STP RESEARCH RESULTS

Transitions of B.C. High School Graduates into B.C. Public Post-Secondary Education

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Executive Summary

About this Research

This newsletter provides highlights of the latest research from the Student Transitions Project (STP), with a focus on the first transitions of B.C. grade 12 graduates into B.C. public post-secondary education.

The 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.

This report presents a series of research questions and answers, beginning here with brief responses to each question, followed by a more detailed explanation and visual analysis in the Research Results section of the report, beginning on **page 13**.

Quick Facts

☑ What are the immediate-entry transition rates of B.C. high school graduates into B.C. public post-secondary education? The immediate-entry transition rate of 2017/2018 grade 12 graduates is currently 51.6% and these rates have consistently remained at 50% or higher since 2001/2002. [Page 12]

◆ How has a growing share of non-resident grade 12 graduates affected B.C.'s immediate-entry transition rates? A growing share of non-resident grade 12 graduates in B.C. has contributed to the downward trend in immediate-entry transition rates because non-resident students have lower transition rates (29.9%) than resident graduates (53.7%). [Page 14]

◆ What are the differences in resident and non-resident transition rates in different regions of B.C.? Immediate-entry transition rates are increasing among grade 12 graduates from the Vancouver Island Coast region and Thompson-Okanagan-Kootenays, but decreasing among graduates from the Mainland/Southwest and Cariboo-North regions. [Page 15]

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).

Research Results Legend

The following symbols used throughout this newsletter indicate the significance of each of the research findings.

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

STP Data and Methodology

Each year, for the purpose of tracking student transitions, student mobility and student success, the Student Transitions Project (STP) gathers post-secondary enrollment and credential completion data from the twenty-five B.C. public post-secondary institutions and links this data to secondary school enrollment information via encrypted personal education numbers (PENs).

The STP has continued to collect and combine this data from B.C.'s education systems every Fall since the project's inception in 2003, while ensuring the protection of student anonymity and privacy.

With each annual data submission, the STP dataset expands by one additional year, but with the benefit of each submission fully replacing and refreshing the previous multi-year submission with the most current and accurate information available.

The most recent STP data collection took place in the Fall of 2019, such that the STP now contains seventeen academic years* of data, including seventeen years of K-12 enrollment records (2001/2002 to 2016/2017) and seventeen full years of post-secondary data and (2002/2003 to 2017/2018), in addition to the most recent post-secondary enrollment term (Fall 2019).

** An academic year is September to August, including Fall, Spring and Summer terms, in that order.*

◆ What are the trends in immediate-entry and delayed-entry transition rates over the last decade? Over the last ten years, immediate-entry transition rates have declined by more than two percentage points, from 53.9% to 51.6%, while delayed-entry rates have also declined. [Page 17]

☑ What is the cumulative ten-year transition rate and how consistent is it over successive graduation cohorts? The ten-year cumulative transition rates are remarkably consistent over successive grade 12 graduation cohorts, but have gradually improved by nearly two percentage points over five graduation cohorts, reaching a cumulative ten-year transition rate of 78.0% for the 2007/2008 cohort by 2017/2018. [Page 18]

☑ What do long-run transition rates reveal about post-secondary education aspirations of grade 12 graduates? The fifteen-year cumulative transition rate of 2002/2003 B.C. grade 12 graduates reaches 79.9%, seventeen years after graduation from high school. This means that nearly one third (28.9%) of graduates did not initially enroll in post-secondary education in B.C., but did eventually enroll over the next sixteen years. [Page 19]

◆ What are the trends and possible motivations for high school graduates to take a gap year? Typically, 9% to 10% of B.C.'s grade 12 graduation cohorts take a gap year, or a one-year break between high-school graduation and first-entry into post-secondary education. Historically, the proportion of gap year students was slightly higher (11.5%) from 2001/2002 to 2007/2008. [Page 20]

● What is the profile of high school graduates who typically take a gap year? Students who take a gap year typically have lower academic performance in high school than those who enroll immediately; and they are more likely to be entering credential categories below a bachelor's degree in colleges, institutes or TIUs. [Page 21]

☑ What does the STP's student transitions matrix inform us about student transition rates for different graduation cohorts? The STP's student transitions matrix provides the number and proportion of grade 12 graduates from successive graduation cohorts who enrolled, or did not yet enroll, in B.C. public post-secondary education, and the year of their first entry. A matrix can be produced for any sub-population of grade 12 graduates, such as by school, district, gender, etc. [Page 22]

☑ Do B.C. high school graduates tend to enroll in the same B.C. 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 2018/2019 remained in the same B.C. region (among four large provincial regions) where they graduated from high school. [Page 23]

☑ What are the trends in regional mobility of B.C. high school graduates, from graduation region to Fall enrollment region? Immediate-entry students who graduated in the Mainland/Southwest region of B.C. have been consistently more likely to remain in their graduation region, compared to graduates of other regions. [Page 24]

☑ In the Fall, do post-secondary institutions primarily attract grade 12 immediate-entry students from within the same region? Looking at regional mobility from the perspective of the receiving post-secondary institutions, we see that the majority (87%) of Fall immediate-entry post-secondary registrants originated from high schools in the same region, but this varies by institution, institution type and region. [Page 25]

◆ What proportion of post-secondary students are retained in the B.C. system beyond their first academic year of registration? The first-year retention rate in the B.C. system of immediate-entry students who graduated in 2017/2018 is 91%, compared to 82% for students who took a gap year after graduation 2016/2017. [Page 27]

◆ How do first-year post-secondary retention rates compare between immediate-entry and delayed-entry students, by iGPA? Immediate-entry students achieve higher retention rates in the B.C. system, of at least five percentage points at each iGPA level, than one-year delayed-entry students. [Page 29]

❍ Are there any reasons why post-secondary registrants in the Spring of 2020 may or may not return in the Fall? Numerous surveys in various higher education settings are underway, or have been completed, in an effort to reduce uncertainty around student intentions for the 2020/21 academic year (see **Appendix A**). This report briefly considers how enrollments might be affected in B.C. and provides baseline information for further analysis next year. [Page 30]

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.

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

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

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

**** Colleges and Institutes (CIN)*** *are frequently grouped together in this report..*

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.

STP Steering Committee Members

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

Stephen Salem, Director, Institutional Research & Registrar, Coast Mountain College.

Leila Hazemi, Director, Governance, Accountability and 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.

☑ What are the trends in student persistence for post-secondary registrants, from Spring to the subsequent Fall term? The proportion of undergraduate post-secondary students who were enrolled in Spring 2019 and re-enrolled anywhere in the B.C. public post-secondary system in the subsequent Fall 2019 term was 68.6%. The proportion who returned from developmental studies was lower, at 44.8%, and higher among graduate students, at 80.5%. [Page 31]

☑ How do undergraduate post-secondary persistence rates, from Spring to the subsequent Fall term, compare across institutions? Compared to RIUs, in general, colleges, institutes and TIUs have lower persistence rates from Spring to the subsequent Fall term, both within the B.C. system (any institution) and within the same institution. [Page 32]

◆ How do post-secondary persistence rates, from Spring to Fall, compare between domestic and international students? On average, the persistence rate across all study levels, from Spring to Fall 2019 is much lower for domestic students (65.1%) than international students (82.0%). This means that any significant shifts in the proportion of international students in the B.C. system will likely have an immediate effect on retention rates, and a subsequent effect on enrollment levels over the next several years. [Page 33]

◆ What are the trends in post-secondary international enrollment growth in the B.C. public post-secondary system? International enrollment growth remains strong in B.C. public post-secondary institutions, increasing four-fold from 17,664 in 2002/2003 to 77,993 in 2017/2018. [Page 35]

◆ What are the trends in post-secondary international enrollment growth, by B.C. region? The Cariboo-North region, with the smallest share (5%) of B.C.'s total international enrollment has seen a nine-fold increase in international students since 2002/203, compared to other regions (Mainland/Southwest and Thompson-Okanagan-Kootenays) growing at rates similar to the provincial average (four-fold) or Vancouver Island growing at rates just below the provincial average (tripling since 2002/2003) . [Page 36]

◆ What are the trends in post-secondary international enrollment growth, by institution type? International enrollment growth in B.C., from 2002/2003 to 2007/2008, primarily took place in RIUs; and other institution types accelerated their international growth, beginning in 2013/2014. As a result, the net shares of international students in each institution type changed significantly over time, but has now returned to original levels, with 39% in RIUs, 37% in colleges/institutes and 26% in TIUs. [Page 37]

◆ How many post-secondary international students enrolled in B.C., by country, region, institution type and institution? If B.C. experiences significant international enrollment shifts, as a result of COVID-19, the effect on each institution may be felt differently, depending on their share of

international students and the distribution of international students by country of origin. Detailed maps, charts and international enrollment tables are provided in this report (**Appendix B** and **C**) by country, region, institution type and post-secondary institution. [Page 39, 49-51]

☑ What are student transition rates by student demographic characteristics? Each year, the STP provides information on student transition rates for a number of different student groups. [Page 42]

☑ How do immediate-entry transition rates vary by region, school type and school district in B.C.? Immediate-entry transition rates are provided by region of graduation, school type (public or independent) and school district. Also included is the proportion of 2017/2018 immediate entry students from each school district who enrolled in an institution within the same region as their high school. [Page 44]

Photo: fostiima.org

Notes:

Introduction

Overview

This newsletter provides highlights of the latest research from the Student Transitions Project (STP), with a focus on the first transitions of B.C. grade 12 graduates into B.C. public post-secondary education. This newsletter is also available to the public on the STP website.[1]

Photo: iStock/Antonio Diaz

Context

Around the time of the STP data collection in November and December of 2019, the world was alerted to the earliest cases of COVID-19 detected in Wuhan, China. Canada subsequently identified its first case of this respiratory illness in January, as this highly infectious disease, caused by the novel coronavirus, was quickly spreading around the world. By March 11, 2020, the World Health Organization (WHO) declared a pandemic, and within the span of a few days, B.C. public post-secondary institutions moved to online instruction and B.C. K-12 education began delivering online instruction to their students after spring break; and schools were open for vulnerable students and children of essential service workers.

B.C.'s education institutions quickly adapted to the "new normal" to ensure the safety of students, teachers, faculty and staff, while every member of society in B.C. is maintaining their physical distance from others, staying home as much as possible, self-isolating if they feel ill, washing their hands frequently, and working/educating from home. In addition, the border between Canada and the USA is restricted to essential travel only, while airlines temporarily suspended international flights and drastically reduced domestic flights. Depending on the extent to which these travel restrictions continue, these constraints will certainly impact the mobility of both domestic and international students and likely impact post-secondary enrollments in B.C.

The student transitions and enrollment information reported in this STP newsletter were collected pre-coronavirus and are thus consistent with ongoing post-secondary trends prior to the onset of COVID-19 in Canada and the rest of the world. The STP fully expects that next year's newsletter will show dramatically different results than the relatively stable information reported this year. For additional post-secondary enrollment context, **Appendix B** provides a ten-year summary of enrollments and the proportion of international students, by institution.

[1] Public STP website is located here: http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP prepares to evaluate the impact of COVID-19

At the time of writing this newsletter, it is unclear how COVID-19 will affect enrollments in the B.C. public post-secondary system in the Fall of 2020, or over the next few academic years. Institutions are grappling with a myriad of questions at this time, some of which the STP may be able to help answer, by providing some baseline data now, and some retrospective analysis in the near future.

Will **B.C. high school graduates** in June 2020 be more or less likely (than typically expected) to enroll in B.C. public post-secondary education in the Fall of 2020?

- Of those grade 12 graduates who might have enrolled outside of B.C., are they now more likely to enroll within B.C. instead?
- Will we see a spike in students taking a "gap year" in 2020?
- Will non-resident (i.e. international) grade 12 graduates be more or less likely to enroll in B.C. public post-secondary education? Or will they return to their home country for post-secondary education instead?
- Will the B.C. grade 12 graduates who planned to seek summer employment to fund their post-secondary education be able to enroll in post-secondary education in B.C. in the Fall after enduring a summer without employment?
- Will domestic grade 12 graduates be more likely to enroll in B.C. public post-secondary education within their home region, rather than a different region of B.C.?

Will **current B.C. public post-secondary students** be more or less likely (than typically expected) to resume their post-secondary education in B.C. in Fall of 2020?

Will existing domestic post-secondary students in B.C. experience higher rates of unemployment in the summer of 2020? Will we see increases in financial assistance applications? Will these factors affect their return to post-secondary in the fall?

Will the students enrolled in, or planning to enroll in, programs that are hands-on or technical (i.e. welding, carpentry, engineering, fine arts, etc.) persist in their programs in an online format at typical or historical rates?

Will existing international post-secondary students in B.C. resume their post-secondary education in B.C., or will they return to their home country?

Will B.C. see a decline in the number of new international students entering B.C. public post-secondary institutions?

Will international enrollments by country of origin be impacted by the severity of the COVID-19 outbreak in selected countries?

Will international students be able to continue to enroll in B.C.'s education system, but do so remotely?

Will the downturn in the economy due to COVID-19 lead to an increase in post-secondary enrollments from individuals without employment opportunities?

Given the current uncertainty attributed to COVID-19, this newsletter includes several post-secondary enrollment and student persistence items, including immediate-entry persistence into the following academic year and post-secondary persistence from Spring to Fall. This supplemental baseline data might allow institutions to retrospectively assess the impact of COVID-19 in the coming academic year, primarily as a source for reflection and comparison, rather than a source for predicting the enrollment future in a world of extreme uncertainty.

Research Results

☑ What are the immediate-entry transition rates of B.C. high school graduates into B.C. public post-secondary education?

The Student Transitions Project measures the proportion of grade 12 graduates who enrolled in B.C. public post-secondary education after grade 12 graduation at different points in time. **Immediate-entry transition rates** measure the share of a grade 12 graduation cohort who enrolled in post-secondary education within one year of grade 12 graduation. **Delayed-entry transition rates** measure the proportion who enrolled after more than a year, discussed later in this newsletter

The immediate-entry transition rate of 2017/2018 grade 12 graduates is currently 51.6%. Looking back over the history in the STP, from STP's first graduation cohort of 2001/2002 through to the most recent cohort of 2017/2018, we see that immediate-entry transition rates have consistently remained at 50% or higher. These rates ranged from a low of 50.0% for the 2003/2004 grade 12 graduation cohort to a high of 53.9% for the 2008/2009 graduation cohort. See **Figure 1**.

Source: B.C. Ministry of Education, https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/graduation_slide.jpg

Numerous factors can influence the immediate-entry transition rate, such as the health of the B.C. economy and unemployment rates.[2] As shown in **Figure 1**, relatively high unemployment rates in 2002/2003 may have contributed to the subsequent increases in transition rates to post-secondary education over the next few years, until reaching a peak of 53.9% in 2008/2009 when the unemployment rate in B.C. reached a peak of 7.7%. Over the next decade, steady improvements in the B.C. economy and unemployment rate likely contributed to recent declines in the immediate-entry transition rate in B.C.

Unemployment rates and student transition rates vary across regions of the province, thus the interaction of these two trends is displayed in **Figure 2**.

[2] Source: B.C. Unemployment rates by industry and development region: https://www2.gov.bc.ca/assets/gov/data/statistics/employment-labour-market/lfs_employment_and_unemployment_rate_by_industry_and_development_region.xls

B.C. Economic Accounts Data, B.C. Gross Domestic Product: https://www2.gov.bc.ca/assets/gov/data/statistics/business-industry-trade/trade/exp_trade_flows_1981_2018.xlsx

FIGURE 1: TRENDS IN IMMEDIATE-ENTRY TRANSITION RATES OF B.C. GRADE 12 GRADUATES, 2001/2002 TO 2017/2018, COMPARED TO THE B.C. ECONOMY (GDP) AND B.C. UNEMPLOYMENT RATE TRENDS

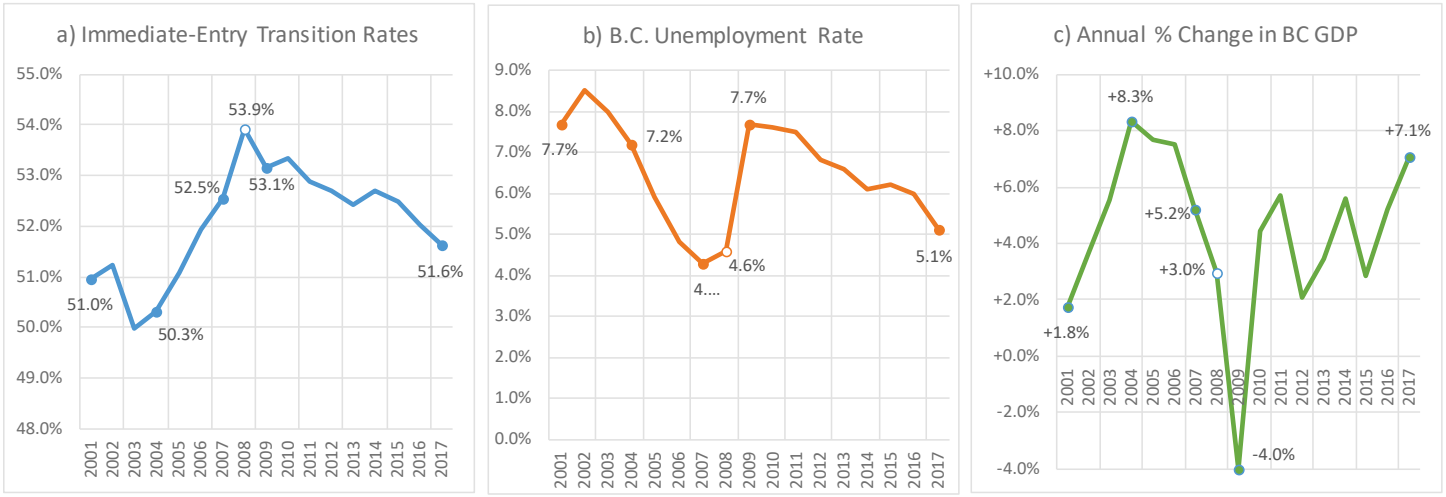
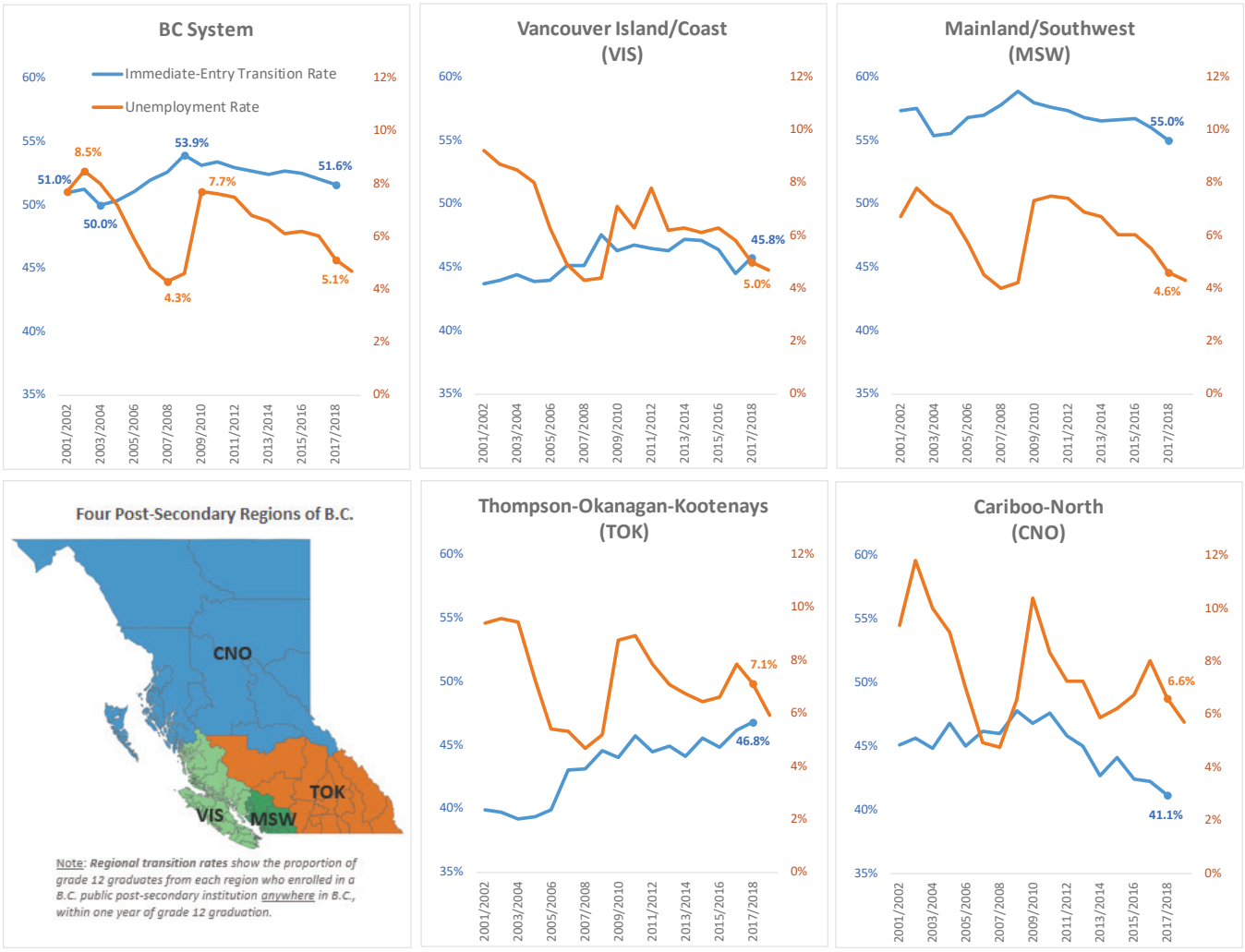


FIGURE 2: IMMEDIATE-ENTRY TRANSITION RATES OF B.C. GRADE 12 GRADUATES, BY HIGH SCHOOL GRAD REGION, 2001/2002 TO 2017/2018

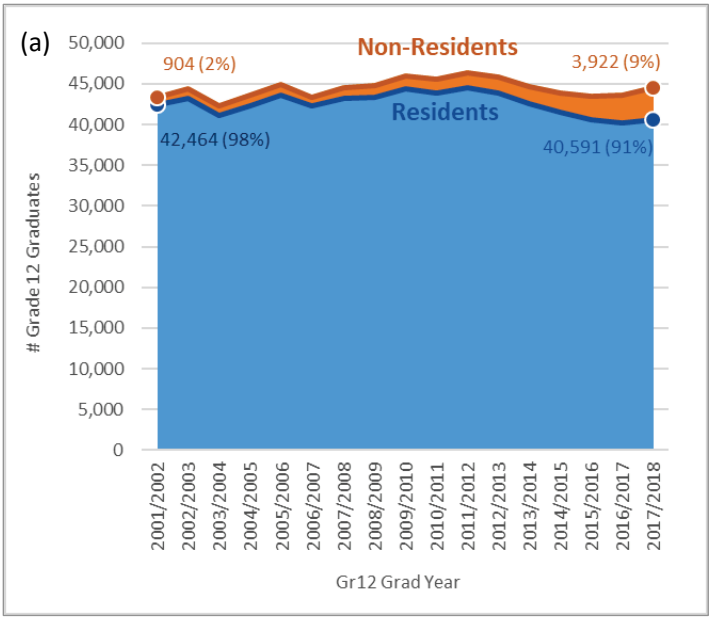


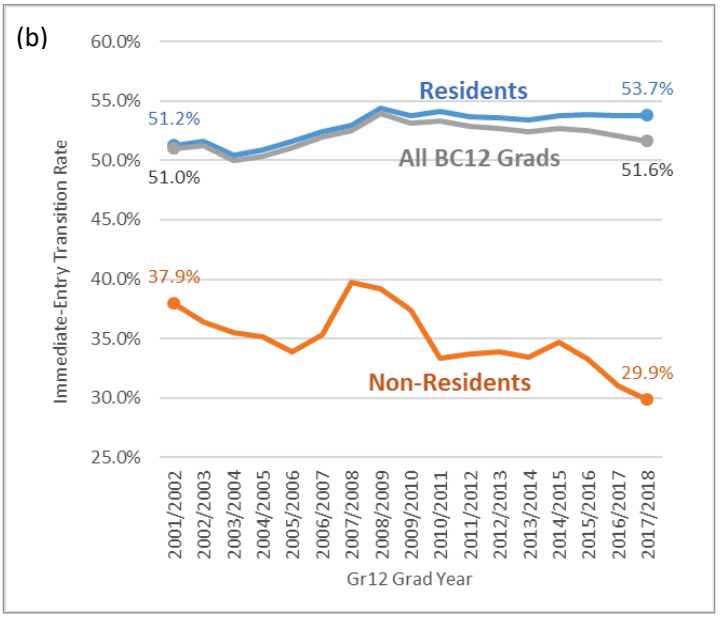
How has a growing share of non-resident grade 12 graduates affected B.C.'s immediate-entry transition rates?

Over the last decade, as the market for international students has expanded in B.C., the number and proportion of international students graduating from B.C. secondary schools has increased. In 2001/2002, non-resident students[3] represented 2% of all B.C. grade 12 graduates, but this number has quadrupled from roughly 1,000 students to nearly 4,000 students, reaching 9% of total grade 12 graduates in 2017/2018. See **Figure 3A.**

The student transition rates of B.C. high school graduates into B.C. public post-secondary institutions appear to be affected by the growing share of non-resident graduates whose immediate-entry transition rates into B.C. post-secondary institutions are significantly lower (29.9%) than transition rates of B.C. residents (53.7%). **See Figure 3B**. In addition to having lower immediate-entry transition rates, these rates have been declining over the last decade while the proportion of non-resident graduates has been increasing. This has contributed to the overall decline in the provincial average transition rate, from its high of 53.3% in 2008/2009, to its current level of 51.6%. Therefore, it is important to recognize that the **immediate-entry transition rates of B.C. *resident* grade 12 graduates have remained above 53.0% over the last decade, despite overall declines in the transition rate reported for all graduates combined.** Immediate-entry transition rates of non-resident graduates have declined over the last decade, from a high of 39.8% in 2007/2008 to the current transition rate of 29.9%.

FIGURE 3: TRENDS IN B.C. RESIDENT AND NON-RESIDENT GRADE 12 GRADUATES: (A) NUMBER AND PROPORTION OF STUDENTS AND (B) IMMEDIATE-ENTRY TRANSITION RATES





[3] Non-residents students include any students enrolled in the B.C. K-12 system who are not residents of British Columbia. This is used as a proxy for identifying international students as this group primarily includes students from outside of Canada, but it also includes students from other Canadian provinces.

What are the differences in resident and non-resident transition rates in different regions of B.C.?

The declining immediate-entry transition rates measured at the provincial level are not pervasive across each of the four regions of B.C. (see **Figure 4**).

Immediate-entry transition rates are **increasing** among grade 12 graduates from the Vancouver Island Coast (VIC) region and Thompson-Okanagan-Kootenays (TOK) regions, but **decreasing** among graduates from Mainland/ Southwest (MSW) and Cariboo-North (CNO) regions.

- In the **Vancouver Island** and **Thompson-Okanagan-Kootenay** regions, the transition rates of non-resident students vary widely from year to year, while the rates for B.C. residents are steadily increasing. This may indicate that resident students are primarily driving the overall transition trend in these regions. Note that non-resident students represent a significantly larger proportion of grade 12 graduates from the Vancouver Island region (13%) than the Thompson Okanagan-Kootenay region (3%).

- For grade 12 graduates from the larger **Mainland/Southwest** region, the transition rates of non-resident students have been declining steadily since 2007/2008, from a high of nearly 45%, to current rates of nearly 32%. During this time period the proportion of all graduates in this region who were non-residents increased significantly from 3% to 10% in 2017/2018, thus further influencing the overall transition rates in the region. Immediate-entry transition rates of resident students from this region also declined slightly from 59% in 2008/2009 to 57.5% in 2017/2018.

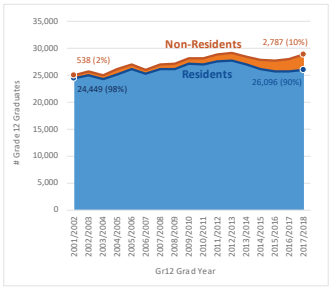
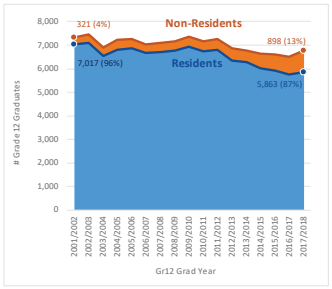
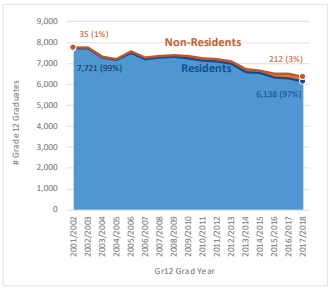
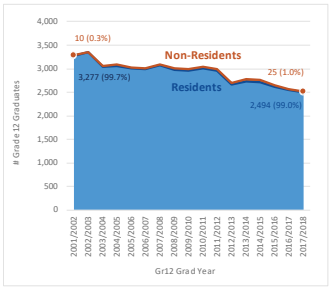
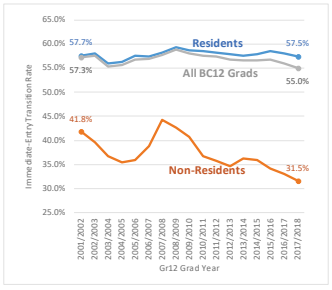
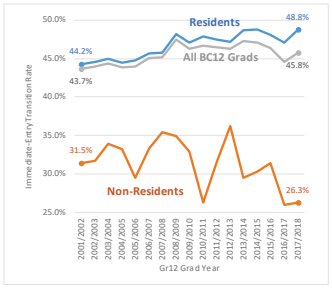
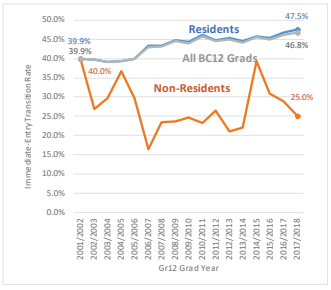
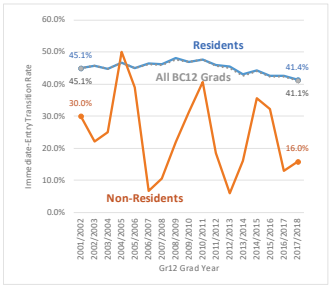
- The number of non-resident students in the **Cariboo-North** region remains relatively small (1.0%), such that overall transition rates of all grade 12 graduates is this region are not influenced by non-resident transition patterns. B.C. residents, comprising 99% of all graduates from this region, are enrolling in B.C. public post-secondary education at declining rates and this is influencing the overall decline in immediate-entry transition rates for graduates from this region.

Other recent research by the Student Transitions Project[4] showed that roughly 1% of non-resident grade 12 graduates of 2016/2017 who were not accounted for in the transition rates into B.C. public post-secondary institutions had enrolled in non-B.C. institutions, primarily other institutions in Canada, as well as other institutions around the world.

The results in **Figure 4** also show that the majority of grade 12 graduates from each region enroll in the same region where they graduate, more so among residents than non-residents.

[4] See STP Research Results: Student Transitions into BC Public, BC Private and Non-BC Institutions, https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp2018_transitions_beyond_bc_public_bc_private_and_non-bc_institutions.pdf

FIGURE 4: TRENDS IN B.C. RESIDENT AND NON-RESIDENT GRADE 12 GRADUATES AND IMMEDIATE-ENTRY TRANSITIONS TO B.C. PUBLIC POST-SECONDARY EDUCATION, BY REGION OF GRADE 12 GRADUATION

HS Grad Region: Mainland/Southwest	Vancouver Island Coast	Thompson-Okanagan-Kootnenays	Cariboo-North
			
			

Post-Secondary Destinations of Immediate-Entry Students, by B.C. Destination Region (2017/2018):

HS Grad Region: Mainland/Southwest

	Residents	Non-Res.	Total
MSW	**91%**	**82%**	14,426
VIS	5%	8%	850
TOK	3%	9%	557
CNO	0%	1%	42
	14,988	887	**15,875**
	(100%)	(100%)	

Vancouver Island Coast

	Residents	Non-Res.	Total
MSW	9%	33%	345
VIS	**87%**	**59%**	2,624
TOK	3%	8%	104
CNO	1%	0%	22
	2,859	236	**3,095**
	(100%)	(100%)	

Thompson-Okanagan-Kootnenays

	Residents	Non-Res.	Total
MSW	8%	30%	243
VIS	7%	7%	210
TOK	**83%**	**63%**	2,457
CNO	2%	0%	61
	2,917	54	**2,971**
	(100%)	(100%)	

Cariboo-North

	Residents	Non-Res.	Total
MSW	10%	50%	105
VIS	8%	50%	81
TOK	10%	0%	102
CNO	**72%**	**0%**	748
	1,032	4	**1,036**
	(100%)	(100%)	

Top 3 Countries of Origin of Non-Resident Immediate-Entry Students (2017/2018):

HS Grad Region: Mainland/Southwest		
China	522	59%
South Korea	90	10%
Vietnam	60	7%
Other Countries	207	24%
Total	**879**	**100%**

Vancouver Island Coast		
China	108	46%
Vietnam	23	10%
South Korea	15	6%
Other Countries	90	38%
Total	**236**	**100%**

Thompson-Okanagan-Kootnenays		
China	21	40%
United States	< 10	6%
Taiwan	< 10	6%
Other Countries	32	49%
Total	**53**	**100%**

Cariboo-North		
Nigeria	< 10	50%
Russian Federation	<10	25%
South Korea	<10	25%
Other Countries	<10	0%
Total	**<10**	**100%**

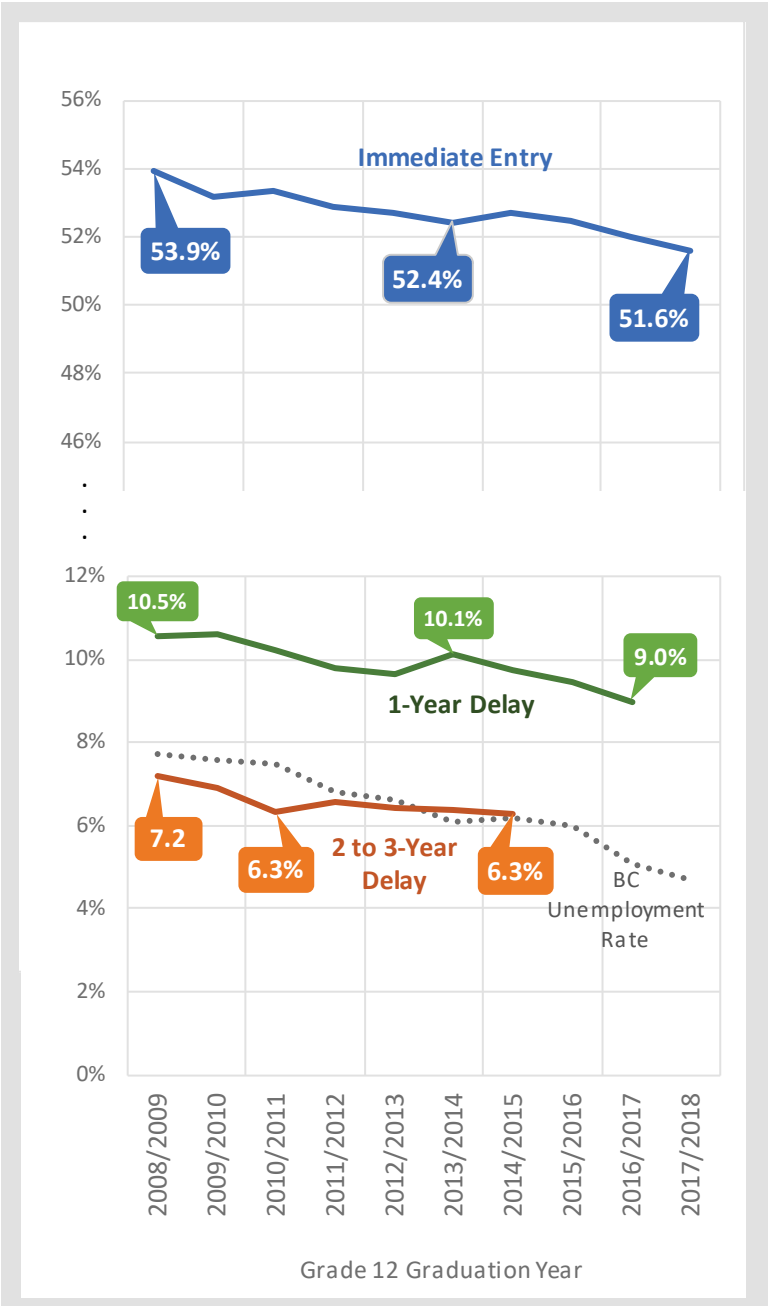
What are the trends in immediate-entry and delayed-entry transition rates over the last decade?

Although immediate-entry transition rates have remained 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 more than two percentage points, from 53.9% to 51.6%, over the decade (see **Figure 5**). Over the same time-period, those who delayed their first entry into B.C. public post-secondary education by one, two or three years has also declined.

As previously discussed, the decline in grade 12 graduates entering post-secondary education is consistent with the unemployment rate in B.C. As fewer job opportunities are available to students, they are more inclined to enroll in post-secondary education. For immediate-entry trends over a longer time horizon, see **Figure 3** presented earlier in this report.

A more detailed look at five earlier graduation cohorts from 2003/2004 to 2007/08, during a time when immediate-entry rates were increasing and delayed-entry rates were declining, is provided on the following page.

FIGURE 5: TEN-YEAR TRENDS IN IMMEDIATE-ENTRY AND DELAYED-ENTRY TRANSITION RATES OF B.C. GRADE 12 GRADUATES, 2008/2009 TO 2017/2018



☑ What is the cumulative ten-year transition rate and how consistent is it over successive graduation cohorts?

Cumulative ten-year transition rates were remarkably consistent over successive grade 12 graduation cohorts, from 2003/2004 to 2007/08. As shown in **Figure 6A**, the transition rate trajectory for these graduation cohorts followed roughly the same curve, for the period of one year (immediate-entry) to ten years after graduation (nine-year delayed-entry).

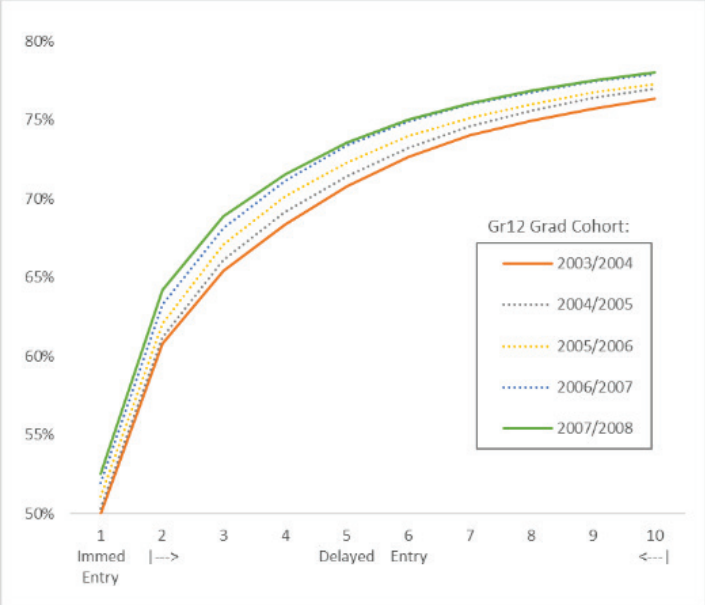
Despite the consistency in the transition rate trajectory, the immediate-entry transition rate gradually increased over these successive cohorts, while the nine-year delayed entry transition rate gradually decreased. These trends are evident in the relative positions of the lower 2003/2004 cumulative transition curve and the upper 2007/2008 transition curve in **Figure 6A**.

Further evidence of the gradual shift in transition rates is provided in **Figure 6B** where the cumulative ten-year transition rate for the 2007/2008 cohort (78.0%) is 1.7 percentage points higher than it was for the cohort five years earlier (76.3% for the 2003/2004 cohort).

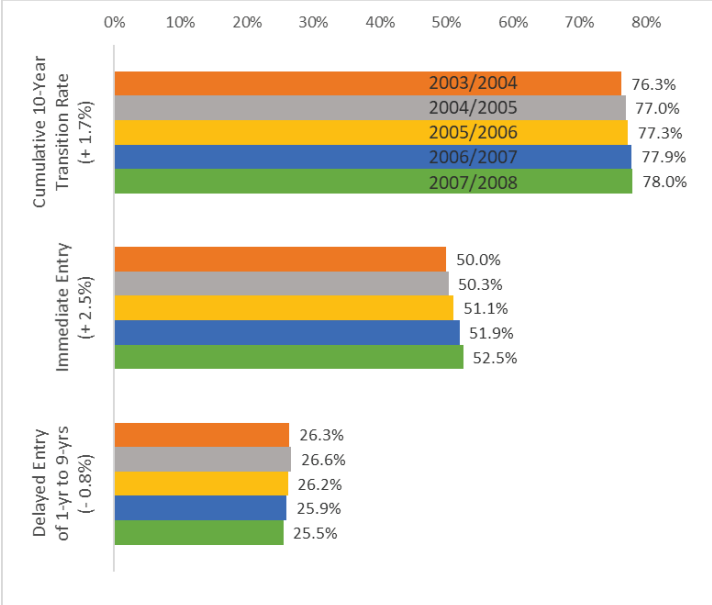
The upward shift in the ten-year cumulative transition rate trajectory of nearly two percentage points occurred while the immediate-entry transition rates of five successive graduation cohorts gradually improved. These incremental changes resulted in a cumulative increase of 2.5 percentage points in the immediate-entry rate, which was more than triple the 0.8 percentage point decline in the cumulative nine-year delayed-entry transition rates. As a result, the cumulative ten-year transition rate trajectories improved over these five graduation cohorts of 2003/2004 to 2007/2008, due to increases in their immediate-entry transition rates that exceeded decreases in their delayed-entry transition rates.

FIGURE 6: TEN-YEAR CUMULATIVE TRANSITION RATES, BY GRADE 12 GRADUATION COHORT

A) TEN-YEAR TRANSITION TRAJECTORY CURVES



B) CUMULATIVE, IMMEDIATE AND DELAYED TRANSITION RATES BY COHORT



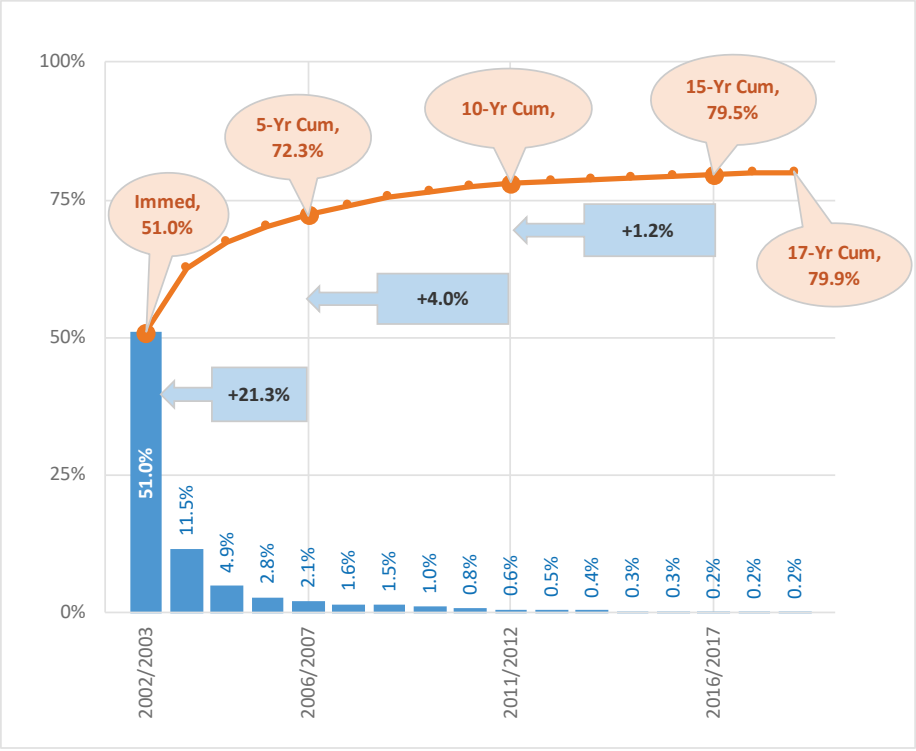
☑ What do long-run transition rates reveal about post-secondary education aspirations of grade 12 graduates?

When delayed-entry students are accounted for, the cumulative fifteen-year transition rate of 2002/2003 B.C. grade 12 graduates enrolling in B.C. public post-secondary education by 2016/2017 is 79.5%, and reaches 79.9% after seventeen years (the longest time horizon currently available in the STP). See **Figure 7**.

While these long-run transition rates, after fifteen or more years since graduation, are not significantly more than the five-year (72.3%) or ten-year rates (77.9%), it does show that students continue to enroll for the first time in the B.C. public post-secondary education system after graduation, almost two decades after high school graduation. Note that these rates do not include the many students who enrolled in B.C. private or non-B.C. institutions.

The 17-year cumulative transition rate of 79.9% , when compared to the immediate-entry transition rate of 51.0% for the same graduation cohort (2001/2002) indicates that nearly one third (28.9%) of the grade 12 graduates who did not initially enroll in B.C. public post-secondary education within one year of graduation, did eventually enroll over the next sixteen years. Therefore, given the consistency of the long-run transition rates over multiple successive graduation cohorts, post-secondary planners are able to make reasonable projections from any grade 12 graduation cohort, on the timing and the number of grade 12 graduates who will likely transition to a post-secondary institution in the B.C. public post-secondary system.[5]

FIGURE 7: INCREMENTAL AND CUMULATIVE TRANSITION RATE OF 2002/2003 GRADE 12 GRADUATION COHORT



Note: The left-arrow boxes show the cumulative five-year increases in transition rates of +21.3%, +4.0% and +1.2% for the 2002/2003 graduation cohort. The most significant increase (+21.3%) occurs over the first five years after grade 12 graduation, with later increases tapering off over time.

[5] Given the uncertainty around student intentions in the wake of the COVID-19 pandemic, these stable transition trends may not follow the expected patterns for the 2020/21 grade 12 graduation cohort.

What are the trends and possible motivations for high school graduates to take a gap year?

One of the consequences of the COVID-19 pandemic is a potential shift in the proportion of students who will take a one-year break or "gap year" between high school graduation and enrolling in B.C. public post-secondary education. Typically, 9% to 10% of the graduation cohort takes a gap year, and this is lower than the rates of roughly 11.5% seen in the early part of the new millennium, from 2001/2002 to 2007/2008. See **Figure 8**.

In 2008, when B.C. faced an economic recession, the proportion of students who took a gap year dipped from 11.7% to 10.5% of the graduation class; and at the same time, the share of immediate-entry students increased to its highest level of 53.9%. This likely reflected the reaction of the graduating grade 12 students to a poor job market – they resisted a gap year to pursue post-secondary education immediately instead.

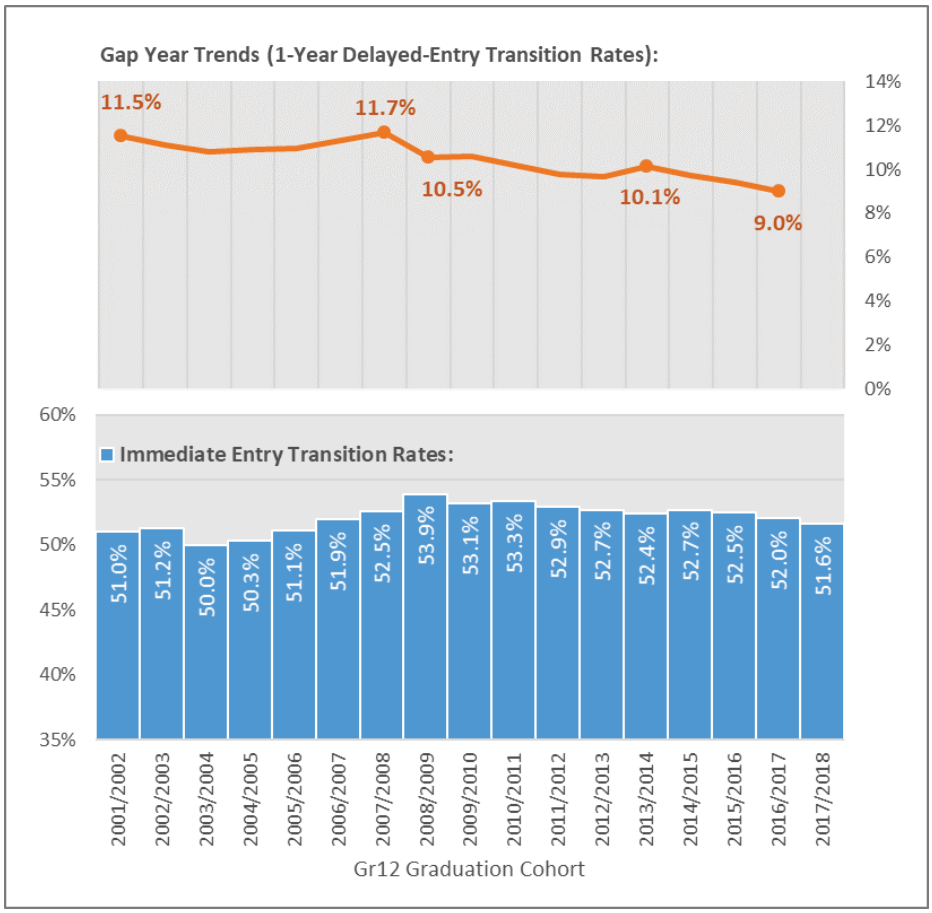
COVID-19 has caused a downturn in the B.C. economy and also led to imposed travel restrictions, thus fewer jobs and fewer travel opportunities will be available to the June 2020 cohort of grade 12 graduates. These factors may cause fewer students to take a gap year in the 2020/21 academic year, similar to the 2008 graduation cohort. As a result, we may see a rise in the immediate-entry transition rate in 2020/21.

On the other hand, the switch from classroom to nearly exclusive on-line instruction in Fall of 2020, to accommodate physical distancing measures, might dissuade some high school graduates from enrolling immediately in B.C. public post-secondary education. Thus, we may see an increase in the share of 2019/2020 grade 12 graduates taking a gap year in the 2020/21 academic year, with a corresponding decrease in students enrolling immediately in post-secondary education.

In summary, the poor job market may cause a decline in gap year students, while the online learning environment might cause an increase in gap year students. Therefore, it is possible that these effects will offset each other equally, such that no difference in gap year trends will be evident in the upcoming 2020 academic year.

The STP will be monitoring this trend in the coming years to assess the impact of COVID-19 on immediate-entry transition rates and gap year trends.

FIGURE 8: GAP YEAR AND IMMEDIATE-ENTRY TRENDS

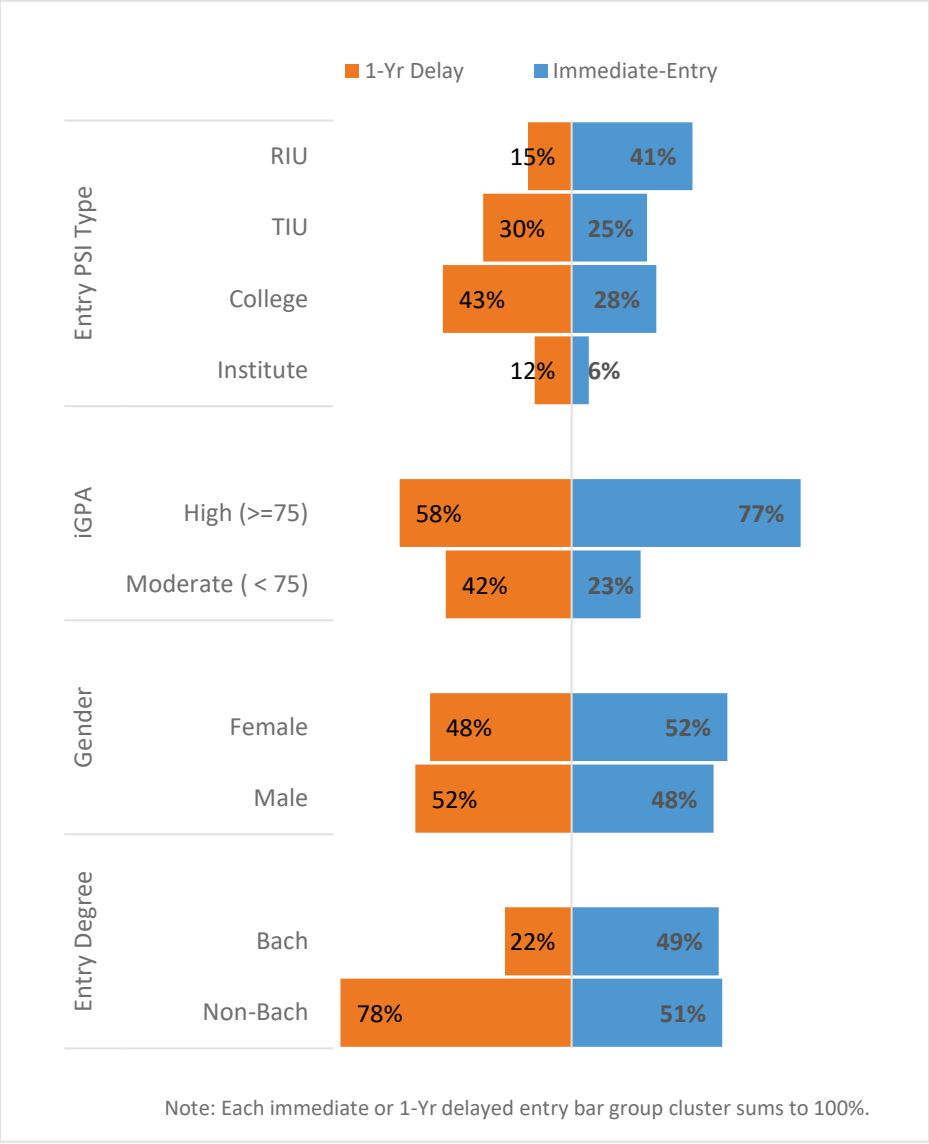


What is the profile of high school graduates who typically take a gap year?

Compared to immediate-entrants, it is evident that gap year students typically achieved lower academic performance in high school and are more inclined to enroll in a B.C. college or teaching-intensive university (TIU) than a research-intensive university (RIU). The gap-year students are much less likely to enroll in a Bachelor's degree (22%) program than other credential categories (78%) and they are almost equally gender-balanced, with 52% male and 48% female. See **Figure 9**.

In any given year, if we see a significant increase or decrease in the number of students taking a gap year, this will also affect the profile or distribution of new students enrolling in post-secondary institutions, including their academic quality and post-secondary institution and program preferences.

FIGURE 9: PROFILE OF GAP YEAR STUDENTS VERSUS IMMEDIATE-ENTRY STUDENTS



Note: Each immediate or 1-Yr delayed entry bar group cluster sums to 100%.

☑ What does the STP's student transitions matrix inform us about student transition rates for different graduation cohorts?

The STP provides a student transitions matrix for different sub-populations of students and these are available on the public STP website[1] and the STP SharePoint site for authorized users. The matrix at the provincial level (see **Figure 10**) shows the number of grade 12 graduates in each of the last ten graduation cohorts and their time of first entry into the B.C. public post-secondary education system. Also provided in the matrix is the number and proportion of each graduation cohort who have not yet entered post-secondary education in B.C. For any given graduation cohort, the proportion of students who enroll in post-secondary will increase, while the proportion who have not yet transitioned to post-secondary education will decrease, as the number of years since graduation increases.

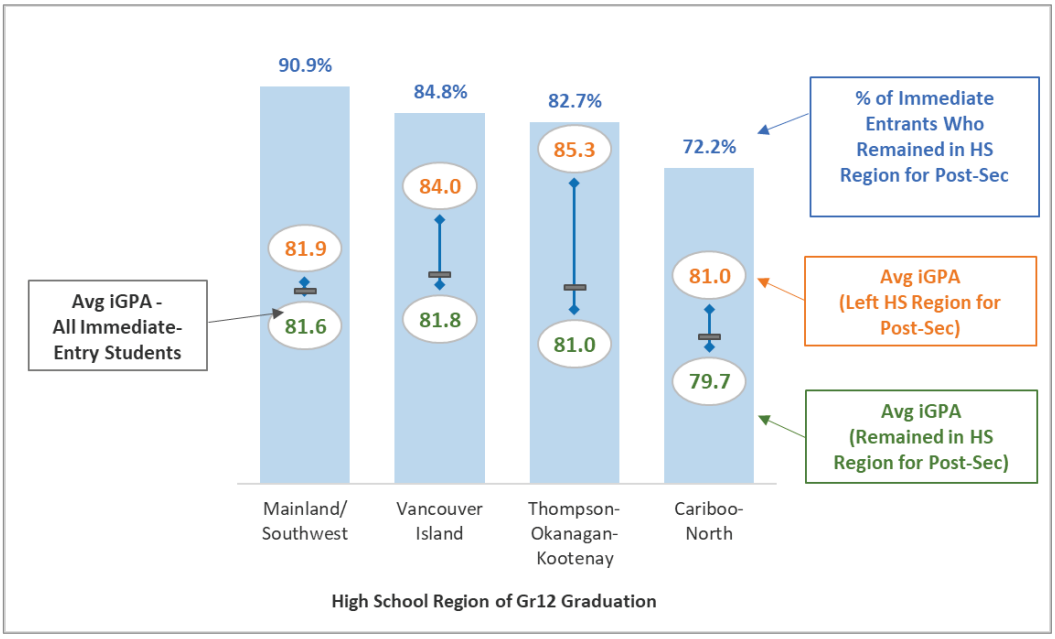
FIGURE 10: STUDENT TRANSITION MATRIX – NUMBER OF STUDENT TRANSITIONS FROM GRADE 12 GRADUATION TO B.C. PUBLIC POST-SECONDARY EDUCATION IN EACH ACADEMIC YEAR

		Post-Secondary School Year												
Grade 12 Grad Year		2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	No Transition Yet	Grand Total Gr12 Grads	Cumulative Transition Rate
2007/2008	# of HS Grads	**24,119**	4,715	2,035	1,175	820	579	418	339	268	222	10,042	**44,732**	(10 years)
	% of HS Grad Class	**53.9%**	10.5%	4.5%	2.6%	1.8%	1.3%	0.9%	0.8%	0.6%	0.5%	22.4%	100.0%	**77.6%**
2008/2009	Count of HS Grads		**24,426**	4,873	2,014	1,157	824	689	490	339	293	10,854	**45,959**	(9 years)
	% of HS Grad Class		**53.1%**	10.6%	4.4%	2.5%	1.8%	1.5%	1.1%	0.7%	0.6%	23.6%	100.0%	**76.4%**
2009/2010	Count of HS Grads			**24,299**	4,649	1,801	1,073	847	579	442	351	11,515	**45,556**	(8 years)
	% of HS Grad Class			**53.3%**	10.2%	4.0%	2.4%	1.9%	1.3%	1.0%	0.8%	25.3%	100.0%	**74.7%**
2010/2011	Count of HS Grads				**24,495**	4,530	1,879	1,158	898	617	448	12,288	**46,313**	(7 years)
	% of HS Grad Class				**52.9%**	9.8%	4.1%	2.5%	1.9%	1.3%	1.0%	26.5%	100.0%	**73.5%**
2011/2012	Count of HS Grads					**24,153**	4,425	1,864	1,079	832	593	12,882	**45,828**	(6 years)
	% of HS Grad Class					**52.7%**	9.7%	4.1%	2.4%	1.8%	1.3%	28.1%	100.0%	**71.9%**
2012/2013	Count of HS Grads						**23,430**	4,526	1,794	1,048	756	13,147	**44,701**	(5 years)
	% of HS Grad Class						**52.4%**	10.1%	4.0%	2.3%	1.7%	29.4%	100.0%	**70.6%**
2013/2014	Count of HS Grads							**23,127**	4,272	1,727	1,025	13,743	**43,894**	(4 years)
	% of HS Grad Class							**52.7%**	9.7%	3.9%	2.3%	31.3%	100.0%	**68.7%**
2014/2015	Count of HS Grads								**22,826**	4,103	1,683	14,867	**43,479**	(3 years)
	% of HS Grad Class								**52.5%**	9.4%	3.9%	34.2%	100.0%	**65.8%**
2016/2017	Count of HS Grads									**22,697**	3,923	17,013	**43,633**	(2 years)
	% of HS Grad Class									**52.0%**	9.0%	39.0%	100.0%	**61.0%**
2017/2018	Count of HS Grads										**22,977**	21,536	**44,513**	(1 year)
	% of HS Grad Class										**51.6%**	48.4%	100.0%	**51.6%**

☑ Do B.C. high school graduates tend to enroll in the same B.C. region where they graduated from high school?

Similar to previous years' findings, the vast majority (88%) of all immediate-entry students who enrolled in B.C. public post-secondary education in 2018/2019 remained in the same region where they graduated from high school in the preceding year. In this analysis, we are looking at the four large regions of B.C. See inset box (page 25) for **B.C. Public Post-secondary Institutions by Region.** Also see **Figure 27** later in this report for more detailed information by school district and the fifteen college regions.

FIGURE 11: REGIONAL MOBILITY OF 2017/2018 HIGH SCHOOL GRADUATES ENROLLING IN B.C. PUBLIC POST-SECONDARY EDUCATION IN 2018/2019



- Students who remained in their region for post-secondary education had lower iGPA scores (81.5), on average, than students who left the region (82.8).
- Immediate-entry Grade 12 graduates from the **Mainland/Southwest** region were the most likely group to enroll in post-secondary education in the same region where they graduated (90.9%).
- By comparison, grade 12 graduates from outside of the Mainland/Southwest region had lower rates of post-secondary enrollment within their home region: **Vancouver Island** (84.8%), **Thompson-Okanagan-Kootenays** (82.7%) and **Cariboo-North** (72.2%). Roughly, 8% to 11% of the immediate-entry students from each of these regions chose the Mainland/Southwest as their post-secondary destination. See **Figure 11.**
- Note that student destinations are primarily 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 more populated Mainland-Southwest region of B.C.

☑ What are the trends in regional mobility of B.C. high school graduates, from graduation region to **Fall** enrollment region?

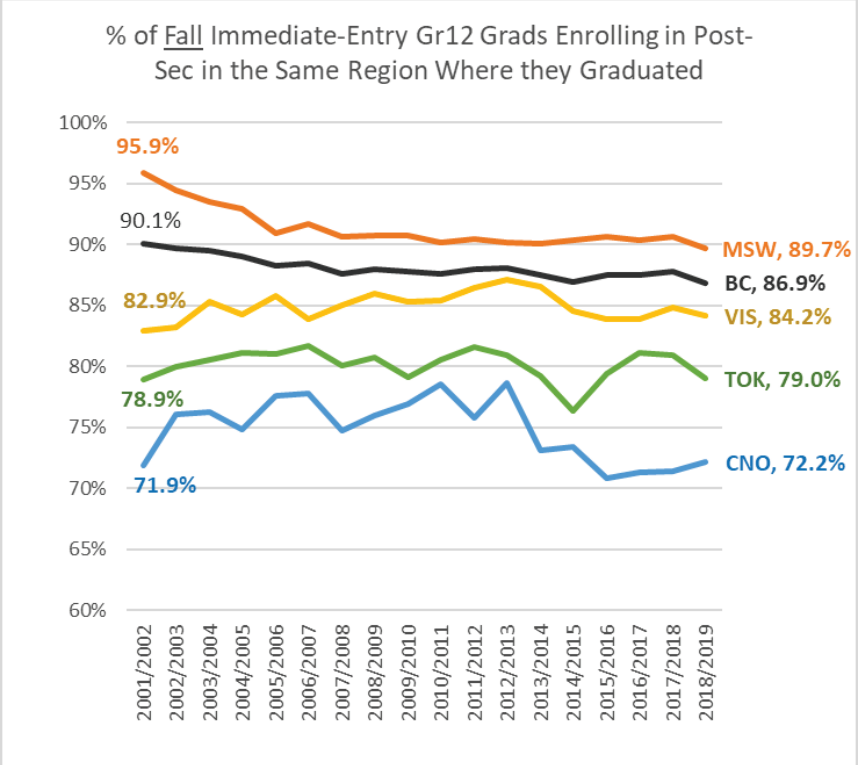
While the regional mobility patterns of grade 12 graduates are remarkably stable from year to year, it is possible that grade 12 graduates in June of 2020 will be less mobile, as a result of travel restrictions intended to minimize the transmission of the coronavirus. The historical regional destination trends of immediate-entry students in the Fall term only are shown in **Figure 12**. Again, this analysis focuses on the four large regions of B.C., rather than the more localized and smaller fifteen college regions in the province. See **Figure 27** later in this report for more detailed information by school district and college region.

- Consistently, over the last eighteen Fall terms, the immediate-entry students who graduated in the **Mainland/Southwest** region of B.C. were much more likely to remain in their graduation region for post-secondary education, compared to graduates from any other region of B.C.

- Grade 12 graduates from the **Cariboo-North** region were least likely to remain in their region, among those immediate-entry students who enrolled in a Fall term in the B.C. public post-secondary system.

- While these trends remain relatively stable, it is evident that students from the Mainland/Southwest region have become increasingly more likely to enroll in post-secondary education outside of their region, increasing from 4% to 10%, over the last eighteen years. This increase in the mobility of Mainland/Southwest immediate-entry graduates may be evidence of students seeking their education outside of their home region. Numerous Bachelor degree opportunities are now available in virtually any institution[6] in B.C. Given the uncertainty with COVID-19, the STP will be interested to see whether a greater share of Lower Mainland graduates of 2019/2020 choose to enroll within their home region in 2020/2021.

FIGURE 12: % OF FALL IMMEDIATE-ENTRY STUDENTS ENROLLING IN THEIR HOME REGION



[6] B.C. now offers opportunities to complete a Bachelor's degree in 24 of its 25 public post-secondary institutions. Coast Mountain College does not award Bachelor's degrees, although it does offer numerous opportunities for students to begin their Bachelor's degree before transferring to another institution to complete their Bachelor's degree.

☑ In the Fall, do post-secondary institutions primarily attract grade 12 immediate-entry students from within the same region?

An alternative perspective on the mobility of immediate-entry grade 12 graduates is to look at the regional *origin* of the post-secondary immediate-entrants, rather than the regional *destination* of high school graduates. The STP will be interested in reviewing this information again in the Fall of 2020 to understand whether the uncertainty and travel restrictions imposed by COVID-19 will cause an increase in the post-secondary direct-entry students coming from B.C. high schools within the same region.

As shown in **Figure 13** on the following page, most of the B.C. public post-secondary institutions attracted the majority (87%) of their Fall 2019 immediate-entry B.C. students from within the same B.C. region. However, this varies by institution, with two of B.C.'s research-intensive universities attracting much smaller proportions of their Fall immediate-entry BC grade 12 graduates from within their own region (43% at UVic and 54% at UBCO), compared to other research universities, such as UNBC (81%), SFU (97%) and UBCV (97%). Again, this analysis focuses on the four provincial regions, rather than the fifteen smaller college regions.

Note that some of B.C.'s public post-secondary institutions have a provincial mandate, thus JIBC attracts students province-wide with a smaller proportion (47%) of their Fall grade 12 immediate-entry students from within the Mainland/Southwest region. By comparison, BCIT, also with a provincial mandate, admits 93% of their Fall 2019 B.C. immediate-entry students from within the Lower Mainland.

Emily Carr University of Art + Design

B.C. Public Post-Secondary Institutions by Region

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

Cariboo-North Region (CNO) – College of New Caledonia, Northern Lights College, Coast Mountain College, University of Northern British Columbia.

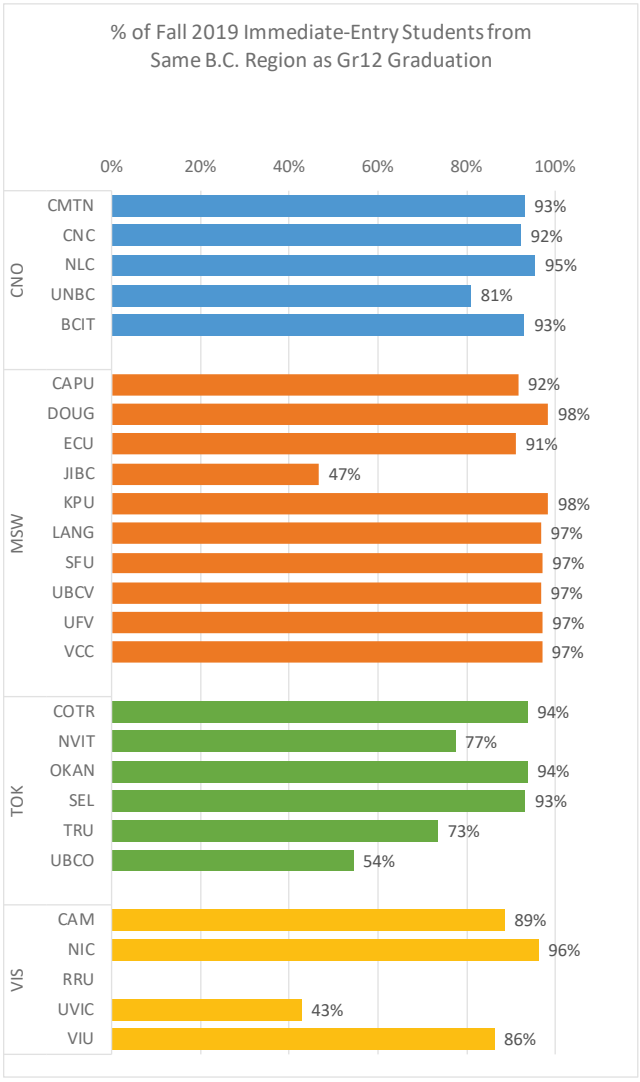
Mainland-Southwest Region (MSW) – British Columbia Institute of Technology, Capilano University, Douglas College, Emily Carr University of Art + Design, Justice Institute of B.C., Kwantlen Polytechnic University, Langara College, Simon Fraser University, University of British Columbia, University of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

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

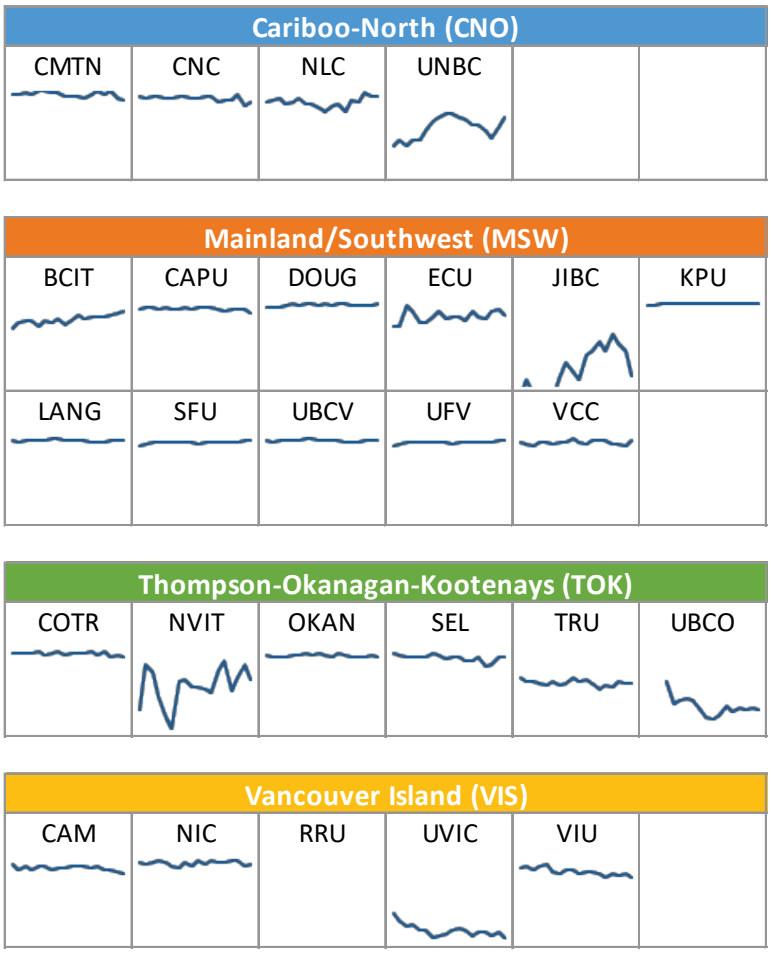
Vancouver Island Region (VIS) – Camosun College, North Island College, Royal Roads University, University of Victoria, Vancouver Island University.

FIGURE 13: PROPORTION OF B.C. GRADE 12 IMMEDIATE-ENTRANTS TO EACH POST-SECONDARY INSTITUTION WHO CAME FROM HIGH SCHOOLS WITHIN THE SAME REGION:

(A) FALL 2019



(B) TRENDS: FALL 2002 TO FALL 2019



Notes:

Vertical axis is 40% minimum to 100% maximum.

Horizontal axis is Fall 2002 to Fall 2019.

RRU does not typically enrol immediate-entry students.

What proportion of post-secondary students are retained in the B.C. system beyond their first academic year of registration?

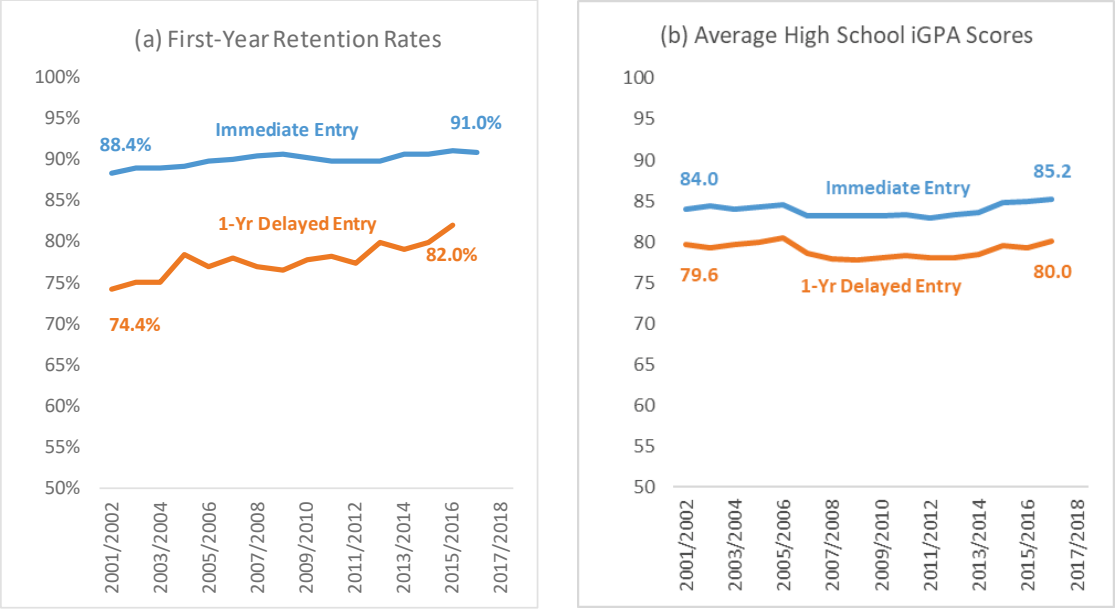
Student transition rates into post-secondary education after high school graduation are just one of the numerous measures of student success the STP is able to provide. Once students have enrolled in post-secondary institutions, a subsequent measure of student success is **first-year retention rates**, or the proportion of immediate-entry students that re-enroll in any B.C. public post-secondary institution in the following academic year.

The B.C. system retention measure accounts for students who re-enroll in post-secondary education, but without the restriction of remaining in the same institution of first entry. Through the tracking of encrypted PENs across the system, the STP is able to identify, for each individual student, whether they continued their post-secondary education anywhere in the B.C. public post-secondary system in the following year. In order to eliminate any distortion of the retention results attributed to short programs, this analysis is limited exclusively to students who first enrolled in Bachelor's or Associate Degree programs.

Figure 14A shows that the first-year retention rate of immediate-entry students in the B.C. system has consistently remained above 88.4% and has gradually climbed to 91% for the 2017/2018 grade 12 graduation cohort. By comparison, students who took a gap year before enrolling in post-secondary education had significantly lower first-year retention rates, but a more significant improvement in their first year retention rate, increasing from 74.4% to 82.0% over the same time period.

Student academic performance is frequently associated with student retention rates. Although the STP does not yet collect post-secondary academic performance data, high school iGPA scores can be used as a proxy for expected post-secondary performance. **Figure 14B** shows that differences in the first-year retention rate of immediate-entry and one-year delayed-entry students may be related to differences in their average academic performance, with a spread four to five percentage points between the two groups. See inset box on the next page, **Measures of Secondary School Academic Performance** for iGPA definition.

FIGURE 14: TRENDS IN FIRST-YEAR POST-SECONDARY RETENTION RATES IN THE B.C. PUBLIC POST-SECONDARY SYSTEM, IMMEDIATE-ENTRY VS ONE-YEAR DELAYED-ENTRY STUDENTS



Measures of Secondary School Academic Performance

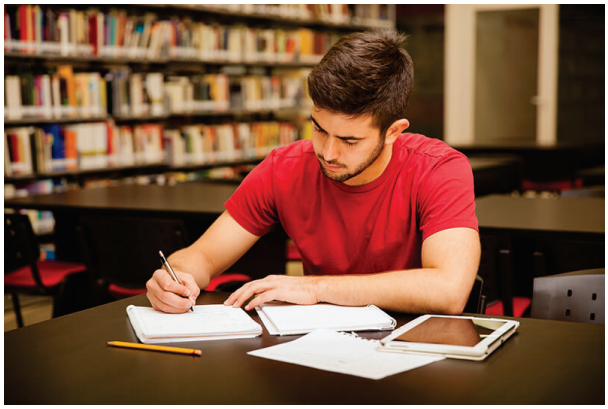
The STP uses two different academic performance measures in complementary ways to evaluate student academic performance achieved in high school and the impact this performance has on student transition rates and post-secondary academic performance: Academic GPA (AGPA) and the Inclusive GPA (iGPA).

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

The STP database now includes high school courses and grades, thus allowing the STP to evaluate the influence of individual course components within the iGPA and AGPA on education outcomes.



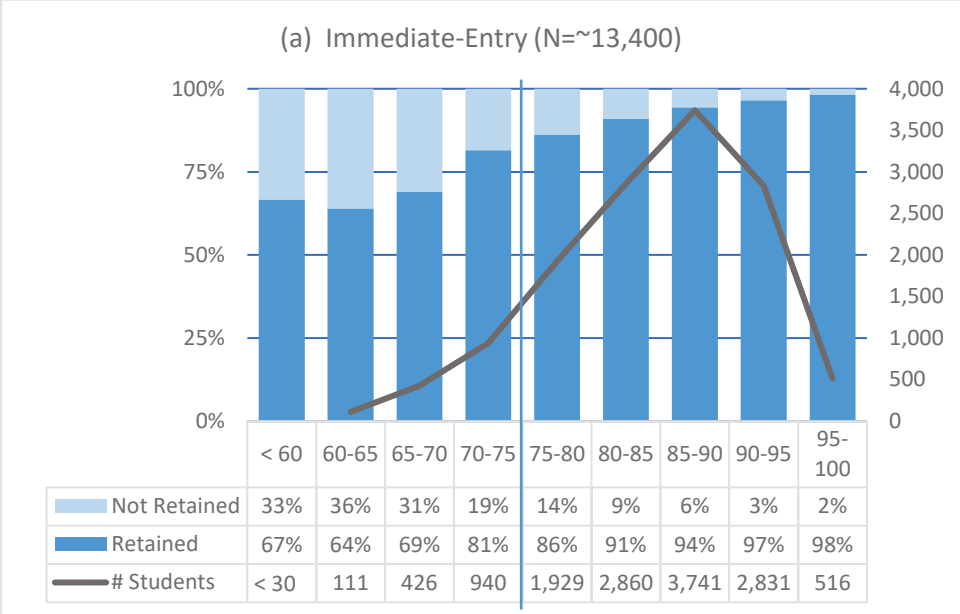
How do first-year post-secondary retention rates compare between immediate-entry and delayed-entry students, by iGPA?

A detailed look at the first-year post-secondary retention rates of immediate-entry and one-year delayed-entry students is provided in **Figure 15a** and **15b,** by high school iGPA score among grade 12 graduates of 2015/2016 who first entered a Bachelor's or Associate Degree program.

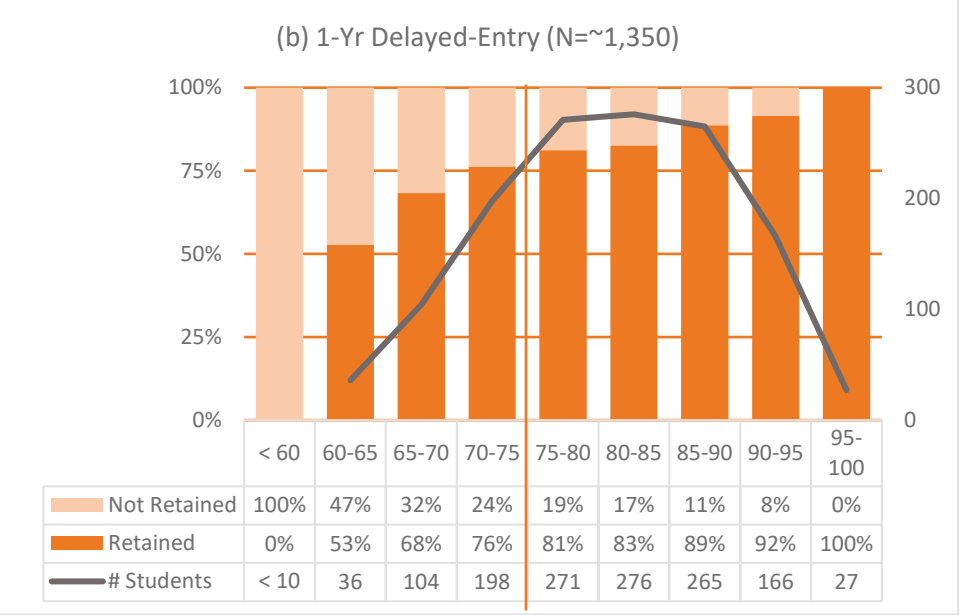
These two groups have different iGPA distributions. The immediate-entry students enter with higher iGPA scores, on average (84.5) than delayed-entry students (80.8) into these degree programs, such that the iGPA distribution curve of immediate-entry students is shifted to the right of the iGPA distribution curve for one-year delayed-entry students.

The immediate-entry students demonstrate higher retention rates, of at least five percentage points at each iGPA level, than one-year delayed-entry students, or an average of 91.1% versus 82.0% overall.

FIGURE 15: FIRST-YEAR POST-SECONDARY RETENTION RATES OF 2015/2016 GRADE 12 GRADUATES WHO ENTERED BACHELOR'S OR ASSOCIATE DEGREES IN THE B.C. PUBLIC POST-SECONDARY SYSTEM, (A) IMMEDIATE-ENTRY VS (B) ONE-YEAR DELAYED-ENTRY



	< 60	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100
Not Retained	33%	36%	31%	19%	14%	9%	6%	3%	2%
Retained	67%	64%	69%	81%	86%	91%	94%	97%	98%
# Students	< 30	111	426	940	1,929	2,860	3,741	2,831	516



	< 60	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100
Not Retained	100%	47%	32%	24%	19%	17%	11%	8%	0%
Retained	0%	53%	68%	76%	81%	83%	89%	92%	100%
# Students	< 10	36	104	198	271	276	265	166	27

Are there any reasons why post-secondary registrants in the Spring of 2020 may or may not return in the Fall?

Numerous surveys in various higher education settings are underway, or were completed, in the Spring of 2020 in an effort to reduce some of the coronavirus-induced uncertainty around student post-secondary intentions for the 2020/21 academic year (see **Appendix A**).

Some survey results suggest that we can expect enrollment declines among those students currently registered in the Spring of 2020 because some of these registrants might not return to post-secondary education in the subsequent Fall 2020 term. These potential enrollment declines could be attributed to a multitude of factors.

- Some students may be unwilling to resume their post-secondary education in an on-line format, preferring to wait until in-classes sessions are safe to resume.
- Depending on the student's program, some students may be unable to complete lab-intensive courses in an online format, especially if some these specialized courses can only be offered in a face-to-face and hands-on format.
- Students who expected to seek summer employment to earn sufficient funds to finance their post-secondary education in the 2020/21 academic year may be unable to find employment this summer and will therefore be unable to pay their tuition fees in the Fall and may not return to post-secondary education at this time.

Other surveys suggest an increase in student persistence, from Spring 2020 to Fall 2020, could be expected and this may be attributed to other factors.

- Students who completed a credential in the Spring of 2020 may have traditionally entered the workforce, rather than attending further post-secondary education, but they will likely have fewer employment opportunities available than typically available to post-secondary graduates. As a result, these students may choose to return to further post-secondary studies instead.
- Similarly, Spring 2020 registrants who planned to stop out of their studies in the Fall for employment or travel may choose instead to return to their post-secondary education when their original plans prevent them from finding a job or being able to leave their home community.

Given the current uncertainty around future post-secondary enrollments, the STP has assembled recent B.C. public post-secondary student persistence data, from the Spring to the next Fall term, over the last fifteen years. These persistence rates are intended to provide useful baseline information for the B.C. system and individual institutions over the coming months, as they attempt to predict enrollments in Fall 2020, based on Spring 2020 enrollments. The STP will also update this information next year to assess the impact of the COVID-19 pandemic on post-secondary persistence and overall post-secondary enrollments in B.C.

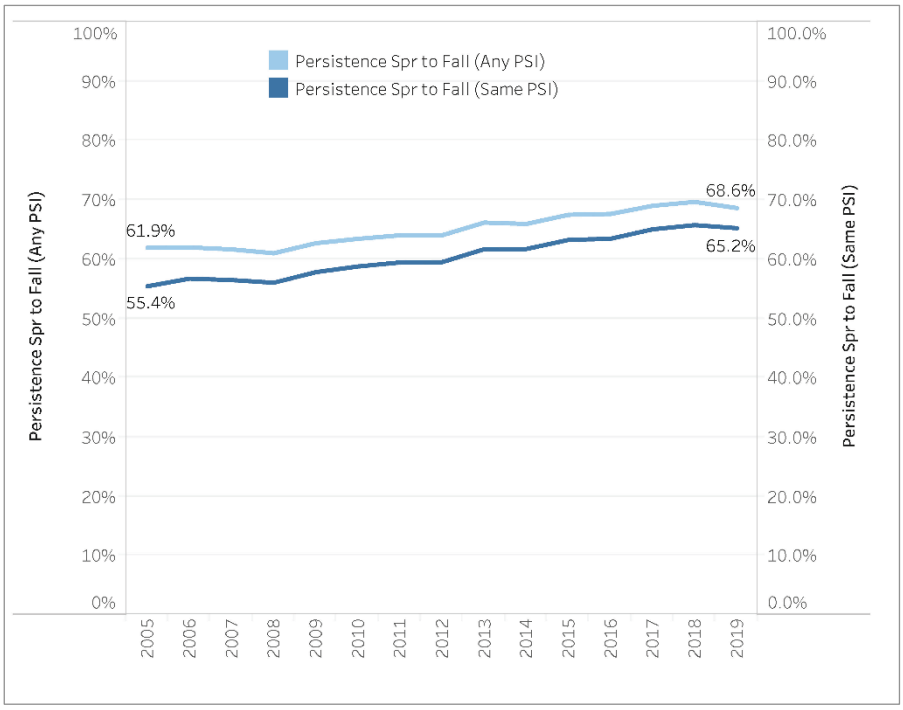
☑ What are the trends in student persistence for post-secondary registrants, from Spring to the subsequent Fall term?

Undergraduate Persistence: Among all 25 post-secondary institutions combined, the trend in undergraduate student persistence from Spring to Fall shows that the proportion of students who had not yet completed a credential and remained enrolled in the B.C. public post-secondary system has been gradually increasing. The current proportion of students retained from Spring 2019 to Fall 2019 is 65.2% (among those who remained in the same institution) and 68.6% (among those who remained enrolled in any institution in the B.C. public post-secondary system). See **Figure 16**.

These persistence rates were derived from 231,726 registered undergraduate students from Spring 2019 who had not yet completed a credential, but returned to register in Fall 2019. The number of returning registrants in the Fall of 2019 was 151,105 (to the same institution) or 158,962 (returning to any institution in the B.C. public post-secondary system). During this time period, the B.C. economy was thriving and COVID-19 was not yet present in the world. Note that Fall 2019 enrollments used in this analysis exclude late registrations occurring after the November cut-off for the STP2019 data collection. These late enrollments will be included in the STP2020 data to be collected in the Fall of 2020.

See next page for undergraduate persistence rates by institution.

FIGURE 16: UNDERGRADUATE SPRING TO FALL PERSISTENCE RATE TRENDS BY CALENDAR



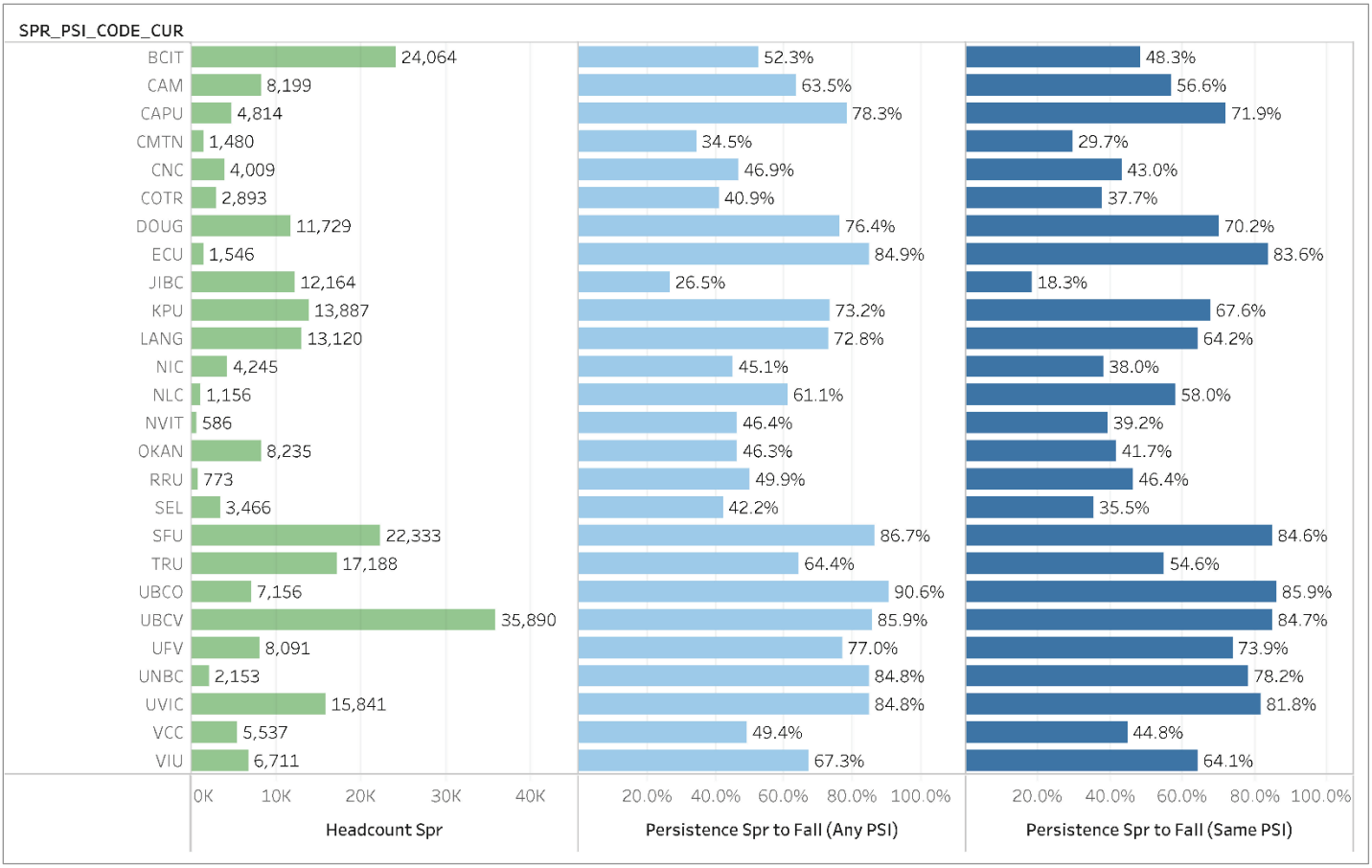
Developmental Student Persistence: The persistence rates of students enrolled in developmental programs in the Spring of 2019 is significantly lower than the persistence rate of undergraduate students, with 44.8% of developmental students returning to any institution in the B.C. system in the Fall, and 41.4% returning to the same institution.

Graduate Student Persistence: Unlike the persistence rates of undergraduate students shown in **Figure 16**, persistence rates for graduate students have remained relatively flat over the last fifteen years, with current 2019 persistence rates from Spring to Fall at 80.3% within the same institution and 80.5% within the B.C. system. Since graduate-level programs are not as transferable between institutions as undergraduate programs, there is virtually no difference in the persistence rates within the B.C. system, versus persistence within the same institution.

☑ How do undergraduate post-secondary persistence rates, from Spring to the subsequent Fall term, compare across institutions?

Undergraduate persistence rates vary by institution, with a higher proportion of RIU students retained from Spring 2019 to Fall 2019 (83.6% with same institution and 85.0% within the B.C. system), compared to other institution types. The colleges, institutes and TIUs have lower persistence rates, on average, than RIUs, possibly due to differences in academic qualifications. In addition, colleges, institutes and TIUs show a wider gap between the institution and system rates persistence rates (53.7% within the same institution and 58.1% within the B.C. system). These differences between their persistence rates (in the system versus institution) are not surprising, given the flexibility of B.C.'s transfer system, allowing students to move between post-secondary institutions. (See **Figure 17**.)

FIGURE 17: UNDERGRADUATE STUDENT PERSISTENCE BY INSTITUTION (N=231,726 SPRING 2019 REGISTRANTS, NO CREDENTIAL YET)



How do post-secondary persistence rates, from Spring to Fall, compare between domestic and international students?

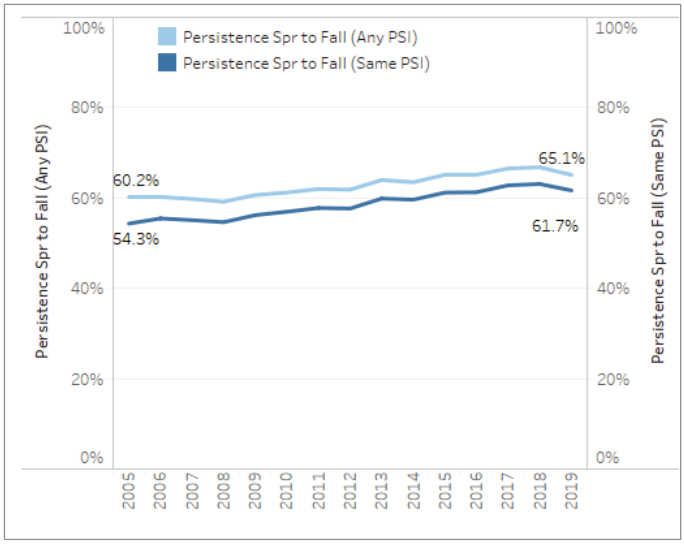
It is important to distinguish between domestic and international students when looking at persistence rates. The persistence of domestic students in any study level within the B.C. system, from Spring to Fall 2019, is 65.1% (see **Figure 18A**), compared to 82.0% for international students (see **Figure 18B**). The variation in domestic and international persistence rates by institution is shown in **Figure 19A** and **19B** on the following page.

Within the context of our COVID-19 world, many of B.C.'s international students enrolled in Spring 2020 may have returned to their home country during the height of the pandemic, but intend to return to B.C. to continue their post-secondary education in Canada this Fall. Potential travel restrictions, imposed as a result of the coronavirus, may limit the number of international students who are able to return to their studies in B.C. in Fall 2020. Therefore, a drop in the number of international students enrolling in B.C. public post-secondary institutions in 2020 could also have a subsequent ongoing detrimental effect on continuing student enrollments given that international students typically help to boost student persistence rates. On the other hand, international students may be able to continue their post-secondary education in Fall 2020 in an online learning environment, in which case the anticipated international enrollment declines might not be as significant as expected.

The STP will continue to monitor post-secondary student persistence rates, from Spring to Fall, in order to evaluate the impact of the coronavirus on domestic and international post-secondary enrollment levels in B.C. public post-secondary institutions.

FIGURE 18: STUDENT PERSISTENCE TRENDS, ALL STUDY LEVELS, NO CREDENTIAL YET

A) DOMESTIC STUDENTS



B) INTERNATIONAL STUDENTS

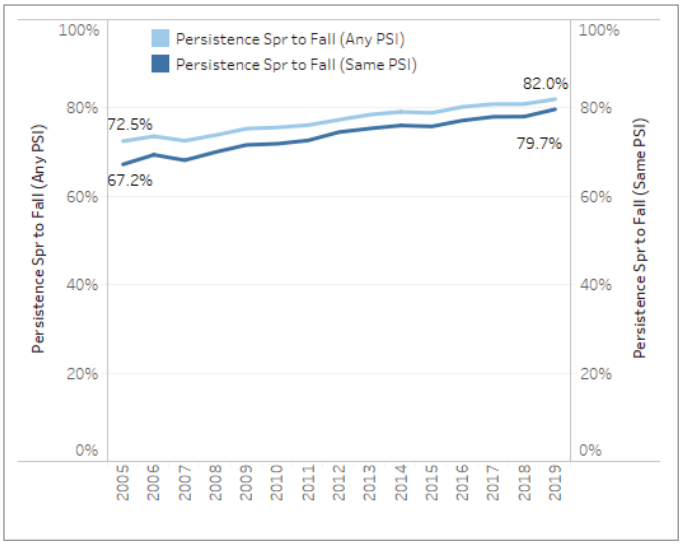
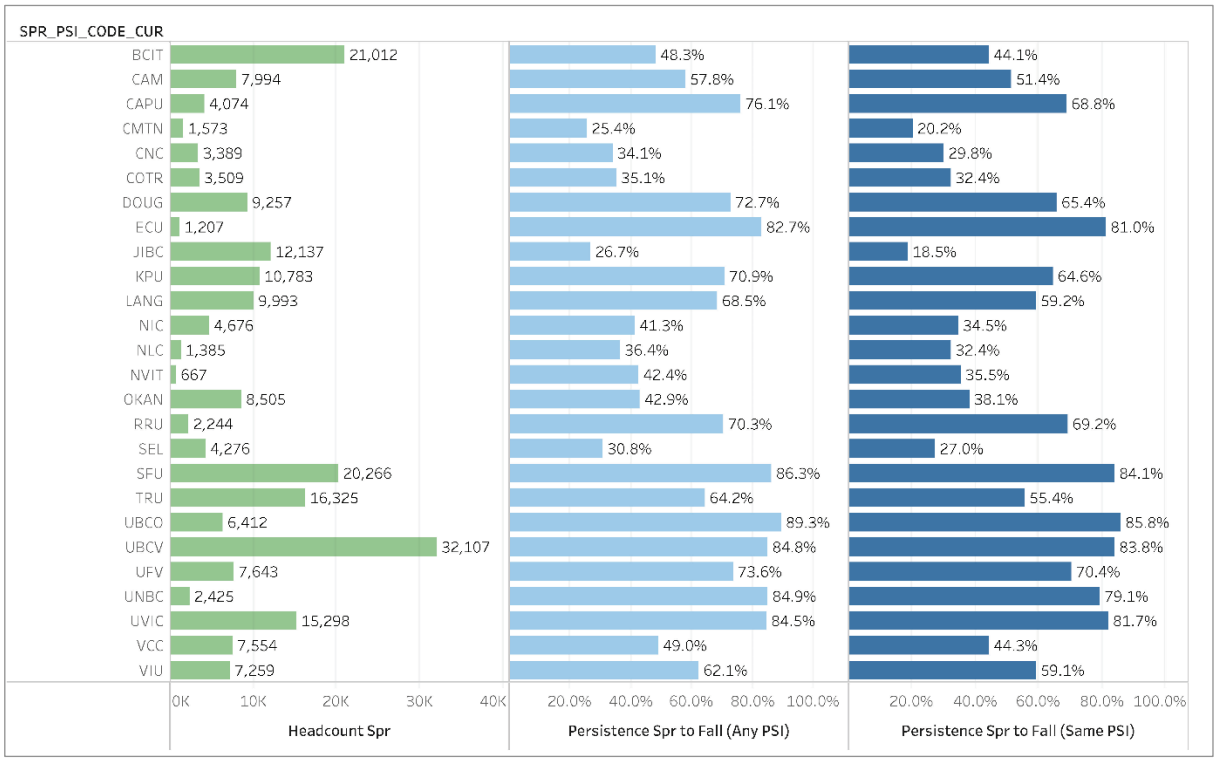
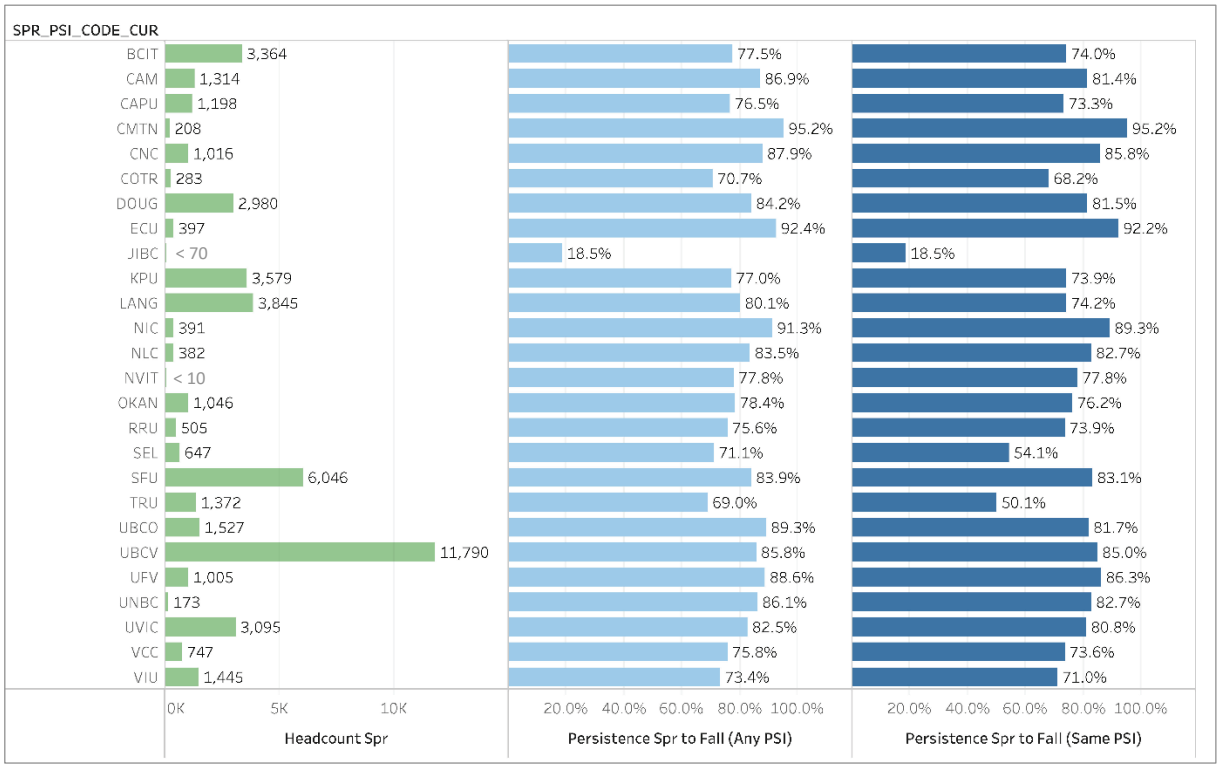


FIGURE 19: STUDENT PERSISTENCE, FROM SPRING TO FALL 2019, BY INSTITUTION

A) DOMESTIC STUDENTS (N=217,233, SPRING 2019, ALL STUDY LEVELS, NO CREDENTIAL YET)



B) INTERNATIONAL STUDENTS (N=47,680 SPRING 2019, ALL STUDY LEVELS, NO CREDENTIAL YET)



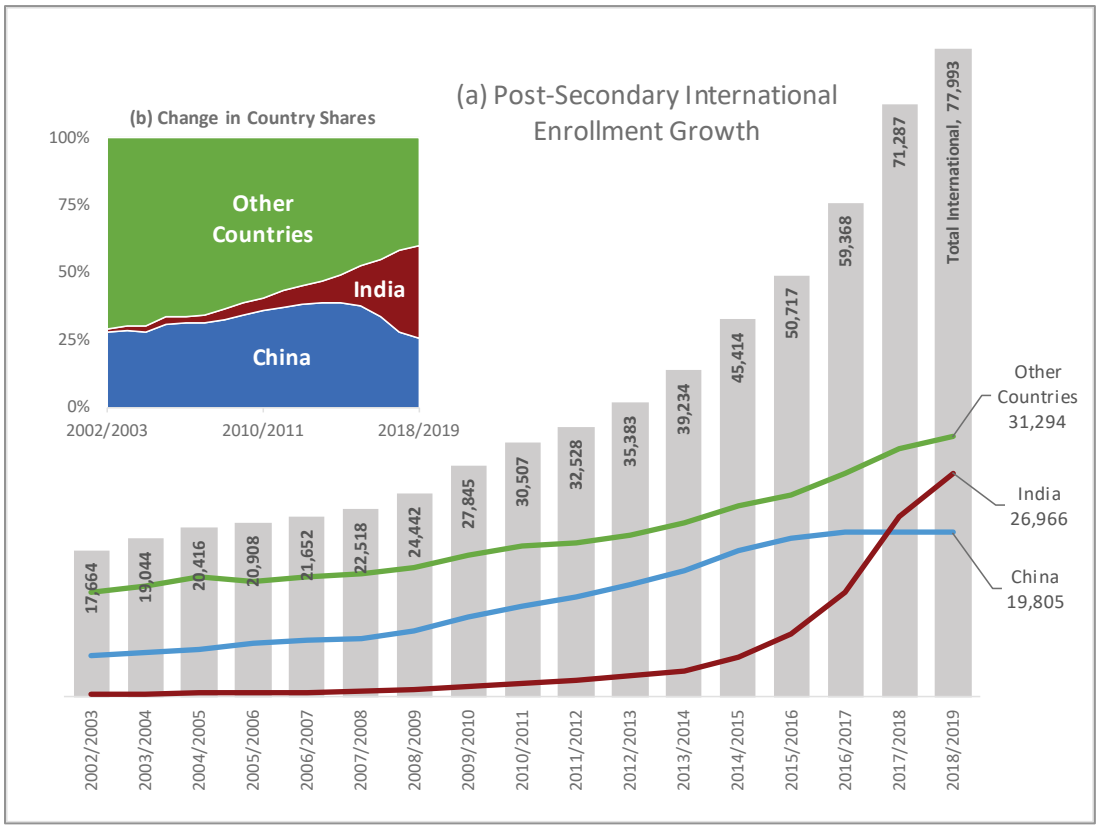
What are the trends in post-secondary international enrollment growth in the B.C. public post-secondary system?

Similar 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 enrollment. Post-secondary institutions in B.C. are expecting that COVID-19 will have a significant impact on their ability to maintain international enrollments, so the STP has expanded the scope in this year's newsletter (beyond the first transitions of high school graduates), to include more information on B.C.'s total post-secondary international enrollments. The STP will continue to monitor and update international enrollment trends next year, after Fall 2020 enrollment data is available.

Figure 20 shows steady international enrollment growth in B.C. public post-secondary institutions, increasing from 17,664 in 2002/2003, doubling over the next ten years, doubling again over the next five years, and reaching 77,993 in 2018/2019.

Up until 2015/2016, much of the international enrollment growth was driven by growth in international students coming from China, with roughly 30% to 40% of international students coming solely from this country. Over this time period, India represented fewer than 10% of all post-secondary international enrollments, but explosive growth of international students from India began in 2014/2015, overtaking China in 2017/2018 to become the top source country of international students in B.C. In 2018/2019. In 2018/2019, B.C. had 26,966 international students from India (35%), which is almost as many as the total number of international students from all other countries (31,294 or 40%), excluding China (19,805 or 25%).

FIGURE 20: (A) GROWTH IN POST-SECONDARY INTERNATIONAL HEADCOUNT ENROLLMENT AND (B) CHANGES IN COUNTRY SHARES, 2002/2003 TO 2018/2019



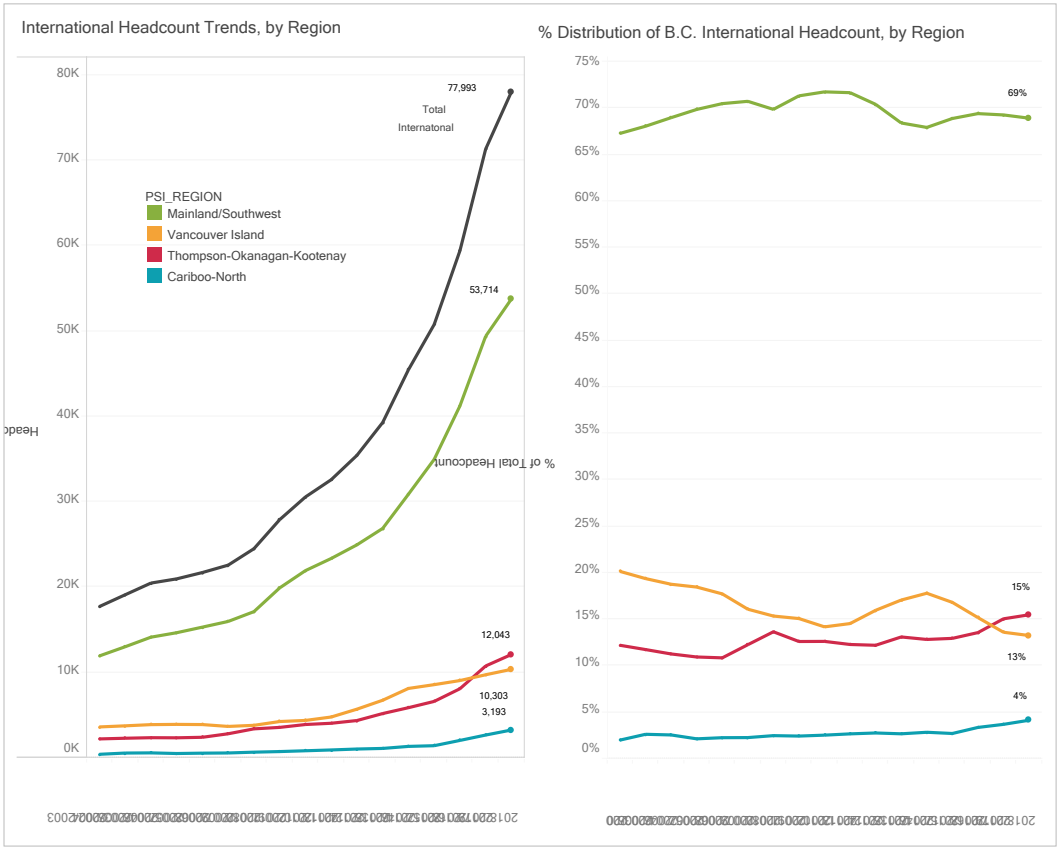
What are the trends in post-secondary international enrollment growth, by B.C. region?

Total international headcount enrollment levels in B.C. public post-secondary institutions have increased four-fold over the number enrolled in 2002/2003, from 17,664 to 77,993 in 2017/2018. See **Figure 21**.

- International enrollment growth in the **Cariboo-North** region of B.C. grew more significantly than other regions of B.C., growing nearly ten-fold, or more than twice the rate of the provincial average. The Cariboo-North region institutions now have 9.2 times as many international students (2,847), compared to 346 in 2002/2003, currently representing 5% of the provincial total.

- Current international enrollment levels in the **Mainland/Southwest** region of B.C. are now 4.5 times the level they were in 2002/2003. This is similar to overall international student growth for the province (4.4), but slower growth than the **Thompson-Okanagan-Kootenays** (5.6 times) and faster than **Vancouver Island** (2.9 times).

FIGURE 21: GROWTH IN POST-SECONDARY INTERNATIONAL HEADCOUNT ENROLLMENT, BY B.C. REGION, 2002/2003 TO 2018/2019



In terms of the distribution of international students in post-secondary students around the province, the majority of the 77,993 international students of 2018/2019 are enrolled in post-secondary institutions in the Mainland/Southwest region of the province (69% or 53,714 students), with the remaining international students enrolled in the Thompson-Okanagan-Kootenays (15%) , Vancouver Island (13%) and Cariboo-North (5%) region of B.C.[7]

[7] Students attending more than one institution are counted in each region in which they are enrolled.

What are the trends in post-secondary international enrollment growth, by institution type?

International post-secondary enrollment growth also remains strong in each of B.C.'s post-secondary institution types, research-intensive universities (RIUs), teaching-intensive universities (TIUs) and colleges/institutes (CIN).

International enrollments in each of the four institution types have reached levels in 2018/2019 that are roughly 4.4 to 4.5 times the levels they were in 2002/2003. Despite achieving similar growth rates over the long-run, RIU's have maintained steady growth since 2002/2003, while the other institution types did not begin their significant growth until approximately 2013/2014. See **Figure 22A**.

As shown in **Figure 22B**, increases in international students in the earlier years of international enrollment growth in B.C., from 2002/2003 to 2007/2008, primarily took place in RIUs, while these institutions collectively increased their share of B.C.'s total international students from 39% to 52%. During this time, international enrollment growth was not as strong in other institution types, such that TIUs lost a small share (-2%) of B.C.'s growing population of international students and colleges lost a larger share of the total (-11%).

International enrollment growth in all institution types began to accelerate in 2013/2014, when colleges and TIUs in all regions of B.C. began to recapture the share of international students that they originally lost to RIUs. As a result, after a decade and a half of international enrollment growth, each of the institution types have returned to the same share of international students they had in 2003/2004, 39% in RIUs, 37% in colleges/institutes and 26% in TIUs. **Figure 23** on the following page shows international enrollment trends and changes in the relative shares of international students by institution type, within each of the four regions of B.C.

FIGURE 22: POST-SECONDARY INTERNATIONAL (A) HEADCOUNT ENROLLMENT AND (B) % DISTRIBUTION, BY INSTITUTION TYPE 2002/2003 TO 2018/2019

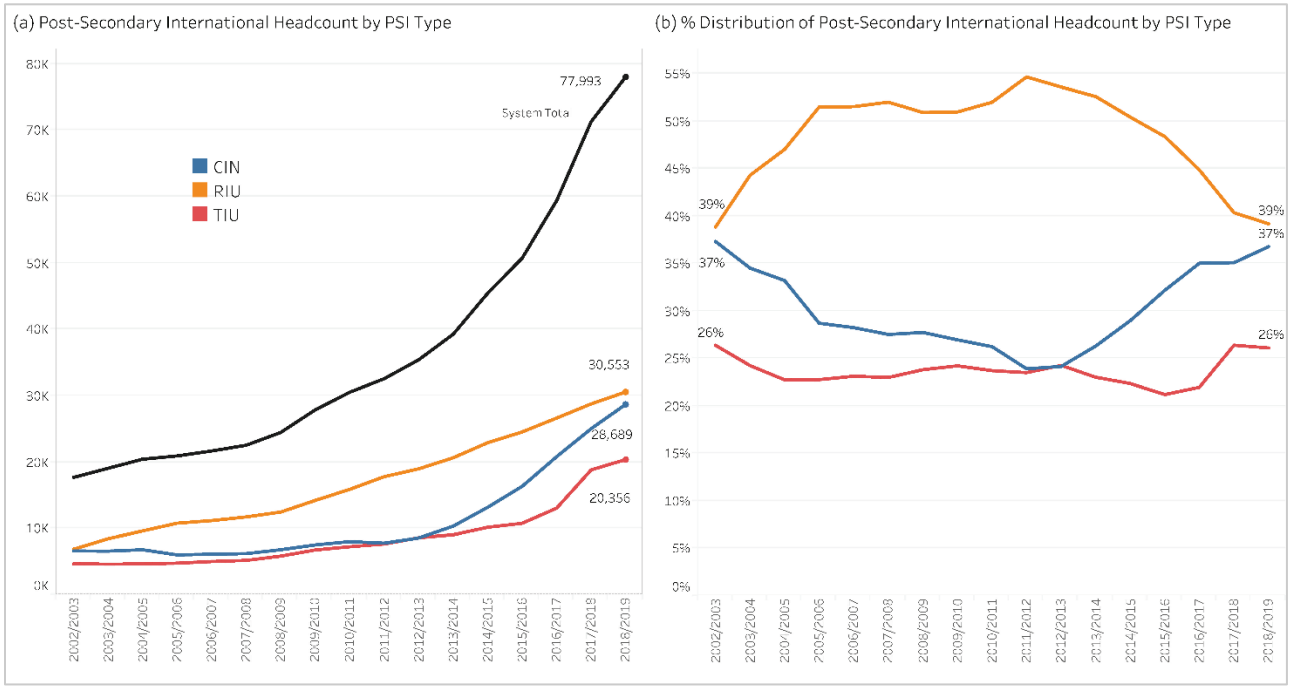
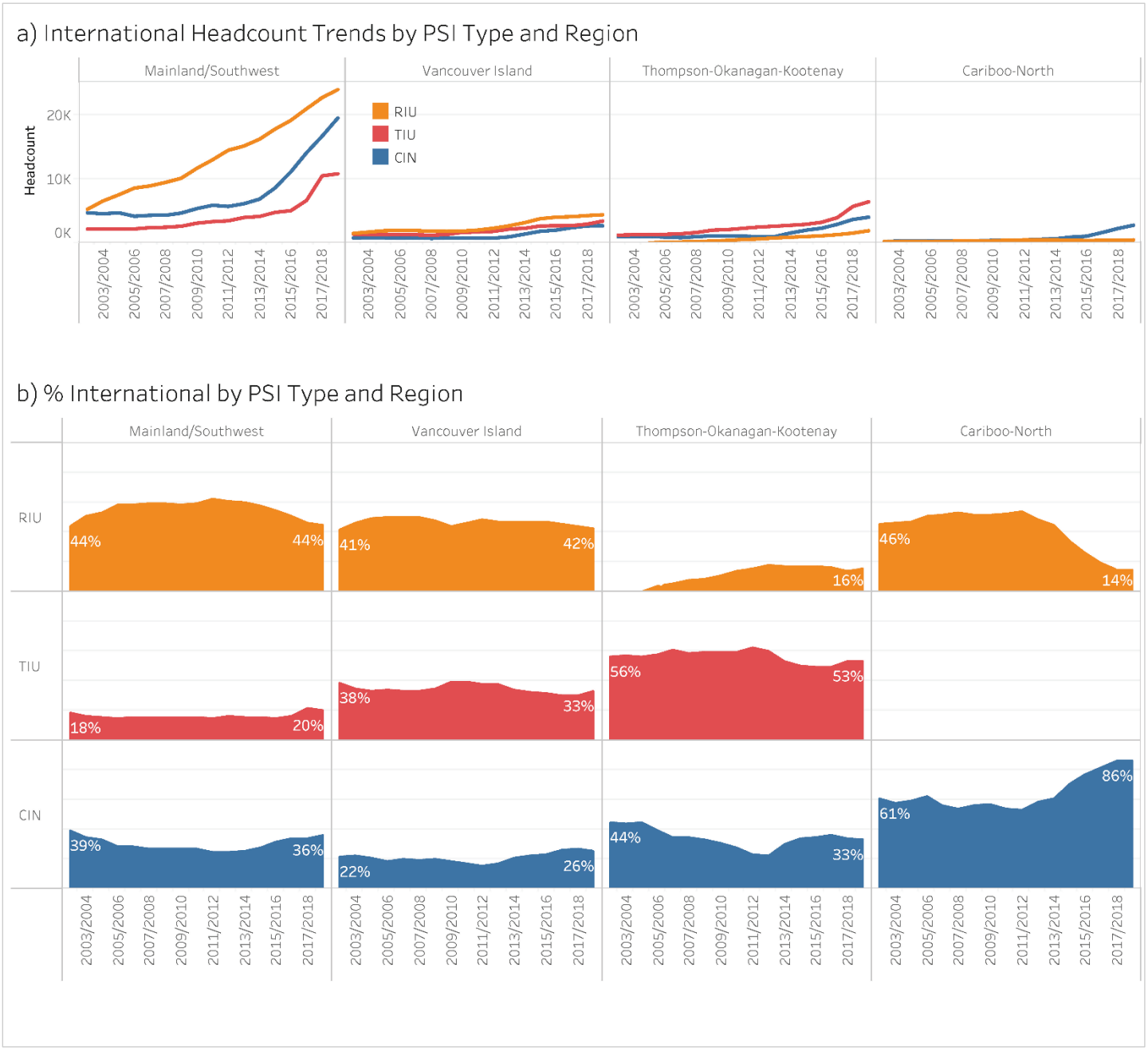


FIGURE 23: INTERNATIONAL POST-SECONDARY HEADCOUNT ENROLLMENT – (A) TRENDS AND (B) % SHARES, BY INSTITUTION TYPE AND REGION



How many post-secondary international students enrolled in B.C., by country, region, institution type and institution?

In order to reduce uncertainty around the impact of COVID-19 on post-secondary enrollments, numerous post-secondary institutions and education researchers have conducted surveys of college and university registrants in Canada and elsewhere in the world (see **Appendix A**).

Some survey results suggest that post-secondary international enrollments may drop significantly in the Fall of 2020, possibly by 30% or more. Many students indicated they would choose to take a gap year if post-secondary institutions offered their education exclusively online. It is currently unclear whether significant international enrollment declines will be felt in B.C. public post-secondary institutions; however, the overall impact of any international enrollment declines will largely depend upon the proportion of international students at each institution (see **Appendix B**) and the distribution of international students within each institution, by country of origin (see **Appendix C**).

The world map in **Figure 24** and the charts in **Figure 25** highlight the top ten countries of origin of the 77,993 international post-secondary students enrolled in B.C. public post-secondary institutions in 2018/2019. Detailed summary tables for the top 25 countries by institution type, region and institution are provided in **Appendix C**. Numerous international enrollment patterns in B.C.'s distinct regions and institution types are evident in these visual displays of information.

- The majority (69% or 53,714) of B.C.'s international students attend institutions in the Mainland/Southwest region of the province, with RIU's in the region attracting the largest share of these students.
- Post-secondary institutions in the Vancouver Island and Thompson-Okanagan-Kootenay regions each attract about one-fifth the number of international students as the Mainland/Southwest region, while Cariboo-North institutions contribute to 4% of the total international enrollment in B.C.
- 60% of the international students who attended B.C.'s public post-secondary institutions in 2018/2019 come from just two countries, India (35%) and China (25%).
- Colleges in the Cariboo-North region (CMTN, CNC, NLC), rely significantly on international students from India, with 85% of all international students attending northern colleges originating from India.
- International students attending B.C. public post-secondary institutions from India primarily attend B.C.'s Colleges/Institutes (53%) and TIUs (39%), whereas, international students from China primarily attend RIUs (61%).

FIGURE 24: 2018/2019 INTERNATIONAL POST-SECONDARY HEADCOUNT BY CITIZENSHIP COUNTRY AND INSTITUTION TYPE

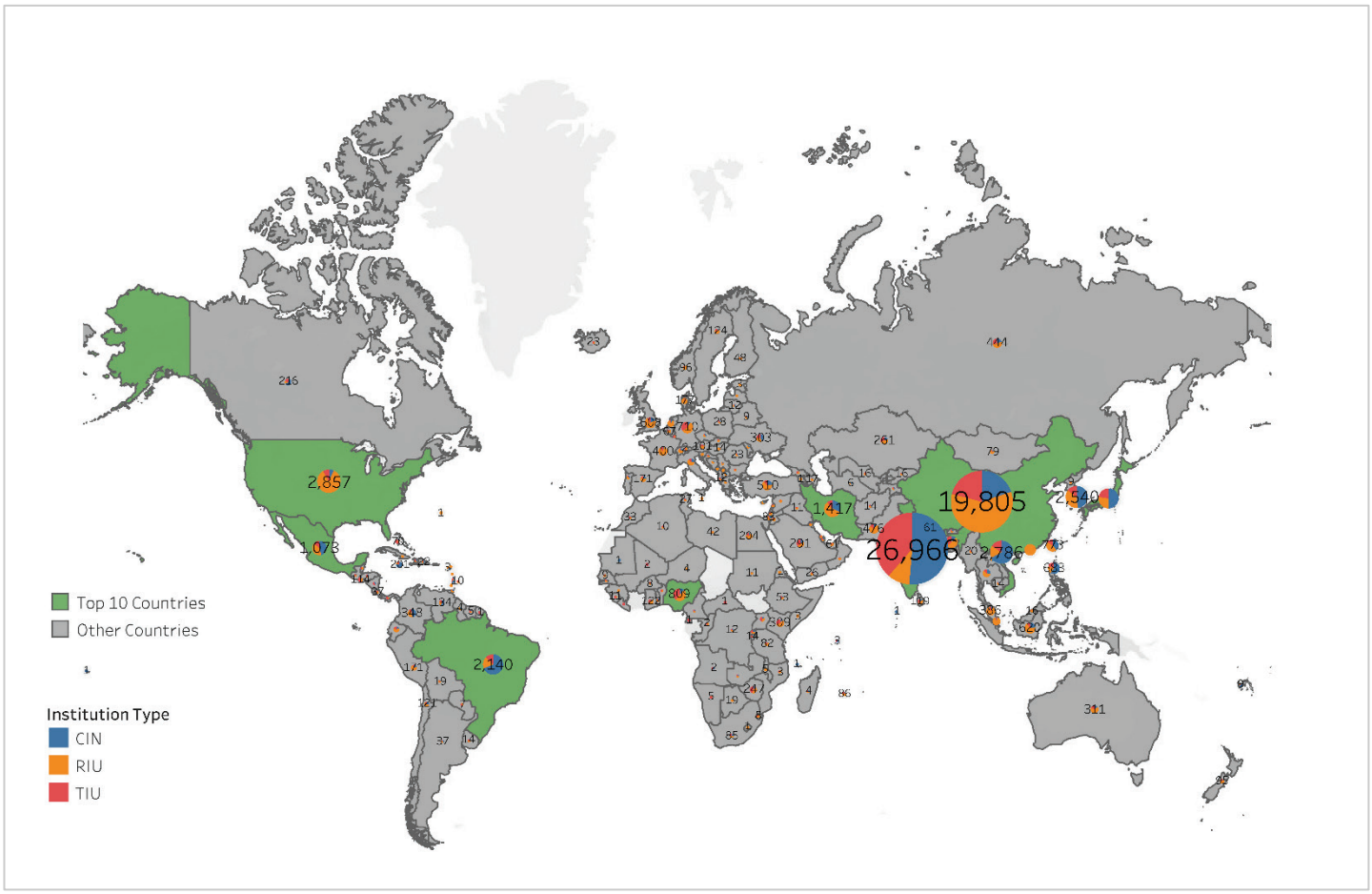
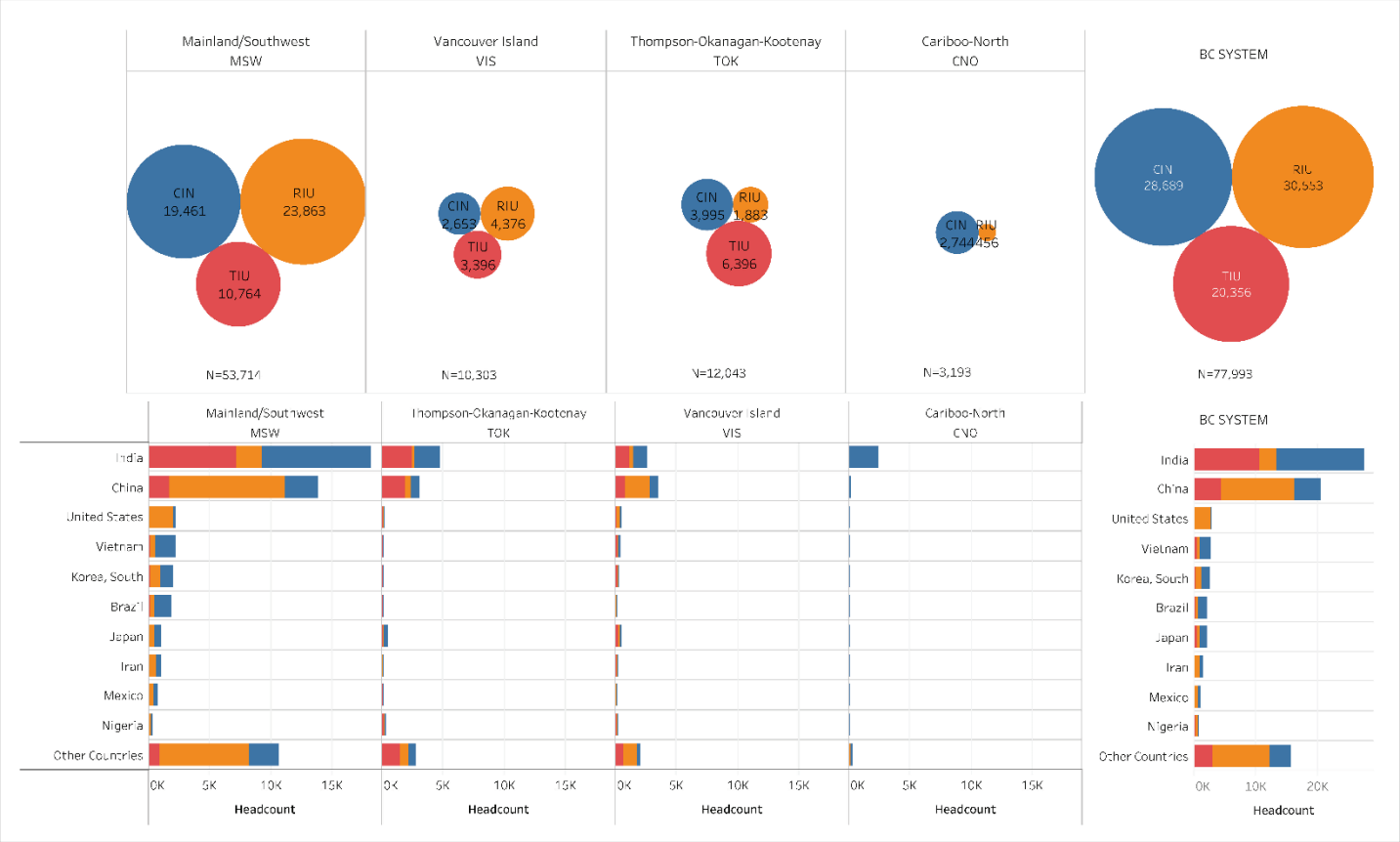


FIGURE 25: 2018/2019 INTERNATIONAL POST-SECONDARY HEADCOUNT FROM TOP 10 COUNTRIES, BY POST-SECONDARY REGION AND INSTITUTION TYPE



☑ What are student transition rates by student demographic characteristics?

Each year, the STP provides information on student transition rates for a number of different student groups. See **Figure 26**.

FIGURE 26: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS FOR SELECTED B.C. HIGH SCHOOL GRADUATION COHORTS

	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2008/09 Grads)			2017/18 Immed Trans Rate to		2017/18 Gr12 Grads Distrib.	
Demographic Characteristic While in Secondary School	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^	Other	Count	% of Total
Gender:																	
* Female	54.8%	55.3%	54.4%	54.2%	53.6%	74.7%	74.0%	73.1%	73.6%	71.8%	55.7%	74.0%	78.0%	28.9%	24.7%	22,283	50.1%
Male	50.1%	50.1%	50.5%	49.9%	49.6%	73.0%	71.9%	71.9%	70.2%	69.5%	52.1%	72.9%	77.1%	23.0%	26.6%	22,230	49.9%
Age at Graduation:																	
* 17 and younger	55.0%	54.8%	55.0%	54.4%	54.1%	76.2%	75.8%	75.0%	74.4%	73.2%	56.0%	75.7%	79.8%	28.1%	26.0%	22,560	50.7%
18	51.1%	51.7%	51.2%	50.7%	50.5%	73.3%	72.1%	71.3%	70.9%	69.2%	53.0%	72.7%	76.8%	25.3%	25.2%	19,923	44.8%
19 and older	35.3%	38.6%	38.0%	37.4%	35.0%	58.4%	54.9%	56.4%	55.3%	53.0%	42.3%	59.0%	63.4%	8.9%	26.1%	2,008	4.5%
Overall Aboriginal Status+:																	
Aboriginal Student	41.2%	38.5%	39.0%	39.9%	40.5%	69.4%	65.9%	66.0%	64.4%	63.2%	41.7%	66.9%	73.2%	14.1%	26.4%	3,564	8.0%
* Non-Aboriginal Student	53.4%	53.9%	53.7%	53.1%	52.6%	74.3%	73.6%	73.0%	72.4%	71.2%	54.8%	74.0%	78.0%	27.0%	25.6%	40,949	92.0%
Language Programs (in Grad Year):																	
ESL in Grad Year	50.1%	53.6%	48.3%	50.7%	49.0%	74.2%	71.9%	70.7%	69.4%	66.6%	61.4%	77.9%	79.4%	16.6%	32.4%	747	1.7%
* French Immersion	62.6%	64.4%	61.8%	64.2%	62.2%	80.8%	79.6%	81.5%	77.4%	78.4%	61.8%	80.2%	84.8%	39.1%	23.1%	2,591	5.8%
Special Needs:																	
* Gifted	67.0%	68.4%	69.7%	63.0%	65.3%	84.6%	81.8%	83.4%	81.8%	79.9%	69.6%	83.3%	85.2%	51.4%	13.9%	553	1.2%
Other Special Needs	39.1%	37.3%	39.9%	38.9%	39.0%	62.8%	64.0%	61.5%	60.7%	59.9%	37.5%	62.2%	67.7%	10.0%	29.0%	3,628	8.2%
No Special Needs	53.1%	53.6%	53.3%	53.0%	52.6%	74.3%	73.3%	72.9%	72.4%	71.1%	54.3%	73.8%	77.8%	27.0%	25.6%	40,332	90.6%
All Graduates, by Primary Language Spoken at Home:																	
English	48.0%	48.7%	48.4%	48.6%	48.4%	72.7%	71.6%	71.1%	70.3%	68.7%	49.9%	72.1%	76.8%	23.6%	23.0%	30,604	68.8%
Non-English:	65.3%	63.7%	63.1%	60.7%	58.6%	78.7%	78.0%	77.4%	76.5%	76.2%	70.1%	78.9%	80.8%	31.1%	33.6%	13,909	31.2%
French	58.5%	55.7%	49.1%	54.6%	51.0%	71.4%	69.9%	68.4%	72.1%	74.8%	52.9%	71.6%	74.7%	30.9%	20.1%	259	0.6%
Chinese, Mandarin, Cantonese	65.3%	60.6%	58.4%	53.9%	51.3%	80.1%	77.4%	76.4%	73.7%	72.6%	76.1%	81.8%	83.1%	35.6%	15.7%	5,427	12.2%
Korean	44.3%	48.3%	48.2%	48.4%	49.3%	54.4%	54.7%	54.2%	53.4%	54.3%	50.5%	58.8%	61.2%	34.4%	14.9%	988	2.2%
* Punjabi	82.0%	81.3%	83.9%	81.9%	82.9%	92.7%	92.1%	92.4%	91.1%	91.8%	83.9%	91.6%	93.2%	34.5%	48.4%	2,109	4.7%
Tagalog (Philipino)	62.4%	62.2%	60.8%	59.4%	57.3%	84.2%	83.1%	81.9%	84.2%	82.6%	66.4%	83.1%	87.2%	11.3%	46.0%	918	2.1%
Other Lang. (not listed above)	62.5%	61.9%	61.5%	61.3%	58.7%	79.3%	80.5%	78.1%	77.7%	77.0%	66.7%	78.9%	81.0%	27.3%	31.4%	4,208	9.5%
B.C. Resident Status at Time of Gr12 Graduation ~:																	
* Resident of B.C.	53.4%	53.7%	53.9%	53.8%	53.7%	75.0%	74.1%	73.8%	73.3%	72.1%	54.4%	74.3%	78.5%	27.0%	26.7%	40,569	91.1%
Non-Resident of B.C.	33.4%	34.7%	33.3%	31.0%	29.9%	43.2%	40.8%	41.7%	40.8%	40.3%	39.2%	45.9%	46.9%	15.5%	14.4%	3,922	8.8%
Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home:																	
English	30.9%	32.6%	31.5%	29.5%	25.8%	38.0%	38.6%	42.2%	38.3%	36.3%	34.8%	42.3%	43.3%	13.1%	12.7%	954	2.1%
Non-English:	34.9%	35.9%	34.2%	31.7%	31.2%	45.3%	42.1%	41.5%	42.7%	42.7%	41.0%	47.4%	48.7%	16.2%	15.0%	2,968	6.7%
* Chinese, Mandarin, Cantonese	41.2%	40.4%	37.5%	34.4%	32.8%	64.0%	55.8%	52.9%	53.0%	50.4%	53.7%	62.5%	63.6%	19.1%	13.7%	1,919	4.3%
Korean	21.5%	27.7%	30.8%	24.1%	28.5%	31.2%	31.8%	27.7%	26.0%	23.5%	33.0%	38.6%	40.2%	14.2%	14.3%	302	0.7%
Japanese	19.7%	13.0%	18.5%	17.7%	17.6%	25.6%	25.0%	27.1%	31.4%	25.3%	24.1%	25.4%	25.4%	1.6%	16.0%	188	0.4%
Other Lang. (not listed above)	30.5%	34.0%	29.5%	30.3%	32.2%	43.5%	36.8%	39.8%	37.8%	40.8%	35.7%	40.2%	42.0%	12.2%	20.0%	581	1.3%
Total Non-Residents of B.C.	33.4%	34.7%	33.3%	31.0%	29.9%	43.2%	40.8%	41.7%	40.8%	40.3%	39.2%	45.9%	46.9%	15.5%	14.4%	3,922	8.8%
Secondary School Type:																	
* BC Public School	53.1%	53.5%	53.1%	52.7%	52.5%	74.6%	73.7%	73.1%	72.8%	71.5%	54.3%	74.1%	78.2%	25.5%	27.0%	39,006	87.6%
BC Independent School	47.1%	46.3%	47.9%	47.3%	45.6%	68.8%	66.5%	66.6%	64.0%	63.0%	49.8%	67.6%	71.2%	28.8%	16.8%	5,507	12.4%
Grand Total for All BC12 Graduates	**52.4%**	**52.7%**	**52.5%**	**52.0%**	**51.6%**	**74.6%**	**73.9%**	**72.8%**	**72.3%**	**70.5%**	**53.9%**	**73.3%**	**77.4%**	**25.9%**	**25.7%**	**44,513**	**100.0%**
Total Number of BC12 Graduates	**44,701**	**43,894**	**43,479**	**43,633**	**44,513**	**45,959**	**45,556**	**46,313**	**45,828**	**44,701**	**44,732**	**44,732**	**44,732**	**44,513**	**44,513**	**44,513**	**44,513**

Figure 26 continues on the next page.

FIGURE 26: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS FOR SELECTED B.C. HIGH SCHOOL GRADUATION COHORTS

	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2008/09 Grads)			2017/18 Immed Trans Rate to		2017/18 Gr12 Grads Distrib.	
Demographic Characteristic While in Secondary School	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^	Other	Count	% of Total
College Region of Secondary School																	
Camosun	46.9%	47.5%	47.8%	44.2%	45.0%	70.8%	70.3%	70.9%	70.3%	69.6%	47.6%	71.6%	76.3%	23.9%	21.1%	3,264	7.3%
Capilano	48.3%	46.4%	46.0%	45.5%	43.2%	72.7%	68.8%	69.3%	66.3%	66.3%	53.8%	73.5%	77.3%	29.2%	14.0%	3,008	6.8%
Douglas	58.1%	57.7%	57.4%	56.5%	55.8%	77.2%	77.4%	75.4%	75.0%	74.2%	60.4%	78.7%	81.7%	30.1%	25.7%	6,681	15.0%
Fraser Valley	43.7%	46.3%	47.1%	45.3%	48.6%	67.0%	64.9%	63.8%	65.1%	63.1%	44.3%	63.2%	67.6%	23.8%	24.8%	3,103	7.0%
* Kwantlen	58.3%	59.9%	60.6%	60.4%	58.8%	77.6%	77.2%	76.9%	76.1%	74.3%	60.4%	76.4%	79.8%	26.8%	32.0%	10,568	23.7%
New Caledonia	45.5%	45.6%	46.8%	45.7%	44.3%	72.7%	70.0%	72.1%	69.7%	66.7%	48.8%	69.2%	75.4%	18.8%	25.5%	1,279	2.9%
North Island	50.5%	45.8%	46.7%	45.8%	44.9%	75.1%	75.0%	70.3%	71.8%	73.6%	47.8%	74.3%	79.9%	12.1%	32.8%	1,212	2.7%
Northern Lights	28.2%	37.3%	30.2%	29.4%	32.5%	62.3%	61.8%	59.1%	57.4%	52.2%	34.6%	62.0%	67.6%	9.1%	23.4%	628	1.4%
Northwest	49.5%	47.9%	44.9%	46.9%	43.3%	76.1%	74.8%	74.3%	75.7%	71.6%	55.8%	75.5%	81.4%	14.9%	28.4%	612	1.4%
Okanagan	44.9%	46.2%	46.6%	48.1%	48.5%	69.9%	69.7%	68.9%	69.9%	67.6%	43.6%	67.9%	73.2%	22.1%	26.4%	3,547	8.0%
Rockies	37.2%	37.7%	31.0%	37.0%	33.4%	64.6%	62.5%	62.1%	62.8%	59.2%	38.0%	63.6%	69.3%	6.2%	27.2%	659	1.5%
Selkirk	50.3%	53.4%	51.4%	52.0%	48.8%	74.7%	78.3%	74.7%	77.5%	72.5%	51.8%	77.8%	83.9%	11.8%	37.0%	637	1.4%
Thompson Rivers	42.8%	44.3%	43.8%	43.4%	47.8%	69.7%	67.4%	68.5%	63.3%	65.1%	46.3%	69.2%	74.6%	31.7%	16.1%	1,507	3.4%
Vancouver/Langara	63.4%	60.0%	59.6%	58.6%	56.6%	78.9%	77.3%	77.5%	75.5%	75.7%	66.0%	79.2%	81.9%	33.3%	23.3%	5,523	12.4%
Vancouver Island	45.6%	47.3%	44.2%	44.2%	47.3%	70.5%	67.3%	67.2%	68.2%	65.5%	47.3%	70.8%	75.0%	24.2%	23.1%	2,285	5.1%
Secondary School Academic GPA:																	
No Academic GPA	41.2%	42.2%	41.9%	41.6%	42.0%	65.0%	63.9%	64.6%	64.9%	63.4%	38.8%	64.1%	69.6%	12.8%	29.2%	24,008	53.9%
50.0% - 64.9%	53.4%	54.5%	55.0%	55.2%	56.5%	80.2%	80.5%	81.7%	78.3%	76.1%	55.6%	80.2%	84.2%	5.4%	51.1%	672	1.5%
65.0% - 74.9%	62.5%	63.5%	62.6%	63.3%	61.4%	85.1%	84.5%	84.6%	84.1%	82.4%	68.0%	85.6%	88.1%	18.0%	43.4%	2,685	6.0%
Moderate Achievers (GPA < 75%)	60.7%	61.9%	61.1%	61.8%	60.4%	84.2%	83.6%	84.0%	82.9%	81.0%	65.3%	84.3%	87.1%	15.5%	44.9%	3,357	7.5%
* 75.0% - 79.9%	66.1%	68.1%	68.2%	65.7%	64.4%	86.3%	84.8%	84.4%	83.4%	83.4%	71.7%	86.2%	88.2%	29.5%	34.9%	2,609	5.9%
80.0% - 84.9%	67.4%	69.1%	65.9%	66.4%	64.4%	85.7%	84.4%	83.6%	82.1%	81.6%	73.2%	85.8%	88.2%	39.9%	24.5%	3,635	8.2%
85.0% - 89.9%	67.3%	66.8%	65.4%	65.5%	64.8%	83.0%	81.5%	80.0%	78.4%	77.7%	71.8%	82.4%	84.7%	50.2%	14.6%	4,779	10.7%
90.0% - 94.9%	66.3%	64.2%	65.7%	63.0%	61.6%	78.5%	76.9%	76.8%	74.5%	75.1%	69.9%	78.4%	81.2%	53.9%	7.7%	4,505	10.1%
95.0% - 100.0%	66.1%	61.8%	63.9%	64.4%	60.3%	76.4%	74.3%	73.6%	73.4%	73.9%	69.5%	78.3%	81.2%	55.2%	5.1%	1,620	3.6%
High Achievers (GPA 75 - 100%)	66.8%	66.6%	65.9%	65.0%	63.4%	83.1%	81.3%	80.6%	79.0%	78.7%	71.7%	83.2%	85.6%	46.3%	17.1%	17,148	38.5%
Secondary School Inclusive GPA:																	
50.0% - 64.9%	25.0%	25.7%	24.7%	25.9%	26.6%	56.4%	54.4%	53.9%	51.9%	48.5%	28.7%	55.4%	62.6%	1.8%	24.8%	3,030	6.8%
65.0% - 74.9%	40.8%	39.8%	39.4%	38.2%	39.5%	69.5%	68.6%	67.8%	66.8%	63.9%	43.9%	68.6%	73.3%	6.8%	32.7%	11,505	25.8%
Moderate iGPA (iGPA < 75%)	37.2%	36.7%	36.3%	35.7%	36.8%	66.0%	64.7%	64.4%	63.0%	60.5%	39.7%	65.0%	70.3%	5.8%	31.0%	14,535	32.7%
75.0% - 79.9%	55.6%	54.9%	54.1%	52.6%	50.9%	79.3%	78.5%	77.8%	77.3%	76.1%	58.9%	79.1%	82.5%	17.2%	33.7%	7,441	16.7%
* 80.0% - 84.9%	62.6%	61.4%	61.2%	60.7%	58.4%	81.9%	80.4%	79.7%	79.2%	78.6%	66.9%	81.8%	84.6%	30.8%	27.6%	7,909	17.8%
* 85.0% - 89.9%	65.5%	65.7%	64.5%	64.3%	62.7%	81.0%	80.3%	79.7%	79.1%	77.8%	70.4%	81.7%	84.2%	43.5%	19.2%	7,865	17.7%
90.0% - 94.9%	65.5%	66.1%	65.8%	64.7%	63.7%	79.9%	77.2%	76.9%	76.2%	75.2%	69.2%	78.9%	81.9%	52.7%	11.0%	5,699	12.8%
95.0% - 100.0%	66.0%	64.1%	63.7%	62.2%	60.7%	78.1%	74.1%	75.1%	71.6%	74.1%	68.5%	77.9%	80.3%	54.3%	6.4%	1,045	2.3%
High iGPA (iGPA 75 - 100%)	62.0%	61.7%	61.1%	60.3%	58.8%	80.5%	79.3%	78.7%	77.9%	77.0%	65.6%	80.5%	83.4%	35.7%	23.1%	29,959	67.3%
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%**	**53.9%**	**73.3%**	**77.4%**	**25.9%**	**25.7%**	**44,513**	**100.0%**
Total Number of BC12 Graduates	**44,701**	**43,894**	**43,479**	**43,633**	**44,513**	**45,959**	**45,556**	**46,313**	**45,828**	**44,701**	**44,732**	**44,732**	**44,732**	**44,513**	**44,513**	**44,513**	**44,513**

Figure Footnotes:

+ 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 2013/14 high school graduation cohort is identified with *.

^ Immed Trans Rate to Bach Deg is the % of high school graduates of 2017/18 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 2017/18 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution.

~Non-residents of B.C. may be residents from out of province (i.e. Alberta, Ontario, etc.) or residents from out of country (China, Hong Kong, Korea, etc.). The non-residents of B.C. are used as a proxy for identifying "international" grade 12 graduates, regardless of language spoken at home, thus residents from other Canadian provinces are included in this proxy.~Non-residents of B.C. may be residents from out of province (i.e. Alberta, Ontario, etc.) or residents from out of country (China, Hong Kong, Korea, etc.). The non-residents of B.C. are used as a proxy for identifying "international" grade 12 graduates, regardless of language spoken at home, thus residents from other Canadian provinces are included in this proxy.

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

Figure 27 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 2017/2018 immediate entry students from each school district who enrolled in an institution within the same region as their high school.

FIGURE 27: IMMEDIATE-ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT: GRADE 12 GRADUATES OF 2013/14 TO 2017/18

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		2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	Trans % Trend	Trans %	# Trans.	# Grads	2017/ 2018	Entry to PSI Within Region
Camosun	BC Public	061	Greater Victoria	50%	52%	48%	46%	49%		+1%	+6	+47	1,411	88%
		062	Sooke	41%	44%	48%	40%	37%		+10%	+23	+114	637	89%
		063	Saanich	47%	47%	48%	48%	48%		+1%	+3	-1	621	89%
		064	Gulf Islands^	35%	34%	41%	37%	28%		-30%	-9	-6	107	57%
	All BC Public Schools in Region			**43%**	**49%**	**46%**	**46%**	**47%**		**+1%**	**+17**	**-181**	**2,688**	**88%**
	All BC Independent Schools in Region			**52%**	**47%**	**46%**	**39%**	**46%**		**+1%**	**+2**	**+59**	**458**	**77%**
	All BC Public & Independent Schools in Region			**44%**	**49%**	**46%**	**45%**	**47%**		**+1%**	**+19**	**-122**	**3,146**	**88%**
Capilano	BC Public	044	North Vancouver	56%	56%	54%	56%	51%		-11%	-67	-15	1,203	82%
		045	West Vancouver	47%	46%	43%	43%	42%		-1%	-3	+74	747	78%
		046	Sunshine Coast	41%	35%	43%	34%	35%		-49%	-33	-51	193	34%
		048	Sea to Sky	42%	41%	37%	43%	39%		-7%	-8	+5	312	49%
		064	Gulf Islands^		25%	40%	43%					-3	< 10	
	All BC Public Schools in Region			**49%**	**47%**	**48%**	**48%**	**47%**		**-10%**	**-117**	**-168**	**2,367**	**74%**
	All BC Independent Schools in Region			**44%**	**32%**	**38%**	**33%**	**34%**		**-11%**	**-19**	**+83**	**528**	**81%**
	All BC Public & Independent Schools in Region			**48%**	**44%**	**47%**	**46%**	**45%**		**-10%**	**-136**	**-85**	**2,895**	**74%**
Douglas	BC Public	040	New Westminster	63%	59%	56%	56%	52%		-14%	-33	+26	453	89%
		041	Burnaby	66%	64%	66%	64%	61%		-2%	-24	+106	1,946	96%
		042	Maple Ridge-Pitt Meadows	41%	46%	41%	43%	46%		+8%	+35	-48	1,007	91%
		043	Coquitlam	58%	56%	56%	56%	55%		-1%	-21	+84	2,732	91%
	All BC Public Schools in Region			**55%**	**56%**	**55%**	**58%**	**58%**		**-1%**	**-29**	**-378**	**5,916**	**93%**
	All BC Independent Schools in Region			**68%**	**56%**	**77%**	**57%**	**68%**		**+2%**	**+6**	**+8**	**454**	**91%**
	All BC Public & Independent Schools in Region			**56%**	**56%**	**57%**	**58%**	**58%**		**-1%**	**-23**	**-370**	**6,370**	**93%**
Fraser Valley	BC Public	033	Chilliwack	39%	41%	38%	40%	46%		+15%	+57	-12	830	88%
		034	Abbotsford	49%	51%	54%	50%	52%		+6%	+45		1,388	91%
		075	Mission	42%	46%	39%	44%	45%		-1%	-1	-33	345	81%
		078	Fraser-Cascade	42%	39%	51%	43%	49%		+5%	+2	-10	87	84%
	All BC Public Schools in Region			**44%**	**45%**	**46%**	**46%**	**51%**		**+8%**	**+103**	**-194**	**2,568**	**89%**
	All BC Independent Schools in Region			**38%**	**41%**	**45%**	**47%**	**45%**		**+13%**	**+26**	**-11**	**448**	**83%**
	All BC Public & Independent Schools in Region			**43%**	**44%**	**46%**	**46%**	**50%**		**+9%**	**+129**	**-205**	**3,016**	**89%**
Kwantlen	BC Public	035	Langley	42%	44%	43%	45%	45%		+9%	+63	+43	1,500	90%
		036	Surrey	60%	62%	63%	62%	60%		+1%	+17	-7	5,048	94%
		037	Delta	57%	58%	60%	60%	60%		+6%	+47	+22	1,315	89%
		038	Richmond	71%	71%	71%	68%	68%		-10%	-120	-84	1,724	94%
	All BC Public Schools in Region			**57%**	**59%**	**62%**	**60%**	**60%**		**+0%**	**+12**	**-482**	**9,494**	**93%**
	All BC Independent Schools in Region			**57%**	**53%**	**56%**	**69%**	**55%**		**+19%**	**+100**	**+207**	**947**	**89%**
	All BC Public & Independent Schools in Region			**57%**	**59%**	**61%**	**60%**	**60%**		**+2%**	**+112**	**-275**	**10,441**	**93%**
New Caledonia	BC Public	028	Quesnel	45%	47%	43%	49%	42%		-56%	-42	-83	177	83%
		057	Prince George	46%	47%	50%	48%	47%		-7%	-26	-60	764	89%
		091	Nechako Lakes	42%	42%	44%	38%	39%		-15%	-17	-21	283	45%
	All BC Public Schools in Region			**48%**	**45%**	**45%**	**45%**	**42%**		**-15%**	**-81**	**-22**	**1,305**	**79%**
	All BC Independent Schools in Region			**65%**	**34%**	**40%**	**46%**	**27%**		**-118%**	**-20**	**+5**	**62**	**88%**
	All BC Public & Independent Schools in Region			**48%**	**45%**	**45%**	**45%**	**41%**		**-18%**	**-101**	**-17**	**1,367**	**79%**
North Island	BC Public	049	Central Coast	45%	90%	63%	50%	71%				-4	< 10	40%
		070	Alberni	51%	47%	54%	51%	48%		-32%	-30	-49	196	94%
		071	Comox Valley	52%	48%	47%	45%	42%		-41%	-96	-82	553	81%
		072	Campbell River	50%	42%	44%	44%	46%		-12%	-18	-8	329	86%
		084	Vancouver Island West	48%	53%	50%	55%	60%		-11%	-1	-6	15	100%
		085	Vancouver Island North	48%	42%	38%	43%	49%		-49%	-17	-36	72	80%
	All BC Public Schools in Region			**55%**	**40%**	**48%**	**45%**	**44%**		**-30%**	**-162**	**-66**	**1,205**	**85%**
	All BC Independent Schools in Region			**31%**	**19%**	**60%**	**31%**	**29%**		**-50%**	**-5**	**-15**	**34**	**80%**
	All BC Public & Independent Schools in Region			**54%**	**40%**	**48%**	**45%**	**44%**		**-31%**	**-167**	**-81**	**1,239**	**85%**

Figure 27 continues on the next page.

FIGURE 27, CONT.: IMMEDIATE-ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT: GRADE 12 GRADUATES OF 2013/14 TO 2017/18

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		2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	Trans % Trend	Trans %	# Trans.	# Grads	2017/ 2018	Entry to PSI in Region
Northern Lights	BC Public	059	Peace River South	25%	38%	33%	26%	29%		-5%	-3	-43	196	82%
		060	Peace River North	28%	33%	28%	30%	33%		+32%	+37	+68	351	76%
		081	Fort Nelson	33%	61%	33%	29%	43%		+5%	+1	-11	47	55%
		087	Stikine	75%	25%	67%	63%	71%		+40%	+2	+3	< 10	40%
	All BC Public Schools in Region			**27%**	**41%**	**28%**	**28%**	**35%**		**+19%**	**+37**	**-39**	**567**	**75%**
	All BC Independent Schools in Region			**71%**	**41%**	**21%**	**33%**	**29%**		**-100%**	**-6**	**+4**	**21**	**67%**
	All BC Public & Independent Schools in Region			**28%**	**41%**	**28%**	**28%**	**35%**		**+15%**	**+31**	**-35**	**588**	**75%**
Northwest	BC Public	050	Haida Gwaii	57%	59%	54%	73%	58%		+4%	+1	+1	45	15%
		052	Prince Rupert	54%	55%	50%	54%	49%		-26%	-11	-13	87	74%
		054	Bulkley Valley	47%	38%	41%	29%	26%		-97%	-38	-15	149	56%
		082	Coast Mountains	52%	52%	45%	52%	50%		-19%	-26	-36	269	59%
		092	Nisga'a	67%	50%	43%	100%	79%		+27%	+3	+2	14	36%
	All BC Public Schools in Region			**50%**	**49%**	**44%**	**45%**	**45%**		**-28%**	**-71**	**-82**	**562**	**56%**
	All BC Independent Schools in Region			**38%**	**15%**	**44%**	**40%**	**24%**		**-50%**	**-6**	**+3**	**50**	**50%**
	All BC Public & Independent Schools in Region			**49%**	**45%**	**44%**	**45%**	**43%**		**-29%**	**-77**	**-79**	**612**	**56%**
Okanagan	BC Public	019	Revelstoke	46%	33%	54%	29%	44%		-46%	-11	-22	54	88%
		022	Vernon	40%	42%	49%	46%	44%		+2%	+6	-42	565	86%
		023	Central Okanagan	48%	48%	49%	50%	51%		+1%	+10	-71	1,581	87%
		053	Okanagan Similkameen	45%	53%	46%	47%	54%		+12%	+10	-8	155	75%
		058	Nicola-Similkameen ^	17%	18%	35%	38%	35%		+44%	+4	-3	26	89%
		067	Okanagan Skaha	48%	46%	44%	51%	48%		-15%	-32	-73	451	69%
		083	North Okanagan-Shuswap	41%	44%	39%	42%	47%		-9%	-15	-85	349	87%
	All BC Public Schools in Region			**42%**	**46%**	**45%**	**48%**	**47%**		**-1%**	**-22**	**-435**	**3,322**	**83%**
	All BC Independent Schools in Region			**43%**	**48%**	**44%**	**56%**	**48%**		**+24%**	**+36**	**+48**	**313**	**79%**
	All BC Public & Independent Schools in Region			**42%**	**46%**	**45%**	**48%**	**47%**		**+1%**	**+14**	**-387**	**3,635**	**83%**
Rockies	BC Public	005	Southeast Kootenay	43%	42%	31%	38%	37%		-28%	-35	-32	343	90%
		006	Rocky Mountain	22%	31%	30%	30%	28%		+33%	+19	+28	207	83%
		008	Kootenay Lake ^	44%	36%	34%	48%	32%		-26%	-8	+9	98	90%
	All BC Public Schools in Region			**37%**	**39%**	**28%**	**39%**	**34%**		**-11%**	**-24**	**-9**	**643**	**88%**
	All BC Independent Schools in Region			**33%**	**33%**	**38%**	**36%**	**25%**		**-25%**	**-1**	**+1**	**16**	**50%**
	All BC Public & Independent Schools in Region			**39%**	**42%**	**35%**	**38%**	**38%**		**-3%**	**-8**	**-8**	**659**	**88%**
Selkirk	BC Public	008	Kootenay Lake ^	50%	50%	48%	50%	48%		+13%	+17	+45	268	79%
		010	Arrow Lakes	51%	65%	45%	46%	45%		-46%	-6	-8	29	100%
		020	Kootenay-Columbia	52%	57%	58%	57%	51%		-10%	-13	-23	249	83%
		051	Boundary	48%	44%	44%	45%	47%		-8%	-3	-6	78	68%
	All BC Public Schools in Region			**44%**	**53%**	**53%**	**51%**	**50%**		**-2%**	**-5**	**-84**	**615**	**80%**
	All BC Independent Schools in Region			**33%**	**75%**	**33%**				**+80%**	**+4**	**-3**		**60%**
	All BC Public & Independent Schools in Region			**44%**	**53%**	**53%**	**51%**	**51%**		**-0%**	**-1**	**-87**	**615**	**80%**
Thompson Rivers	BC Public	027	Cariboo-Chilcotin	41%	39%	39%	37%	43%		-15%	-17	-53	268	58%
		058	Nicola-Similkameen ^	41%	43%	35%	41%	56%		+42%	+26	+22	110	82%
		073	Kamloops/Thompson	44%	47%	46%	45%	49%		+1%	+3	-95	959	89%
		074	Gold Trail	42%	40%	40%	49%	52%		-3%	-1	-15	56	72%
	All BC Public Schools in Region			**42%**	**43%**	**45%**	**43%**	**45%**		**+2%**	**+11**	**-100**	**1,488**	**82%**
	All BC Independent Schools in Region			**38%**	**37%**	**36%**	**50%**	**37%**		**+9%**	**+4**	**+14**	**122**	**80%**
	All BC Public & Independent Schools in Region			**42%**	**43%**	**45%**	**43%**	**45%**		**+2%**	**+15**	**-86**	**1,610**	**82%**
Vancouver/Langara	BC Public	039	Vancouver	66%	64%	63%	62%	61%		-15%	-352	-191	4,006	95%
	All BC Public Schools in Region			**63%**	**62%**	**61%**	**63%**	**61%**		**-14%**	**-337**	**-405**	**4,008**	**95%**
	All BC Independent Schools in Region			**57%**	**51%**	**48%**	**50%**	**52%**		**+7%**	**+50**	**+204**	**1,298**	**91%**
	All BC Public & Independent Schools in Region			**62%**	**60%**	**58%**	**60%**	**59%**		**-9%**	**-287**	**-201**	**5,306**	**95%**
Vancuver Island	BC Public	047	Powell River	47%	52%	44%	44%	54%		+20%	+17	+16	155	81%
		068	Nanaimo-Ladysmith	49%	50%	47%	50%	51%		-10%	-45	-127	841	88%
		069	Qualicum	43%	45%	43%	39%	39%		-6%	-8	+16	322	83%
		079	Cowichan Valley	48%	49%	48%	48%	52%		+9%	+22	+3	495	91%
	All BC Public Schools in Region			**48%**	**47%**	**48%**	**43%**	**52%**		**-1%**	**-8**	**-193**	**1,731**	**88%**
	All BC Independent Schools in Region			**33%**	**41%**	**33%**	**35%**	**43%**		**+30%**	**+52**	**+36**	**403**	**58%**
Vanc. Island Total	**All BC Public & Independent Schools in Region**			**45%**	**46%**	**45%**	**42%**	**51%**		**+4%**	**+44**	**-157**	**2,134**	**88%**
	All BC Public Schools in All Regions			**51%**	**52%**	**52%**	**53%**	**53%**		**-3%**	**-676**	**-2,838**	**+38,479**	**89%**
	Conseil Scolaire Francophone*			**53%**	**57%**	**60%**	**56%**	**67%**		**+33%**	**+38**	**+26**	**+172**	**82%**
	All BC Independent Schools in All Regions			**51%**	**46%**	**48%**	**50%**	**49%**		**+9%**	**+223**	**+643**	**+5,154**	**84%**
Grand Total, Province of B.C.				**51%**	**52%**	**52%**	**52%**	**53%**		**-2%**	**-453**	**-2,197**	**+43,630**	**88%**

Figure Footnotes:

~ 5-Year Change is from grad year 2013/14 to 2017/18. These columns show Trans % (percent change in number of immediate-entry students); # Trans (+/- change in number of immediate-entry students); # Grads (+/- change in number of grade 12 graduates).

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

^ The following three school districts span two college regions. 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).

Conclusion

This report summarized the student transitions of B.C.'s high school graduates entering B.C. public post-secondary institutions. A variety of research questions addressed student transitions, enrollment trends, gap year students, regional mobility, and first-year retention and demonstrated the ongoing success of B.C.'s high school graduates in B.C. public post-secondary education.

Need More Information?

Additional information in various formats is available to post-secondary institutions seeking more detailed information on international students studying in B.C.

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

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

The STP data collected for this annual report occurred before the novel coronavirus pandemic began to impact B.C.'s education systems. Therefore, this study was able to provide a few hypotheses about the possible impact of the pandemic on B.C.'s post-secondary education system, in addition to providing baseline information for further analysis next year.

This report showed trends in student persistence from Spring to Fall, and offered a wealth of post-secondary international enrollment information by country of origin, institution, region and institution type, that may be of benefit to institutions as they anticipate the impact of COVID-19 on their institution's international enrollment in the Fall of 2020. It is hoped that this baseline information will also be of some use in the future when the STP is able to assess the impact of COVID-19 on student persistence, as well as domestic and international post-secondary enrollment trends.

Appendix A:
Higher Education Surveys and Other COVID-19 Information

Academica Forum, April 21, 2020, *Hoping for Normal: Prospective Students talk COVID-19.*
https://forum.academica.ca/forum/hoping-for-normal-prospective-students-talk-covid-19

Academica Forum, April 24, 2020, *Consider the Return to the Classroom.*
https://forum.academica.ca/forum/current-students-covid19

Academic Forum, April 28, 2020, *Delayed, Deferred, Determined: International Prospective Students discuss Fall 2020.*
https://forum.academica.ca/forum/an-education-at-a-global-distance-international-prospects-discuss-covid-19

Academica Forum, May 13, 2020, *An Early Look at Fall 2020 in Canadian Postsecondary.*
https://forum.academica.ca/forum/early-steps-towards-autumn-2020

Academica Forum, May 14, 2020, *In-Person Only: Why International Students Passed on Online.*
https://forum.academica.ca/forum/in-person-only-why-international-students-passed-on-online

AACRAO, ACE Survey (USA), *Uncertainty about current college Fall enrollment plans, optimism about completing spring coursework.*
https://www.acenet.edu/News-Room/Pages/AACRAO-ACE-Survey-Finds-Uncertainty-About-Current-College-Student-Fall-Enrollment-Plans-Optimism.aspx

Canadian Digital Learning Research Association, May 2020, *Multiple Online and Hybrid Learning Scenarios.*
https://onlinelearningsurveycanada.ca/wp-content/uploads/2020/05/2020_pulse_fallplans_en-1.pdf

CBIE, Online Survey March 4-13, 2020. *Impact of COVID-19 on international education in Canada.*
https://cbie.ca/wp-content/uploads/2020/03/200327-cbie-covid19-survey-infographic-EN.pdf

European Association for International Education, March 2020, by Laura E. Rumbley, *Coping with COVID-10: International higher education in Europe.*
https://cbie.ca/wp-content/uploads/2020/04/EAIE-Coping-with-COVID-19-International-higher-education-in-Europe.pdf

Impact Canada, Surveys conducted April to May, 2020, *COVID-19 Snapshot Monitoring (COSMO Canada).*
https://impact.canada.ca/en/challenges/cosmo-canada

Statistics Canada, May 5, 2020, *Impacts of the COVID-19 pandemic on postsecondary students (ICPPS)*
https://www.statcan.gc.ca/eng/survey/household/5320

Undergraduates of Canadian Research-Intensive Universities (UCRU), May 2020, *Gaps in Post-Secondary Student Support During COVID-19.*
https://5cddaa44-d9d4-4ce2-a758-ea4d2a1b3c36.filesusr.com/ugd/d93be7_544b8d42de354cc5a0c3c5b9e750e984.pdf

University World News, May 22, 2020, *International students still open to starting year online*
https://www.universityworldnews.com/post.php?story=20200522140411693

University Affairs, Opinion Piece, Ken Steele, May 14, 2020, *Schrodinger's semester: let's clear the uncertainty for fall 2020.*
https://www.universityaffairs.ca/opinion/in-my-opinion/schrodingers-semester-lets-clear-the-uncertainty-for-fall-2020/

Weeden, Kim A. and Benjamin Cornwell, May 12, 2020, *The Small World Network of College Classes: Implications for Epidemic Spread on a University Campus*.
https://osf.io/j2bgm/?pid=6kuet

Coronavirus Information, Dashboards and Visualizations:

British Columbia COVID-19 Dashboard
https://experience.arcgis.com/experience/a6f23959a8b14bfa989e3cda29297ded

Johns Hopkins' real-time global cases and deaths tracker.
https://www.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6

New Yort Times, Coronavirus Map: Tracking the Global Outbreak.
https://www.nytimes.com/interactive/2020/world/coronavirus-maps.html

Slideshow of various coronavirus dashboard and map websites. Pause at any time to explore and interact.
ncov.ai

University of Washington, COVID-19 Projections, by Country
https://covid19.healthdata.org/united-states-of-america

Appendix B:

B.C. Public Post-Secondary Enrollment Trends, by Institution

Institution			Headcount Enrollment ('*000*)										% International				
PSI	Type	Region	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	10-Yr Trend	2009/ 2010	2012/ 2013	2015/ 2016	2018/ 2019	Trend Every 3 Yrs
BCIT	INST	MSW	43.2	43.0	42.8	43.1	43.4	44.3	45.4	45.8	45.9	45.5		4.6%	4.8%	7.5%	13.3%	
CAM	COL	VIS	19.4	19.7	19.3	18.4	18.4	18.5	19.3	19.5	19.1	21.3		3.6%	4.3%	8.4%	9.8%	
CAPU	TIU	MSW	13.9	14.3	14.4	14.5	13.6	12.2	11.2	9.8	10.2	10.5		5.7%	5.6%	10.2%	27.6%	
CMTN	COL	CNO	7.4	7.0	5.7	5.3	5.3	5.1	4.7	4.1	3.8	3.4		0.0%	0.2%	0.3%	8.2%	
CNC	COL	CNO	9.9	10.3	9.9	8.9	9.5	8.6	8.5	8.2	8.6	8.3		2.6%	4.3%	6.1%	21.1%	
COTR	COL	TOK	12.6	12.5	12.8	10.8	10.7	10.2	9.9	10.2	10.5	10.7		1.3%	2.0%	4.0%	5.9%	
DOUG	COL	MSW	25.6	26.3	24.6	23.6	24.0	23.8	23.8	24.4	25.2	25.2		3.8%	7.2%	10.6%	18.3%	
ECU	TIU	MSW	4.5	4.8	4.4	4.1	3.9	3.8	4.0	3.9	3.6	3.6		6.1%	9.1%	11.9%	16.1%	
JIBC	INST	MSW	29.1	28.8	32.7	27.9	28.1	26.8	26.0	26.0	27.6	36.6		0.4%	0.6%	2.7%	1.1%	
KPU	TIU	MSW	18.5	18.9	19.2	19.2	19.4	19.5	19.4	19.8	22.8	21.4		6.4%	8.9%	11.8%	23.2%	
LANG	COL	MSW	20.9	21.4	21.4	20.5	20.4	20.4	22.1	22.9	22.8	22.8		8.3%	8.6%	18.4%	31.3%	
NIC	COL	VIS	9.8	9.9	9.3	9.1	8.8	8.5	8.4	8.0	8.0	8.2		0.8%	1.7%	4.2%	6.9%	
NLC	COL	CNO	9.5	9.4	9.3	8.2	7.6	7.4	6.1	4.0	3.4	3.4		1.3%	2.0%	8.4%	21.2%	
NVIT	INST	TOK	1.2	1.4	1.5	1.4	1.5	1.5	1.3	1.2	1.3	1.5		0.0%	0.0%	0.3%	0.7%	
OKAN	COL	TOK	21.3	20.6	20.4	19.4	19.2	19.2	19.6	20.6	20.6	21.4		2.8%	2.6%	5.5%	8.9%	
RRU	TIU	VIS	3.4	3.5	3.9	3.8	3.8	4.0	4.2	4.3	4.4	4.4		2.2%	7.9%	14.3%	18.9%	
SEL	COL	TOK	11.4	10.7	11.0	10.1	11.5	12.0	12.6	11.3	10.9	10.6		2.7%	2.5%	6.5%	13.8%	
SFU	RIU	MSW	32.6	33.7	34.0	33.7	33.9	33.5	33.4	34.1	34.2	34.4		14.4%	18.9%	20.4%	23.4%	
TRU	TIU	TOK	27.2	26.4	27.6	28.8	29.9	29.7	30.4	31.9	34.2	35.0		7.6%	9.0%	10.6%	18.3%	
UBCO	RIU	TOK	6.4	7.3	8.1	8.5	8.7	8.4	8.6	8.9	9.3	10.1		6.1%	8.9%	12.7%	18.6%	
UBCV	RIU	MSW	49.9	50.3	51.3	52.1	52.8	54.1	55.7	57.2	58.6	59.2		14.0%	16.8%	22.1%	26.8%	
UFV	TIU	MSW	15.5	15.2	15.0	15.7	14.6	14.4	14.3	14.7	15.1	15.8		5.3%	6.7%	7.8%	14.8%	
UNBC	RIU	CNO	4.2	4.3	4.2	4.2	4.0	3.8	3.6	3.8	3.8	4.0		8.2%	11.2%	9.8%	11.3%	
UVIC	RIU	VIS	21.9	22.4	22.6	22.8	23.5	23.8	24.1	24.1	24.1	24.2		8.4%	11.7%	16.6%	18.1%	
VCC	COL	MSW	23.5	23.6	23.1	22.0	19.9	16.7	15.6	14.7	15.1	15.5		2.7%	2.4%	4.8%	10.4%	
VIU	TIU	VIS	19.1	18.3	17.2	17.6	16.8	16.1	14.8	14.8	14.8	14.6		8.2%	10.5%	14.0%	17.6%	
	B.C. System Total		**438.3**	**440.5**	**442.5**	**431.7**	**432.0**	**426.2**	**427.5**	**429.0**	**438.3**	**451.7**		**6.4%**	**8.2%**	**11.9%**	**17.3%**	

Appendix C:
2018/2019 International Post-Secondary Headcount

TABLE C1: 2018/2019 INTERNATIONAL POST-SECONDARY HEADCOUNT AND % DISTRIBUTION ACROSS THE PROVINCE, BY TOP 25 SOURCE COUNTRIES AND DESTINATION BC REGION AND INSTITUTION TYPE

	MSW Mainland/Southwest				VIS Vancouver Island				TOK Thompson-Okanagan-Kootenay				CNO Cariboo-North			Grand Total
	RIU	TIU	CIN	Total	RIU	TIU	CIN	Total	RIU	TIU	CIN	Total	RIU	CIN	Total	
India	2,150	7,150	8,825	**17,890**	315	1,115	1,145	**2,575**	245	2,460	1,985	**4,660**	75	2,335	**2,410**	**26,965**
China	9,465	1,700	2,665	**13,770**	1,965	845	705	**3,425**	545	1,850	710	**2,945**	110	50	**155**	**19,805**
United States	1,965	95	135	**2,195**	345	45	20	**410**	100	90	40	**230**	40	x	**40**	**2,855**
Vietnam	385	195	1,590	**2,160**	60	160	185	**405**	20	95	70	**185**	x	40	**45**	**2,785**
Korea, South	805	195	1,025	**2,020**	85	125	80	**290**	35	55	70	**160**	20	70	**90**	**2,540**
Brazil	290	200	1,355	**1,840**	70	25	60	**155**	30	40	65	**135**	x	x	**10**	**2,140**
Japan	430	95	565	**1,085**	95	275	95	**460**	40	105	380	**525**	x	30	**40**	**2,085**
Iran	560	95	440	**1,085**	155	40	10	**205**	80	20	x	**105**	25	x	**25**	**1,415**
Mexico	320	75	365	**760**	65	20	70	**155**	35	60	40	**135**	x	20	**25**	**1,075**
Nigeria	245	40	30	**310**	80	95	25	**195**	35	190	20	**240**	40	30	**70**	**810**
Taiwan	280	65	260	**600**	40	15	30	**85**	40	35	15	**90**	x	x	**x**	**775**
Bangladesh	280	20	75	**375**	35	60	10	**105**	50	180	x	**240**	x	x	**x**	**725**
Germany	260	70	30	**360**	125	145	15	**285**	15	25	15	**55**	10	x	**15**	**710**
Philippines	115	60	185	**365**	10	15	30	**55**	15	60	145	**210**	x	60	**60**	**685**
Hong Kong	640			**640**					45			**45**				**685**
Indonesia	395	40	135	**565**	x	x	x	**20**	25	x	x	**35**				**620**
United Kingdom	355	30	65	**450**	50	x	x	**70**	25	20	35	**80**	x	x	**x**	**610**
Turkey	280	35	110	**425**	30	15	x	**50**	20	10	x	**35**	x		**x**	**510**
Pakistan	290	30	35	**355**	35	10	x	**50**	30	30	x	**70**	x	x	**x**	**475**
Russian Federation	195	40	85	**320**	15	10	x	**30**	15	75	x	**95**	x		**x**	**445**
France	270	x	15	**290**	50	15	x	**70**	15	15		**30**	x	x	**10**	**400**
Malaysia	285	x	20	**315**	20	x	x	**25**	30	x	x	**45**	x		**x**	**385**
Colombia	110	20	155	**285**	15	x	x	**35**	x	15	x	**25**	x	x	**x**	**350**
Thailand	135	20	80	**240**	40	x	x	**50**	20	15	x	**40**	x	x	**x**	**330**
Singapore	250	x	10	**265**	20	x	x	**25**	20	x		**25**	x	x	**x**	**315**
Other Countries	3,110	475	1,200	**4,775**	645	320	115	**1,075**	345	945	355	**1,630**	80	75	**150**	**7,590**
Grand Total	**23,865**	**10,765**	**19,460**	**53,715**	**4,375**	**3,395**	**2,655**	**10,305**	**1,885**	**6,395**	**3,995**	**12,045**	**455**	**2,745**	**3,195**	**77,995**

Notes: (1) Students may enrol in more than one institution or institution type and are counted in each, but only once in the totals. (2) All headcounts, subtotals and totals are rounded to the nearest 5. (3) Headcounts below 10 are masked with x.

	MSW Mainland/Southwest				VIS Vancouver Island				TOK Thompson-Okanagan-Kootenay				CNO Cariboo-North			Grand Total
	RIU	TIU	CIN	Total	RIU	TIU	CIN	Total	RIU	TIU	CIN	Total	RIU	CIN	Total	
India	8%	27%	33%	**66%**	1%	4%	4%	**10%**	1%	9%	7%	**17%**	0%	9%	**9%**	**100%**
China	48%	9%	13%	**70%**	10%	4%	4%	**17%**	3%	9%	4%	**15%**	1%	0%	**1%**	**100%**
United States	69%	3%	5%	**77%**	12%	2%	1%	**14%**	4%	3%	1%	**8%**	1%	0%	**1%**	**100%**
Vietnam	14%	7%	57%	**78%**	2%	6%	7%	**14%**	1%	3%	2%	**7%**	0%	1%	**2%**	**100%**
Korea, South	32%	8%	40%	**79%**	3%	5%	3%	**11%**	1%	2%	3%	**6%**	1%	3%	**4%**	**100%**
Brazil	14%	9%	63%	**86%**	3%	1%	3%	**7%**	1%	2%	3%	**6%**	0%	0%	**1%**	**100%**
Japan	21%	5%	27%	**52%**	5%	13%	5%	**22%**	2%	5%	18%	**25%**	0%	2%	**2%**	**100%**
Iran	40%	7%	31%	**77%**	11%	3%	1%	**15%**	6%	1%	0%	**7%**	2%	0%	**2%**	**100%**
Mexico	30%	7%	34%	**71%**	6%	2%	6%	**14%**	3%	5%	4%	**13%**	1%	2%	**2%**	**100%**
Nigeria	30%	5%	4%	**39%**	10%	11%	3%	**24%**	4%	23%	2%	**30%**	5%	4%	**8%**	**100%**
Taiwan	36%	8%	33%	**77%**	5%	2%	4%	**11%**	5%	4%	2%	**12%**	0%	0%	**1%**	**100%**
Bangladesh	38%	3%	10%	**52%**	5%	8%	2%	**15%**	7%	25%	1%	**33%**	1%	0%	**1%**	**100%**
Germany	37%	10%	4%	**50%**	18%	21%	2%	**40%**	2%	3%	2%	**8%**	2%	0%	**2%**	**100%**
Philippines	17%	9%	27%	**53%**	2%	2%	5%	**8%**	2%	8%	21%	**31%**	0%	9%	**9%**	**100%**
Hong Kong	94%	**0%**	**0%**	**94%**	**0%**	**0%**	**0%**	**0%**	6%	**0%**	**0%**	**6%**	**0%**	**0%**	**0%**	**100%**
Indonesia	64%	6%	22%	**91%**	1%	2%	1%	**4%**	4%	1%	1%	**6%**	**0%**	**0%**	**0%**	**100%**
United Kingdom	58%	5%	11%	**74%**	8%	2%	2%	**12%**	4%	3%	6%	**13%**	1%	1%	**1%**	**100%**
Turkey	55%	7%	22%	**84%**	6%	3%	2%	**10%**	4%	2%	1%	**7%**	0%	**0%**	**0%**	**100%**
Pakistan	61%	6%	8%	**75%**	7%	2%	1%	**11%**	7%	7%	1%	**14%**	1%	0%	**1%**	**100%**
Russian Federation	44%	9%	19%	**72%**	3%	2%	1%	**7%**	3%	17%	1%	**21%**	1%	**0%**	**1%**	**100%**
France	67%	2%	4%	**73%**	13%	4%	1%	**17%**	4%	4%	**0%**	**8%**	1%	2%	**3%**	**100%**
Malaysia	74%	2%	5%	**81%**	5%	1%	1%	**6%**	8%	2%	2%	**12%**	1%	**0%**	**1%**	**100%**
Colombia	32%	6%	44%	**82%**	5%	2%	3%	**9%**	2%	4%	2%	**7%**	1%	1%	**1%**	**100%**
Thailand	41%	7%	25%	**72%**	12%	1%	2%	**15%**	6%	5%	2%	**12%**	1%	0%	**1%**	**100%**
Singapore	79%	2%	3%	**84%**	6%	0%	1%	**8%**	6%	3%	**0%**	**9%**	1%	0%	**1%**	**100%**
Other Countries	41%	6%	16%	**63%**	9%	4%	2%	**14%**	5%	12%	5%	**21%**	1%	1%	**2%**	**100%**
Grand Total	**31%**	**14%**	**25%**	**69%**	**6%**	**4%**	**3%**	**13%**	**2%**	**8%**	**5%**	**15%**	**1%**	**4%**	**4%**	**100%**

TABLE C2: 2018/2019 INTERNATIONAL POST-SECONDARY HEADCOUNT, BY TOP 25 SOURCE DESTINATION BC REGION AND

	MSW Mainland/Southwest												VIS Vancouver Island					
	BCIT	CAPU	DOUG	ECU	JIBC	KPU	LANG	SFU	UBCV	UFV	VCC	Total	CAM	NIC	RRU	UVIC	VIU	Total
India	2,045	1,750	2,190	25	110	3,630	4,075	775	1,375	1,765	650	**17,890**	710	435	325	315	795	**2,575**
China	980	265	430	240	70	920	960	3,665	5,820	280	250	**13,770**	685	20	270	1,965	575	**3,425**
United States	75	25	10	45	10	x	25	295	1,670	15	15	**2,195**	15	x	15	345	30	**410**
Vietnam	255	85	655	15	x	55	555	265	125	40	155	**2,160**	160	30	20	60	140	**405**
Korea, South	355	95	300	50	x	20	155	280	530	30	220	**2,020**	75	x	x	85	120	**290**
Brazil	735	155	265	x	x	30	325	55	235	x	35	**1,840**	60	x	x	70	20	**155**
Japan	70	45	130	15	x	x	340	80	345	30	25	**1,085**	80	15	10	95	265	**460**
Iran	305	60	20	x	x	20	100	265	295	x	15	**1,085**	x	x	x	155	30	**205**
Mexico	190	45	60	20	x	x	95	55	265	x	20	**760**	65	x	x	65	x	**155**
Nigeria	15	x	15	x	x	25	x	135	110	x		**310**	20	x	25	80	70	**195**
Taiwan	120	20	40	x		30	45	80	200	x	50	**600**	30		x	40	15	**85**
Bangladesh	45	15	x		x	x	15	115	160	x	x	**375**	x	x	25	35	35	**105**
Germany	15	45	x	x	x	25	x	45	215	x	x	**360**	10	x	10	125	135	**285**
Philippines	65	15	35	x	x	30	55	25	90	10	30	**365**	15	15	10	10	x	**55**
Hong Kong								310	330			**640**						
Indonesia	35	10	45	15	x	x	45	140	260	x	x	**565**	x	x	x	x	x	**20**
United Kingdom	35	10	x	x	15	x	x	60	295	x	x	**450**	x	x		50	x	**70**
Turkey	50	20	25	x		x	25	70	210	x	x	**425**	x	x	x	30	x	**50**
Pakistan	15	x	x	x		15	x	165	125	x	x	**355**	x	x	x	35	x	**50**
Russian Federation	40	35	30	x		x	15	95	100	x		**320**	x		x	15	x	**30**
France	x	x	x	x	x	x	x	65	200			**290**	x			50	15	**70**
Malaysia	10	x	x	x		x	x	75	210			**315**	x		x	20	x	**25**
Colombia	70	x	50	x	x	x	25	30	85	x	x	**285**	x	x	x	15	x	**35**
Thailand	35	15	25	x		x	15	20	115	x	15	**240**	x	x	x	40	x	**50**
Singapore	x	x	x	x	x	x	x	35	220			**265**	x			20	x	**25**
Other Countries	455	155	250	95	150	105	250	830	2,280	120	95	**4,775**	90	25	70	645	250	**1,075**
Grand Total	**6,025**	**2,895**	**4,615**	**575**	**390**	**4,965**	**7,145**	**8,030**	**15,865**	**2,350**	**1,615**	**53,715**	**2,085**	**570**	**835**	**4,375**	**2,560**	**10,305**

	TOK Thompson-Okanagan-Kootenay							CNO Cariboo-North				
	COTR	NVIT	OKAN	SEL	TRU	UBCO	Total	CMTN	CNC	NLC	UNBC	Total
India	385	x	1,020	580	2,460	245	**4,660**	265	1,470	605	75	**2,410**
China	20		135	555	1,850	545	**2,945**		45	x	110	**155**
United States	x		20	15	90	100	**230**		x		40	**40**
Vietnam	x		40	20	95	20	**185**		20	20	x	**45**
Korea, South	x	x	30	35	55	35	**160**	x	60	x	20	**90**
Brazil	15		35	15	40	30	**135**		x		x	**10**
Japan	80		230	70	105	40	**525**		x	30	x	**40**
Iran	x		x	x	20	80	**105**		x		25	**25**
Mexico	x		30	x	60	35	**135**		20		x	**25**
Nigeria	x		x	x	190	35	**240**	x	20	x	40	**70**
Taiwan	x		x	x	35	40	**90**		x	x	x	**x**
Bangladesh		x	x	x	180	50	**240**			x	x	**x**
Germany	x		x	x	25	15	**55**	x	x		10	**15**
Philippines	x		65	70	60	15	**210**	x	40	15	x	**60**
Hong Kong						45	**45**					
Indonesia			x	x	x	25	**35**					
United Kingdom	x		x	15	20	25	**80**	x	x	x	x	**x**
Turkey			x		10	20	**35**				x	**x**
Pakistan	x		x		30	30	**70**		x		x	**x**
Russian Federation			x	x	75	15	**95**				x	**x**
France					15	15	**30**	x		x	x	**10**
Malaysia			x		x	30	**45**				x	**x**
Colombia			x	x	15	x	**25**		x	x	x	**x**
Thailand	x		x		15	20	**40**		x		x	**x**
Singapore					x	20	**25**		x		x	**x**
Other Countries	65		235	50	945	345	**1,630**	x	50	20	80	**150**
Grand Total	**625**	**10**	**1,910**	**1,455**	**6,395**	**1,885**	**12,045**	**280**	**1,755**	**715**	**455**	**3,195**

Notes: *(1) Students may enrol in more than one institution or institution type and are counted in each, but only once in the totals. (2) All headcounts, subtotals and totals are rounded to the nearest 5. (3) Headcounts below 10 are masked with x.*