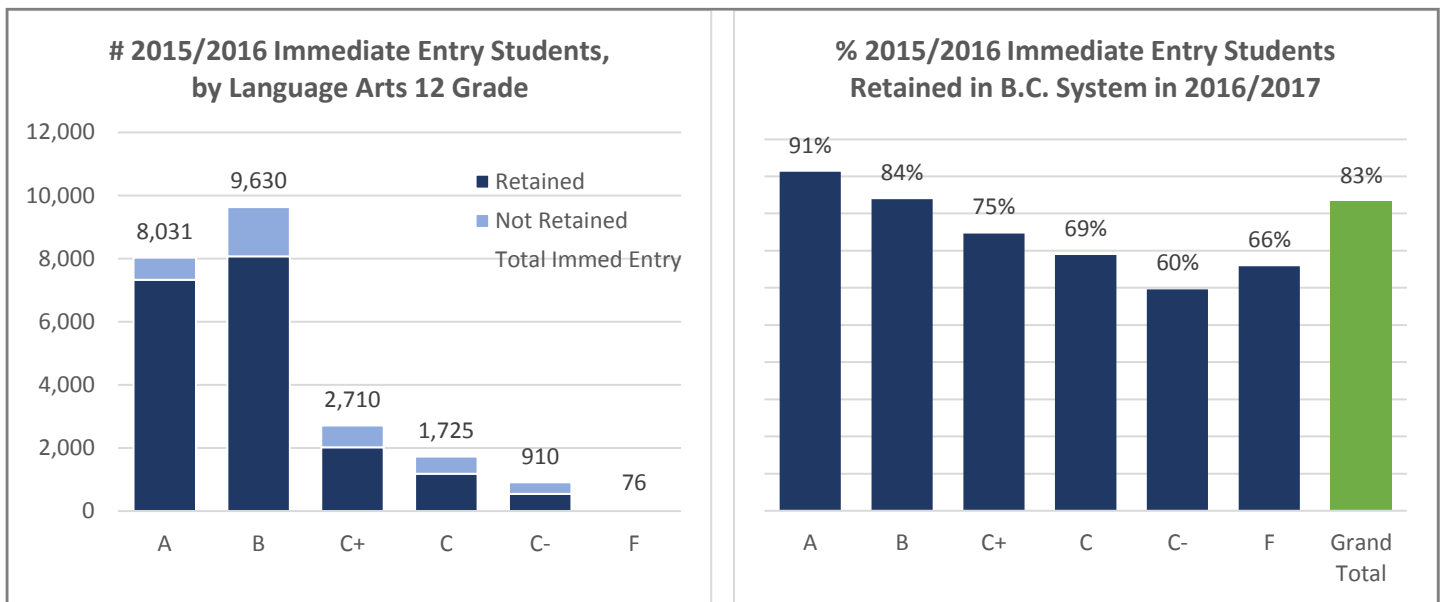
Language Arts 12 grades might also provide a reasonable indicator of the likelihood that students will transition to B.C. public post-secondary education. The majority (77%) of immediate entrants to B.C. public post-secondary education earned an A or B in Language Arts 12, compared to 57% earning A or B grades, among those who did not transition to post-secondary education (see

**Figure 15).** Note that some of the non-transitioning students may have enrolled in B.C. private or non-B.C. institutions.<sup>5</sup>

Among this cohort of 23,082 2014/2015 grade 12 graduates who enrolled immediately in post-secondary education, 94% fulfilled their Language Arts 12 subject requirement by completing English 12. The remaining students completed Communications 12 (5%) , and 120 students completed English First Peoples 12 and 40 students completed Français Langue Première 12.

The retention rates among students who completed English 12 or Français Langue Première 12 were higher (at 85% and 83%) than the retention rate for students who fulfilled their Language Arts 12 requirement with Communications 12 (58%)or English First Peoples 12 (69%).

**Figure 15: Student Retention in B.C. Public Post-Secondary Education, by Grade in Language Arts 12 Course**



### Are there any differences in the first-year retention rates and iGPA scores across post-secondary programs entered?

First year student retention rates and iGPA scores vary across programs, among 2014/2015 grade 12 graduates who enrolled immediately in post-secondary education in 2015/2016, in selected credential program categories (Bachelor’s and Associate Degree students only).

The retention rate was highest (95% or better) for students who initially entered Health, Human and Social Services or Engineering and Applied Sciences programs (see Figure 16).

Consistently across all programs, retained students had a significantly higher average iGPA score than students who were not retained. The gap between retained students and those who left the system in the year following their first enrollment in the B.C. system was as wide as 8.4 iGPA points for Health students and as

narrow as 2.4 iGPA points for Science students. See Figure 16.

Some programs sought by immediate-entry students had low or no representation among Bachelor’s and Associate Degree students and are thus absent from Figure 16. Therefore, an additional look at retention and iGPA scores is provided for four other program areas in Figure 17, this time for students who entered any credential category, regardless of program length.

### What is the education progression of retained developmental students?

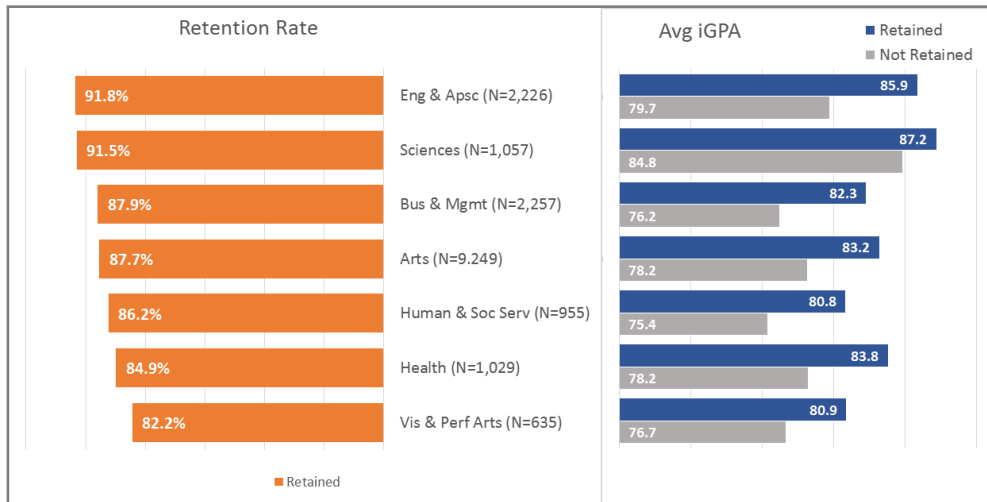
There is a high level of interest in the education progression of developmental students, thus the 530 students (or 62.6% of retained entrants to developmental programs) were examined more closely to identify the program or level of education they returned to in the following year. These students are

counted in each of the multiple programs and credentials they returned to and shows the extent to which students proceed beyond the developmental level.

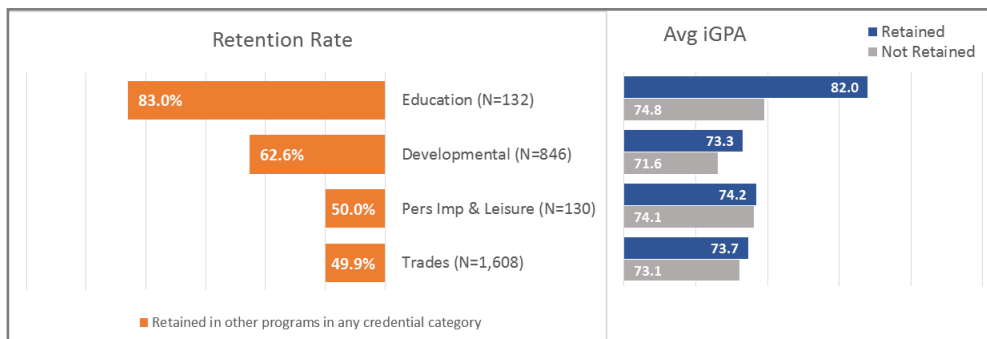
**Programs returned to:** Arts and Sciences (37%), Developmental (34%), Trades (14%), Business (9%), Health (7%), Engineering (7%), Human and Social Services (6%), and Other Programs (4%).

**Credential Categories:** Of those 411 students who returned to non-Developmental programs only, they sought the following credentials: Diploma (33%), Certificate (22%), None (17%), Bachelor’s Degree (16%), Associate Degree (13%), and other programs (11%). These results show that developmental programs offer an entry point for students in their post-secondary education journey.

**Figure 16: First-Year Retention and iGPA Scores by Program Entered (Limited to Students Seeking Bachelor’s Degree or Associate Degree only)**



**Figure 17: First-Year Retention and iGPA Scores in Selected Programs, All Credential Categories Entered**



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

Bachelor’s degrees are increasingly being awarded to students from other institution types that have not traditionally awarded a significant volume of Bachelor’s degrees, Colleges, Institutes and Teaching-Intensive Universities.

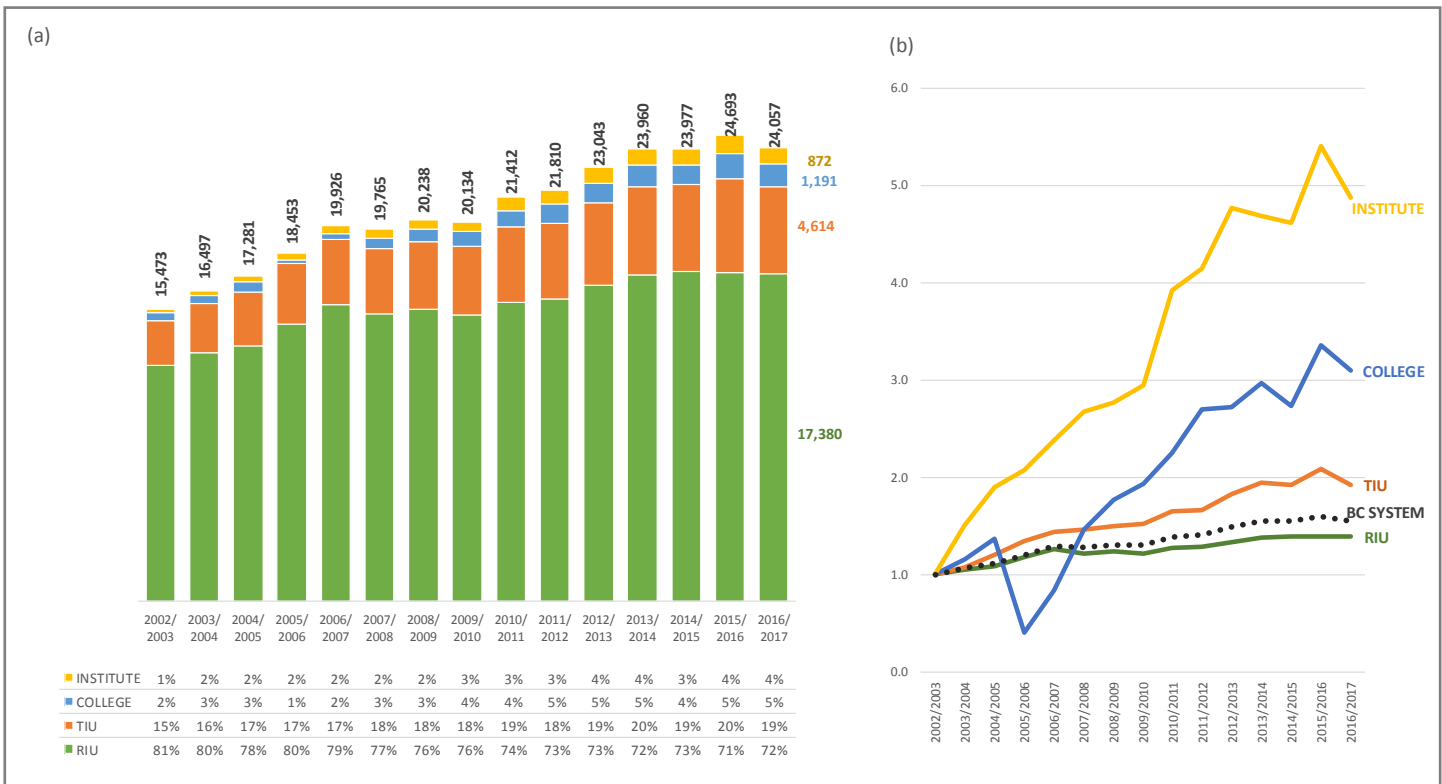
The majority (72%) of Bachelor’s degrees continue to be awarded to students at Research-Intensive Universities (RIUs). Over the last fifteen years, B.C. has seen a nine percentage-point shift from RIU’s to other institution types, in the share of Bachelor’s degrees awarded to students (see **Figure 18a**).

Over this same time period, the total number of Bachelor’s degrees awarded in B.C. has grown by 55%,

from roughly 15,500 to 24,000, with more significant growth occurring in non-RIUs (52%) than RIU’s (39%).

**Figure 18b** shows the indexed growth in Bachelor’s degrees awarded in B.C., by institution type. Although Research-Intensive Universities continue to award the largest share of Bachelor’s degrees in the B.C. public post-secondary system, RIUs have shown the lowest rate of growth in Bachelor’s completions (39%), compared to the Institutes where the number of Bachelor’s degrees awarded in 2016/2017 (872) is nearly five times the number awarded fifteen years ago (179). Similarly, the number of Bachelor’s degrees awarded over the last fifteen years has more than tripled in B.C. Colleges and nearly doubled in TIU’s.

**Figure 18: Fifteen-Year Trend in (a) Share of Bachelor’s Degrees Awarded by Institution Type, and (b) Indexed Growth in Number of Bachelor’s Degrees Awarded by Institution Type**





## 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 GPA. **Figure 19** provides this summary, along with trends for the last five years.

**Figure 19: B.C. Post-Secondary Transition Rates by Demographic Characteristics for Selected B.C. Secondary School Graduation Cohorts**

Demographic Characteristic	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2006/07 Grads)			2015/16 Immed Trans Rate to		2015/16 Gr12 Grads Distrib.	
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^	Other	Count	% of Total
<b>Gender:</b>																	
* Female	54.6%	55.4%	54.7%	55.2%	54.2%	74.3%	74.4%	73.9%	73.0%	72.5%	53.5%	74.4%	77.6%	28.6%	25.6%	21,961	50.5%
Male	50.9%	49.8%	50.0%	50.0%	50.3%	72.2%	72.5%	72.8%	71.3%	70.3%	48.4%	72.3%	75.5%	22.9%	27.4%	21,487	49.5%
<b>Age at Graduation:</b>																	
* 17 and younger	55.3%	54.9%	54.9%	54.7%	54.7%	75.8%	76.0%	75.5%	74.6%	74.3%	53.5%	75.8%	79.0%	27.5%	27.2%	22,105	50.9%
18	51.3%	51.6%	51.1%	51.6%	50.9%	72.2%	72.5%	72.7%	71.7%	70.4%	50.0%	72.3%	75.6%	25.2%	25.7%	19,372	44.6%
19 and older	38.5%	38.0%	35.2%	38.5%	37.6%	58.9%	60.1%	58.8%	56.4%	53.6%	37.1%	59.1%	62.7%	12.5%	25.1%	1,962	4.5%
<b>Overall Aboriginal Status<sup>†</sup>:</b>																	
Aboriginal Student	41.3%	40.1%	40.7%	38.1%	38.3%	68.0%	67.8%	66.7%	67.3%	63.1%	37.7%	68.0%	72.8%	12.8%	25.5%	3,388	7.8%
* Non-Aboriginal Student	53.7%	53.7%	53.3%	53.8%	53.4%	73.7%	73.8%	73.9%	72.7%	71.9%	51.9%	73.7%	76.9%	26.8%	26.6%	40,060	92.2%
<b>Language Programs (in Grad Year):</b>																	
ESL in Grad Year	53.6%	53.0%	49.8%	53.6%	47.9%	76.2%	77.9%	73.2%	71.4%	68.9%	54.3%	74.7%	76.1%	18.2%	29.7%	780	1.8%
* French Immersion	52.7%	52.6%	52.4%	52.6%	52.3%	73.5%	73.4%	72.3%	71.4%	71.0%	50.9%	73.2%	76.5%	25.9%	26.4%	42,668	98.2%
<b>Special Needs:</b>																	
* Gifted	69.7%	68.5%	67.0%	68.4%	69.7%	83.1%	82.3%	83.2%	83.3%	80.1%	69.6%	83.2%	86.3%	54.9%	14.8%	595	1.4%
Other Special Needs	38.3%	38.0%	39.0%	37.1%	39.6%	60.8%	64.1%	62.3%	60.8%	62.3%	33.5%	60.9%	66.0%	8.3%	31.3%	3,342	7.7%
No Special Needs	53.3%	53.3%	53.1%	53.6%	53.1%	73.4%	73.6%	73.6%	72.6%	71.8%	50.9%	73.4%	76.4%	26.6%	26.5%	39,511	90.9%
<b>All Graduates, by Primary Language Spoken at Home:</b>																	
English	48.6%	48.3%	47.9%	48.6%	48.1%	69.2%	66.6%	63.7%	59.3%	48.1%	47.9%	72.2%	76.0%	23.5%	23.0%	31,359	72.2%
Non-English:	66.4%	65.6%	65.2%	63.7%	63.0%	76.3%	74.9%	74.2%	70.4%	63.0%	68.5%	78.2%	78.9%	33.7%	33.6%	12,089	27.8%
French	50.3%	48.8%	58.4%	55.7%	48.8%	67.7%	67.3%	70.9%	64.0%	48.8%	56.8%	70.5%	79.4%	28.1%	20.7%	217	0.5%
Chinese, Mandarin, Cantonese	68.5%	66.3%	65.2%	60.6%	58.3%	75.3%	72.2%	70.9%	65.1%	58.3%	75.1%	81.4%	83.7%	40.3%	18.0%	4,707	10.8%
Korean	44.1%	41.4%	44.2%	48.4%	48.3%	52.9%	50.8%	52.4%	53.7%	48.3%	45.8%	56.1%	53.3%	34.9%	13.4%	855	2.0%
* Punjabi	83.0%	81.9%	81.9%	81.3%	83.8%	91.8%	90.5%	90.3%	88.0%	83.8%	82.2%	90.8%	90.1%	31.9%	51.9%	2,170	5.0%
Tagalog (Philippino)	62.4%	64.7%	62.1%	61.9%	60.7%	81.6%	82.7%	79.0%	74.7%	60.7%	67.1%	82.7%	88.3%	15.1%	45.6%	754	1.7%
Other Lang. (not listed above)	63.7%	63.6%	62.5%	61.9%	61.4%	77.5%	75.7%	75.0%	70.4%	61.4%	63.2%	77.2%	78.2%	30.0%	31.4%	3,386	7.8%
<b>B.C. Resident Status at Time of Gr12 Graduation</b>																	
* Resident of B.C.	53.5%	53.5%	53.3%	53.7%	53.6%	72.0%	69.9%	67.7%	63.7%	53.6%	51.5%	74.3%	77.6%	27.1%	26.5%	40,518	93.3%
Non-Resident of B.C.	33.7%	33.8%	33.3%	34.6%	33.0%	41.3%	39.9%	39.3%	38.8%	33.0%	33.1%	43.2%	43.0%	16.6%	16.4%	2,921	6.7%
<b>Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home ~ :</b>																	
English	33.0%	31.0%	30.8%	32.5%	31.0%	40.6%	42.3%	37.7%	38.2%	41.7%	31.7%	38.5%	44.6%	14.9%	16.1%	1,021	2.3%
Non-English:	34.0%	36.2%	34.8%	35.7%	34.1%	48.7%	46.9%	44.0%	39.5%	37.1%	34.6%	45.7%	47.4%	18.2%	15.9%	1,909	4.4%
* Chinese, Mandarin, Cantonese	43.6%	43.8%	41.0%	40.2%	37.3%	63.2%	62.7%	63.9%	55.4%	52.4%	47.5%	56.6%	59.2%	21.3%	16.0%	1,276	2.9%
Korean	22.9%	22.2%	21.8%	28.1%	30.8%	41.1%	38.3%	30.3%	30.9%	26.9%	26.8%	39.7%	34.9%	14.5%	16.3%	224	0.5%
Japanese	18.6%	25.7%	19.7%	13.0%	18.5%	21.2%	25.4%	25.6%	25.0%	27.1%	23.1%	30.2%	27.0%	3.3%	15.2%	124	0.3%
Other Lang. (not listed above)	32.7%	34.3%	30.5%	34.0%	29.1%	42.1%	40.2%	43.5%	36.8%	39.8%	32.3%	39.7%	45.2%	13.8%	15.3%	285	0.7%
<b>Total Non-Residents of B.C.</b>	<b>33.7%</b>	<b>33.8%</b>	<b>33.3%</b>	<b>34.6%</b>	<b>33.0%</b>	<b>45.1%</b>	<b>45.9%</b>	<b>42.8%</b>	<b>40.3%</b>	<b>41.3%</b>	<b>33.1%</b>	<b>74.3%</b>	<b>43.0%</b>	<b>16.9%</b>	<b>16.4%</b>	<b>2,930</b>	<b>6.7%</b>
<b>Secondary School Type:</b>																	
* BC Public School	53.2%	53.3%	53.0%	53.4%	52.8%	71.6%	69.4%	67.3%	63.2%	52.8%	51.2%	74.1%	77.1%	25.9%	26.9%	38,556	88.7%
BC Independent School	48.2%	46.2%	47.1%	46.3%	47.7%	64.5%	60.5%	59.2%	54.3%	47.7%	48.9%	66.7%	72.0%	30.0%	17.7%	4,892	11.3%
<b>Grand Total for All BC12 Graduates</b>	<b>52.7%</b>	<b>52.6%</b>	<b>52.4%</b>	<b>52.6%</b>	<b>52.3%</b>	<b>70.9%</b>	<b>68.5%</b>	<b>66.4%</b>	<b>62.2%</b>	<b>52.3%</b>	<b>51.9%</b>	<b>73.3%</b>	<b>76.6%</b>	<b>26.4%</b>	<b>25.9%</b>	<b>43,448</b>	<b>100.0%</b>
<b>Total Number of BC12 Graduates</b>	<b>46,314</b>	<b>45,819</b>	<b>44,697</b>	<b>43,888</b>	<b>43,448</b>												

Figure 19 continues on the next page . . .

**Figure 19 Notes:**

- + 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 2011/12 high school graduation cohort is identified with \*.
- ^ Immed Trans Rate to Bach Deg is the % of high school graduates of 2015/16 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 2015/16 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.).

Figure 19, continued: B.C. Post-Secondary Transition Rates by Demographic Characteristics for Selected B.C. Secondary School Graduation Cohorts

Demographic Characteristic	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2006/07 Grads)			2015/16 Immed Trans Rate to		2015/16 Gr12 Grads Distrib.	
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg <sup>A</sup>	Other	Count	% of Total
<b>College Region of Secondary School</b>																	
Camosun	47.7%	46.0%	46.9%	47.4%	47.6%	69.6%	66.9%	64.5%	57.9%	47.6%	44.7%	71.4%	75.5%	24.9%	22.7%	3,183	7.3%
Capilano	51.1%	48.1%	48.3%	46.4%	45.9%	67.6%	62.8%	62.5%	55.8%	45.9%	52.2%	72.2%	78.1%	30.2%	15.7%	2,846	6.6%
Douglas	58.2%	58.7%	58.1%	57.7%	57.3%	74.0%	72.4%	70.5%	66.5%	57.3%	58.4%	77.8%	80.0%	30.7%	26.6%	6,306	14.5%
Fraser Valley	43.2%	43.4%	43.7%	46.2%	46.7%	62.2%	61.5%	58.6%	55.5%	46.7%	41.8%	63.4%	68.4%	23.1%	23.6%	3,021	7.0%
* Kwantlen	59.5%	59.3%	58.3%	59.9%	60.5%	75.5%	73.3%	70.9%	69.2%	60.5%	56.9%	76.3%	78.6%	27.6%	32.9%	10,306	23.7%
New Caledonia	48.7%	46.9%	45.4%	45.5%	46.5%	66.9%	65.4%	61.5%	55.3%	46.5%	47.0%	72.4%	74.3%	17.9%	28.6%	1,434	3.3%
North Island	48.1%	47.6%	50.4%	45.8%	46.6%	68.8%	68.1%	68.2%	59.3%	46.6%	42.2%	71.8%	75.1%	14.3%	32.3%	1,224	2.8%
Northern Lights	33.7%	35.4%	28.5%	37.4%	29.7%	57.4%	54.4%	46.4%	47.7%	29.7%	34.4%	63.8%	72.7%	9.5%	20.2%	668	1.5%
Northwest	49.9%	49.9%	49.7%	47.8%	44.9%	73.1%	70.6%	66.5%	62.6%	44.9%	50.2%	75.1%	80.8%	14.8%	30.1%	655	1.5%
Okanagan	45.0%	46.4%	44.8%	46.2%	46.4%	66.9%	65.6%	61.6%	58.2%	46.4%	38.8%	68.4%	71.7%	21.6%	24.8%	3,766	8.7%
Rockies	35.4%	35.8%	37.2%	37.6%	30.8%	59.3%	57.3%	53.0%	48.4%	30.8%	34.3%	61.9%	66.3%	4.6%	26.2%	683	1.6%
Selkirk	50.5%	49.0%	48.1%	50.6%	43.8%	71.6%	69.2%	63.4%	60.3%	43.8%	44.3%	74.4%	75.3%	11.4%	32.4%	610	1.4%
Thompson Rivers	44.2%	42.4%	42.6%	44.0%	43.5%	66.2%	59.7%	59.6%	54.3%	43.5%	42.8%	68.9%	72.1%	30.7%	12.8%	1,607	3.7%
Vancouver/Langara	62.9%	61.7%	63.4%	60.0%	59.5%	76.1%	73.0%	73.3%	67.2%	59.5%	64.8%	80.0%	82.9%	34.2%	25.3%	5,360	12.3%
Vancouver Island	43.6%	45.9%	45.5%	47.2%	44.1%	65.5%	64.3%	60.8%	57.4%	44.1%	44.0%	71.2%	73.3%	26.4%	17.7%	2,221	5.1%
<b>Secondary School Academic GPA:</b>																	
No Academic GPA	40.2%	41.0%	41.1%	42.1%	41.6%	62.6%	60.8%	57.7%	53.4%	41.6%	35.9%	64.5%	68.5%	12.9%	28.7%	24,383	56.1%
50.0% - 64.9%	59.2%	53.5%	53.7%	55.0%	54.3%	79.9%	74.6%	70.5%	66.8%	54.3%	55.9%	78.9%	82.3%	6.3%	48.0%	673	1.5%
65.0% - 74.9%	64.5%	64.6%	62.4%	63.2%	62.4%	83.4%	81.8%	78.6%	74.1%	62.4%	61.8%	83.4%	85.8%	17.4%	45.0%	2,938	6.8%
Moderate Achievers (GPA < 75%)	63.4%	62.3%	60.7%	61.7%	60.8%	82.7%	80.3%	77.1%	72.8%	60.8%	60.6%	82.3%	85.1%	15.2%	45.6%	3,611	8.3%
75.0% - 79.9%	67.9%	68.2%	66.2%	68.0%	68.1%	83.4%	81.4%	80.7%	77.5%	68.1%	67.4%	86.2%	88.6%	33.6%	34.5%	2,721	6.3%
* 80.0% - 84.9%	68.6%	67.9%	67.5%	69.2%	65.9%	82.2%	80.3%	79.1%	76.8%	65.9%	70.2%	86.0%	86.8%	41.7%	24.2%	3,734	8.6%
85.0% - 89.9%	68.0%	67.0%	67.3%	66.8%	65.4%	78.9%	76.3%	75.5%	73.7%	65.4%	70.5%	82.4%	84.2%	50.9%	14.5%	4,523	10.4%
90.0% - 94.9%	67.0%	65.0%	66.4%	64.3%	65.7%	74.8%	71.9%	73.4%	69.0%	65.7%	69.5%	77.8%	82.2%	58.2%	7.5%	3,730	8.6%
95.0% - 100.0%	63.3%	64.1%	66.1%	61.8%	63.9%	71.0%	69.2%	71.5%	66.3%	63.9%	72.1%	75.6%	81.7%	59.9%	4.0%	1,188	2.7%
High Achievers (GPA 75 - 100%)	67.6%	66.8%	66.8%	66.6%	65.9%	79.2%	76.7%	76.4%	73.4%	65.9%	69.6%	82.9%	84.8%	48.5%	17.4%	15,896	36.6%
<b>Secondary School Inclusive GPA:</b>																	
50.0% - 64.9%	28.3%	26.2%	24.8%	25.6%	24.4%	51.6%	46.9%	41.8%	35.8%	24.4%	25.7%	56.7%	60.0%	1.7%	22.7%	3,453	7.9%
65.0% - 74.9%	43.0%	42.1%	40.7%	39.7%	39.1%	66.2%	62.6%	58.2%	51.5%	39.1%	37.1%	68.2%	69.7%	6.9%	32.2%	12,447	28.6%
Moderate iGPA (iGPA < 75%)	39.2%	38.2%	37.1%	36.6%	36.0%	62.4%	58.8%	54.4%	48.1%	36.0%	34.6%	65.1%	67.7%	5.8%	30.2%	15,901	36.6%
75.0% - 79.9%	57.5%	56.7%	55.6%	54.9%	53.7%	76.6%	74.8%	71.9%	66.7%	53.7%	51.1%	78.4%	78.6%	19.1%	34.6%	7,376	17.0%
80.0% - 84.9%	63.1%	63.0%	62.5%	61.3%	61.0%	78.2%	76.7%	75.4%	70.4%	61.0%	61.6%	82.4%	83.1%	32.2%	28.8%	7,452	17.2%
85.0% - 89.9%	66.6%	66.6%	65.5%	65.7%	64.4%	78.2%	76.9%	75.3%	73.2%	64.4%	67.3%	81.1%	84.3%	46.0%	18.4%	7,476	17.2%
* 90.0% - 94.9%	66.1%	65.8%	65.5%	66.1%	65.8%	75.2%	73.3%	72.9%	71.4%	65.8%	71.2%	80.0%	84.4%	55.9%	9.9%	4,892	11.3%
95.0% - 100.0%	65.5%	61.3%	66.0%	64.1%	63.7%	73.2%	66.5%	70.7%	68.6%	63.7%	72.3%	80.0%	82.3%	57.9%	5.8%	793	1.8%
High iGPA (iGPA 75 - 100%)	62.8%	62.6%	62.0%	61.7%	60.9%	77.1%	75.5%	73.9%	70.3%	60.9%	61.3%	80.4%	81.6%	37.3%	23.6%	27,989	64.4%
<b>Grand Total for All BC12 Graduates</b>	<b>52.7%</b>	<b>52.6%</b>	<b>52.4%</b>	<b>52.6%</b>	<b>52.3%</b>	<b>70.9%</b>	<b>68.5%</b>	<b>66.4%</b>	<b>62.2%</b>	<b>52.3%</b>	<b>51.9%</b>	<b>73.3%</b>	<b>76.6%</b>	<b>26.4%</b>	<b>25.9%</b>	<b>43,448</b>	<b>100.0%</b>
<b>Total Number of BC12 Graduates</b>	<b>46,314</b>	<b>45,819</b>	<b>44,697</b>	<b>43,888</b>	<b>43,448</b>	<b>44,542</b>	<b>44,722</b>	<b>45,953</b>	<b>45,551</b>	<b>46,314</b>							

Figure 19 Notes: See previous page.

## 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 20** 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 2015/2016 immediate entry students from each school district who enrolled in an institution within the same region as their high school.



Figure 20: Immediate-Entry Student Transition Rates by Region of Graduation, School Type and School District — Grade 12 Graduates of 2011/12 to 2015/16

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		2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Trans % Trend	Trans %	# Trans.	# Grads	2015/2016	Entry to PSI in Region
Camosun	BC Public	061	Greater Victoria	50%	46%	50%	52%	48%	↘	-24%	-152	-236	1,343	89%
		062	Sooke	41%	43%	41%	44%	47%	↘	+6%	+16	-45	521	90%
		063	Saanich	50%	48%	47%	47%	48%	↘	-10%	-31	-41	640	89%
		064	Gulf Islands^	39%	32%	35%	34%	41%	↘	-11%	-4	-14	90	73%
	All BC Public Schools in Region			48%	45%	47%	48%	48%	↘	-13%	-167	-332	2,616	89%
	All BC Independent Schools in Region			46%	51%	47%	43%	48%	↘	+9%	+19	+26	456	76%
	All BC Public & Independent Schools in Region			48%	46%	47%	47%	48%	↘	-10%	-148	-306	3,072	87%
Capilano	BC Public	044	North Vancouver	61%	56%	56%	56%	54%	↘	-13%	-84	-6	1,173	84%
		045	West Vancouver	46%	47%	47%	46%	43%	↘	-12%	-35	-31	676	73%
		046	Sunshine Coast	40%	42%	41%	36%	43%	↘	-4%	-4	-23	208	48%
		048	Sea to Sky	41%	40%	42%	41%	37%	↘	-4%	-5	+19	321	60%
		064	Gulf Islands^	50%	33%		25%	40%	↘	-50%	-1	-1	5	50%
	All BC Public Schools in Region			52%	50%	50%	49%	48%	↘	-11%	-128	-45	2,392	75%
	All BC Independent Schools in Region			45%	37%	39%	34%	37%	↘	-2%	-4	+78	492	83%
All BC Public & Independent Schools in Region			51%	48%	48%	46%	46%	↘	-10%	-132	+33	2,884	76%	
Douglas	BC Public	040	New Westminister	62%	57%	63%	59%	56%	↘	-27%	-61	-61	409	93%
		041	Burnaby	64%	67%	66%	64%	66%	↘	-7%	-90	-177	1,876	97%
		042	Maple Ridge-Pitt Meadows	44%	45%	41%	46%	41%	↘	-34%	-133	-249	954	89%
		043	Coquitlam	57%	57%	58%	56%	56%	↘	-12%	-169	-232	2,468	93%
	All BC Public Schools in Region			57%	58%	58%	57%	57%	↘	-14%	-451	-713	5,723	94%
	All BC Independent Schools in Region			70%	68%	64%	65%	65%	↘	+7%	+23	+69	480	94%
All BC Public & Independent Schools in Region			58%	59%	58%	58%	57%	↘	-12%	-428	-644	6,203	94%	
Fraser Valley	BC Public	033	Chilliwack	37%	36%	39%	41%	38%	↘	-7%	-20	-70	778	86%
		034	Abbotsford	49%	51%	49%	51%	54%	↘	+4%	+29	-77	1,372	93%
		075	Mission	41%	39%	41%	46%	38%	↘	-49%	-57	-116	307	91%
		078	Fraser-Cascade	30%	37%	41%	39%	49%	↘	+27%	+12	-18	92	78%
	All BC Public Schools in Region			44%	44%	44%	47%	47%	↘	-3%	-36	-281	2,549	90%
	All BC Independent Schools in Region			41%	38%	40%	42%	45%	↘	+13%	+25	+16	422	82%
All BC Public & Independent Schools in Region			43%	43%	44%	46%	47%	↘	-1%	-11	-265	2,971	89%	
Kwantlen	BC Public	035	Langley	40%	42%	42%	44%	43%	↘	+5%	+32	-18	1,388	87%
		036	Surrey	61%	61%	60%	62%	63%	↘	+4%	+141	+60	5,061	93%
		037	Delta	62%	59%	57%	58%	60%	↘	-2%	-16	+26	1,358	89%
		038	Richmond	72%	71%	71%	71%	71%	↘	-10%	-121	-131	1,760	94%
	All BC Public Schools in Region			60%	60%	59%	61%	61%	↘	+1%	+47	-67	9,602	95%
	All BC Independent Schools in Region			54%	50%	50%	53%	57%	↘	+13%	+64	+73	840	92%
All BC Public & Independent Schools in Region			59%	59%	58%	60%	61%	↘	+2%	+111	+6	10,442	92%	
New Caledonia	BC Public	028	Quesnel	47%	47%	45%	47%	43%	↘	-30%	-28	-39	215	67%
		057	Prince George	51%	50%	46%	47%	50%	↘	-30%	-112	-192	761	88%
		091	Nechako Lakes	42%	34%	42%	41%	44%	↘	+14%	+21	+31	337	57%
	All BC Public Schools in Region			49%	47%	45%	46%	47%	↘	-19%	-118	-197	1,319	77%
All BC Independent Schools in Region			50%	47%	53%	40%	37%	↘	+33%	+8	+33	65	92%	
All BC Public & Independent Schools in Region			49%	47%	45%	45%	47%	↘	-17%	-110	-164	1,384	78%	
North Island	BC Public	049	Central Coast	60%	50%	45%	90%	63%	↘	+40%	+2	+3	8	60%
		070	Alberni	54%	49%	51%	47%	54%	↘	-30%	-31	-56	193	88%
		071	Comox Valley	49%	46%	52%	48%	47%	↘	-14%	-38	-50	599	83%
		072	Campbell River	44%	51%	50%	42%	44%	↘	-11%	-17	-39	335	84%
		084	Vancouver Island West	31%	58%	48%	53%	50%	↘	+29%	+2	-2	14	100%
		085	Vancouver Island North	44%	47%	48%	42%	38%	↘	-52%	-13	-20	66	76%
	All BC Public Schools in Region			48%	48%	51%	46%	47%	↘	-16%	-93	-160	1,224	84%
All BC Independent Schools in Region			43%	37%	36%	32%	38%	↘	+20%	+3	+11	39	80%	
All BC Public & Independent Schools in Region			48%	48%	50%	46%	47%	↘	-15%	-90	-149	1,263	84%	

Figure 20 Notes:

~ 5-Year Change is from grad year 2012/12 to 2015/16. 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, the transition rates are not reported for school district 093 within each college region, but these students are included in college region subtotals and shown separately in the provincial total.

^ Three B.C. school districts span two college regions, thus the schools in these districts are reported in their respective college regions:

- 008 - Kootenay Lake school district (in Rockies and Selkirk college regions);
- 058 - Nicola Similkameen (in Okanagan and Thompson Rivers college regions); and
- 064 - Gulf Islands school district (in Camosun and Capilano college regions).

Figure 20, continued: Immediate-Entry Student Transition Rates by Region of Graduation, School Type and School District — Grade 12 Graduates of 2011/12 to 2015/16

Region of Grade 12 Graduation				Immediate-Entry Transition Rate							5-Yr Change~			# Grads	% Immed
College Region of Gr12 Graduation	School Type	School District		2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Trans % Trend	Trans %	# Trans.	# Grads	2015/2016	Trans to PSI in Region	
Northern Lights	BC Public	059	Peace River South	38%	38%	26%	39%	32%	~	-32%	-23	-29	221	72%	
		060	Peace River North	29%	29%	28%	33%	27%	~	+1%	+1	+18	333	56%	
		081	Fort Nelson	45%	49%	33%	61%	33%	~	-93%	-14	-20	45	67%	
		087	Stikine	100%	67%	75%	25%	67%	~	-150%	-3	-2	3		
	All BC Public Schools in Region			<b>34%</b>	<b>35%</b>	<b>28%</b>	<b>37%</b>	<b>30%</b>	~	<b>-22%</b>	<b>-39</b>	<b>-33</b>	<b>602</b>	<b>63%</b>	
	All BC Independent Schools in Region			<b>17%</b>	<b>47%</b>	<b>43%</b>	<b>43%</b>	<b>29%</b>	~	<b>+33%</b>	<b>+2</b>	<b>-3</b>	<b>21</b>	<b>83%</b>	
	All BC Public & Independent Schools in Region				<b>34%</b>	<b>35%</b>	<b>29%</b>	<b>37%</b>	<b>30%</b>	~	<b>-20%</b>	<b>-37</b>	<b>-36</b>	<b>623</b>	<b>63%</b>
Northwest	BC Public	050	Haida Gwaii	60%	66%	57%	59%	54%	~	+10%	+2	+7	37	30%	
		052	Prince Rupert	60%	52%	54%	55%	49%	~	-38%	-21	-14	113	76%	
		054	Bulkley Valley	37%	39%	47%	38%	41%	~	-22%	-12	-47	132	69%	
		082	Coast Mountains	54%	54%	52%	52%	45%	~	-44%	-63	-67	313	65%	
		092	Nisga'a	81%	76%	67%	50%	43%	~	-333%	-10	-9	7	100%	
	All BC Public Schools in Region			<b>52%</b>	<b>51%</b>	<b>52%</b>	<b>49%</b>	<b>46%</b>	~	<b>-38%</b>	<b>-104</b>	<b>-130</b>	<b>602</b>	<b>66%</b>	
	All BC Independent Schools in Region			<b>26%</b>	<b>36%</b>	<b>29%</b>	<b>31%</b>	<b>35%</b>	~				<b>40</b>	<b>64%</b>	
All BC Public & Independent Schools in Region				<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>48%</b>	<b>45%</b>	~	<b>-36%</b>	<b>-104</b>	<b>-144</b>	<b>642</b>	<b>66%</b>	
Okanagan	BC Public	019	Revelstoke	31%	42%	46%	33%	55%	~	+34%	+13	-11	69	82%	
		022	Vernon	41%	41%	40%	42%	48%	~	+0%	+1	-96	595	81%	
		023	Central Okanagan	49%	50%	48%	48%	48%	~	-9%	-67	-120	1,569	84%	
		053	Okanagan Similkameen	45%	55%	45%	53%	46%	~	+8%	+6	+11	168	74%	
		058	Nicola-Similkameen ^	50%	33%	17%	18%	37%	~	-62%	-8	-7	35	62%	
		067	Okanagan Skaha	46%	46%	48%	46%	44%	~	-10%	-21	-33	478	75%	
		083	North Okanagan-Shuswap	40%	41%	41%	44%	39%	~	-44%	-66	-155	384	83%	
		All BC Public Schools in Region			<b>45%</b>	<b>46%</b>	<b>45%</b>	<b>46%</b>	<b>47%</b>	~	<b>-9%</b>	<b>-143</b>	<b>-409</b>	<b>3,314</b>	<b>81%</b>
	All BC Independent Schools in Region			<b>41%</b>	<b>46%</b>	<b>38%</b>	<b>47%</b>	<b>44%</b>	~	<b>+9%</b>	<b>+12</b>	<b>+5</b>	<b>300</b>		
All BC Public & Independent Schools in Region				<b>45%</b>	<b>46%</b>	<b>45%</b>	<b>46%</b>	<b>46%</b>	~	<b>-8%</b>	<b>-131</b>	<b>-404</b>	<b>3,614</b>	<b>80%</b>	
Rockies	BC Public	005	Southeast Kootenay	40%	43%	43%	42%	31%	~	-60%	-61	-79	333	87%	
		006	Rocky Mountain	28%	22%	22%	31%	29%	~	-20%	-12	-50	209	80%	
		008	Kootenay Lake ^	39%	47%	44%	36%	34%	~	-63%	-15	-29	71	92%	
		All BC Public Schools in Region			<b>36%</b>	<b>37%</b>	<b>37%</b>	<b>38%</b>	<b>31%</b>	~	<b>-47%</b>	<b>-88</b>	<b>-158</b>	<b>613</b>	<b>86%</b>
	All BC Independent Schools in Region			<b>13%</b>	<b>7%</b>	<b>33%</b>	<b>38%</b>	<b>45%</b>	~	<b>+80%</b>	<b>+4</b>	<b>+3</b>	<b>11</b>	<b>67%</b>	
All BC Public & Independent Schools in Region				<b>33%</b>	<b>41%</b>	<b>36%</b>	<b>35%</b>	<b>40%</b>	~	<b>-3%</b>	<b>-8</b>	<b>-155</b>	<b>624</b>	<b>85%</b>	
Selkirk	BC Public	008	Kootenay Lake ^	45%	48%	47%	47%	40%	~	-29%	-27	-30	236	74%	
		010	Arrow Lakes	56%	57%	51%	60%	39%	~	-100%	-12	-12	31	92%	
		020	Kootenay-Columbia	59%	53%	50%	56%	49%	~	-41%	-54	-46	267	85%	
		051	Boundary	35%	36%	44%	40%	39%	~	-9%	-3	-21	89	63%	
	All BC Public Schools in Region			<b>50%</b>	<b>49%</b>	<b>48%</b>	<b>50%</b>	<b>44%</b>	~	<b>-35%</b>	<b>-96</b>	<b>-109</b>	<b>623</b>	<b>79%</b>	
All BC Independent Schools in Region			<b>57%</b>	<b>33%</b>	<b>25%</b>	<b>100%</b>	<b>50%</b>	~	<b>-300%</b>	<b>-3</b>	<b>-5</b>	<b>2</b>	<b>60%</b>		
All BC Public & Independent Schools in Region				<b>50%</b>	<b>49%</b>	<b>48%</b>	<b>51%</b>	<b>44%</b>	~	<b>-36%</b>	<b>-99</b>	<b>-114</b>	<b>625</b>	<b>78%</b>	
Thompson Rivers	BC Public	027	Cariboo-Chilcotin	36%	42%	41%	38%	39%	~	+3%	+4	-14	317	67%	
		058	Nicola-Similkameen ^	52%	48%	41%	43%	35%	~	-79%	-27	-22	96	71%	
		073	Kamloops/Thompson	47%	42%	44%	47%	46%	~	+1%	+6	+35	1,052	86%	
		074	Gold Trail	39%	43%	38%	40%	40%	~	-56%	-14	-39	62	80%	
	All BC Public Schools in Region			<b>45%</b>	<b>43%</b>	<b>43%</b>	<b>44%</b>	<b>44%</b>	~	<b>-5%</b>	<b>-31</b>	<b>-40</b>	<b>1,527</b>	<b>81%</b>	
All BC Independent Schools in Region			<b>39%</b>	<b>36%</b>	<b>35%</b>	<b>40%</b>	<b>40%</b>	~	<b>-28%</b>	<b>-11</b>	<b>-30</b>	<b>100</b>	<b>85%</b>		
All BC Public & Independent Schools in Region				<b>44%</b>	<b>42%</b>	<b>43%</b>	<b>44%</b>	<b>44%</b>	~	<b>-6%</b>	<b>-42</b>	<b>-70</b>	<b>1,627</b>	<b>81%</b>	
Vancouver/Langara	BC Public	039	Vancouver	66%	65%	66%	64%	63%	~	-16%	-405	-475	3,912	94%	
		All BC Public Schools in Region			<b>66%</b>	<b>65%</b>	<b>66%</b>	<b>64%</b>	<b>63%</b>	~	<b>-15%</b>	<b>-384</b>	<b>-447</b>	<b>3,960</b>	<b>100%</b>
		All BC Independent Schools in Region			<b>52%</b>	<b>47%</b>	<b>54%</b>	<b>48%</b>	<b>47%</b>	~	<b>+7%</b>	<b>+43</b>	<b>+192</b>	<b>1,246</b>	<b>88%</b>
		All BC Public & Independent Schools in Region				<b>63%</b>	<b>62%</b>	<b>63%</b>	<b>60%</b>	<b>59%</b>	~	<b>-11%</b>	<b>-341</b>	<b>-255</b>	<b>5,206</b>
Vancouver Island	BC Public	047	Powell River	44%	45%	47%	51%	45%	~	-26%	-18	-46	153	62%	
		068	Nanaimo-Ladysmith	47%	51%	49%	50%	46%	~	-12%	-49	-97	876	86%	
		069	Qualicum	44%	47%	43%	45%	43%	~	-3%	-4	-1	341	84%	
		079	Cowichan Valley	45%	44%	48%	49%	48%	~	-0%	-1	-38	513	89%	
	All BC Public Schools in Region			<b>46%</b>	<b>48%</b>	<b>48%</b>	<b>49%</b>	<b>46%</b>	~	<b>-9%</b>	<b>-76</b>	<b>-187</b>	<b>1,890</b>	<b>84%</b>	
All BC Independent Schools in Region			<b>33%</b>	<b>34%</b>	<b>33%</b>	<b>37%</b>	<b>34%</b>	~	<b>+1%</b>	<b>+1</b>	<b>-12</b>	<b>378</b>	<b>64%</b>		
All BC Public & Independent Schools in Region				<b>44%</b>	<b>46%</b>	<b>46%</b>	<b>47%</b>	<b>44%</b>	~	<b>-7%</b>	<b>-75</b>	<b>-199</b>	<b>2,268</b>	<b>82%</b>	
All BC Public Schools in All Regions				<b>53%</b>	<b>53%</b>	<b>53%</b>	<b>53%</b>	<b>53%</b>	~	<b>-9%</b>	<b>-1,907</b>	<b>-3,308</b>	<b>+38,556</b>	<b>88%</b>	
Conseil Scolaire Francophone*				<b>48%</b>	<b>62%</b>	<b>53%</b>	<b>57%</b>	<b>60%</b>	~	<b>+37%</b>	<b>+37</b>	<b>+35</b>	<b>+168</b>	<b>87%</b>	
All BC Independent Schools in All Regions				<b>48%</b>	<b>46%</b>	<b>47%</b>	<b>46%</b>	<b>48%</b>	~	<b>+8%</b>	<b>+186</b>	<b>+442</b>	<b>+4,892</b>	<b>85%</b>	
Grand Total, Province of B.C.				<b>53%</b>	<b>53%</b>	<b>52%</b>	<b>53%</b>	<b>52%</b>	~	<b>-8%</b>	<b>-1,721</b>	<b>-2,866</b>	<b>+43,448</b>	<b>88%</b>	

\* See bottom of Figure 20 on previous page for explanatory notes.

## Conclusion

This newsletter provides evidence of the ongoing success of B.C. students in B.C.'s education systems.

- Consistently over the last fifteen years, more than half of each of the B.C. grade 12 graduation cohorts have enrolled in B.C. public post-secondary education within one year of high school graduation.
- Based on consistent historical trends, it is estimated that nearly 80% of any B.C. grade 12 graduation will enrol in the B.C. public post-secondary system within fifteen years of graduating from high school.
- B.C.'s diverse post-secondary education system attracts B.C.'s grade 12 graduates to a variety of programs at different points in their education journey. In general, immediate-entry students and those who enrol in Research-Intensive Universities tend to have higher academic qualifications than those who delay their entry into post-secondary education or enrol in other institution types.
- The majority (91%) of students who entered a Bachelor's or Associate Degree program in the B.C. public post-secondary education returned to post-secondary education (anywhere in the BC system) in the following year. Student retention rates vary by program, institution type, credential sought, distance from home and numerous other factors.
- The STP includes some secondary school course grades and uses this for some of our research. Preliminary STP research suggests that Language Arts 12 course grades might provide a good predictor of post-secondary transition and retention.
- Bachelor's degrees are now offered to students in nearly every public post-secondary institution in the province. The majority (72%) of Bachelor's degrees awarded to students in B.C. continue to be awarded at Research-Intensive Universities (RIUs); however, over the last decade, non-RIU's are increasingly 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.



### Endnotes:

<sup>1</sup> The STP now has fifteen years of B.C. K-12 enrollment data for grade 12 graduates of 2001/2002 to 2015/2016 and fifteen complete years of B.C. public post-secondary enrollments for 2002/2003 to 2016/2017 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 STP links secondary and post-secondary enrollment information via encrypted personal education numbers (PENs) in a way that ensures anonymity and the protection of privacy of individuals. STP research is conducted on aggregate student groups, rather than individual students.

<sup>4</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>

<sup>5</sup> An update to the 2010 report, *Student Transitions into Post-Secondary Education Sectors—B.C. Public, B.C. Private and Non-B.C. Institutions*, has been scheduled in the STP work plan for the coming year.

<sup>6</sup> The STP is currently assessing different ways to collect post-secondary academic performance and progress variables in the STP data set. Once these new variables are included in the STP, more in-depth and detailed STP research can be conducted on student retention, credential completion, student mobility, dual enrollment and various academic performance studies.