

STP RESEARCH RESULTS

Student Transitions
& Enrolment Trends

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Executive Summary

About this Research

This report features selected research findings from the most recent annual STP update in Fall of 2018, including B.C. grade 12 graduates of 2001/2002 to 2016/17 and B.C. public post-secondary registrants from 2002/2003 to Fall 2018. In lieu of a brief highlights newsletter, an annual tradition for the STP every June, this year the STP has chosen to provide a more detailed and in-depth look at student transitions, post-secondary enrolment trends, regional variations and the growth in Bachelor's degrees awarded in this edition of *STP Research Results: Student Transitions & Post-Secondary Enrolment Trends*.

This study was conducted by the Student Transitions Project (STP), a collaborative research partnership involving B.C.'s education and advanced education ministries and post-secondary institutions.

Quick Facts

More than half of all B.C. grade 12 graduates transition to B.C. public post-secondary education within one year of graduation. The immediate-entry transition rate of 2016/2017 grade 12 graduates is currently 51.8%. ([page 11](#)).

Selected student groups maintain relatively high immediate-entry transition rates. Some groups of students consistently enrol in B.C. public post-secondary education at higher rates than the provincial average and higher than their counterparts, including: students whose primary language spoken at home is not English (61%), students with high academic achievement in high school (60%), high school graduates from the Mainland/Southwest region of B.C. (57%), B.C. residents (54%), females (54%), Non-Aboriginal students (53%) and high school graduates from Public schools (53%). ([page 12](#)).

High school grades affect student transition rates. Grade 12 graduates with A grades in selected academic high school courses had higher immediate-entry transition rates than those with C+ courses ([page 13](#)).

About the 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, Chair, STP Steering Committee and Director, Admissions and Research, BCCAT.

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

Chelsea Chalifour, Executive Director, Post-Secondary Governance, Accountability & Analytics, Ministry of Advanced Education, Skills and Training.

Nicole Gardner, Director, Education Analytics, Ministry of Education.

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

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.



For 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 reports, newsletters and other public resources 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>

Academic qualifications affect post-secondary destinations and time of entry. Immediate-entry students are more likely to enrol in RIUs (41%), whereas delayed-entry students are more likely to enrol in colleges/institutes (55%). Among high achievers with Academic GPA's above 75%, the majority enrol in RIUs (65%); compared to moderate achievers who are more likely at 49%, to enrol in colleges/institutes (page 14).

Cumulative student transition rates continue to rise incrementally at diminishing rates over the long-run. The majority (51% to 54%) of a typical grade 12 graduation cohort in B.C. first enrolls in B.C. public post-secondary education within a year of high school graduation. The proportion who enrol for the first time over the subsequent years tapers off over time, but cumulatively reaches nearly 80% after sixteen years (page 15).

Patterns in immediate, delayed and cumulative transition rates remain relatively stable. With sixteen years of student transitions data, the STP produces a transitions matrix every year. This matrix shows remarkably consistent patterns and trends in the immediate- and delayed-entry transition rates (page 16).

Student transition rates are gradually declining. Despite the relatively consistent patterns in student transition rates, a closer look at the immediate-entry transition rate reveals that this rate declined by two percentage points over the last decade, from 53.9% to 51.8%. At the same time, the delayed entry-rate, for students who delayed by one to three years, has also declined from 19.2% to 16.4% (page 17).

Declining student transition rates may be caused by a number of different factors. The declining transition rates may be due to the declining unemployment rate in B.C.; or the possible growth in students enrolling in B.C. private and non-B.C. institutions; or the transition rates are being pulled down declining transition rates among selected sub-populations, such as non-resident graduates or graduates from Northern B.C. (page 18).

Non-resident grade 12 graduates show declining immediate-entry transition rates; transition rates are stable for B.C. residents. While the share of non-resident graduates (dominated by international students) has grown from 3% to 8% over the last decade, their immediate-entry transition rates have declined from 40% to 31% (page 19).

Differences in average iGPA scores suggest that high-achieving non-resident graduates could be leaving B.C. for post-secondary. Among all B.C. high school graduates over the last ten years, non-resident students consistently maintained higher iGPAs than B.C. residents. The opposite is true for the subset of immediate-entry students. Fewer high-achieving non-resident grade 12 graduates are enrolling in B.C. public post-secondary institutions (page 20).

B.C. residents enrol in B.C. with higher average iGPA scores than non-residents, regardless of the institution type they enrol in. Despite having lower iGPA's than non-residents upon grade 12 graduation, B.C. residents consistently entered each of the institution types (colleges, institutes, TIUs and RIUs) with higher average iGPAs than non-resident graduates. (page 22).

Significant growth in post-secondary international students continues in B.C. B.C. has seen a tripling in the number of international students enrolled in B.C. public post-secondary institutions over the last decade, and this varies by institution and institution type. Over this time period, institutions are seeing a growing share of their enrolments comprised of international students. (page 23).

A growing share of new post-secondary international students is offsetting declining shares of new domestic students. The proportion of new international students has been increasing in all institution types while the proportion of new domestic students has been shrinking (page 25).

Domestic immediate- and delayed-entry students have maintained their share of new student spaces in B.C. Although international students represent a growing share of all new students entering the B.C. system, it is the share of other new domestic students from other sources that is shrinking. The share of domestic students entering as immediate or delayed entry students at each institution type varies, but these proportions have remained relatively constant (page 26).

Changes in post-secondary enrolments vary from 11% declines in B.C. Colleges to 18% growth in Research-Intensive Universities. Although total headcount enrolments in the B.C. public post-secondary system have grown by 2% over the last decade, this growth has largely been driven by international enrolment growth and overall growth in RIUs (+18%) and moderate growth in TIUs (+6%). B.C. Colleges have experienced steady annual enrolment decreases, accumulating to an 11% drop over the last ten years (page 27).

STP2018 by Numbers

STP2018 is the most recent edition of the STP dataset, with sixteen years of post-secondary data, collected in the Fall of 2018 and merged with K-12 data in February of 2019. Here are some numerical facts about this invaluable data set:

- **16** academic **years** of K-12 and post-secondary enrolment data.
- **14.5** million **enrolment** data records with
- **99** data elements describing
- **2.4** million distinct post-secondary registrants in
- **25** B.C. public post-secondary institutions and
- **1** million unique grade 12 graduates from
- **60** school districts.
- **14.5** million **secondary school course marks** data records with
- **32** data elements describing
- **1.4** million unique secondary school students enrolled in
- **955** distinct courses in
- **20** course subject areas.
- **1** million post-secondary **credentials awarded** records with
- **14** data elements and
- **750** thousand distinct credential completers from
- **19** distinct credential categories.

Post-secondary enrolment trends vary across regions of the province, with significant declines in Cariboo-North. Institutions in the Cariboo-North (CNO) region are currently at 64% of the enrolment level achieved ten years ago in 2008/2009. The Mainland/Southwest (MSW) and Vancouver Island (VIS) institutions have collectively remained at roughly the same enrolment level over the decade, while the institutions in the Thompson-Okanagan-Kootenays have seen a 12% increase over the decade. (page 28).

Trends in immediate-entry transition rates vary across regions of the province. The proportion of grade 12 graduates, from each of the four main regions of B.C., enrolling anywhere in the B.C. public post-secondary system have generally declined, except for graduates from the Thompson-Okanagan-Kootenays. Cariboo-North high school graduates show the largest drop in immediate-entry transition rates, dropping 5 percentage points from 46% to 41%. (page 29).

B.C. secondary school graduates tend to enrol in the same region where they graduated from high school. The vast majority (88%) of all immediate-entry students who enrolled in B.C. public post-secondary education in 2017/2018 remained in the same region where they graduated from high school. Students who remained in their home region, had lower iGPA scores, on average, than those who left the region (page 30).

The net flow of immediate-entry students into post-secondary education varies across regions of the province. Two regions have a net outflow of immediate-entry students (Cariboo-North and Mainland/Southwest). These regions have a greater number of immediate-entry students leaving the region to enrol in other regions, than the number entering the region. B.C.'s other two regions

have a net inflow of immediate-entry students (Thompson-Okanagan-Kootenays and Vancouver Island) (page 31).

Transition rates directly into Bachelor's degrees remain relatively high among selected student groups. The overall immediate-entry transition rate into a Bachelor's degree program in B.C. is approximately 26%. This means that roughly half of all immediate-entry students enrol in a Bachelor's degree program and the other half enrol in some other credential category. The proportion of grade 12 graduates enrolling in a Bachelor's degree program is much higher for some groups than others, such as Mainland/Southwest grads (56%), high academic achievers (37%), students whose primary language is English (34%) and various other groups (page 33).

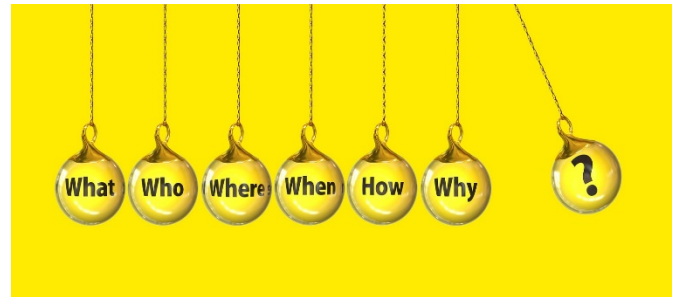
Bachelor's degree expansion in B.C. has resulted in more Bachelor's degree programs offered and awarded. B.C. has seen rapid growth in the number of institutions offering Bachelor's degrees since 2002, increasing from 17 to 24 institutions. These offerings have translated into a growing share of registered students seeking a Bachelor's degree, increasing from 21% to 29%, and a growing proportion of credentials awarded as Bachelor's degrees, increasing from 32% to 38% (page 34).

The growth in Bachelor's degrees awarded varies by institution type. The province of B.C. has seen steady increases in the total number of students seeking and earning Bachelor's degrees. The number awarded at colleges, institutes and TIUs has more than doubled (1.4x), while RIU's saw a slower (44%) growth rate. As a result, RIUs now award a smaller share of total Bachelor's degrees than they did sixteen years ago (80%), while the other institution types have increased their share from 20% to 28%. (page 35).

Introduction

Overview

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 sixteen years of K-12 enrolment records and sixteen full years of post-secondary information, the STP is used for tracking student transitions, student mobility and student success.¹



This report summarizes student transitions in B.C., from grade 12 graduation to B.C. public post-secondary education. These STP research results focus on recurring and consistent trends and any significant changes. Additional background and context pertaining to overall post-secondary and secondary school enrolment trends are also integrated throughout this report (see **Research Results Legend**). This report is available on the [STP website](#)².

The information in this report is based on data collected and assembled in the STP from the Fall, 2018 submission. This includes sixteen years of data gathered from post-secondary institutions and the Ministry of Education, as follows:

Research Results Legend

The following symbols are used throughout this report to indicate the significance of each of the research findings.

- Recurring Consistent Trend
- ◆ Significant Change
- Context or Information

- **B.C. K-12 enrolment data** for B.C. grade 12 graduates of 2001/2002 to 2016/2017;
- **B.C. public post-secondary enrolments** for academic years 2002/2003 to 2017/2018;
- **post-secondary credentials awarded** in B.C. public post-secondary institutions in academic years 2002/2003 to 2017/2018.

In a way that protects the privacy of students and ensures their anonymity, the STP links the encrypted Personal Education Number (PENs) of B.C. grade 12 graduates to the PENs of B.C. public post-secondary registrants. Through this linkage, the STP is able to identify and quantify the number and proportion of grade 12 graduates who transition to B.C. public post-secondary education. This report includes a summary of information on student transitions, post-secondary enrolments and post-secondary credentials awarded.

¹ The STP now has sixteen years of B.C. K-12 enrolment data for grade 12 graduates of 2001/2002 to 2016/2017 and sixteen complete years of B.C. public post-secondary enrolments for 2002/2003 to 2017/2018 registrants. Students who enrolled in post-secondary education outside of B.C. or in B.C. private institutions are excluded from this newsletter.

² The public STP website is located here: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

Credential Categories by Study Level

The post-secondary study levels and credential categories used by the STP across the B.C. public post-secondary system are listed below in descending order of entry qualifications for the study level and credential category.

Graduate

Doctorate
Master's Degree
Graduate Diploma
Graduate Certificate

Undergraduate

Post-Degree Diploma
Post-Degree Certificate
First Professional Degree
Bachelor's Degree
Advanced Diploma
Advanced Certificate
Associate Degree
Diploma
Certificate
Apprenticeship
Short Certificate
Other
None

Developmental

The classification of credentials within this study level varies across institutions, but may include a variety developmental certificates, short certificates, "other" or "none". The developmental study level is commonly used at B.C. colleges, institutes and teaching-intensive universities. Research-intensive universities do not submit any "developmental" student records to the STP.

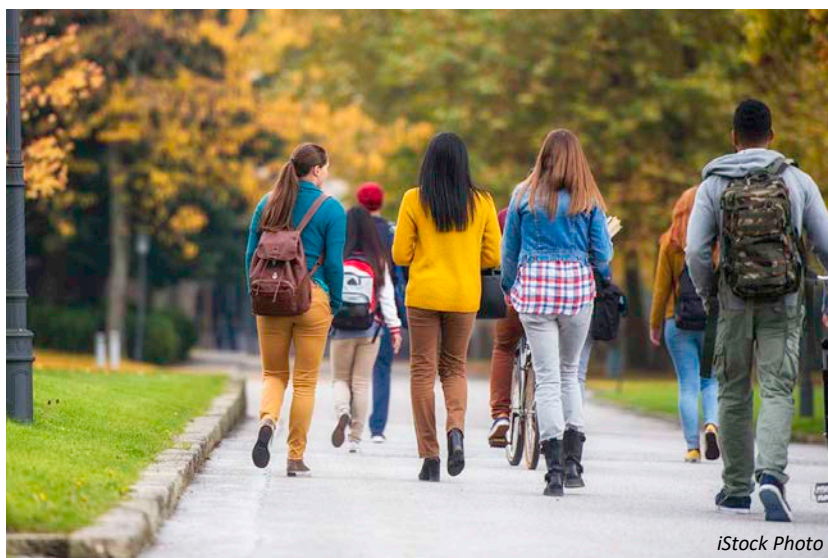
Student Transitions: The subset of students who transition to post-secondary education are sometimes called **transitioners**. Depending upon the timing of their first enrolment in B.C. public post-secondary education, these student transitioners may be **immediate-entry** students who enrolled within one year of high school graduation, or **delayed-entry** students who waited a year or more before enrolling in the B.C. public post-secondary education system for the first time.

Post-Secondary Enrolments: Based on the sixteen years of post-secondary enrolments, the STP is able to quantify and evaluate system-wide post-secondary enrolment trends in B.C. along various dimensions, such as:

- new/continuing students,
- domestic/international students,
- post-secondary institution, institution type, college region, B.C. region,
- study level (graduate, undergraduate, developmental), including continuing studies³,
- credential category and program, etc.

Post-Secondary Credentials Awarded: **Credential Categories by Study Level** are listed in the inset box to the left. These are the types of credentials awarded to students in B.C. public post-secondary institutions over the last sixteen years. Some institutions offer and award a wider range of credentials than others.

Exclusions: Students who transition to B.C. private institutions or non-B.C. post-secondary institution are excluded from these research results, although the STP soon conduct research on transitions into B.C. private and non-B.C. institutions in the near future.



³ Data submitted to the STP from Research-Intensive Universities does **not** include Continuing Studies enrolments.

Research Results

More than half of all B.C. grade 12 graduates transition to B.C. public post-secondary education within one year of graduation.

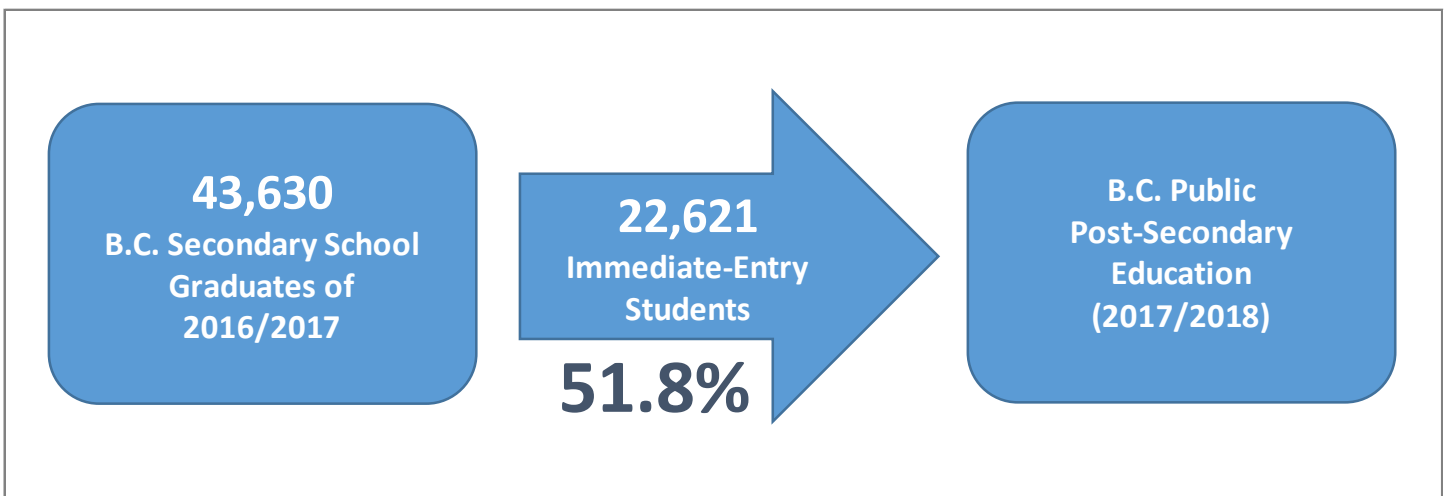
The Student Transitions Project measures student transition rates as the proportion of grade 12 graduates who enrolled in B.C. public post-secondary education after grade 12 graduation at different points in time. The immediate-entry transition rate of 2016/2017 grade 12 graduates is currently 51.8%. This is the proportion who enrolled in post-secondary education within one year of grade 12 graduation (see [Figure 1](#)).

When delayed-entry students are accounted for, the cumulative ten-year transition rate of 2007/2008 B.C. grade 12 graduates enrolling in B.C. public post-secondary education by 2017/2018 is 77.9%.



Photo by [Jeremy Bishop](#) on [Unsplash](#)

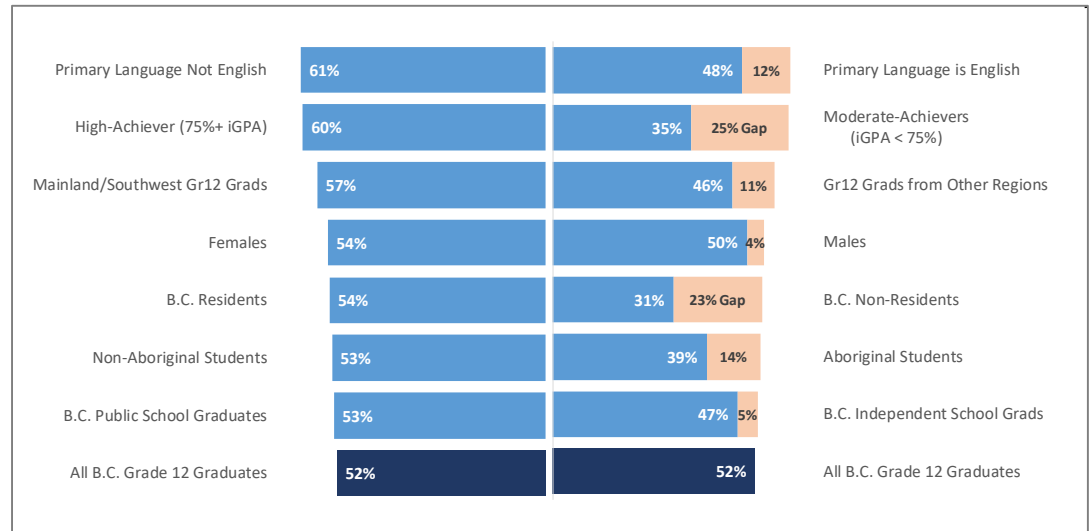
FIGURE 1: IMMEDIATE-ENTRY TRANSITION INTO B.C. PUBLIC POST-SECONDARY EDUCATION



☑ Selected student groups maintain relatively high immediate-entry transition rates.

Based on sixteen years of STP data collected and analyzed since the project’s inception, a number of consistent patterns in student transitions continue to emerge. Several demographic groups of students consistently enrol in B.C. public post-secondary education immediately after high school graduation at higher rates than their counterparts. Over the long-run, however, the transition rate gap between these sub-populations tends to narrow within five and ten years after graduation (see [Figure 2](#) and [Appendix A](#)).

FIGURE 2: COMPARISON OF IMMEDIATE-ENTRY STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS



The STP consistently finds a difference in the immediate-entry transition rates between the following groups of students⁴:

- Females (54.0%) versus males (49.6%);
- Non-Aboriginal students (53.0%) versus Aboriginal students (39.3%);
- Students whose primary language spoken at home is not English (60.7%) versus primarily English-speaking grade 12 graduates (48.4%),
- B.C. residents (53.6%) versus non-residents (30.9%) graduating from B.C. secondary

schools (see [page 19](#) for more information);

- High school graduates from the Mainland/Southwest region of B.C. (56.6%) versus grade 12 graduates from other regions of B.C. (45.9%);
- B.C. public school graduates (52.5%) versus B.C. independent school graduates (47.2%)⁵;
- High academic achievers in high school (60.2%) versus moderate achievers (35.4%)^{5,6}

A similar comparison across demographic groups is provided later in this report for those students enrolling immediately into Bachelor’s degree programs (see [page 33](#)).

⁴ The transition rates of the 2016/2017 grade 12 graduates are used to quantify this transition gap. These rates are similar for other grade 12 graduation cohorts.

⁵ Previous STP research found that graduates from B.C. independent schools and students with high GPA’s (above 95%) were more likely to enrol in institutions outside of B.C. and thus the transition rates into B.C. public post-secondary education are lower for these groups.

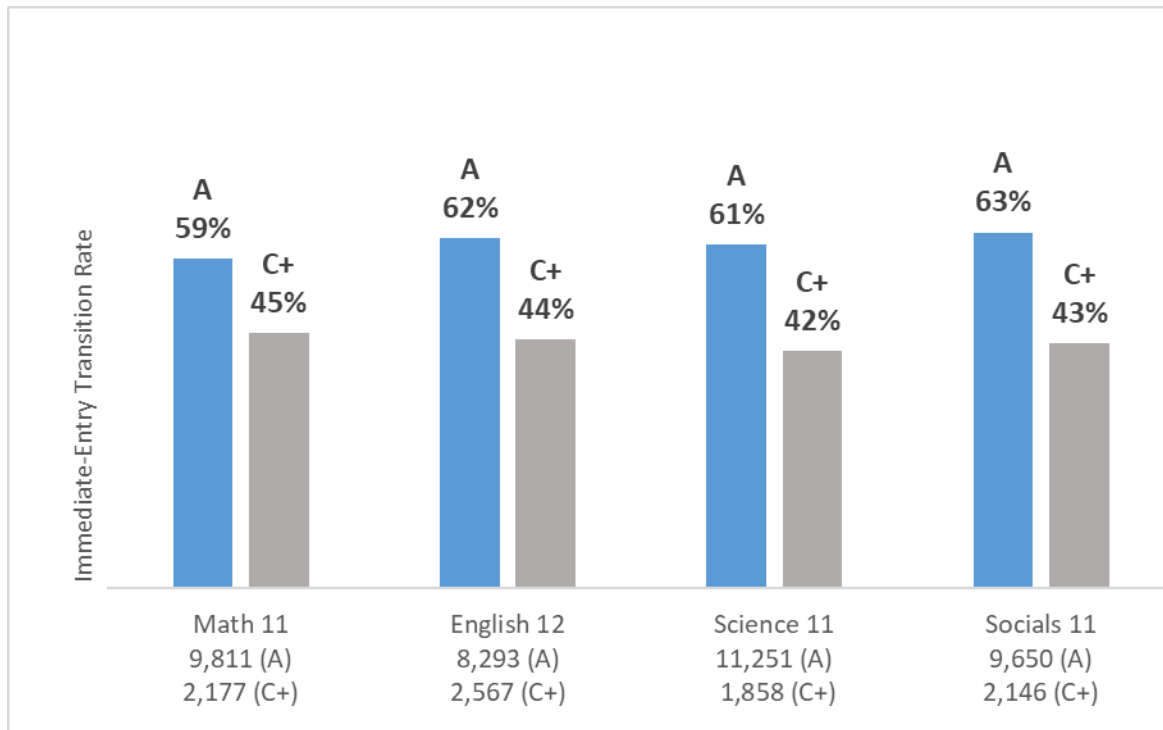
⁶ High achievers have an iGPA score of 75% or higher. Moderate achievers have an iGPA score between 50% and 75%.

☑ High school grades affect student transition rates.

As previously shown in [Figure 2](#), the largest gap in immediate-entry transition rates is between students with high GPA scores compared to moderate GPAs. The STP also has student-level information on secondary school course grades and this allows us to see that students with high grades in selected academic secondary school courses are also more inclined to enrol immediately in post-secondary education than students with moderate grades in these courses. For example, grade 12 graduates from 2016/2017 (and prior cohorts) with A grades in selected courses⁷ had higher immediate-entry transition rates than those with C+ grades. The transition rate gap between students with A grades versus C+ grades ranges from 13% in Math 11 to 20% in Social Studies 11 (see [Figure 3](#)).

- Math 11 (59% versus 45%);
- English 12 (62% versus 44%);
- Science 11 (61% versus 42%);
- Social Studies 11 (63% versus 43%);

FIGURE 3: COMPARISON OF IMMEDIATE-ENTRY STUDENT TRANSITION RATES, BY GRADES IN SELECTED COURSES



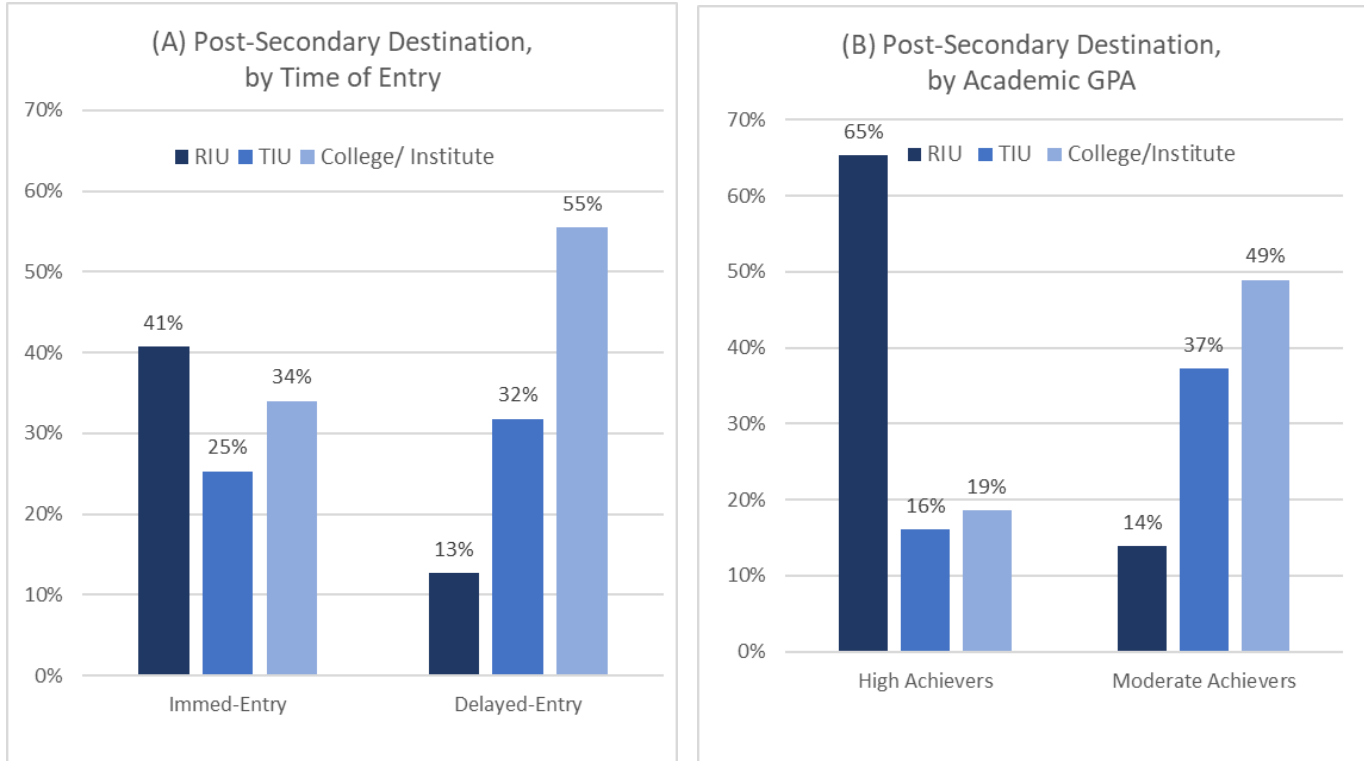
⁷ Includes equivalent courses in a similar subject and grade level.

✓ Academic qualifications affect post-secondary destinations and time of entry.

Academic qualifications consistently make a difference in terms of the post-secondary institution destinations of students and whether they enrol immediately after grade 12 graduation, or delay their entry into post-secondary education.

- Among all **immediate-entry** students enrolling in B.C. public post-secondary institutions in 2017/2018 (and similarly in prior years), 41% enrolled in RIUs, 34% in colleges/institutes and 25% in TIUs. Differences in admission qualifications across the institution types appears to affect the destinations of these student (see [Figures 4a](#) and [4b](#)).
 - Nearly two-thirds (65%) of all high-achieving⁶ immediate-entry students enrolled in an RIU, compared to a smaller proportion (14%) of moderate achievers.
 - Moderate achievers⁶ are more inclined to enrol in colleges/institutes (49%) and TIUs (37%).
- One-year and two-year **delayed-entry** students are four times more likely to enrol in colleges/institutes (55%) than RIUs (13%). A divergent proportion enrol in TIUs (32%) (see [Figure 4a](#)).
- Regardless of time of entry, students entering RIU's are more likely to have graduated from secondary school as a high-achiever⁶ than moderate-achiever. Significant proportions of high school graduates who enrolled in RIUs are high achievers: 74% of immediate-entrants and 64% of delayed entrants to RIUs.

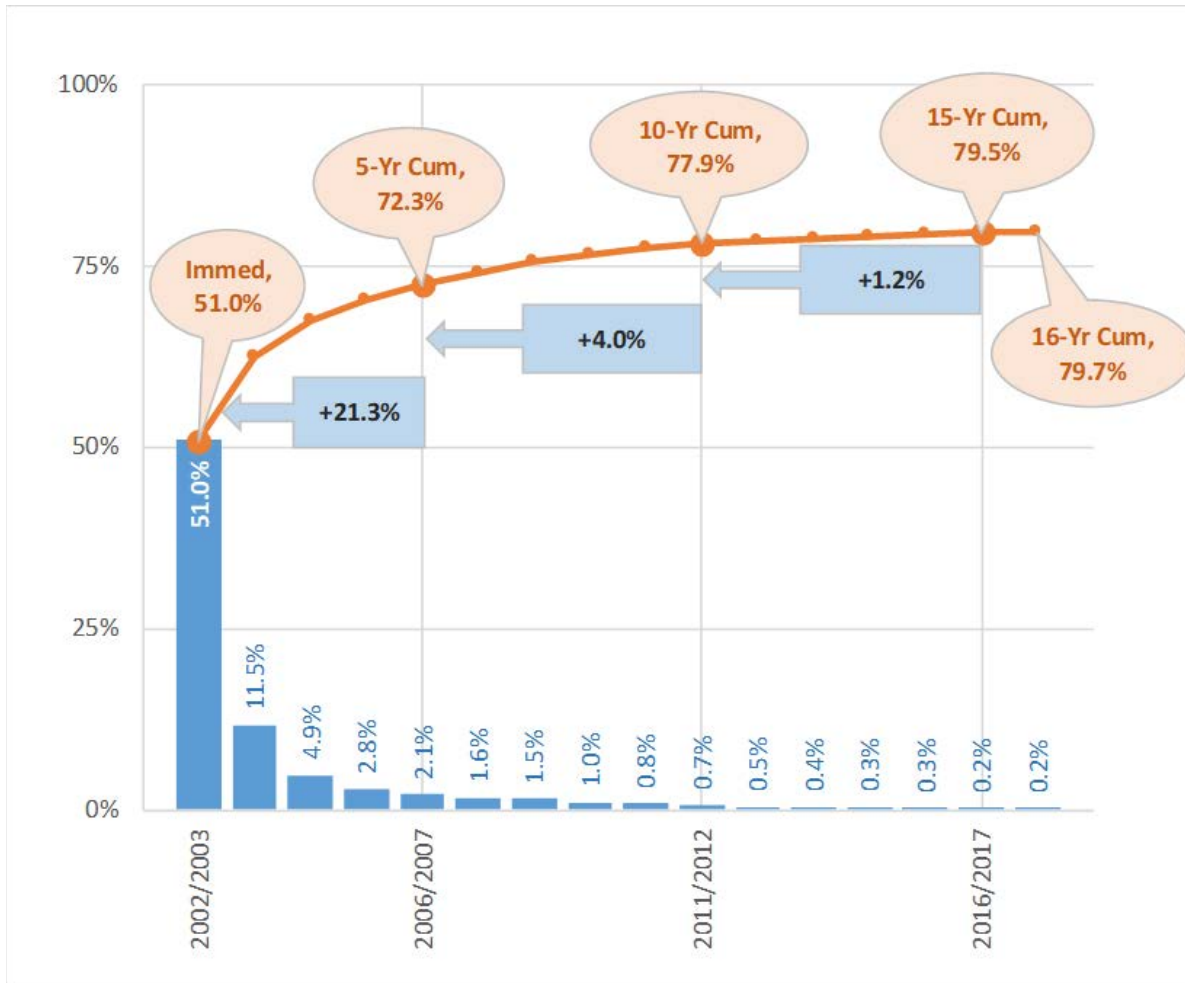
FIGURE 4: POST-SECONDARY DESTINATIONS BY (A) TIME OF ENTRY AND (B) ACADEMIC GPA



Cumulative student transition rates continue to rise incrementally at diminishing rates over the long-run.

As shown in **Figure 5** for the 2001/02 grade 12 graduation cohort with a 51.0% immediate-entry transition rate, an additional 21.3% of these graduates first enrolled in the B.C. public post-secondary system, between two and five years after graduation. With relative consistency, the rate at which additional grade 12 graduates from the cohort first enrol in B.C. public post-secondary education tapers off to 4.0% and 1.2% over each of the next five-year time periods, or cumulatively ten and fifteen years after graduation. These student transition patterns are similar for subsequent cohorts of grade 12 graduates, albeit over slightly shorter time horizons.

FIGURE 5: ANNUAL AND LONG-RUN CUMULATIVE TRANSITION RATE OF 2001/2002 GRADE 12 GRADUATION COHORT



✓ Patterns in immediate, delayed and cumulative transition rates remain relatively stable.

As an example of continued student success in B.C., each year at least 50% of the cohort of grade 12 graduates enrolled in B.C. public post-secondary education within one year of grade 12 graduation (see [Figure 6](#)) Approximately half as many enrol over the subsequent nine years, such that the cumulative transition rate for each grade 12 graduation cohort reaches at least 75% one decade after grade 12 graduation. Over the longest time period available and based on data from the STP’s earliest cohort of 2001/2002 grade 12 graduates, the cumulative sixteen-year transition rate is 79.7%.

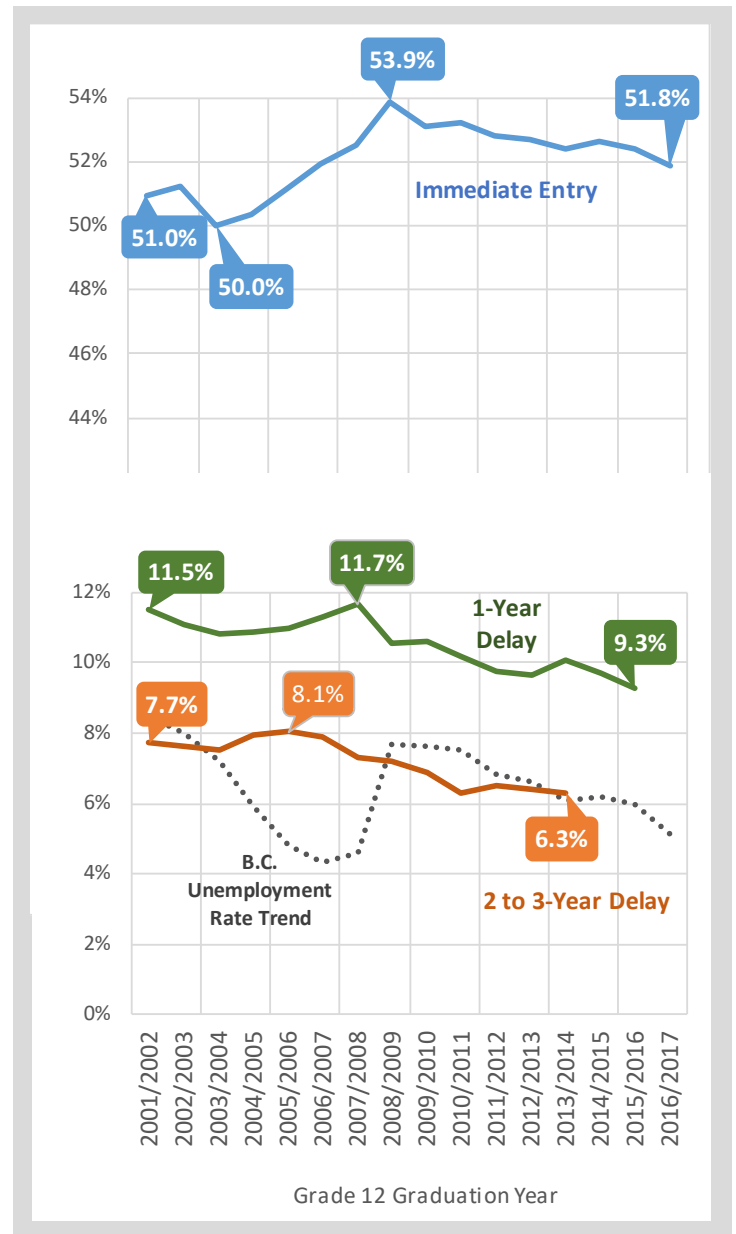
FIGURE 6: STUDENT TRANSITION MATRIX – NUMBER OF STUDENT TRANSITIONS FROM GRADE 12 GRADUATION TO B.C. PUBLIC POST-SECONDARY EDUCATION IN EACH ACADEMIC YEAR

Grade 12 Grad Year		Post-Secondary School Year										No Transition Yet	Grand Total Gr12 Grads	Cumulative Transition Rate
		2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018			
2007/2008	# of HS Grads	23,387	5,204	2,079	1,186	891	641	466	364	277	210	9,838	44,543	(10 years)
	% of HS Grad Class	52.5%	11.7%	4.7%	2.7%	2.0%	1.4%	1.0%	0.8%	0.6%	0.5%	22.1%	100.0%	77.9%
2007/2008	Count of HS Grads		24,100	4,716	2,034	1,176	817	581	409	330	262	10,305	44,730	(9 years)
	% of HS Grad Class		53.9%	10.5%	4.5%	2.6%	1.8%	1.3%	0.9%	0.7%	0.6%	23.0%	100.0%	77.0%
2008/2009	Count of HS Grads			24,406	4,868	2,015	1,158	819	671	481	336	11,202	45,956	(8 years)
	% of HS Grad Class			53.1%	10.6%	4.4%	2.5%	1.8%	1.5%	1.0%	0.7%	24.4%	100.0%	75.6%
2009/2010	Count of HS Grads				24,245	4,647	1,802	1,064	836	570	431	11,958	45,553	(7 years)
	% of HS Grad Class				53.2%	10.2%	4.0%	2.3%	1.8%	1.3%	0.9%	26.3%	100.0%	73.7%
2010/2011	Count of HS Grads					24,459	4,526	1,870	1,151	875	607	12,827	46,315	(6 years)
	% of HS Grad Class					52.8%	9.8%	4.0%	2.5%	1.9%	1.3%	27.7%	100.0%	72.3%
2011/2012	Count of HS Grads						24,149	4,417	1,859	1,076	810	13,516	45,827	(5 years)
	% of HS Grad Class						52.7%	9.6%	4.1%	2.3%	1.8%	29.5%	100.0%	70.5%
2012/2013	Count of HS Grads							23,420	4,510	1,792	1,024	13,953	44,699	(4 years)
	% of HS Grad Class							52.4%	10.1%	4.0%	2.3%	31.2%	100.0%	68.8%
2013/2014	Count of HS Grads								23,110	4,260	1,696	14,828	43,894	(3 years)
	% of HS Grad Class								52.6%	9.7%	3.9%	33.8%	100.0%	66.2%
2015/2016	Count of HS Grads									22,794	4,031	16,656	43,481	(2 years)
	% of HS Grad Class									52.4%	9.3%	38.3%	100.0%	61.7%
2016/2017	Count of HS Grads										22,621	21,009	43,630	(1 year)
	% of HS Grad Class										51.8%	48.2%	100.0%	51.8%

◆ Student transition rates are gradually declining.

Despite remaining consistently above 50% over the last decade, a closer look at transition rates reveals that the proportion of grade 12 graduates who transitioned to B.C. public post-secondary education within one year of graduation has declined by two percentage points, from 53.9% to 51.8%. Over the same time period, those who delayed their first entry into B.C. public post-secondary education by one to three years has also declined from 19.2% to 16.4%, or nearly three percentage points (see [Figure 7](#)).

FIGURE 7: SIXTEEN-YEAR TRENDS IN IMMEDIATE-ENTRY AND DELAYED-ENTRY TRANSITION RATES OF B.C. GRADE 12 GRADUATES, 2001/2002 TO 2016/2017



○ Declining student transition rates may be caused by a number of different factors.

There are a number of possible reasons for the decline in student transition rates over the last decade.

- The **declining unemployment rate** in B.C. over the last ten years might be drawing more grade 12 graduates directly into the work force and away from post-secondary education in B.C. The unemployment rate in B.C. has dropped 2.6 percentage points, from 7.5% in 2009 to 5.1% in 2017⁸.
- It is possible that a growing share of students are now enrolling in **B.C. private** institutions or other **non-B.C. institutions** in the rest of Canada or elsewhere in the world. Although it has been several years since the STP has conducted any studies to estimate the proportion of B.C. grade 12 graduates who enrolled in post-secondary institutions outside of the B.C. public post-secondary system, conducting such a study might be timely to help us gain a better understanding of the recent downward trends in student transition rates in the B.C. public post-secondary system.
- Declining student transition rates are concentrated within selected **sub-populations of students** and these isolated trends are pulling down the overall transition rate for the full population of grade 12 graduates:
 - A growing sub-population of **non-resident graduates** show declining student transition rates (falling from 40% to 31% over the last ten years), while B.C. resident graduates have maintained consistent immediate-entry transition rates of 53% to 54%. Also see **Figure 8** on **page 19**.
 - Declining student transition rates are concentrated in some regions of the province, while other regions are showing increases in the student transition rate. For example, student transition rates in the **Cariboo-North region** have fallen five percentage points from 46% to 41% over the last ten years, while transition rates for the rest of the province combined has remained at 52% to 53%. For more regional information, please see **Figure 18** on **page 29**. Other student transitions information by college region and school district are also available in the **Appendix A** and **B** of this report.

⁸ B.C. Stats, B.C. Unemployment Rates, <http://www.bcstats.gov.bc.ca/Files/bef181ed-bd2e-4529-a00c-22baa1dd1c33/EmploymentandUnemploymentRatebyIndustryandDevelopmentRegion.xls>

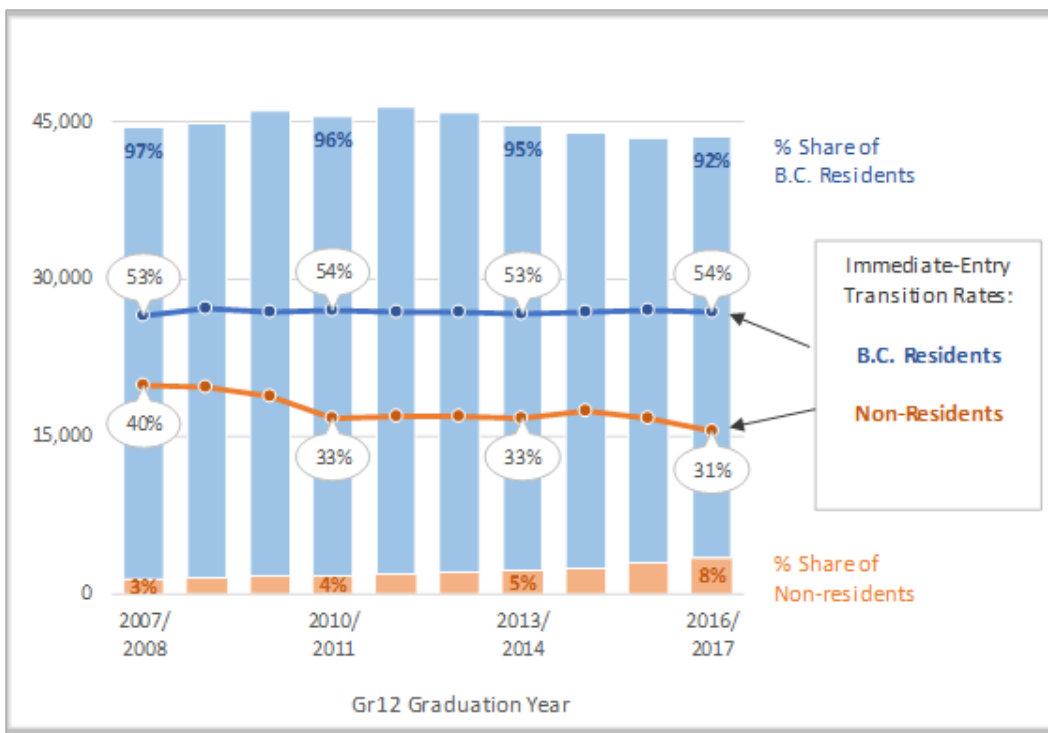
◆ Non-resident grade 12 graduates show declining immediate-entry transition rates; transition rates are stable for B.C. residents.

Compared to B.C. residents, non-residents graduating in B.C. high schools show consistently lower and declining immediate-entry transition rates, currently at 31%, down from 40% ten years ago. Although it is not possible within the STP to determine the precise geographic origin of non-resident grade 12 graduates, this growing group is largely comprised of international students, but also includes students from other Canadian provinces. It is reasonable to expect lower transition rates of non-resident secondary school graduates because many any of these students may be returning to their home country/province for post-secondary education. Alternatively, they may be choosing to enrol in some other non-B.C. post-secondary institution.

Consistent with the steady growth in international education in B.C.⁹, non-resident B.C. grade 12 graduates have nearly tripled in number and proportion over the last decade, increasing from 1,285 (or 3% of total grade 12 graduates) in 2007/2008 to 3,374 (or 8%) in 2016/2017. Over this same time period, the immediate-entry transition rate of non-resident graduates has declined roughly nine percentage points from 40% to 31%, while comparable rates for B.C. residents has remained stable and in the range of 53% to 54% every year (see [Figure 8](#)).

Why are the transition rates of non-resident grade 12 graduates declining, while transition rates of B.C. residents are holding steady? The answer may be related to academic qualifications (see [page 20](#)).

FIGURE 8: TEN-YEAR TRENDS IN IMMEDIATE ENTRY TRANSITION RATES OF B.C. GRADE 12 GRADUATES – B.C. RESIDENTS VS. NON-RESIDENTS

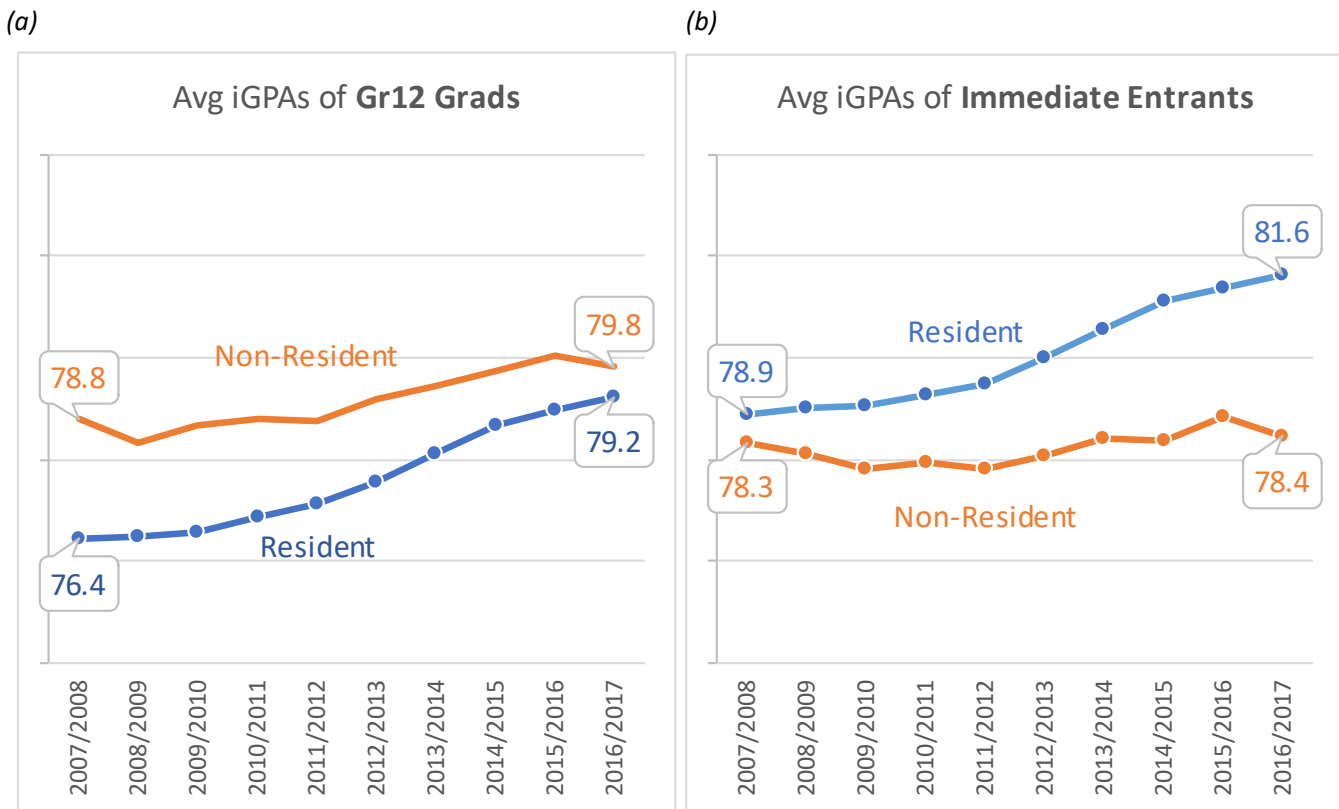


⁹ International Students in B.C.'s Education Systems: Summary of Research from the Student Transitions Project, <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp-international-research-results.pdf>, December 19, 2018.

◆ Differences in average iGPA scores suggest that high-achieving non-resident graduates could be leaving B.C. for post-secondary.

Differences in Average iGPAs: Among all B.C. high school graduates over the last ten years, non-resident students consistently maintained higher average iGPA's¹⁰ than B.C. residents. The opposite is true for the subset of immediate-entrants, as their average iGPA scores are consistently lower for non-residents than B.C. residents (see [Figure 9a](#) and [9b](#)).

FIGURE 9: TEN-YEAR iGPA TRENDS OF RESIDENT VS. NON-RESIDENT STUDENTS FOR (A) GRADE 12 GRADUATES AND (B) IMMEDIATE-ENTRY STUDENTS



This reversal of the relative iGPA performance of graduates and immediate-entrants suggests that fewer high-achieving non-resident grade 12 graduates are enrolling in B.C. public post-secondary institutions. Some of these students may have chosen to return to their home province/country for post-secondary education. Other non-resident graduates, with sufficiently high iGPAs, have created numerous opportunities to enrol outside of B.C. or Canada for their post-secondary education after high school graduation. Many of these non-resident students from outside of B.C. may have come from families with sufficient financial resources to support their child’s education in B.C., and these families likely have the additional resources needed to enrol their qualified high school graduate in post-secondary education almost anywhere in the world. As a result, a growing proportion of non-residents with high academic qualifications have probably enrolled in B.C. private or non-B.C. post-secondary institutions. The STP will soon conduct more detailed research on transitions into B.C. private and non-B.C. institutions to confirm this hypothesis.

¹⁰ See text box, *STP Measures of Secondary School Academic Performance (iGPA)*, on [page 21](#).

Ten-Year iGPA Trends: Non-resident students maintained relatively *stable* iGPA scores over the last decade, while B.C. resident students showed steadily *rising* iGPAs over the ten-year period. The academic performance gap between B.C. resident and non-resident students changed by two to three percentage points over the decade, with the gap gradually *narrowing* among grade 12 graduates (**Figure 9a**) and gradually *widening* among immediate-entry students (**Figure 9b**).

These trends show that resident graduates have improved their academic performance, relative to non-residents, such that both groups are currently graduating with roughly similar academic qualification; however, the subset of students transitioning to post-secondary appear to be dominated by the high-achieving B.C. residents and lower-achieving non-residents.

STP Measures of Secondary School Academic Performance (iGPA)

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

◆ B.C. residents enrol in B.C. with higher average iGPA scores than non-residents, regardless of the institution type they enrol in.

As previously shown, there are obvious differences in the academic quality of resident and non-resident high school students graduating and those subsequently enrolling in B.C. public post-secondary education. Differences in the average iGPA scores of resident and non-resident immediate-entry students persist across the B.C. system, regardless of the type of institution students are admitted to (see inset box, **B.C. Public Post-Secondary Institutions by Institution Type**). The B.C. residents consistently entered each of the institution types (colleges/institutes, TIUs and RIUs) with higher average iGPAs than non-resident graduates, despite having lower iGPAs than non-residents upon grade 12 graduation. Entrants to RIU’s showed the largest iGPA gap between residents and non-residents (see **Figure 10**).

B.C. Public Post-Secondary Institutions by Institution Type

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.

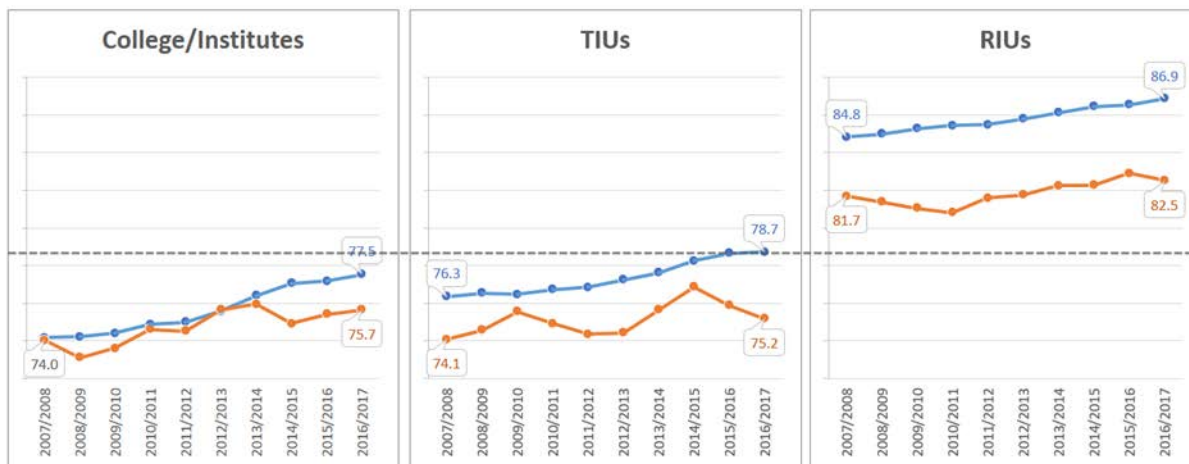
Colleges – Camosun College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, Coast Mountain College (formerly Northwest Community College), Okanagan College, Selkirk College, Vancouver Community College.

Institutes – British Columbia Institute of Technology, Justice Institute of British Columbia, Nicola Valley Institute of Technology.

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

FIGURE 10: COMPARING IGPA'S OF RESIDENT AND NON-RESIDENT IMMEDIATE ENTRY STUDENTS, BY PSI TYPE ENTERED

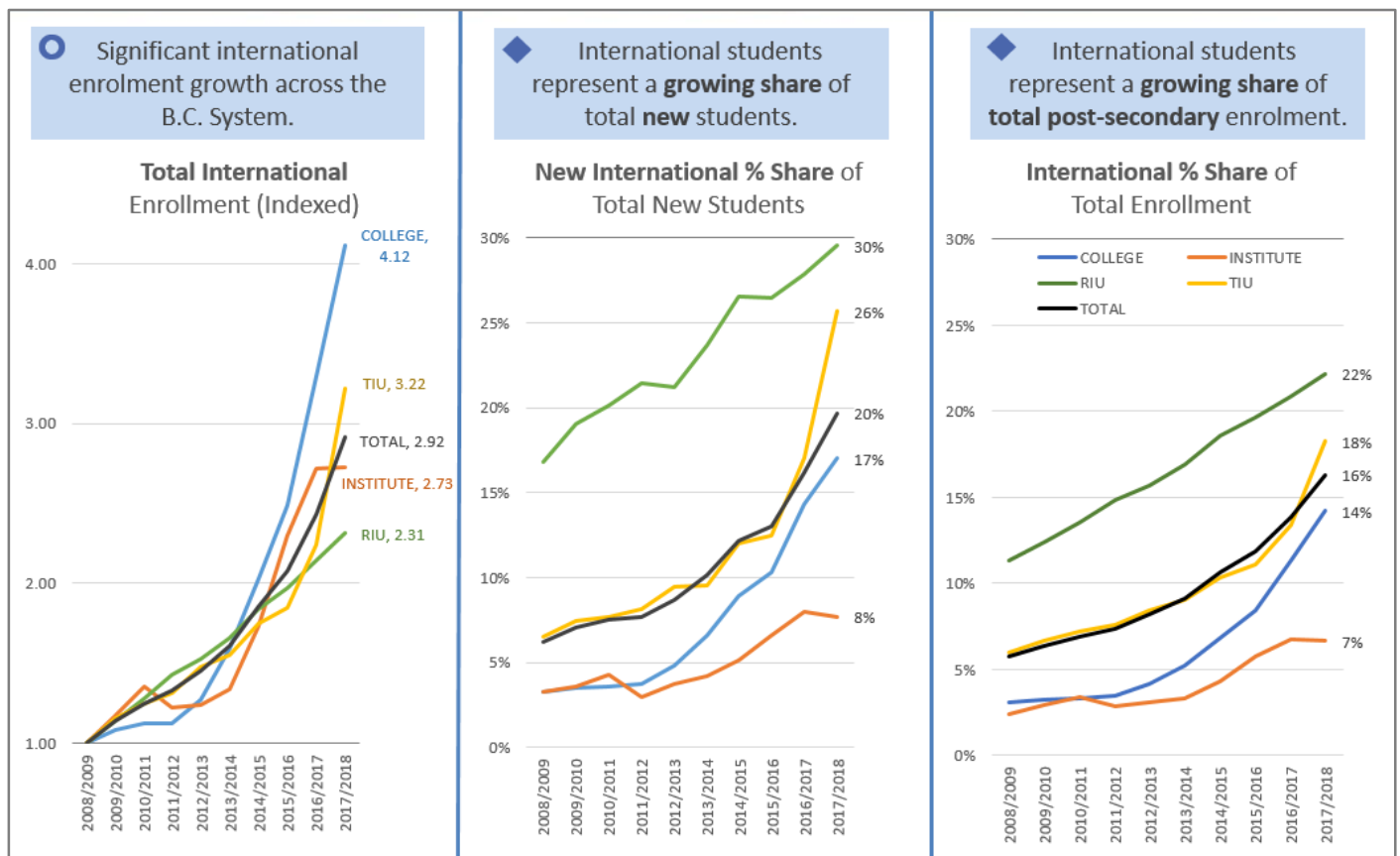


◆ Significant growth in post-secondary international students continues in B.C.

In addition to the growing number of non-resident students attending the B.C. K-12 education system, B.C. has also seen significant growth in post-secondary international student enrolment, with a tripling in the number of headcount international students over the last decade (see [Figure 11](#)).

- The largest growth in international students has taken place in B.C. Colleges where they now have four times as many international students than ten years ago. By comparison, RIU’s now have twice as many international students. See [Appendix C](#) for trends in the share of international students as a percentage of total enrolment, by institution.
- The growth in post-secondary international student enrolment has been accelerated by a growing share of new international students entering B.C. public post-secondary institutions, and this has been offset by a declining share of new domestic students. As a result, we see a similar shift in the composition of total post-secondary enrolments: a growing share of international students and a shrinking share of domestic students.
- Although domestic students represent a smaller share of total post-secondary enrolments, it does not appear that students from B.C. secondary schools have been squeezed out for international students. (see [page 26](#)).

FIGURE 11:



What is an international student?

An **international student** is any non-Canadian citizen who does not have permanent residency status in Canada and is participating in a program of study at an education institution in Canada. International students are defined differently in each of three different data sources provided to the STP.

The **B.C. K-12** system does not provide an international student identifier to the STP, so the STP uses B.C. non-residents as a proxy for international students. This is not perfect because domestic residents of other Canadian provinces will also be included as international students.

The **Central Data Warehouse (CDW)** institutions (all post-secondary institutions excluding Research universities) define international students on the basis of the fees the students pay. Students who pay international fees are classified as international students. It is also assumed that international exchange students pay domestic fees and are therefore counted as domestic students in this study.

The **Research-Intensive Universities (RIUs)** identify international students according to the student visa status. The following visa status values are provided to the STP: Diplomat, Minister, Other, Student Visa, Visitor and International Exchange. International exchange students are *included* in this analysis.

FIGURE 12: POST-SECONDARY INTERNATIONAL STUDENTS BY COUNTRY OF CITIZENSHIP (2017/2018)



Photo: University of British Columbia, https://forestry.ubc.ca/files/2018/08/leader_students.png

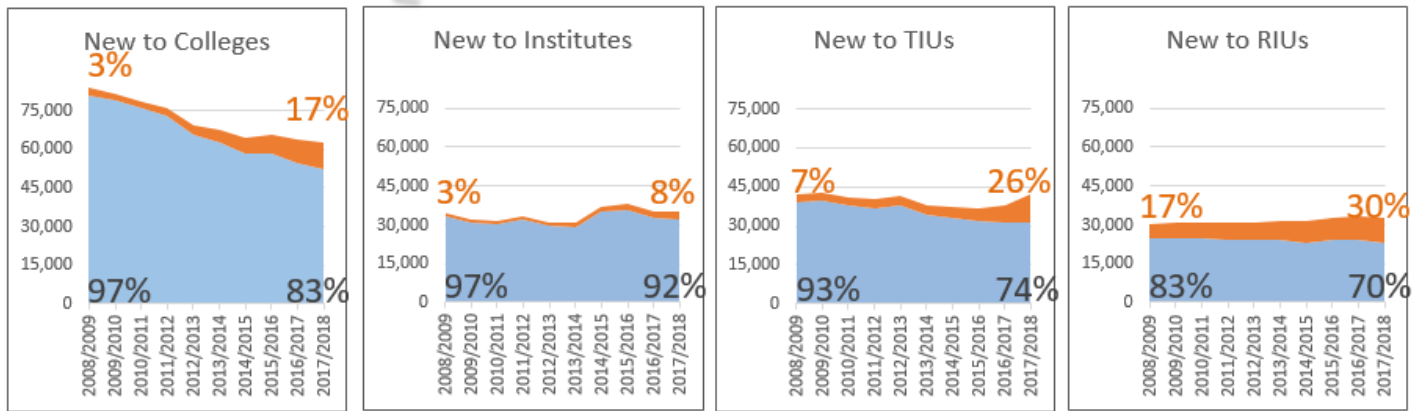
◆ A growing share of new post-secondary international students is offsetting declining shares of new domestic students.

Despite significant growth in international students in the B.C. public post-secondary system, a review of the sources of all new students in the B.C. system reveals that the proportion of new international students has been increasing in all institution types while the proportion of new domestic students has been shrinking (see [Figure 13](#)). See [Appendix C](#) for trends in the share of international students as a percentage of total enrolment, by institution.

FIGURE 13: NEW POST-SECONDARY HEADCOUNT – % SHARES OF DOMESTIC AND INTERNATIONAL

Sources of New Students:

- New International
- New Domestic



✓ Domestic immediate- and delayed-entry students have maintained their share of new student spaces in B.C.

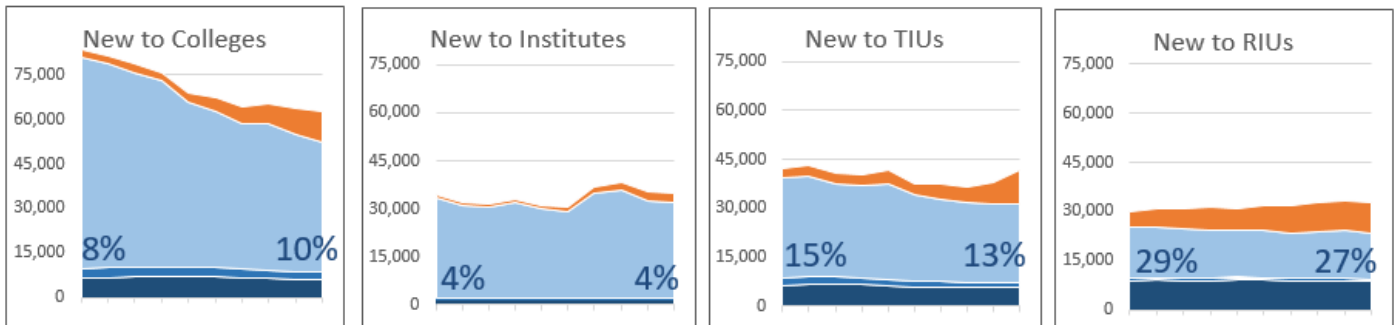
A closer look at the domestic student categories available in the STP shows that immediate and delayed entry students from the B.C. K-12 system have maintained relatively constant shares of new student spaces over the last decade. The share of domestic students entering as immediate or delayed entry students at each institution type varies, but these proportions have remained relatively constant (see [Figure 14](#)).

Although international students represent a growing share of all new students entering the B.C. system, it is the share of other new domestic students from other sources¹¹ that is shrinking (see [Figure 14](#)). This means the share of spaces for B.C. high school graduates in B.C. post-secondary institutions has not been compromised to accommodate international students, rather it is students from other admission categories that are primarily affected, including Canadian entrants from outside of B.C., mature students, and other mobile students moving between post-secondary institutions, such as transfer students and second degree students.

FIGURE 14: NEW POST-SECONDARY HEADCOUNT – % SHARES OF MULTIPLE DOMESTIC CATEGORIES AND INTERNATIONAL

Sources of New Students:

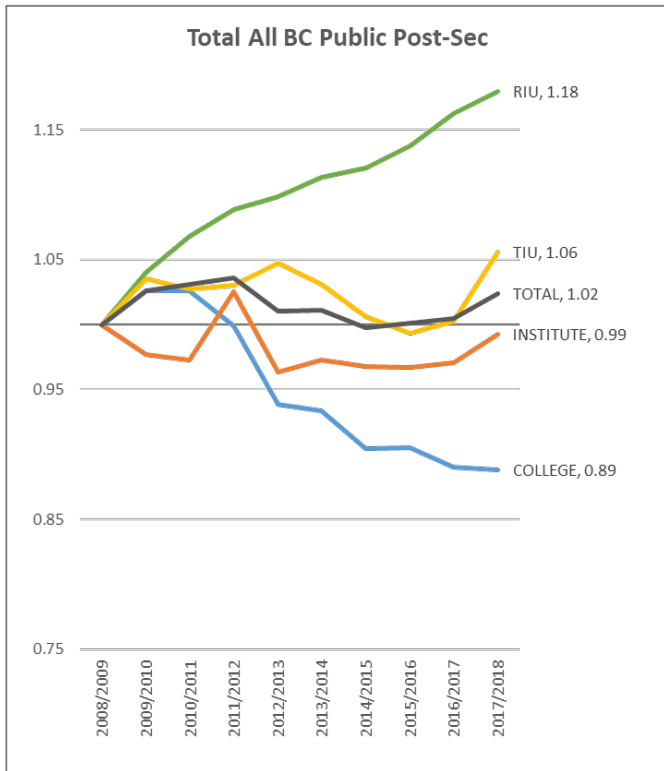
- New International
- New Domestic: Immediate-Entry
- New Domestic: Delayed-Entry (1-2 Years)
- New Domestic: Other



¹¹ Other new domestic students exclude B.C. secondary school immediate-entry students, but includes delayed-entry students from B.C. high schools, as well as students from other admission categories, such as college transfer, second degree, mature, etc.

◆ Changes in post-secondary enrolments vary from 11% declines in B.C. Colleges to 18% growth in Research-Intensive Universities.

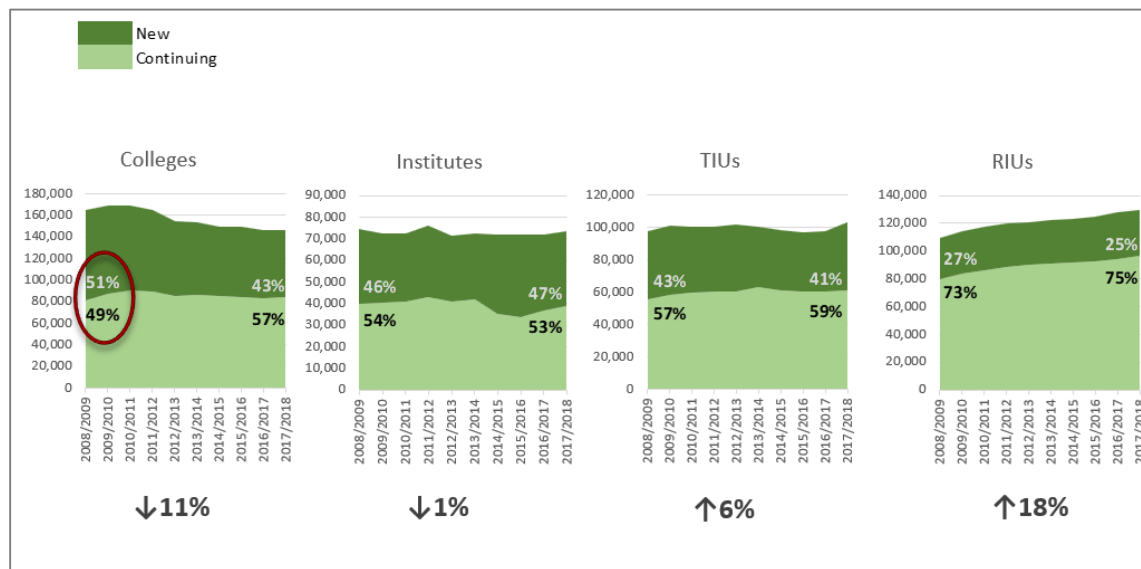
FIGURE 15: TEN-YEAR POST-SECONDARY ENROLMENT TRENDS



Although total headcount enrolments in the B.C. public post-secondary system have grown by 2% over the last decade, this growth has largely been driven by international enrolment growth and overall growth in RIUs (+18%) and moderate growth in TIUs (+6%). Total enrolment in B.C.’s three (BCIT, JIBC and NVIT) combined to show relatively stable or small enrolment declines over this time period, while B.C. Colleges have experienced steady annual enrolment decreases, accumulating to an 11% drop over the last ten years (see Figure 15). Also refer to Appendix C for enrolment trends, by institution.

B.C. public post-secondary institutions typically manage their enrolments by filling empty seats (vacated by credential completers, mobile students and leavers) with new students. The percentage share of new versus continuing students in B.C. public post-secondary institutions typically remains reasonably stable, although these proportions are influenced by varying program lengths in different institution types (see Institutes, TIUs and RIUs in Figure 20). The shrinking share of new students in colleges (from 51% to 43%) indicates that colleges have been unable to bring in sufficient new students to maintain stable enrolments, and thus colleges have seen an 11% enrolment decline.

FIGURE 16: TEN-YEAR POST-SECONDARY ENROLMENT TRENDS, BY INSTITUTION TYPE



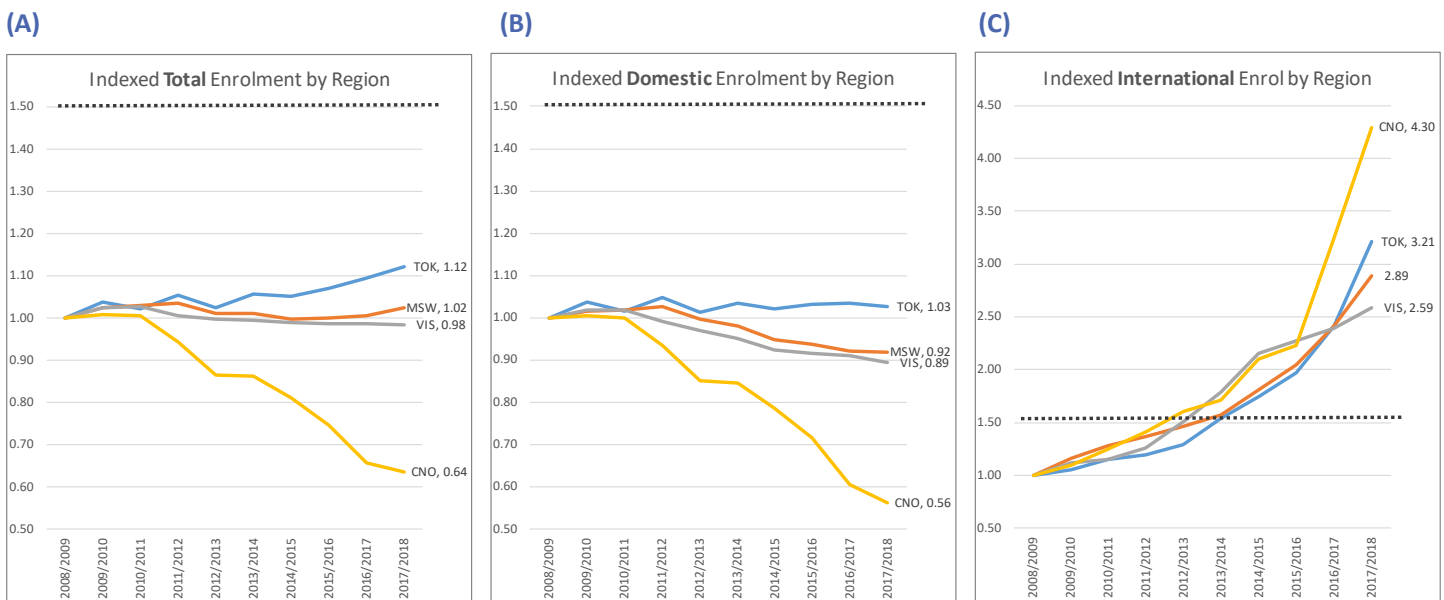
◆ Post-secondary enrolment trends vary across regions of the province, with significant declines in Cariboo-North.

Although enrolment declines appear to be mainly occurring in B.C. colleges, regional differences are also apparent. As shown in **Figure 17a**, the indexed enrolment trend lines show that institutions in the Cariboo-North (CNO) region are currently at 64% of the enrolment level achieved ten years ago in 2008/2009. The Mainland/Southwest (MSW) and Vancouver Island (VIS) institutions have collectively remained at roughly the same enrolment level over the decade, while the institutions in the Thompson-Okanagan-Kootenays have seen a 12% increase over the decade.

A further breakdown of domestic and international post-secondary enrolments in **Figure 17b** and **17c** shows that enrolment growth in each of the regions is mainly due to international enrolment growth, while domestic enrolments have declined, except in the Thompson-Okanagan-Kootenay region.

Ironically, the one region with the largest growth in international students (now enrolling more than four times as many international students as they did a decade ago), is the Cariboo-North region. Given that the relative size of the international student population in the Cariboo-North region is relatively small, despite the large international student growth, this has not been sufficient to maintain total enrolments in the Cariboo-North region.'

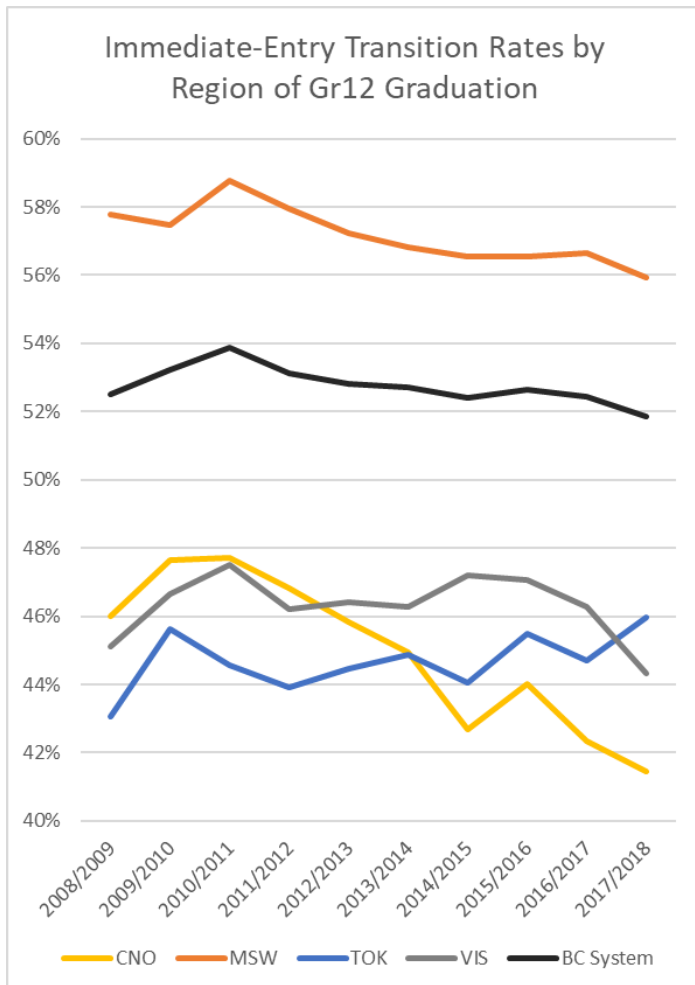
FIGURE 17: TEN-YEAR POST-SECONDARY ENROLMENT TRENDS, BY REGION



◆ Trends in immediate-entry transition rates vary across regions of the province.

Regional transition rates measure the proportion of high school graduates from a region who enrol in B.C. public post-secondary education *anywhere* in the province. The **B.C. Public Post-Secondary Institutions by Region** are described in the inset box on this page. These regional transition rates vary and are generally declining in each of the four main regions of province, except among Thompson-Okanagan-Kootenays grade 12 graduates. These declining trends are also consistent with the declining domestic post-secondary enrolments. Cariboo-North high school graduates show the largest drop in immediate-entry transition rates, dropping 5 percentage points from 46% to 41%.

FIGURE 18: IMMEDIATE-ENTRY TRANSITION RATES BY REGION OF GRADE 12 GRADUATION



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)

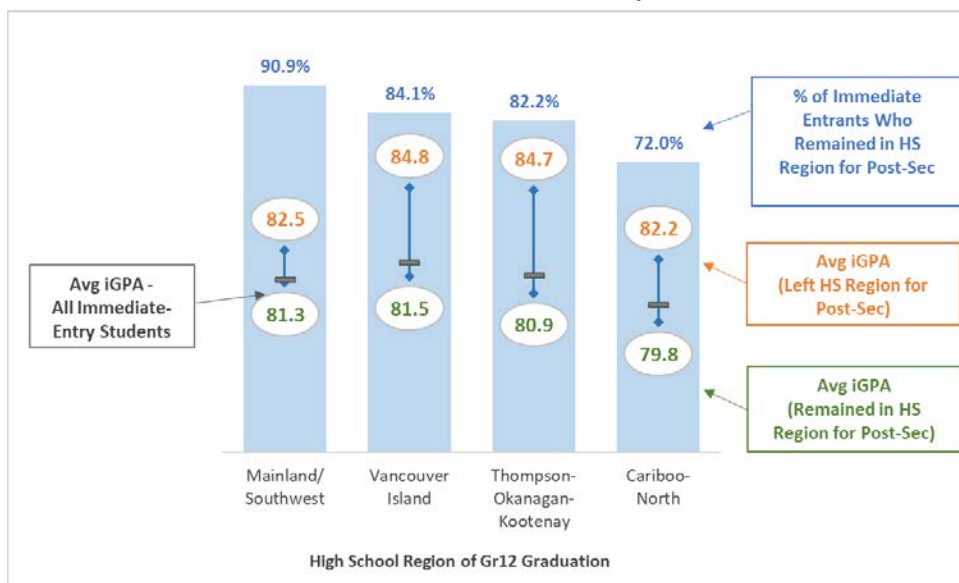
- Camosun College (CAM)
- North Island College (NIC)
- Royal Roads University (RRU)
- University of Victoria (UVIC)
- Vancouver Island University (VIU)

☑ B.C. secondary school graduates tend to enrol in the same region where they graduated from high school.

Although regional transition rates include students from the region enrolling anywhere in the province, the majority of high school graduates seeking post-secondary education tend to enrol in the same region where they graduated. As a result, changes in regional transition rates can be a useful leading indicator of post-secondary enrolment trends in the region.

- The vast majority (88%) of all immediate-entry students who enrolled in B.C. public post-secondary education in 2017/2018 remained in the same region where they graduated from high school in the preceding year.
- Students who remained in their region for post-secondary education had lower iGPA scores, on average, than students who left the region.
- Immediate-entry Grade 12 graduates from the Mainland/Southwest region were the most likely group to enrol in post-secondary education in the same region (90.9%) where they graduated.
- By comparison, grade 12 graduates from outside of the Mainland/Southwest region had lower rates of post-secondary enrolment within their home region: Vancouver Island (84.1%), Thompson-Okanagan-Kootenays (82.2%) and Cariboo-North (72.0%). Roughly 9% to 11% of the immediate-entry students from each of these regions chose the Mainland/Southwest as their post-secondary destination. See [Figure 19](#).
- Student destinations are largely affected by the availability and proximity of post-secondary institutions. Eleven of B.C.'s twenty-five public post-secondary institutions are located in the highly populated Mainland-Southwest region of B.C.

FIGURE 19: REGIONAL MOBILITY OF 2016/2017 HIGH SCHOOL GRADUATES ENROLLING IN B.C. PUBLIC POST-SECONDARY EDUCATION IN 2017/2018.

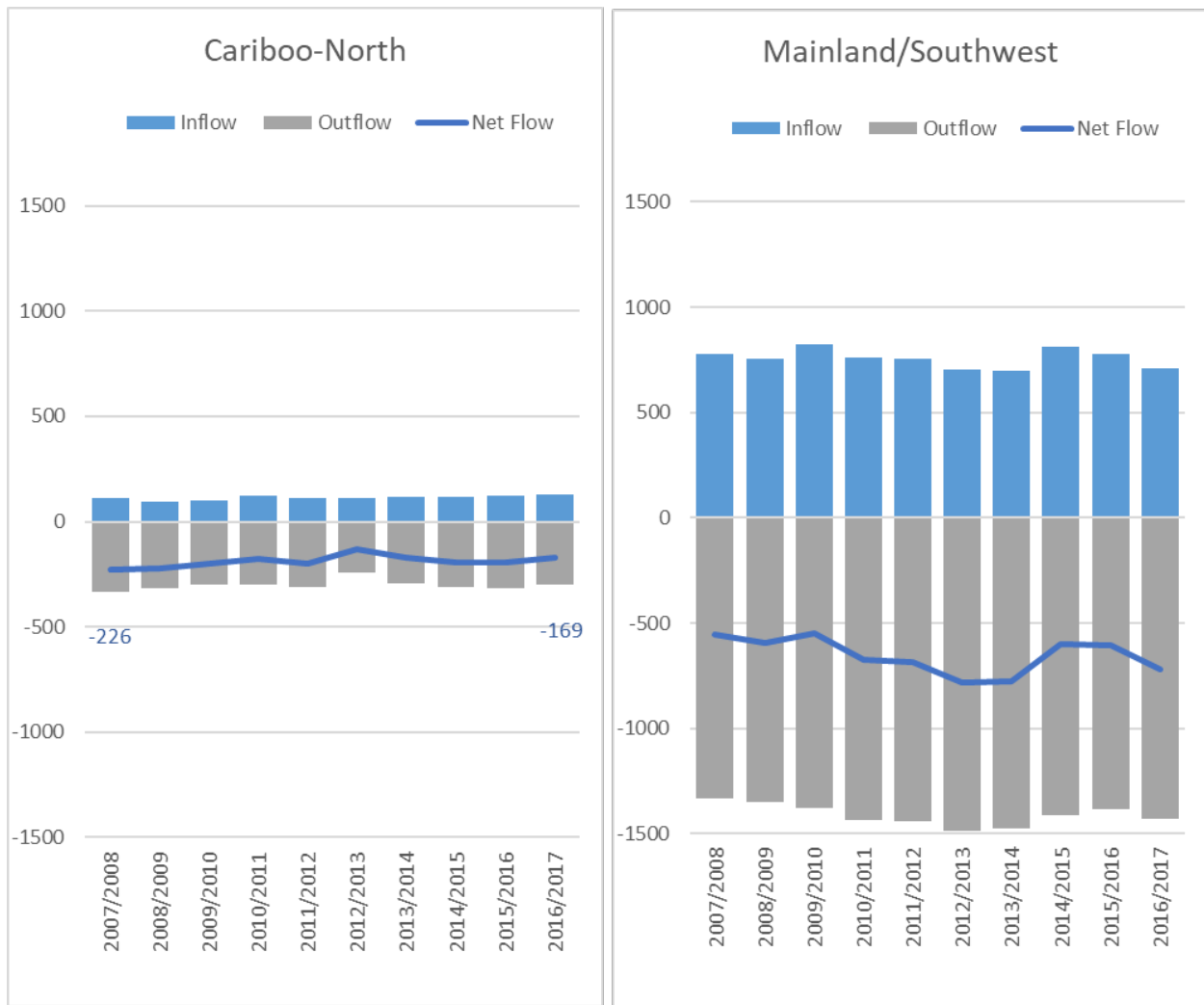


The net flow of immediate-entry students into post-secondary education varies across regions of the province.

As previously shown, the majority of grade 12 graduates who enrol in post-secondary education typically remain in the same region where they graduated (88%), but the net flow of immediate-entry students enrolling in post-secondary institutions within or outside of each region tends to vary across the province. This is evident when we look at the number of immediate-entry students who enrol in the region’s institutions from outside the region (inflows) versus the number who leave and enrol immediately in institutions outside of their home region (outflows).

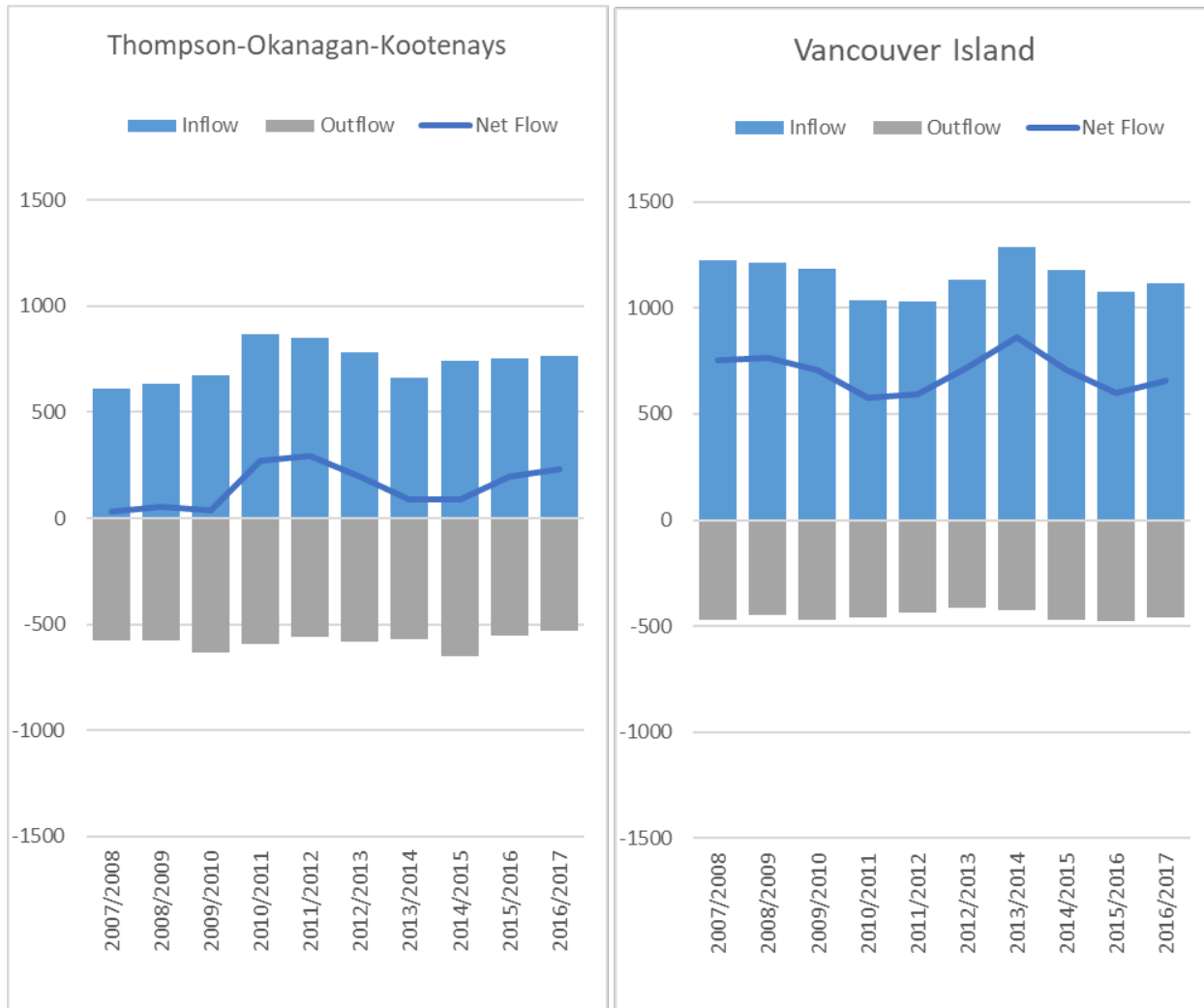
- The results show that two regions have a net *outflow* of immediate-entry students (Cariboo-North and Mainland/Southwest). In these regions, a greater number of immediate-entry students leave the region and enrol in other regions, than the number entering the region (see [Figure 20a](#)).

FIGURE 20A: NET OUTFLOW OF IMMEDIATE-ENTRY STUDENTS FROM TWO B.C. REGIONS



- The other two regions of B.C. have a net *inflow* of immediate entry students (Thomson-Okanagan-Kootenays and Vancouver Island). In these regions, a greater volume of immediate entry students are attracted into the region for post-secondary education than those who leave these regions to enrol elsewhere (see **Figure 20b**).
- Numerous factors may influence these net flows, including academic qualifications, capacity and program availability.

FIGURE 20B: NET INFLOW OF IMMEDIATE-ENTRY STUDENTS INTO TWO B.C. REGIONS



☑ Transition rates directly into Bachelor's degrees remain relatively high among selected student groups.

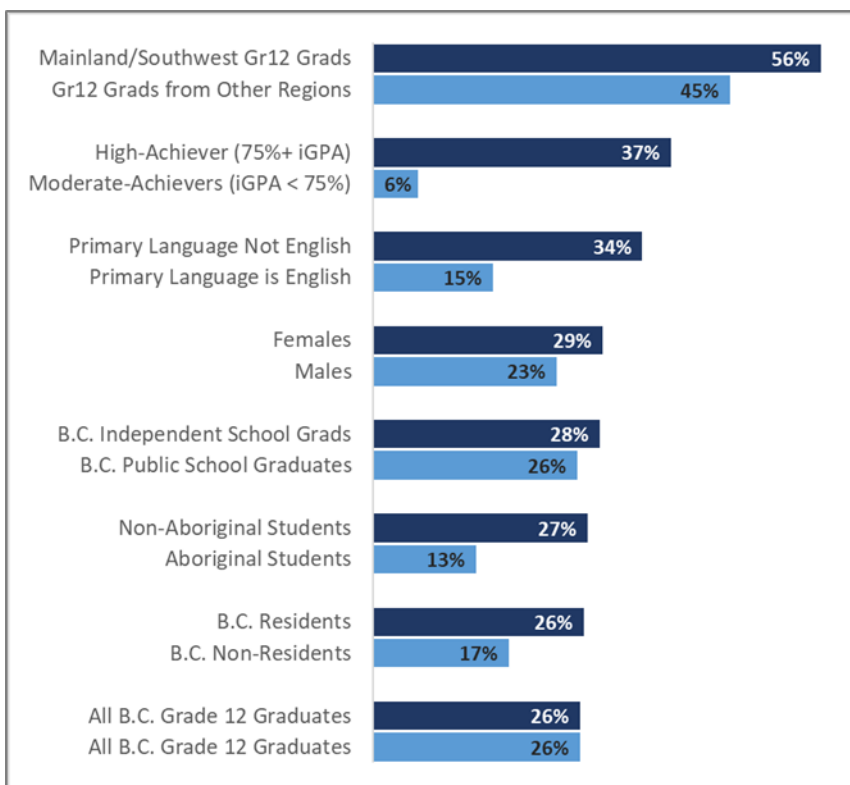
Currently, the overall immediate-entry transition rate into a Bachelor's degree program in B.C. is approximately 26%. This means about half of all immediate-entry students enrol in a Bachelor's degree program and the other half enrol in some other credential category.

Figure 21 shows that the same student sub-populations with relatively high immediate-entry transition rates (from **Figure 2**), also enrol in Bachelor's degree programs at higher than average rates, with the only exception being grade 12 graduates from independent schools.

Although a relatively high proportion of independent school graduates attend post-secondary institutions outside of B.C., those who do enrol here are more likely to enrol in a Bachelor's degree program (28.3%) than grade 12 graduates from public schools (25.5%).

Consistent with the growth in Bachelor's degree programs offered in B.C., the proportion of students transitioning into degree programs immediately from high school increased from 20% sixteen years ago (2002/2003) and continued to increase until it reached the current and stable level of 26% for the past decade. This increase was coincident with Bachelor's degree expansion at Colleges, Institutes and Teaching Intensive Universities (see **Figure 22** on **page 34**).

FIGURE 21: COMPARISON OF STUDENT TRANSITION RATES INTO BACHELOR'S DEGREES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS

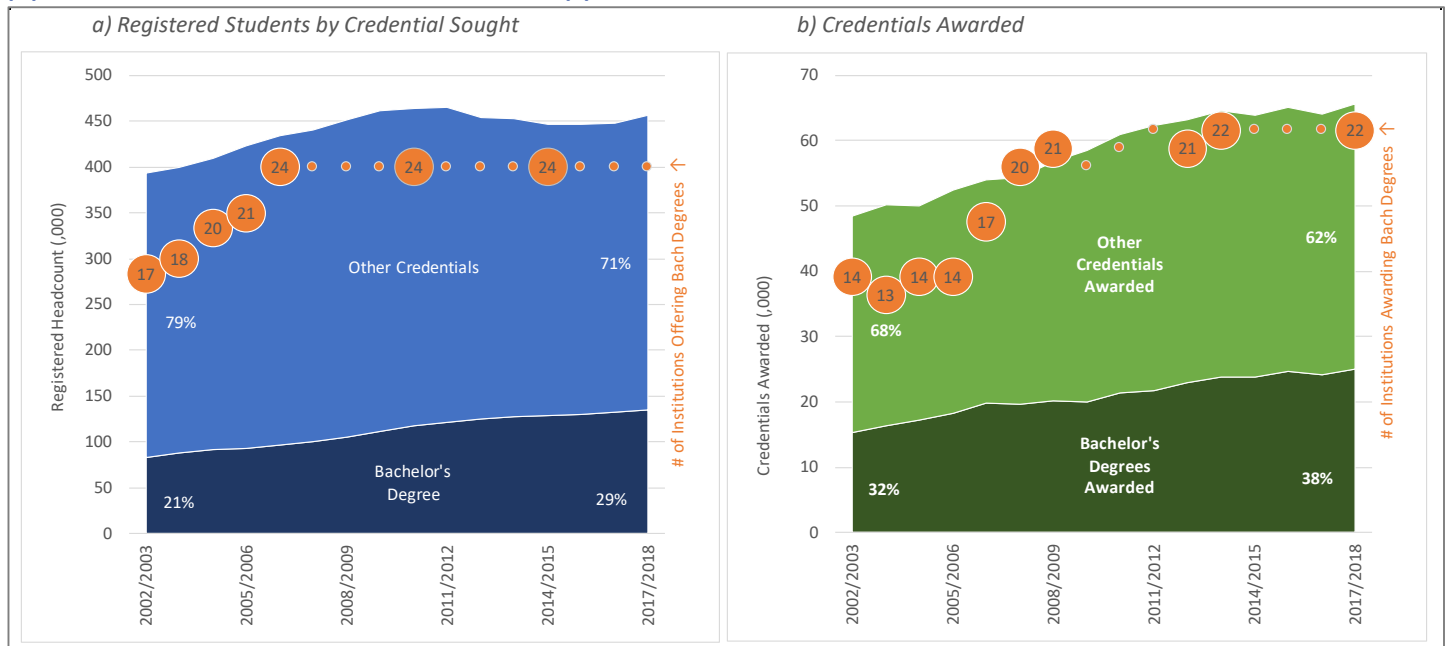


◆ Bachelor’s degree expansion in B.C. has resulted in more Bachelor’s degree programs offered and awarded.

Since the introduction of the 2002 Degree Authorization Act, the province of B.C. has seen rapid growth in the number of institutions offering Bachelor’s degrees, increasing from 17 to 24 institutions. Virtually all of B.C.’s 25 public post-secondary institutions, excluding Northern Lights College, now offer Bachelor’s degrees (see [Figure 22](#)).

The expansion of Bachelor’s degree offerings has also translated into a growing share of registered students seeking a Bachelor’s degree, increasing from 21% to 29%. Similarly, a growing proportion of credentials are being awarded as Bachelor’s degrees, increasing from 32% to 38%.

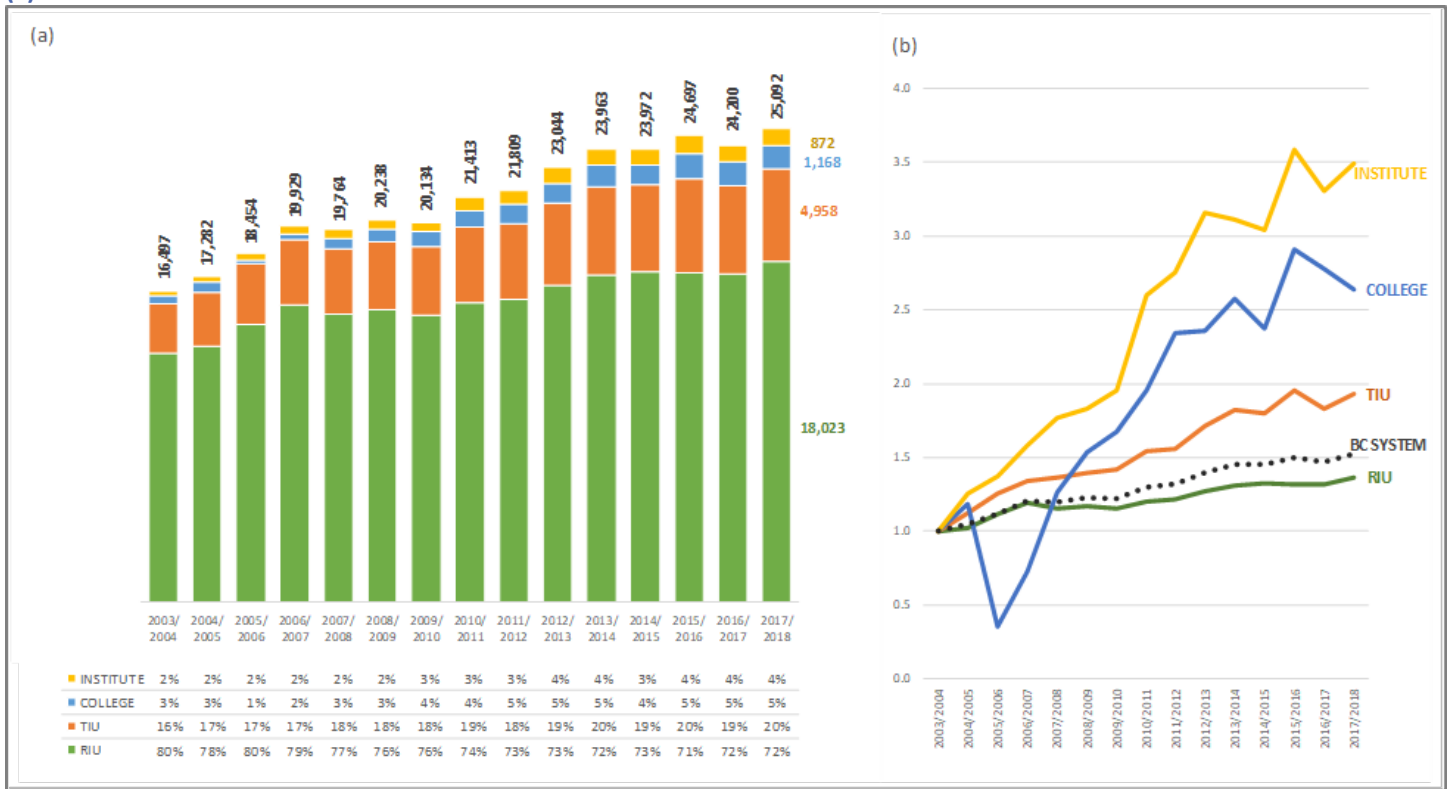
FIGURE 22: GROWING NUMBER OF INSTITUTIONS OFFERING BACHELOR’S DEGREES AND GROWING SHARES OF (A) STUDENTS ENROLLED IN BACHELOR’S DEGREES AND (B) BACHELOR’S DEGREES AWARDED



◆ The growth in Bachelor’s degrees awarded varies by institution type.

During this sixteen-year period of Bachelor’s degree expansion, we have seen steady increases in the total number of students seeking and earning Bachelor’s degrees in B.C., at growth rates of 63% and 62% respectively. The number of Bachelor’s degree awarded at colleges, institutes and TIU’s has more than doubled (1.4x) from 3,000 to nearly 7,000 degrees, while RIU’s saw a slower (44%) growth rate of growth in Bachelor’s degrees awarded, increasing from 12,500 to 18,000 degrees. As a result, RIUs now award a smaller share of total Bachelor’s degrees in B.C. (72%) than they did sixteen years ago (80%), while the other institution types have increased their share from 20% to 28%. (see [Figure 23](#)).

FIGURE 23: SIXTEEN-YEAR TRENDS, BY INSTITUTION TYPE, IN (A) SHARE OF BACHELOR’S DEGREES AWARDED, AND (B) INDEXED GROWTH IN NUMBER OF BACHELOR’S DEGREES AWARDED



Conclusion

This report demonstrates ongoing success of B.C. students in B.C.'s education systems.

- Each year, more than half of the current B.C. grade 12 graduation class enrolls in B.C. public post-secondary education and the proportion who enrol for the first time over the subsequent years tapers off over time. Based on consistent patterns, nearly 80% of each graduation cohort will enrol within sixteen years of graduation.
- Despite relatively consistent patterns in student transition rates, gradual declines in immediate- and delayed-entry transition rates have occurred over the last decade. This may be due to the declining unemployment rate in B.C.; or the possible growth in students enrolling in B.C. private and non-B.C. institutions; or declining transition rates among selected sub-populations, such as non-resident graduates or graduates from Northern B.C.
- Selected groups of students maintain consistently high immediate-entry transition rates into B.C. public post-secondary education, especially into Bachelor's degree programs. Student transition rates are affected by a number of factors, such as academic qualifications (grade point average and course grades), gender, Aboriginal status, primary language, region of graduation, B.C. resident status, etc. Many of these factors also influence a student's time of entry, type of institution attended and type of credential or program sought.
- B.C. has seen rapid growth in the number of institutions offering Bachelor's degrees since 2002. These offerings have translated into a growing share of registered students seeking a Bachelor's degree and a growing proportion of credentials awarded in B.C. as Bachelor's degrees.

While the volume of students transitioning into B.C. public post-secondary education has some effect on the total enrolment trends in the B.C. public post-secondary system, there are numerous other factors affecting total post-secondary enrolments in B.C.

- Total headcount enrolments in the B.C. public post-secondary system have grown by 2% over the last decade and this growth has largely been driven by international enrolment growth. Total post-secondary enrolments have increased by varying amounts across the system, although B.C. Colleges and institutions in the Cariboo-North region of B.C. have experienced significant enrolment declines over the decade
- B.C. has seen a tripling in the number of international students enrolled in B.C. public post-secondary institutions over the last decade. During this time, the proportion of new international students has been increasing in all institution types while the proportion of new domestic students has been shrinking; however, the share of domestic students entering as immediate or delayed entry students has remained relatively constant.

The STP continues its collaborative efforts to meet the needs of its stakeholders in post-secondary institutions, school districts, and government and will expand the necessary data collected in order to provide relevant information for decision-making.

For 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 reports, newsletters and other public resources 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>

Appendix

Appendix A: Student Transition Rates, by Student Demographic Characteristics

FIGURE 24: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristic	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2007/08 Grads)			2016/17 Immed Trans Rate to		2016/17 Gr12 Grads Distrib.	
	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^	Other	Count	% of Total
Gender:																	
* Female	55.5%	54.7%	55.2%	54.4%	54.0%	75.3%	74.5%	73.8%	72.9%	72.2%	54.3%	74.4%	78.9%	28.4%	25.6%	21,919	50.2%
Male	49.9%	50.1%	50.0%	50.4%	49.6%	74.2%	73.0%	71.8%	71.6%	68.9%	50.7%	72.4%	77.6%	23.0%	26.6%	21,711	49.8%
Age at Graduation:																	
* 17 and younger	55.0%	55.0%	54.8%	54.9%	54.3%	76.9%	76.2%	75.6%	74.8%	73.1%	54.7%	75.8%	80.6%	27.5%	26.8%	22,220	50.9%
18	51.7%	51.1%	51.7%	51.1%	50.5%	74.1%	73.2%	71.9%	71.2%	69.4%	51.5%	72.3%	77.1%	25.1%	25.4%	19,476	44.6%
19 and older	38.1%	35.2%	38.6%	37.9%	37.3%	59.9%	58.3%	54.9%	56.4%	54.2%	41.3%	59.3%	64.9%	10.8%	26.5%	1,931	4.4%
Overall Aboriginal Status[†]:																	
Aboriginal Student	40.2%	40.9%	38.4%	38.6%	39.3%	68.7%	69.4%	65.6%	65.7%	62.3%	40.4%	68.0%	75.5%	13.8%	25.5%	3,535	8.1%
* Non-Aboriginal Student	53.7%	53.4%	53.8%	53.6%	53.0%	75.3%	74.2%	73.4%	72.8%	71.1%	53.4%	73.6%	78.4%	26.8%	26.2%	40,095	91.9%
Language Programs (in Grad Year):																	
ESL in Grad Year	53.0%	50.1%	53.6%	48.1%	50.6%	78.5%	74.0%	71.9%	70.3%	69.0%	62.1%	74.9%	77.6%	17.8%	32.8%	674	1.5%
* French Immersion	60.5%	62.6%	64.4%	61.8%	64.2%	82.3%	81.9%	80.4%	82.5%	77.5%	59.2%	81.3%	86.1%	40.2%	24.0%	2,497	5.7%
Special Needs:																	
* Gifted	68.6%	67.0%	68.4%	69.7%	62.8%	84.1%	84.5%	81.0%	83.2%	80.7%	67.3%	83.1%	86.4%	48.2%	14.6%	589	1.3%
Other Special Needs	37.9%	39.0%	37.2%	39.8%	38.5%	63.3%	62.9%	64.1%	61.3%	59.0%	36.9%	60.8%	67.6%	9.1%	29.4%	3,521	8.1%
No Special Needs	53.4%	53.1%	53.6%	53.2%	52.9%	75.0%	74.2%	73.2%	72.8%	71.1%	52.7%	73.5%	78.3%	26.8%	26.1%	39,520	90.6%
All Graduates, by Primary Language Spoken at Home:																	
English	48.4%	48.0%	48.7%	48.3%	48.4%	73.7%	72.6%	71.4%	70.9%	68.8%	48.4%	72.3%	77.8%	23.2%	23.0%	31,390	71.9%
Non-English:	65.8%	65.2%	63.7%	63.1%	60.7%	79.3%	78.6%	77.8%	77.2%	75.7%	69.4%	78.2%	80.0%	32.0%	33.6%	12,240	28.1%
French	49.8%	58.5%	55.9%	49.1%	53.7%	73.5%	71.4%	69.4%	68.7%	71.1%	53.6%	70.5%	74.3%	28.9%	24.8%	218	0.5%
Chinese, Mandarin, Cantonese	66.5%	65.3%	60.6%	58.4%	53.8%	82.1%	80.0%	77.0%	76.2%	73.0%	75.7%	81.5%	82.7%	36.1%	17.7%	4,881	11.2%
Korean	41.6%	44.4%	48.3%	48.2%	48.4%	58.9%	54.3%	54.5%	54.1%	52.1%	47.1%	56.1%	58.5%	34.4%	14.0%	800	1.8%
* Punjabi	81.9%	81.8%	81.3%	83.9%	82.0%	91.9%	92.7%	91.8%	92.4%	90.7%	82.0%	90.8%	91.4%	32.3%	49.7%	2,036	4.7%
Tagalog (Philippino)	64.8%	62.5%	61.9%	60.8%	59.6%	83.4%	83.8%	83.1%	82.1%	83.9%	68.1%	82.7%	86.4%	15.6%	44.0%	802	1.8%
Other Lang. (not listed above)	63.8%	62.5%	61.9%	61.5%	61.3%	79.9%	79.3%	80.5%	78.2%	76.8%	65.4%	77.1%	79.6%	29.5%	31.8%	3,503	8.0%
B.C. Resident Status at Time of Gr12 Graduation ~:																	
* Resident of B.C.	53.6%	53.3%	53.7%	53.8%	53.6%	75.7%	75.0%	74.0%	73.6%	71.9%	52.9%	74.3%	79.3%	26.7%	26.9%	40,253	92.3%
Non-Resident of B.C.	33.9%	33.4%	34.7%	33.3%	30.9%	46.1%	43.2%	40.7%	41.7%	40.3%	39.8%	43.1%	44.3%	14.3%	16.6%	3,374	7.7%
Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home:																	
English	30.9%	30.9%	32.6%	31.5%	29.5%	42.8%	37.9%	38.6%	42.1%	37.7%	36.2%	38.5%	40.4%	12.3%	17.2%	1,013	2.3%
Non-English:	36.0%	34.9%	35.9%	34.2%	31.6%	47.6%	45.3%	42.1%	41.4%	42.2%	41.1%	45.0%	45.6%	15.2%	16.4%	2,361	5.4%
* Chinese, Mandarin, Cantonese	44.0%	41.1%	40.3%	37.4%	34.3%	62.7%	64.1%	55.8%	52.9%	52.5%	55.2%	56.6%	57.8%	17.7%	16.6%	1,625	3.7%
Korean	22.2%	21.8%	27.7%	30.8%	23.7%	38.5%	31.2%	31.6%	27.4%	25.7%	35.8%	39.7%	40.3%	10.7%	13.0%	224	0.5%
Japanese	25.7%	19.7%	13.0%	18.5%	17.7%	25.4%	25.6%	25.0%	27.1%	30.0%	18.5%	30.2%	30.2%	5.1%	12.6%	158	0.4%
Other Lang. (not listed above)	34.3%	30.5%	34.0%	29.5%	30.3%	41.1%	43.5%	36.8%	39.8%	37.1%	37.3%	39.7%	43.3%	11.5%	18.8%	357	0.8%
Total Non-Residents of B.C.	33.9%	33.4%	34.7%	33.3%	30.9%	46.1%	43.2%	40.7%	41.7%	40.3%	39.8%	43.1%	44.3%	14.3%	16.6%	3,374	7.7%
Secondary School Type:																	
* BC Public School	53.4%	53.0%	53.4%	53.0%	52.5%	75.4%	74.3%	73.5%	73.0%	71.5%	51.2%	74.1%	79.0%	25.3%	27.2%	38,475	88.2%
BC Independent School	46.3%	47.1%	46.3%	47.8%	47.2%	68.9%	68.5%	66.3%	66.3%	62.6%	48.9%	66.7%	71.3%	28.8%	18.4%	5,155	11.8%
Grand Total for All BC12 Graduates	52.7%	52.4%	52.6%	52.4%	51.8%	74.6%	73.9%	72.8%	72.3%	70.5%	52.5%	74.8%	78.1%	25.7%	26.1%	43,630	100.0%
Total Number of BC12 Graduates	45,827	44,699	43,894	43,481	43,630	44,730	45,956	45,553	46,315	45,827	44,543	44,543	44,543	43,630	43,630	43,630	43,630

Figure 24 continues on the next page

FIGURE 24, CONT.: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristic	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2007/08 Grads)			2016/17 Immed Trans Rate to		2016/17 Gr12 Grads Distrib.	
	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^	Other	Count	% of Total
College Region of Secondary School																	
Camosun	46.1%	46.9%	47.5%	47.6%	43.9%	72.9%	70.7%	70.3%	70.8%	68.9%	46.4%	73.0%	77.0%	22.4%	21.5%	3,143	7.2%
Capilano	48.2%	48.3%	46.4%	45.9%	45.5%	74.7%	72.5%	68.5%	69.2%	64.7%	52.1%	73.7%	76.8%	28.7%	16.8%	2,891	6.6%
Douglas	58.8%	58.1%	57.7%	57.4%	56.4%	79.6%	76.9%	77.3%	75.4%	73.9%	59.8%	78.9%	81.3%	28.9%	27.5%	6,370	14.6%
Fraser Valley	43.5%	43.7%	46.2%	46.8%	45.0%	64.4%	67.0%	64.8%	63.5%	63.7%	42.4%	65.1%	69.2%	23.2%	21.8%	3,020	6.9%
* Kwantlen	59.4%	58.3%	59.9%	60.5%	60.4%	77.5%	77.5%	76.9%	76.7%	75.0%	59.2%	77.8%	80.6%	27.6%	32.8%	10,439	23.9%
New Caledonia	46.9%	44.8%	45.5%	46.5%	48.0%	71.1%	72.6%	69.8%	71.5%	67.9%	49.6%	73.8%	77.7%	18.7%	25.8%	1,366	3.1%
North Island	47.6%	50.5%	45.8%	46.7%	45.7%	76.4%	74.9%	75.0%	70.3%	70.8%	43.6%	73.7%	77.6%	14.1%	31.6%	1,239	2.8%
Northern Lights	35.3%	28.2%	37.1%	30.0%	29.3%	63.6%	62.3%	61.6%	59.1%	55.9%	36.5%	66.5%	71.2%	6.1%	23.2%	587	1.3%
Northwest	49.8%	49.5%	47.8%	45.0%	46.3%	77.6%	76.0%	74.7%	74.2%	73.7%	46.8%	76.9%	80.2%	15.1%	31.2%	611	1.4%
Okanagan	46.4%	44.8%	46.2%	46.5%	48.0%	69.7%	69.8%	69.5%	68.8%	67.9%	41.7%	70.4%	75.2%	22.8%	25.2%	3,636	8.3%
Rockies	35.8%	37.2%	37.7%	30.6%	36.6%	65.6%	64.6%	62.3%	61.6%	60.1%	36.4%	64.3%	69.6%	7.9%	28.7%	659	1.5%
Selkirk	50.6%	50.2%	53.0%	51.4%	51.4%	79.6%	74.6%	78.4%	74.3%	75.1%	51.9%	75.7%	80.3%	9.2%	42.2%	617	1.4%
Thompson Rivers	42.4%	42.7%	44.2%	43.7%	43.1%	70.5%	69.6%	67.2%	68.1%	62.1%	44.6%	70.5%	74.7%	28.6%	14.5%	1,611	3.7%
Vancouver/Langara	61.8%	63.4%	60.0%	59.6%	58.5%	79.9%	78.8%	76.9%	77.2%	74.3%	65.1%	81.0%	82.9%	34.0%	24.5%	5,306	12.2%
Vancouver Island	45.9%	45.5%	47.2%	44.2%	44.1%	72.0%	70.3%	67.3%	67.2%	66.6%	44.6%	73.0%	76.9%	23.4%	20.7%	2,135	4.9%
Secondary School Academic GPA:																	
No Academic GPA	41.0%	41.1%	42.1%	41.8%	41.3%	65.8%	65.0%	63.9%	64.3%	63.2%	38.2%	66.5%	71.2%	12.2%	29.1%	23,841	54.6%
50.0% - 64.9%	53.5%	53.6%	54.7%	54.9%	55.6%	81.1%	80.3%	80.4%	81.7%	77.2%	54.9%	80.0%	83.0%	6.9%	48.7%	648	1.5%
65.0% - 74.9%	64.6%	62.5%	63.4%	62.6%	63.4%	86.3%	85.1%	84.4%	84.4%	83.3%	65.3%	84.3%	86.7%	17.4%	46.0%	2,827	6.5%
Moderate Achievers (GPA < 75%)	62.3%	60.8%	61.8%	61.0%	61.9%	85.2%	84.1%	83.5%	83.9%	82.0%	63.1%	83.4%	85.9%	15.4%	46.5%	3,475	8.0%
* 75.0% - 79.9%	68.4%	66.1%	68.0%	68.1%	65.9%	87.0%	86.3%	84.6%	84.3%	82.7%	69.8%	86.8%	88.4%	29.6%	36.3%	2,659	6.1%
80.0% - 84.9%	68.0%	67.5%	69.1%	66.0%	66.3%	86.5%	85.7%	84.0%	83.3%	81.6%	71.4%	86.6%	88.1%	42.0%	24.3%	3,627	8.3%
85.0% - 89.9%	67.1%	67.3%	66.9%	65.4%	65.6%	83.1%	82.7%	81.1%	79.9%	77.3%	70.3%	83.3%	85.3%	51.4%	14.2%	4,569	10.5%
90.0% - 94.9%	65.2%	66.4%	64.2%	65.7%	63.0%	79.5%	78.1%	76.3%	76.2%	73.4%	66.2%	79.0%	81.0%	55.6%	7.4%	4,057	9.3%
95.0% - 100.0%	64.3%	66.1%	61.8%	63.9%	64.4%	78.8%	76.3%	73.7%	72.9%	71.5%	68.6%	77.0%	79.0%	60.3%	4.1%	1,402	3.2%
High Achievers (GPA 75 - 100%)	66.9%	66.8%	66.6%	65.9%	65.1%	84.0%	83.0%	81.1%	80.2%	78.0%	69.5%	83.8%	85.6%	47.6%	17.5%	16,314	37.4%
Secondary School Inclusive GPA:																	
50.0% - 64.9%	26.3%	24.9%	25.6%	24.4%	25.5%	57.8%	56.2%	54.3%	53.7%	49.6%	30.0%	59.1%	64.7%	2.0%	23.5%	2,918	6.7%
65.0% - 74.9%	42.2%	40.7%	39.7%	39.3%	37.9%	69.8%	69.3%	68.6%	67.7%	65.1%	42.8%	70.1%	74.4%	6.1%	31.8%	11,794	27.0%
Moderate iGPA (iGPA < 75%)	38.2%	37.1%	36.7%	36.2%	35.4%	66.6%	65.8%	64.6%	64.2%	61.3%	39.2%	67.0%	71.7%	5.3%	30.1%	14,712	33.7%
* 75.0% - 79.9%	56.8%	55.6%	54.8%	53.9%	52.5%	80.1%	79.3%	78.4%	77.6%	76.3%	56.8%	79.6%	82.0%	17.4%	35.1%	7,498	17.2%
* 80.0% - 84.9%	63.1%	62.6%	61.4%	61.2%	60.6%	82.7%	81.9%	80.3%	79.6%	78.2%	65.2%	83.4%	85.5%	31.3%	29.3%	7,778	17.8%
* 85.0% - 89.9%	66.7%	65.5%	65.7%	64.5%	64.2%	82.8%	80.8%	79.9%	79.3%	78.2%	66.8%	81.9%	83.9%	44.9%	19.3%	7,614	17.5%
90.0% - 94.9%	66.0%	65.5%	66.1%	65.8%	64.6%	79.9%	79.5%	76.7%	76.5%	75.0%	68.2%	81.2%	83.5%	53.9%	10.7%	5,072	11.6%
95.0% - 100.0%	61.8%	66.0%	64.1%	63.7%	62.2%	78.1%	78.1%	73.8%	74.8%	69.0%	68.9%	81.8%	83.6%	56.8%	5.4%	956	2.2%
High iGPA (iGPA 75 - 100%)	62.6%	62.0%	61.7%	61.0%	60.2%	81.5%	80.3%	79.0%	78.4%	76.9%	63.5%	81.5%	83.7%	36.1%	24.1%	28,918	66.3%
Grand Total for All BC12 Graduates	52.7%	52.4%	52.6%	52.4%	51.8%	74.6%	73.9%	72.8%	72.3%	70.5%	52.5%	74.8%	78.1%	25.7%	26.1%	43,630	100.0%
Total Number of BC12 Graduates	45,827	44,699	43,894	43,481	43,630	44,730	45,956	45,553	46,315	45,827	44,543	44,543	44,543	43,630	43,630	43,630	43,630

+ 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 2012/13 high school graduation cohort is identified with *.

^ Immed Trans Rate to Bach Deg is the % of high school graduates of 2016/17 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 2016/17 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution.

Appendix B: Immediate-Entry Transition Rates by Region, School Type and B.C. School District

FIGURE 25: IMMEDIATE-ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT

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	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	Trans % Trend	Trans %	# Trans.	# Grads	2016/2017	Entry to PSI in Region	
Camosun	BC Public	061 Greater Victoria	46%	50%	52%	48%	46%	↘	-11%	-70	-158	1,357	90%	
		062 Sooke	43%	41%	44%	48%	39%	↘			+46	572	92%	
		063 Saanich	48%	47%	47%	48%	47%	↘	-10%	-29	-52	634	88%	
		064 Gulf Islands^	32%	35%	34%	41%	37%	↘	-6%	-2	-22	98	78%	
	All BC Public Schools in Region			45%	47%	48%	48%	45%	↘	-8%	-100	-184	2,685	89%
	All BC Independent Schools in Region			51%	47%	43%	47%	39%	↘	-13%	-24	+59	458	78%
All BC Public & Independent Schools in Region				46%	47%	47%	48%	44%	↘	-9%	-124	-125	3,143	88%
Capilano	BC Public	044 North Vancouver	56%	56%	56%	54%	56%	↘	-8%	-52	-92	1,163	84%	
		045 West Vancouver	47%	47%	46%	43%	43%	↘	-16%	-46	-49	679	80%	
		046 Sunshine Coast	42%	41%	35%	43%	34%	↘	-55%	-37	-46	200	49%	
		048 Sea to Sky	41%	42%	41%	37%	44%	↘	+13%	+17	+20	312	57%	
	064 Gulf Islands^	33%		25%	40%	43%	↘	+33%	+1	+1	7	100%		
	All BC Public Schools in Region			50%	50%	49%	48%	49%	↘	-10%	-119	-172	2,363	78%
All BC Independent Schools in Region			37%	39%	34%	38%	31%	↘	-1%	-2	+83	528	85%	
All BC Public & Independent Schools in Region				48%	48%	46%	46%	46%	↘	-9%	-121	-89	2,891	79%
Douglas	BC Public	040 New Westminster	57%	63%	59%	56%	56%	↘	-16%	-37	-57	400	92%	
		041 Burnaby	67%	66%	65%	66%	64%	↘	-16%	-191	-215	1,866	96%	
		042 Maple Ridge-Pitt Meadows	45%	41%	46%	41%	43%	↘	-9%	-38	-30	1,039	92%	
		043 Coquitlam	57%	58%	56%	56%	56%	↘	-5%	-79	-86	2,591	92%	
	All BC Public Schools in Region			57%	55%	56%	55%	58%	↘	-10%	-343	-713	5,723	93%
	All BC Independent Schools in Region			68%	64%	65%	65%	61%	↘	-9%	-26	+7	454	92%
All BC Public & Independent Schools in Region				63%	63%	62%	62%	61%	↘	-10%	-369	-378	5,916	93%
Fraser Valley	BC Public	033 Chilliwack	37%	39%	41%	38%	39%	↘	+1%	+2	-45	801	84%	
		034 Abbotsford	51%	49%	51%	54%	49%	↘	-8%	-56	-66	1,337	91%	
		075 Mission	39%	42%	46%	38%	43%	↘	-1%	-2	-43	359	78%	
		078 Fraser-Cascade	37%	42%	39%	49%	41%	↘	-37%	-11	-37	74	93%	
	All BC Public Schools in Region			43%	44%	45%	46%	45%	↘	-6%	-67	-281	2,549	87%
	All BC Independent Schools in Region			38%	39%	42%	45%	45%	↘	+12%	+23	-11	449	86%
All BC Public & Independent Schools in Region				51%	51%	54%	55%	53%	↘	-3%	-44	-191	2,571	87%
Kwantlen	BC Public	035 Langley	41%	42%	44%	43%	45%	↘	+11%	+76	+50	1,495	88%	
		036 Surrey	61%	60%	62%	63%	62%	↘	-4%	-115	-268	4,931	93%	
		037 Delta	59%	57%	58%	60%	60%	↘	-2%	-16	-41	1,362	87%	
		038 Richmond	71%	71%	71%	71%	68%	↘	-21%	-234	-245	1,669	94%	
	All BC Public Schools in Region			62%	57%	59%	62%	60%	↘	-5%	-276	-67	9,602	92%
	All BC Independent Schools in Region			50%	50%	53%	56%	61%	↘	+36%	+208	+207	947	90%
All BC Public & Independent Schools in Region				64%	63%	65%	66%	66%	↘	-1%	-68	-485	9,492	92%
New Caledonia	BC Public	028 Quesnel	47%	45%	47%	43%	46%	↘	-8%	-8	-11	222	74%	
		057 Prince George	50%	46%	47%	50%	47%	↘	-13%	-49	-59	783	86%	
		091 Nechako Lakes	34%	42%	42%	44%	35%	↘	+19%	+20	+54	296	45%	
	All BC Public Schools in Region			41%	48%	45%	45%	44%	↘	-7%	-43	-197	1,319	76%
All BC Independent Schools in Region			47%	53%	40%	37%	49%	↘	+10%	+3	+4	61	87%	
All BC Public & Independent Schools in Region				49%	48%	47%	49%	47%	↘	-7%	-40	-21	1,305	77%
North Island	BC Public	049 Central Coast	50%	45%	90%	63%	50%	↘	+60%	+3	+6	10		
		070 Alberni	49%	51%	47%	54%	51%	↘	-13%	-14	-40	217	85%	
		071 Comox Valley	46%	52%	48%	47%	45%	↘	-5%	-12	-21	528	74%	
		072 Campbell River	51%	50%	42%	44%	44%	↘	-19%	-29	-10	352	79%	
		084 Vancouver Island West	58%	48%	53%	50%	55%	↘	-83%	-5	-8	11	83%	
		085 Vancouver Island North	47%	48%	42%	38%	43%	↘	-19%	-6	-6	72	94%	
		All BC Public Schools in Region			44%	55%	40%	48%	45%	↘	-10%	-56	-160	1,224
	All BC Independent Schools in Region			37%	36%	32%	38%	35%	↘	-50%	-6	-15	34	75%
All BC Public & Independent Schools in Region				49%	52%	47%	48%	47%	↘	-11%	-62	-66	1,205	78%

Figure 25 continues on the next page.

Notes:

~ 5-Year Change is from grad year 2012/13 to 2016/17. 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.

(Notes continue on the next page.)

FIGURE 25, CONT.: IMMEDIATE-ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT

Region of Grade 12 Graduation				Immed-Entry Trans. Rate by Gr12 Grad Year					5-Yr Change~			# Grads in	% of Immed		
College Region of	School	School District		2012/	2013/	2014/	2015/	2016/	Trans %	Trans % # Trans. # Grads		2016/	Entry to PSI		
Gr12 Graduation	Type			2013	2014	2015	2016	2017	Trend			2017	in Region		
Northern Lights	BC Public	059	Peace River South	38%	25%	38%	33%	26%		-84%	-41	-51	186	90%	
		060	Peace River North	29%	28%	33%	28%	30%		+11%	+11	+26	327	72%	
		081	Fort Nelson	49%	33%	61%	33%	29%		-146%	-19	-20	45	85%	
		087	Stikine	67%	75%	25%	67%	50%		+50%	+2	+5	8		
	All BC Public Schools in Region				33%	27%	40%	28%	27%		-28%	-47	-33	602	76%
All BC Independent Schools in Region				47%	41%	43%	29%	33%		-14%	-1	+4	21	43%	
All BC Public & Independent Schools in Region				34%	27%	41%	28%	28%		-28%	-48	-29	623	75%	
Northwest	BC Public	050	Haida Gwaii	66%	57%	59%	54%	73%		+4%	+1	-2	33	42%	
		052	Prince Rupert	52%	54%	55%	50%	55%		-29%	-15	-34	95	67%	
		054	Bulkley Valley	39%	47%	38%	41%	27%		-67%	-26	-19	147	49%	
		082	Coast Mountains	54%	52%	52%	45%	52%		-10%	-14	-18	279	60%	
		092	Nisga'a	76%	67%	50%	43%	100%		-86%	-6	-10	7	71%	
All BC Public Schools in Region				51%	52%	49%	46%	48%		-22%	-60	-83	561	58%	
All BC Independent Schools in Region				36%	27%	31%	35%	32%		-6%	-1	+3	50	75%	
All BC Public & Independent Schools in Region				50%	49%	48%	45%	46%		-22%	-61	-80	611	59%	
Okanagan	BC Public	019	Revelstoke	42%	46%	33%	54%	29%		-125%	-20	-30	56	56%	
		022	Vernon	41%	40%	42%	48%	46%		-2%	-5	-85	599	85%	
		023	Central Okanagan	50%	48%	48%	49%	50%		-11%	-90	-162	1,588	83%	
		053	Okanagan Similkameen	56%	45%	53%	46%	47%		-15%	-12	+3	165	82%	
		058	Nicola-Similkameen ^	33%	17%	18%	37%	38%		-17%	-2	+10	32	83%	
	067	Okanagan Skaha	46%	48%	46%	44%	51%		+1%	+2	-43	495	77%		
	083	North Okanagan-Shuswap	41%	41%	44%	39%	42%		-25%	-40	-106	375	85%		
All BC Public Schools in Region				46%	45%	46%	47%	48%		-11%	-167	-434	3,322	82%	
All BC Independent Schools in Region				46%	38%	47%	45%	54%		+28%	+47	+49	314	73%	
All BC Public & Independent Schools in Region				46%	45%	46%	46%	48%		-7%	-120	-385	3,636	82%	
Rockies	BC Public	005	Southeast Kootenay	43%	43%	42%	30%	38%		-11%	-16	+4	371	89%	
		006	Rocky Mountain	22%	22%	31%	29%	30%		+18%	+10	-22	187	79%	
		008	Kootenay Lake ^	47%	44%	36%	34%	48%		+12%	+5	+9	85	78%	
All BC Public Schools in Region				37%	37%	38%	30%	37%		-0%	-1	-9	643	84%	
All BC Independent Schools in Region				7%	33%	38%	45%	25%		+75%	+3	+1	16	50%	
All BC Public & Independent Schools in Region				39%	42%	35%	38%	38%		-3%	-8	-8	659	84%	
Selkirk	BC Public	008	Kootenay Lake ^	50%	50%	50%	48%	49%		-14%	-16	-28	241	84%	
		010	Arrow Lakes	64%	51%	65%	45%	46%		-58%	-11	-6	41	79%	
		020	Kootenay-Columbia	54%	52%	57%	58%	57%		-8%	-12	-33	253	88%	
		051	Boundary	36%	48%	44%	44%	45%		+5%	+2	-15	82	86%	
All BC Public Schools in Region				51%	50%	53%	51%	51%		-12%	-37	-82	617	86%	
All BC Independent Schools in Region				33%	25%	100%	50%				-1	-3			
All BC Public & Independent Schools in Region				51%	50%	53%	51%	51%		-12%	-38	-85	617	86%	
Thompson Rivers	BC Public	027	Cariboo-Chilcotin	42%	41%	39%	39%	37%		-25%	-28	-26	304	54%	
		058	Nicola-Similkameen ^	48%	41%	43%	35%	39%		-32%	-12	-7	97	92%	
		073	Kamloops/Thompson	42%	44%	47%	46%	45%		-1%	-3	-75	1,013	88%	
		074	Gold Trail	43%	39%	40%	40%	49%		+22%	+8	+8	75	78%	
All BC Public Schools in Region				43%	43%	45%	44%	43%		-5%	-35	-100	1,489	82%	
All BC Independent Schools in Region				36%	36%	39%	41%	39%		+19%	+9	+14	122	81%	
All BC Public & Independent Schools in Region				42%	43%	44%	44%	43%		-4%	-26	-86	1,611	82%	
Vancouver/Langara	BC Public	039	Vancouver	65%	66%	64%	63%	62%		-16%	-399	-403	3,972	95%	
	All BC Public Schools in Region				65%	66%	64%	63%	62%		-16%	-404	-403	4,008	94%
	All BC Independent Schools in Region				47%	54%	48%	48%	48%		+17%	+104	+204	1,298	90%
	All BC Public & Independent Schools in Region				62%	63%	60%	60%	58%		-10%	-300	-199	5,306	94%
Vancouver Island	BC Public	047	Powell River	45%	47%	51%	44%	44%		-21%	-14	-28	153	91%	
		068	Nanaimo-Ladysmith	51%	49%	50%	47%	50%		-18%	-73	-120	810	87%	
		069	Qualicum	48%	43%	45%	43%	39%		-21%	-23	+3	280	81%	
		079	Cowichan Valley	44%	48%	49%	48%	47%		-0%	-1	-37	481	89%	
All BC Public Schools in Region				48%	48%	49%	46%	47%		-14%	-116	-191	1,732	87%	
All BC Independent Schools in Region				34%	33%	37%	34%	33%		+5%	+7	+36	403	55%	
All BC Public & Independent Schools in Region				46%	46%	47%	44%	44%		-12%	-109	-155	2,135	82%	
All BC Public Schools in All Regions				53%	52%	53%	53%	53%		-9%	-1,871	-3,109	+38,439	88%	
Conseil Scolaire Francophone*				62%	53%	57%	60%	56%		+6%	+5	+23	+156	75%	
All BC Independent Schools in All Regions				46%	47%	46%	48%	47%		+14%	+343	+642	+5,155	85%	
Grand Total, Province of B.C.				53%	52%	53%	52%	52%		-7%	-1,528	-2,197	+43,630	88%	

Notes, continued:

^ 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.

Appendix C: B.C. Public Post-Secondary Enrolment Trends by Institution

FIGURE 26: B.C. PUBLIC POST-SECONDARY ENROLMENT TRENDS BY INSTITUTION

Institution			Headcount Enrolment ('000)										% International					
PSI	Type	Region	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	10-Yr Trend	2008/ 2009	2011/ 2012	2014/ 2015	2017/ 2018	Trend Every 3 Yrs
BCIT	INST	MSW	44.4	43.2	43.0	42.8	43.1	43.4	44.3	45.4	45.8	45.9		3.9%	4.6%	5.8%	10.1%	
CAM	COL	VIS	18.8	19.4	19.7	19.3	18.4	18.4	18.5	19.3	19.5	19.1		3.6%	3.2%	8.1%	10.9%	
CAPU	TIU	MSW	13.3	13.9	14.3	14.4	14.5	13.6	12.2	11.2	9.8	10.2		5.2%	5.3%	8.2%	20.3%	
CMTN	COL	CNO	6.9	7.4	7.0	5.7	5.3	5.3	5.1	4.7	4.2	3.7		0.1%	0.1%	0.1%	3.9%	
CNC	COL	CNO	9.8	9.9	10.3	9.9	8.9	9.5	8.6	8.5	8.2	8.6		2.5%	3.4%	5.4%	16.8%	
COTR	COL	TOK	12.2	12.6	12.5	12.8	10.8	10.7	10.2	9.9	10.2	10.2		1.3%	1.5%	3.8%	5.6%	
DOUG	COL	MSW	24.6	25.6	26.3	24.6	23.6	24.0	23.8	23.8	24.4	25.2		3.4%	5.8%	9.1%	16.8%	
ECU	TIU	MSW	4.2	4.5	4.8	4.4	4.1	3.9	3.8	4.0	3.9	3.6		6.3%	7.8%	12.3%	16.0%	
JIBC	INST	MSW	29.6	29.1	28.8	32.7	27.9	28.1	26.8	26.0	25.9	27.3		0.3%	0.7%	1.6%	1.1%	
KPU	TIU	MSW	17.6	18.5	18.9	19.2	19.2	19.4	19.5	19.4	19.8	22.8		5.3%	7.5%	11.5%	26.0%	
LANG	COL	MSW	19.6	20.9	21.4	21.3	20.5	20.4	20.4	22.1	22.8	22.7		7.7%	7.7%	14.4%	30.6%	
NIC	COL	VIS	9.5	9.8	9.9	9.3	9.1	8.8	8.5	8.4	8.0	8.0		0.6%	1.2%	3.5%	6.9%	
NLC	COL	CNO	9.9	9.5	9.4	9.3	8.2	7.6	7.5	6.1	4.0	3.3		1.0%	1.2%	5.9%	19.7%	
NVIT	INST	TOK	1.2	1.2	1.4	1.5	1.4	1.5	1.5	1.3	1.2	1.3		0.2%	0.1%	6.5%	0.2%	
OKAN	COL	TOK	19.9	21.3	20.6	20.4	19.4	19.2	19.2	19.6	20.6	20.6		3.3%	2.4%	4.9%	8.3%	
RRU	TIU	VIS	3.1	3.4	3.5	3.8	3.7	3.7	3.9	4.0	4.2	4.3		1.7%	4.3%	12.7%	14.6%	
SEL	COL	TOK	12.2	11.4	10.7	11.0	10.1	11.5	12.1	12.6	11.3	10.9		2.4%	2.3%	4.7%	12.4%	
SFU	RIU	MSW	31.3	32.6	33.7	34.0	33.7	33.9	33.5	33.4	34.1	34.2		12.1%	18.8%	19.7%	22.1%	
TRU	TIU	TOK	26.1	27.2	26.4	27.6	28.8	29.9	29.7	30.4	31.9	33.8		7.6%	8.9%	9.7%	16.8%	
UBCO	RIU	TOK	5.6	6.4	7.3	8.1	8.5	8.7	8.4	8.6	8.9	9.3		5.0%	7.4%	11.6%	16.3%	
UBCV	RIU	MSW	48.4	49.9	50.3	51.3	52.1	52.8	54.1	55.7	57.2	58.6		13.1%	15.7%	20.7%	25.8%	
UFV	TIU	MSW	14.7	15.5	15.2	15.0	15.7	14.6	14.4	14.3	14.7	15.1		4.8%	6.0%	7.4%	12.3%	
UNBC	RIU	CNO	4.3	4.2	4.3	4.2	4.2	4.0	3.8	3.6	3.8	3.8		7.1%	10.9%	11.2%	10.0%	
UVIC	RIU	VIS	21.0	21.9	22.4	22.6	22.8	23.5	23.8	24.1	24.1	24.1		8.5%	10.1%	15.8%	17.6%	
VCC	COL	MSW	23.7	23.5	23.6	23.1	22.0	19.9	16.7	15.6	14.7	15.1		2.5%	2.3%	3.5%	8.3%	
VIU	TIU	VIS	19.5	19.1	18.3	17.2	17.6	16.8	16.1	14.8	14.8	14.7		6.4%	9.5%	13.3%	15.5%	
B.C. System Total			427.2	438.3	440.5	442.6	431.7	432.0	426.3	427.7	429.2	437.5		5.7%	7.3%	10.7%	16.3%	