

# STP RESEARCH RESULTS

Student Mobility in the  
B.C. Public Post-Secondary System

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# Executive Summary

## About this Research

This report features selected research findings on student mobility in the B.C. public post-secondary system, using data from the most recent annual STP submission from Fall of 2020. All B.C. post-secondary registrants in B.C.'s 25 public post-secondary institutions from 2002/2003 to Fall 2020 are included. This study was conducted by the Student Transitions Project (STP), a collaborative research partnership involving B.C.'s education and advanced education ministries and post-secondary institutions.

There are two parts to this report. **Part I** focuses on results from the legacy year-over-year student mobility model that the STP has continues to expand and analyze biennially. **Part II**, beginning on [page 33](#), provides a sample of findings from a new cohort-based longitudinal mobility model, currently being developed by the STP to augment our understanding of student mobility among selected student cohorts over a multi-year period.

For readers who may be seeking information on the impact of the worldwide COVID-19 pandemic on student mobility in B.C., please see inset box on [page 6](#), *Impact of COVID-19 Pandemic on Student Mobility*.

## Quick Facts

### Part I: Legacy Year-Over-Year Student Mobility Model

**What is Student Mobility?** Student mobility is the sequential or simultaneous enrollment of academic credit registrants in multiple B.C. public post-secondary institutions. [[Page 12](#)]

**How does the STP measure student mobility?** The STP looks at all academic credit registrants in a single registration year and quantifies the proportion of these registrants who switched institutions, relative to their last registration period. [[Page 14](#)]

**What is the student mobility rate?** In the most recent registration year, 2019/2020, there were approximately 345,400 academic credit

## About the STP

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

### STP Steering Committee Members

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

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

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

*Leila Hazemi*, Director, Research and Analytics, Ministry of Advanced Education and Skills Training.

*Gordon Stickney*, Director, Institutional Research and Planning, Camosun College.

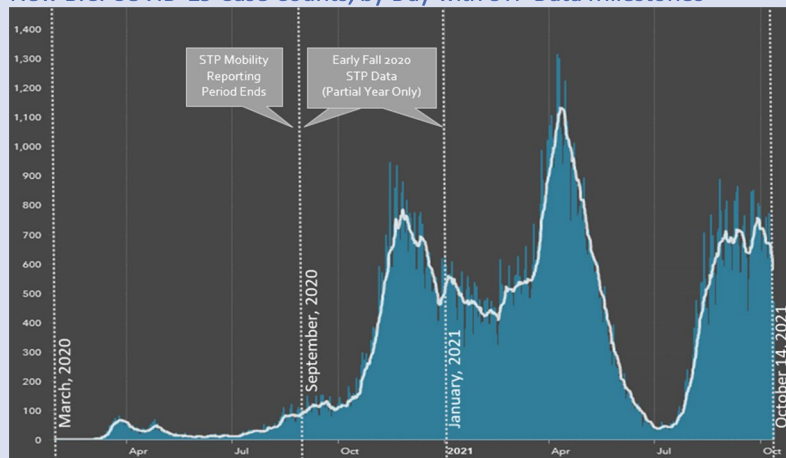
## Impact of COVID-19 Pandemic on Student Mobility

The COVID-19 pandemic, declared on March 11, 2020, has had numerous effects on the lives of people around the world, including B.C. students who switched to on-line learning in March for the remainder of the 2019/2020 academic year. This safer mode of education delivery in B.C. public post-secondary institutions continued throughout the academic year of 2020/2021.

As the population becomes increasingly vaccinated against the disease, the majority of post-secondary learning returned to the traditional on-campus classroom environment in the Fall of 2021, but what was the impact on student mobility throughout this tumultuous time?

Due to the data collection cycle and analysis of student mobility over academic year time periods, this mobility analysis is too early to provide much of an impact assessment of the pandemic. This year's mobility analysis includes registrants up to the end of academic year 2019/2020, just when the COVID-19 pandemic in B.C. was entering its second wave.

### New B.C. COVID-19 Case Counts, by Day with STP Data Milestones



Source: BC CDC Dashboard

The STP expects to provide a more thorough assessment of the pandemic's effect on student mobility in the next biennial mobility analysis from STP2022 data, with a report released in the Fall of 2023.

registrants, of which 55,737 enrolled in a different institution from their previous registration period. These mobile students represent 16.1% of academic credit registrants and this is the student mobility rate for 2019/2020. [Page 14]

**Which pathways did mobile students take into their current institution of registration?** Students may take multiple pathways between multiple institutions. Among the 55,737 mobile students in 2019/2020, 11% of the 16.1% mobility rate was comprised of students switching institutions after last registering in 2018/2019. The remaining mobile students switched institutions after a stopout period of non-registration. Among all mobile students, the more common type of mobility is to switch to a new institution for the first time, rather than returning to an institution previously attended. [Page 15]

### What are the stopout patterns among mobile and continuing students?

Students in 2019/2020 who continued at the same institution where they last enrolled were least likely to stop out for a year or more (9%), compared to returning mobile students (19%) and movers (43%). [Page 16]

**Which pathways did students take in or out of their institution of registration?** By focusing on a single registration year, the STP provides a Student Pathways Diagram for each institution, region and sector, as well as the B.C. public post-secondary system. These diagrams provide information on the pathways of student inflows from preceding years and outflows into the subsequent year. [Page 17]

## Special Thanks

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



## For More Information

A wealth of additional information is also available to post-secondary institutions seeking more detailed information on student mobility in their sector, region or institution.



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

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

**What are the trends in student mobility?** The student mobility rate (16.1%) continues to decline in B.C. The growth in the number of mobile students has not kept pace with the growth in the total number of academic credit registrants over the last decade; however, a recent drop in academic credit registrants has also led to a decline in the number of mobile students in 2019/2020. Overall, the declining mobility rate is consistent with the fact that students have more opportunities to complete a Bachelor's degree in institutions that traditionally did not offer degrees. New degree opportunities in B.C. colleges and institutes have reduced the need for students to switch institutions to complete a Bachelor's degree in B.C. [Page 18]

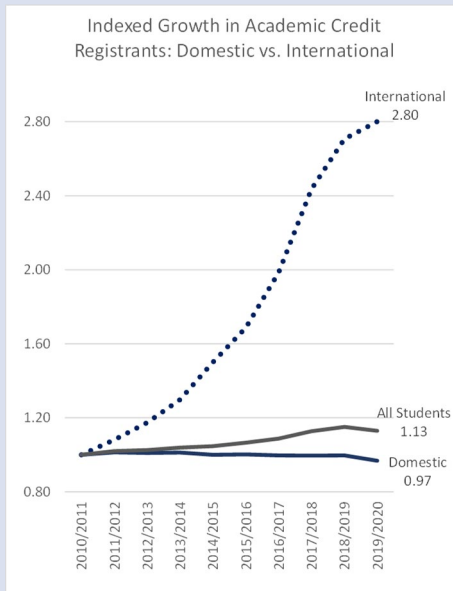
**What are the stopout trends among continuing and mobile students?** Among *continuing* students, a relatively small proportion (10%) typically continued after a stopout period, since the majority (90%) continue without a stopout. Students *returning* to an institution they previously attended, after attending another institution for an intervening period, are half as likely (20%) as *movers* (43%) to have a stopout period. [Page 19]

- **Where do students enrol for a Bachelor's degree in B.C.? What are the trends?** The majority (69.8%) of Bachelor's degree seekers in B.C. continue to enroll in RIUs, with smaller shares enrolling in TIUs (22.4%), college's (5.6%) and institutes (.5%). The overall growth in students seeking a Bachelor's degree in B.C. (+19%) has been more significant in B.C. colleges (+43%) than RIU's (+19%), TIUs (+16%) and institutes (+6%). [Page 20]

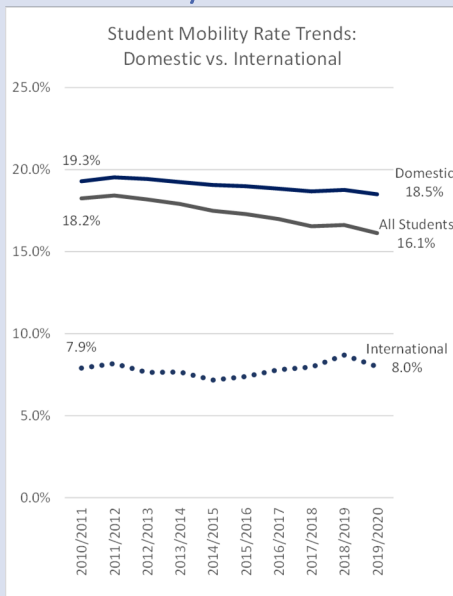
**Due to growth in Bachelor's degree opportunities in B.C. colleges and TIU's, what is the impact on student mobility?** By examining the changing volume of mobile students in any credential category at a college or TIU who subsequently moved into a Bachelor's degree, it is evident that students are more inclined to remain in the college or TIU to complete their Bachelor's degree, rather than switching to an RIU. [Page 21]

**How has the growth in international students affected the student mobility rate?** International students are significantly less mobile than domestic students, with mobility rates about half that of domestic students (8.0% versus 18.5%). As international students increasingly represent a growing share of total post-secondary enrollment in B.C., this is putting downward pressure on the overall student mobility rate. [Page 22]

## International Student Growth



## International Student Mobility Rate Trends



**Who are the mobile students?** A typical mobile student in B.C. is a domestic female student who received a credential before switching institutions. Students who were last registered in Arts and Sciences, Health, or Human and Social Services programs are more likely to be mobile students than students in Business and Management or Engineering. Student mobility rates for various sub-populations are provided in this report. [\[Page 23\]](#)

**How many students moved between different institution types in B.C.?** Among all 55,700 mobile students who switched institutions in 2019/2020, the vast majority, or about 44,000 students switched from one institution type to another. The two most popular routes are: (1) from colleges to research-intensive universities (6,200 students), and (2) from colleges to institutes (5,500 students). [\[Page 24\]](#)

**How many students moved between regions in B.C.?** Among all 55,700 mobile students who switched institutions in 2019/2020, approximately 22,400 students switched from one region of B.C. to another. The majority of mobile students (60%) do not switch regions when they register, with the largest group of mobile students switching institutions entirely within the Mainland/Southwest region. [\[Page 25\]](#)

**Among mobile students, how significant are the inter-relationships between the regions and institution types?** The inter-relationships between institution types are relatively balanced because the volume of inflows and outflows of students moving between them are roughly equal. This is unlike the inter-relationship between regions because very little student mobility occurs between each of the regions, with the exception of significant student inflows and outflows to the Mainland/Southwest region. The majority of student mobility occurs entirely within the Mainland/Southwest region of B.C. [\[Page 26\]](#)

**What are the trends in mobile students between institution types and between regions?** Over the last decade, a declining trend is evident in students moving between colleges (-26%), with an increasing trend in students moving between TIUs (+21%). Fewer students are moving from TIUs (-21%) and from RIUs (-25%) to colleges. As enrollments decline in the Cariboo-North region, there are fewer students moving between institutions within or from the Cariboo-North region. Student mobility continues to grow within, and into and out of the Thompson-Okanagan-Kootenays region. [\[Page 27\]](#)



What are the trends in mobile student inflows and outflows by institution type? Colleges and TIUs have an annual net outflow of mobile students of roughly 4,600 and 2,100 students respectively. By comparison, RIUs and institutes generally have an annual net inflow of mobile students from other institutions.

[Page 28]

What proportion of student mobility occurs between institutions within the region? Among the 36,424 mobile students who did not stop out before switching institutions, 39% switched to an institution in a different region, whereas 61% switched to another institution within the same region. Most of this student mobility, from one year to the next, occurred within the Mainland/Southwest region. [Page 29]

What proportion of student mobility occurs between institutions within the same institution type? Among the 36,424 mobile students who switched institutions without stopping out, 21% enrolled in another institution with the same institution type. The more dominant pathway of roughly 29,000 mobile students is to move from one sector to another when they switch institutions. [Page 30]

How many students moved between each pair of B.C. public post-secondary institutions in 2019/2020? In aggregate, nearly every pair of institutions in the province has some student mobility between them, as evidenced by 55,737 students moving between 98% of the 650 distinct institution pairs in 2019/2020. About one-third of these pathways involved the movement of ten or fewer students between institution pairs. [Page 31]]

## Definitions

**Student mobility** is the movement of students (specifically registrants in post-secondary credit courses) from one B.C. public post-secondary institution to another.

Students take a variety of routes or **pathways** between institutions over time. When a student switches institutions, the student takes a **mobile student pathway**, otherwise a non-mobile pathway.

The **student mobility rate** is the proportion of students who took a mobile pathway to their registration in the year, expressed as a percentage of all students registered in the year.

**Mobile Student Pathways:** Depending on the timing and type of mobility, four different mobile pathways are possible.

- a) **Move** – Switch institutions by moving to an institution never previously attended.
- b) **Stopout Move** – Switch institutions by moving to an institution never previously attended, but after a stopout period of non-registration.
- c) **Return** – Switch institutions by returning to an institution previously attended, but not the most recently attended institution.
- d) **Stopout Return** - Switch institutions by returning to an institution previously attended, but after a stopout period of non-registration.

**Non-Mobile Student Pathways:** When students do not switch institutions, there are four other pathways they might have taken (or will take in the future).

- a) **New to STP** – New student to the STP with no previous record of registration (back to 2002/03) in any institution in the B.C. public post-secondary system.
- b) **Exit STP** – Left the B.C. public post-secondary system. There are no further record(s) of registration in the B.C. public post-secondary education system beyond the end of the end of the reporting period.
- c) **Continue** – Continue registration at the institution last attended in the previous time period.
- d) **Stopout Continue** – Continue at the institution last attended, but after a stopout period of non-registration. No other institutions were attended in the intervening period.

How many students follow the traditional transfer route from a B.C. college to research-intensive university? Less than 10% of the total volume of mobile students (or 5,050 students) is attributed to students following the traditional transfer pathway to a B.C. research-intensive university, with a minimum of 24 credits, and a basis of admission of B.C. college or B.C. Associate Degree. Roughly half of these students (48%) enrolled at SFU, 21% at UBCV, and 21% at UVic. [Page 32]

What are the source institution types of traditional transfer students to RIUs? What are the trends? Among the 5,050 traditional transfer students in 2019/2020, more than half (53%) transferred from B.C. colleges and this is similar to the proportion from ten years ago (56%). The share of traditional transfer students entering RIUs from TIUs has declined from 25% to 18%. B.C. private institutions are not included in the STP mobility analysis; however, 31% of traditional transfer students likely transferred to RIUs from B.C. private institutions, as deduced from each student's B.C. basis of admission category and lack of a previous STP registration record from a B.C. public post-secondary institution. [Page 33]

## Part II: Longitudinal Cohort Mobility Model

How is the STP responding to questions about longitudinal student mobility for selected cohorts over multiple years? The STP has begun to explore and develop a cohort-based longitudinal student mobility model. Such a model allows the STP to provide a broader understanding of student mobility and registration patterns over a student's education career, from admission to an institution or program, through to exit, or credential completion. [Page 35]

What is the new Longitudinal Mobility Cohort (LMC) model and how does it work? The LMC model explores student mobility patterns and education pathways of user-defined cohorts of students, either new students, registered students or credential completers. Beginning with a broadly or narrowly defined cohort, based on student and program characteristics, a variety of research questions can be answered by looking at the preceding, current or subsequent education pathways and activities of the cohort. This report provides some same research questions to demonstrate the potential of this new model. [Page 36]



**Among Fall 2015/2016 Bachelor's degree entrants, how many were retained in their entry institution vs the B.C. System?** The difference between the proportion of students retained in their entry institution, compared to the larger proportion retained in the B.C. system provides a measure of student mobility, specifically the proportion who switch institutions. Results show that the share of mobile students among the 2015/2016 cohort of Bachelor's degree entrants grows over time, increasing from 6% of entrants after their first year, 9% after two years, 11% after three years, 12% after four years and 11% after five years. [Page 37]

**What proportion of Fall 2019 registrants attended more than one institution simultaneously?** In the Fall of 2019, a total of 6,535 students were simultaneously enrolled in multiple institutions, representing roughly 2% of all 330,031 distinct students registered in the term. The two most common registration combinations, at 20% each, were college/TIU (1,281 students) and RIU/TIU (1,259 students). [Page 38]

**Among Fall 2019 registrants attending more than one institution, in which institutions did students enrol simultaneously?** Among 6,432 students enrolled simultaneously in two institutions, the students were registered in a total of 237 distinct pairs of institutions at the same time, with Thompson Rivers University (TRU) playing a significant role in many of these institution pairs. The data reveals that 12.9% of students registered at TRU

in Fall of 2019 were also enrolled in at least one other institution at the same time. By comparison, 1.5% of students registered at SFU in Fall of 2019 were also enrolled in one or more additional institutions at the same time. [Page 39]

**How many B.C. public post-secondary institutions do students attend to earn a Bachelor's degree in B.C.?** The majority (57%) of Bachelor's degree completers of 2019/2020 attended one B.C. public post-secondary institution throughout their degree program (up from 46% of 2012/2013 Bachelor's recipients); 29% attended two institutions, 10% attended three and 4% attended four or more institutions. On average, Bachelor's completers attended 1.6 institutions in the B.C. public post-secondary system throughout their degree program. [Page 40-41]

**Among Bachelor's degree completers of 2015/2016 from B.C. RIUs, what proportion subsequently enrolled at BCIT?** Among 17,348 Bachelor's degree completers of 2015/2016 from SFU, UBCO, UBCV, UNBC and UVIC, 7.3% (or 1,268 students) subsequently enrolled at BCIT over the next five years. These students primarily enrolled in Health (39%), Engineering (27%) and Business (22%) programs at BCIT, in pursuit of General Studies courses (61%), Diplomas (17%), Advanced Certificates (14%), Bachelor's degrees (10%) and Certificates (9%). By the Fall of 2020, 442 of these BCIT registrants completed a BCIT credential, primarily Diplomas, Advanced Certificates, Certificates and Diplomas in Health, Engineering and Business. [Page 42]

# Introduction

## ○ What is Student Mobility?

Students take a variety of different routes through B.C.'s education system as they navigate their way through courses, programs and institutions to achieve their education goals. Students each have their own reasons for following their different education pathways, whether planned or unplanned. As a result, students frequently attend multiple institutions throughout their education career, both sequentially and simultaneously. **Student mobility** is the sequential or simultaneous enrollment of academic credit registrants in multiple B.C. public post-secondary institutions.



Photo by Chang Duong, [https://unsplash.com/photos/KrflD\\_ZQxWs](https://unsplash.com/photos/KrflD_ZQxWs)

This report from the Student Transitions Project (STP) summarizes the latest student mobility research from the STP2020 data set, including post-secondary registrants in academic years 2002/2003 to 2019/2020, plus registrants in Fall 2020.<sup>1</sup> These STP research results focus on recurring and consistent trends and any significant changes. Additional background and context pertaining to overall post-secondary enrolment trends are also integrated throughout this report (see **Research Results Legend**). This report is available on the [STP website](#)<sup>2</sup>.

There are two parts to this report, with Part I focusing on the legacy year-over-year student mobility model and Part II, beginning on [page 32](#) summarizing a sample of new findings from a cohort-based longitudinal mobility model.

For readers who may be seeking information on the impact of the worldwide COVID-19 pandemic on student mobility in B.C., please see inset box on [page 6](#), *Impact of COVID-19 Pandemic on Student Mobility*.

### Research Results Legend

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

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

<sup>1</sup> The STP now has eighteen complete years of B.C. public post-secondary enrolments for 2002/2003 to 2019/2020 registrants, plus the partial 2020/2021 academic year (Fall 2020 only). Student mobility studies focus on student movement in each full academic year, thus the STP data for the partial 2020/2021 academic year (Fall 2020 only) is not given much consideration in this report. Post-secondary enrollments outside of B.C. or in B.C. private institutions are excluded.

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

Part I:  
Legacy Year-Over-Year  
Mobility Model

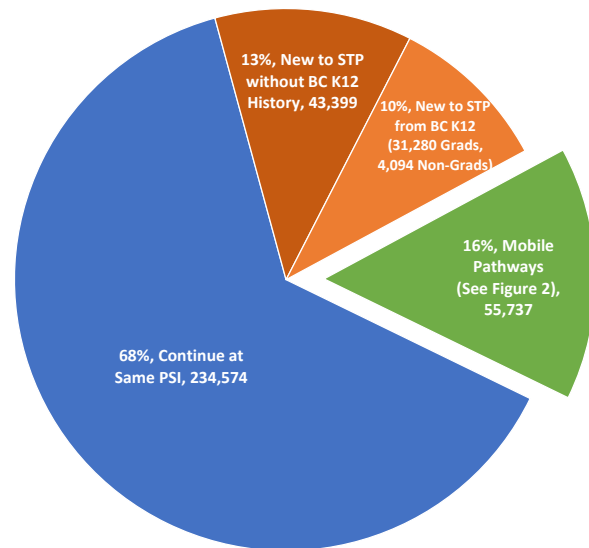


## ○ How does the STP measure student mobility? What is the student mobility rate?

The STP looks at all academic credit registrants in a single registration year and quantifies the proportion of these registrants who switched institutions, relative to their last registration period. In the most recent registration year, 2019/2020, there were approximately 345,400 academic credit registrants, of which 55,737 enrolled in a different institution from their previous registration period. These mobile students represent 16.1% of academic credit registrants and this is the **student mobility rate** for 2017/2018.

The majority of students (68%) continued in 2019/2020 at the same institution where they last registered. The share of continuing registrants is up three percentage points, from 65% in 2017/2018, when the STP last conducted a student mobility analysis. The balance of the registrants in the year are comprised of new students, with 10% coming from B.C. secondary schools and 13% with no record of B.C. secondary school attendance (see [Figure 1](#)).

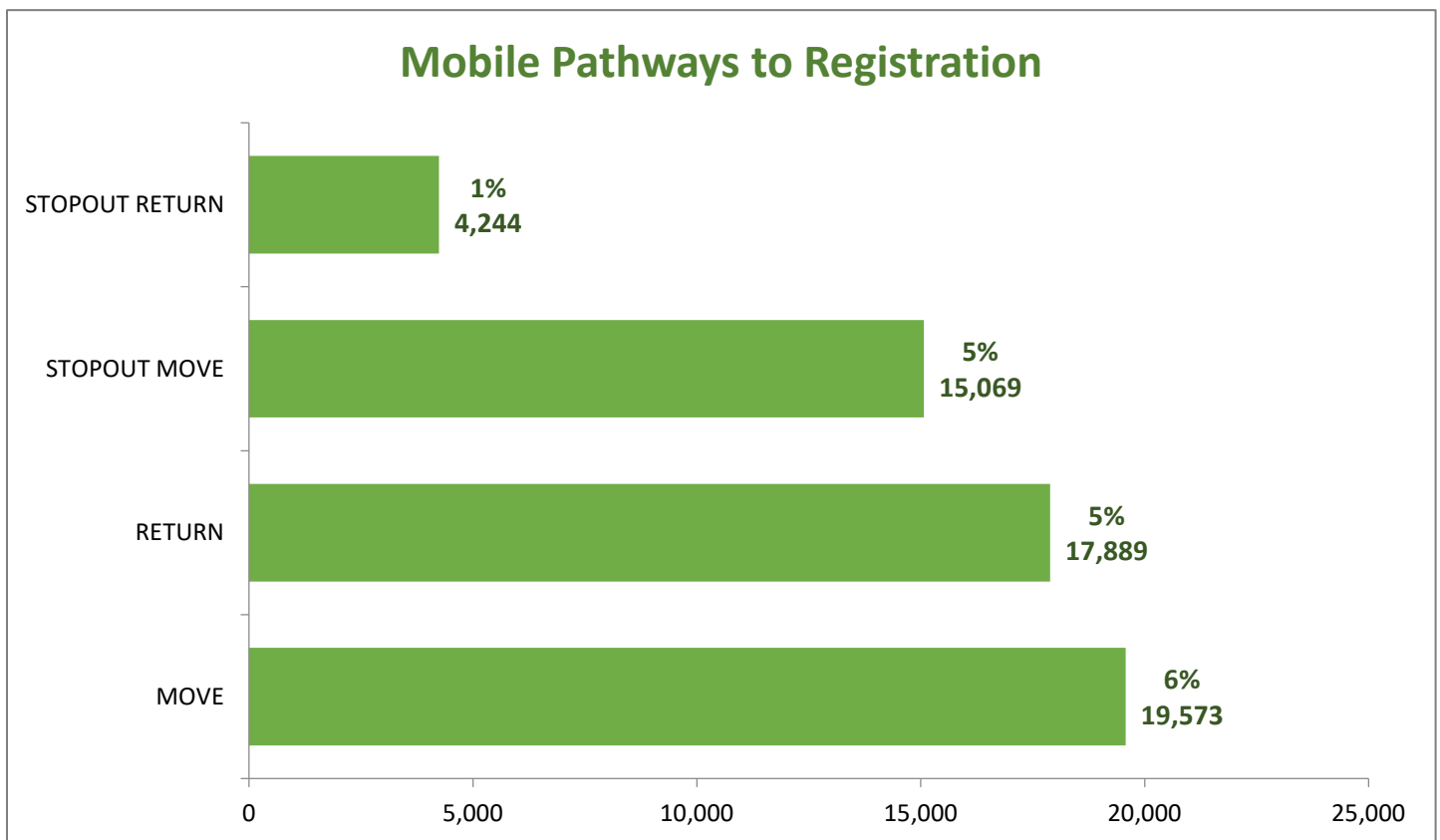
**FIGURE 1: STUDENT MOBILITY RATE (2019/2020)**



## ☑ Which pathways did mobile students take into their current institution of registration?

By taking a closer look at the 55,737 mobile students of 2019/2020, it is possible to identify whether the student switched institutions after last registering in 2018/2019 (11%), or switched institutions after a stopout period of non-registration (6%). The STP can also identify whether the student took the most common pathway of 'moving' (11%) to a new/different institution for the first time, or if they took the less common pathway of 'returning' (6%) to an institution they had attended in the past (but not most recently). The most common mobile pathway taken by 19,573 students was a direct move to a new institution without a stopout period (6%). See [Figure 2](#) for a breakdown of the 16% mobile students, bearing in mind that mobile students may be counted in multiple categories if they switched institutions multiple times, either sequentially in the year or simultaneously in a single term.

**FIGURE 2: MOBILE PATHWAYS TO REGISTRATION (2019/2020)**



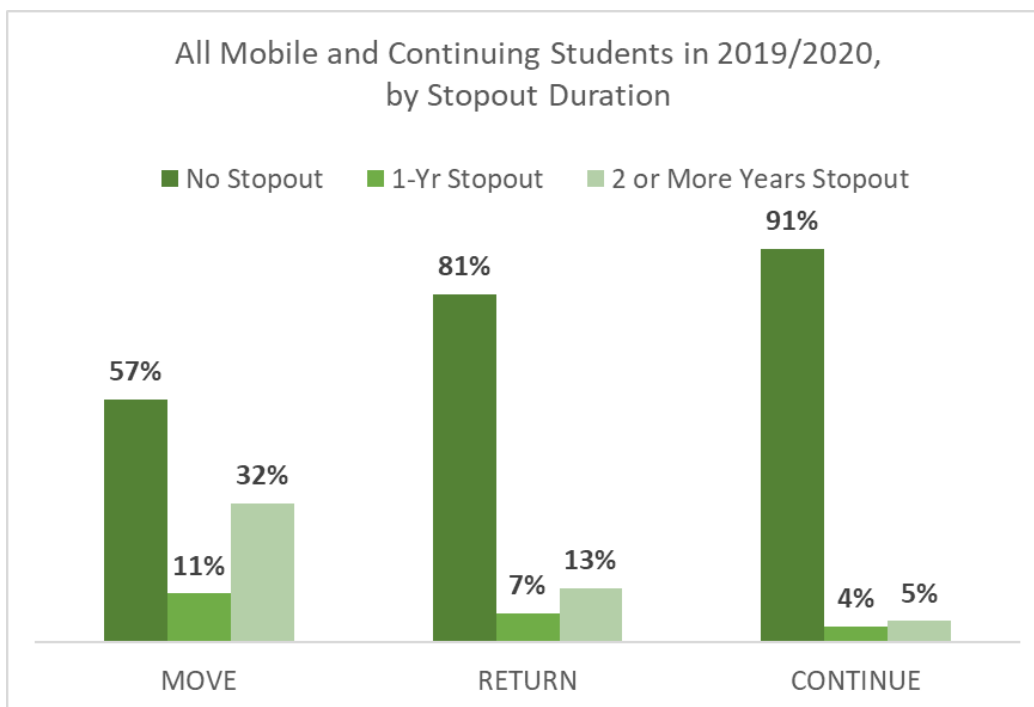
## ○ What are the stopout patterns among mobile and continuing students?

As previously shown in [Figure 2](#), students may take some time off from their studies in the B.C. public post-secondary system for a year or more before continuing at the same institution, or moving to a new institution, or returning to the same institution after attending another. Students in 2019/2020 who **continued** at the same institution where they last enrolled were least likely to stop out for a year or more (9%), compared to **returning** mobile students (19%) and **movers** (43%).

The stopout duration for different types of mobile students<sup>3</sup> is summarized in [Figure 3](#).

- **Movers:** 57% of the 34,600 students who moved to a new institution in 2019/2020 did so immediately after the previous year, without a stopout period of non-registration; 11% of movers stopped out for a year, while nearly triple (32%) stopped out for two or more years before switching institutions.
- **Returns:** 81% of the 22,100 students who returned to an institution in 2019/2020, after previously attending some other institution in the intervening period, returned immediately without a stopout period of non-registration in the B.C. public post-secondary system. Roughly twice as many returners stopped out for two or more years (13%) than those who returned after one year (7%).
- **Continuers:** The majority, or roughly 235,000 students continued in 2019/2020 at the same institution they last attended, with 91% of these continuers doing so without a stopout period between registrations.
- **Average Stopout Duration:** Exclusively among those students who stopped out, continuing stopouts had the shortest stopout duration of roughly three years, whereas stopout returns had slightly less time away before returning (3.5 years), compared to stopout moves (4.5 years) before switching institutions.

**FIGURE 3: STOPOUT DURATION, BY MOBILE PATHWAY TO REGISTRATION IN 2019/2020**



<sup>3</sup> Mobile pathways are combined: MOVE + STOPOUT MOVE; RETURN + STOPOUT RETURN; CONTINUE + STOPOUT CONTINUE.

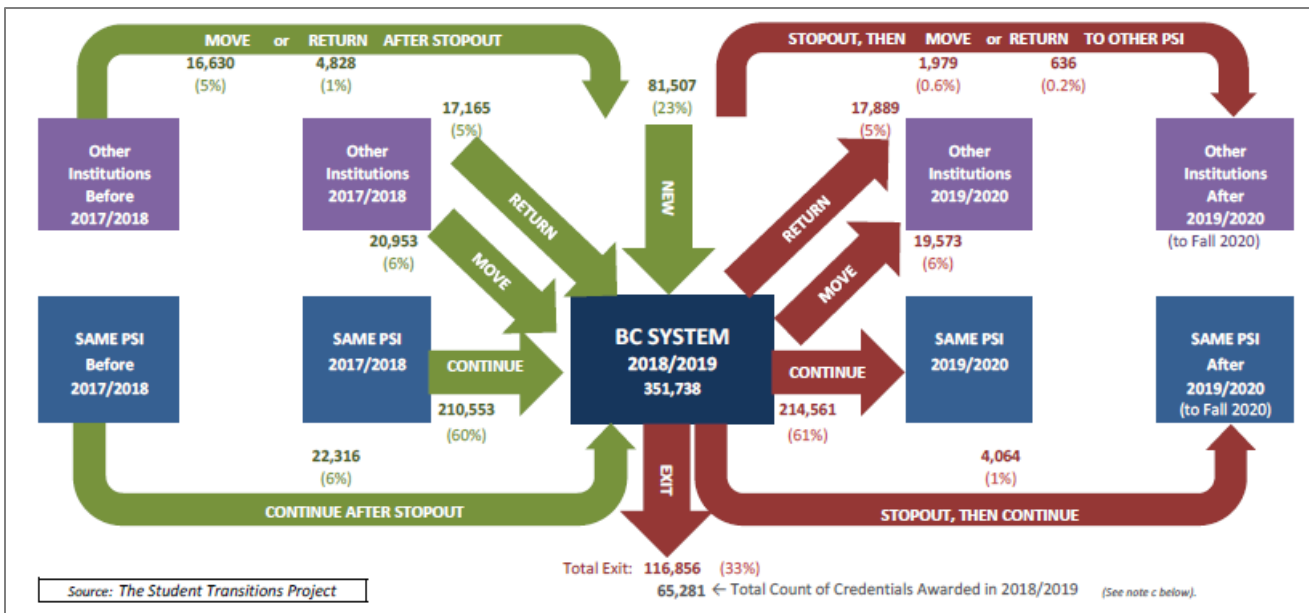


## Which pathways did students take into or out of their institution of registration?

The STP student mobility model helps us understand the numerous pathways that students take from one year to the next, as they navigate through B.C.’s public post-secondary system. Students may enter the post-secondary system for the first time; or they may continue at the same institution where they last registered; some will switch institutions; others may exit the system, with or without a credential. While the majority of students continue to enrol in the same institution where they last registered, the various other pathways that students take are depicted in **Figure 4**<sup>4</sup>:

- The focus of the diagram is the population of academic credit registrants in 2018/2019, with the source and pathways of student inflows from preceding years are shown on the left, and destination student outflows shown on the right.
- The central core of the diagram shows relatively balanced numbers of students flowing directly into and out of the B.C. public post-secondary system in 2018/2019 from the immediately preceding (2017/2018) and following (2019/2020) academic years.
- Reaching beyond the center of the diagram, from the far left to the far right, the student inflows and outflows cover a multi-year, but unbalanced, period of time. Up to fifteen years of inflows are shown on the far left (2002/2003 to 2016/2017), but only the Fall term is shown on the far right (Fall 2020). As a result, the number of inflowing stopout moves and stopout returns (16,630 and 4,828) are not balanced with an equal number of outflowing stopout moves and stopout returns (1,979 and 636).

**FIGURE 4: STUDENT PATHWAYS IN THE B.C. PUBLIC POST-SECONDARY EDUCATION SYSTEM**



<sup>4</sup> Student Pathways Diagrams are provided on the STP website for each institution, each region and each institution type at: [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/student\\_pathways\\_system\\_region\\_sector.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/student_pathways_system_region_sector.pdf)

## ◆ What are the trends in student mobility?

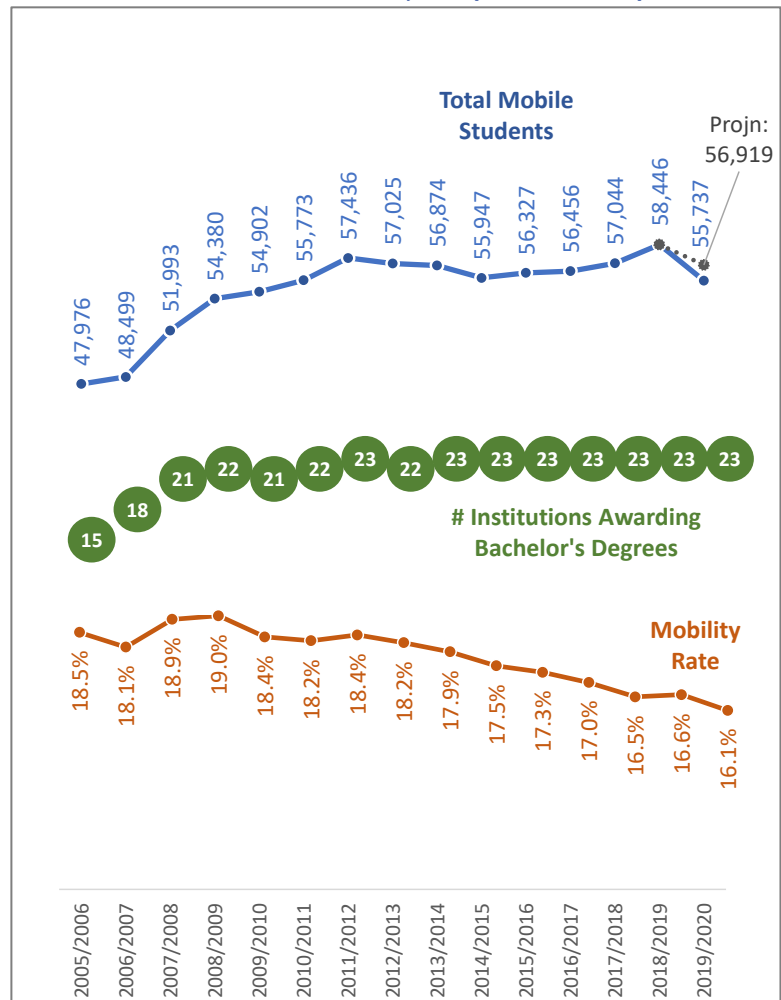
The **student mobility rate** (16.1%) is the proportion of all academic credit registrants in the year who followed a mobile pathway (i.e. switched from the institution where they last registered) to their current institution of registration in 2019/2020. Despite the slow growth in the number of mobile students over the last fifteen years, the mobility rate has continued to decline in B.C., from its highest measured level of 19.0% in 2008/2009, and this is primarily because the growth in academic credit registrants has exceeded the growth in mobile students. More recently, however, 2019/2020 shows a 4% to 5% drop in the number of mobile students, coincident with a 1.7% drop in the number of academic credit registrants.

Over the last decade, the number of mobile students has remained roughly in the range of 55,000 to 58,000 students, increasing by more than 6% over the ten year period, from 2009/2010 to 2018/2019; however, a drop in the number of mobile students is clearly evident 2019/2020.

The recent drop in the number mobile students is primarily attributed to the 1.9% decline in the number of academic credit registrants, from roughly 352,000 in 2018/2019 to 345,000 in 2019/2020. This has a direct impact on student mobility since this is the population from which all mobile students for this study are selected. Colleges and institutes experienced the largest decline in academic credit registrants (-6.4%). TIU's were less affected at -0.5%, while RIUs saw an increase in credit registrants (+1.5%).

Another consideration in the declining number of mobile students is the timing of STP data submissions and reporting cycles. The STP is able to project from historical trends that roughly 1,200 more mobile students in 2019/2020 will be identified when the mobility analysis is updated two years hence; however, this upward adjustment to 56,919 is still expected to result in a 4% to 5% drop in the number of mobile students in 2019/2020, relative to 2018/2019. See [Figure 5](#).

**FIGURE 5: STUDENT MOBILITY TRENDS, 2005/2006 TO 2019/2020**



Regardless of the recent drop in the number of credit registrants, the declining mobility rate over the long-run is consistent with the fact that students have more opportunities to complete a Bachelor's degree in institutions, such as B.C. colleges and institutes, that traditionally did not offer degrees.

## ◆ What are the stopout trends among continuing and mobile students?

Over the last decade, the number of continuing students has grown at roughly the same rate (+20%) as the number of academic credit registrants (+15%). Over the same time-period, the number of mobile students has declined slightly (-1%), but this is attributed to a decline in students who *moved* to a new institution (-4%), rather than the number who *returned* to a previously attended institution (+5%). The trends in the number of continuing and mobile students are shown in the **Figure 6**.

- In terms of stopout trends among *continuing* students over the last decade, those who continued at the same institution without a stopout period consistently represents 90% of continuing students, leaving 10% who stopped out for at least a year before continuing.
- Among *movers*, more than half (55% to 59% each year), switched institutions without a stopout period, while the proportion who stopped out for two or more years has gradually increased from 28% to 32% of all stopouts. Stopout movers are twice as likely to stopout for two or more years, rather than one.
- Students *returning* to an institution they previously attended, after attending another institution for an intervening period, are half as likely (20%) as movers (43%) to have a stopout period.
- The higher stopout propensity among movers versus returning students may suggest the following:
  - Students who return to an institution previously attended, after enrolling at another, likely planned this pathway and continued their education without delay.
  - Students who switch to a new institution may be doing so after changing their education plans or after completing a credential, thus taking some time off before launching a new or modified education pathway at a new institution.

**FIGURE 6: STOPOUT TRENDS BY MOBILE PATHWAY, 2010/2011 TO 2019/2020**

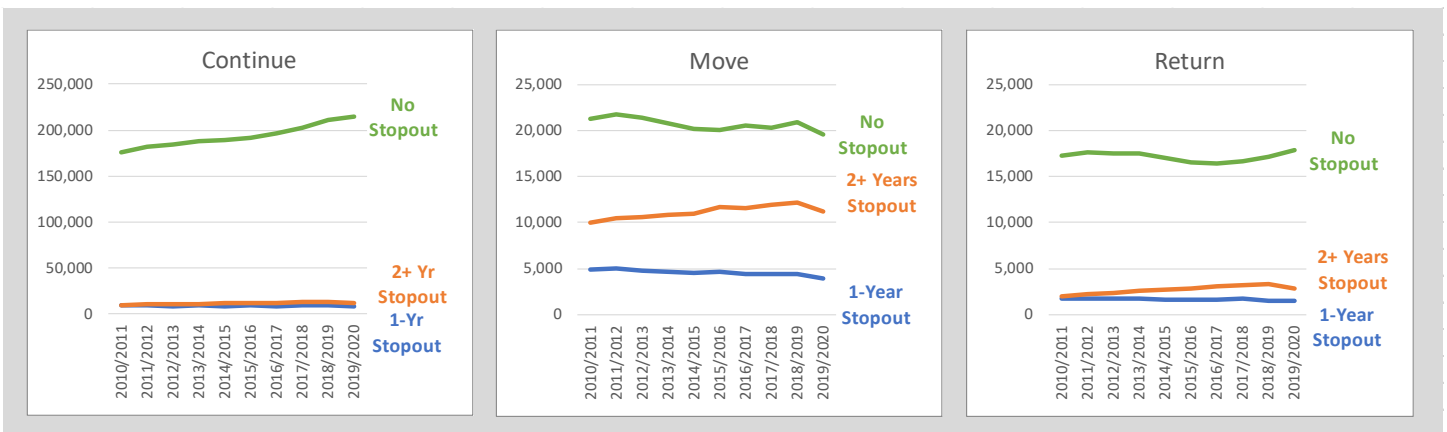


Figure 6 Note : The upward trend in continuing students without a stopout is roughly consistent with the growth in academic credit registrants over the period. The share of continuing students without a stopout has remained consistently at 90% to 91% of all continuing students over the period.

## ◆ Where do students enrol for a Bachelor’s degree in B.C.? What are the trends?

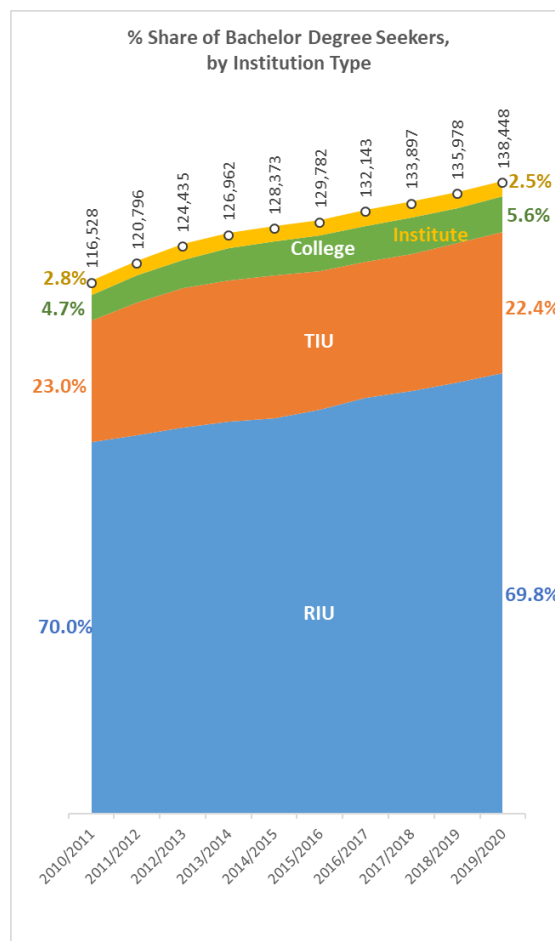
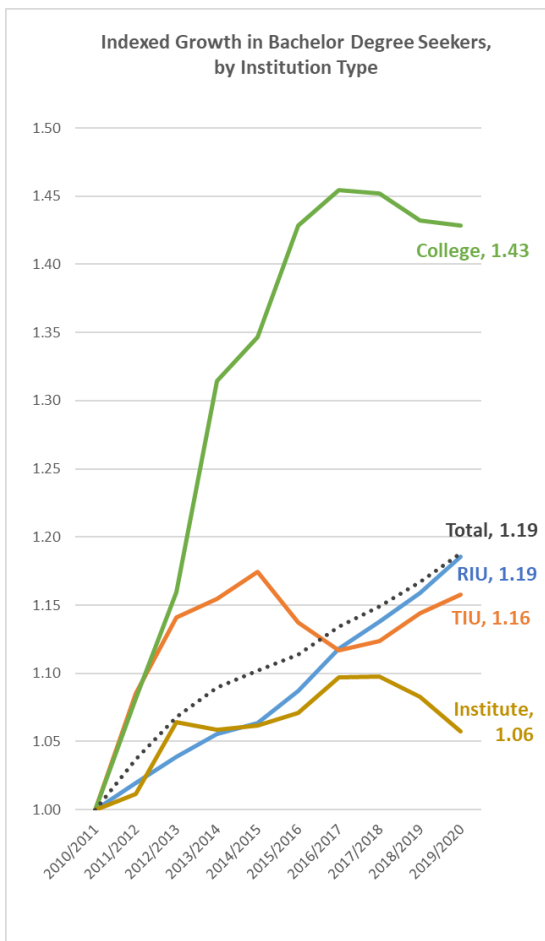
Since the introduction of the 2002 Degree Authorization Act, the province of B.C. has seen rapid growth in the number of institutions offering Bachelor’s degrees. This has resulted in a growing share of B.C.’s public post-secondary students enrolling in and earning a Bachelor’s degree. Where do they enrol? What is the growth rate over the last decade? What has shifted?

- **Where:** The majority (69.8%) of Bachelor’s degree seekers in B.C. continue to enroll in RIUs, with smaller shares enrolling in TIUs (22.4%), college’s (5.6%) and institutes (2.5%).
- **Growth rate:** The overall growth in students seeking a Bachelor’s degree in B.C. (+19%) has been more significant in B.C. colleges (+43%) than RIU’s (+19%), TIUs (+16%) and institutes (+6%). See **Figure 7A**.
- **Changing proportions:** The unequal growth rate in Bachelor’s degree registrants across B.C.’s institution types over the last decade has resulted in a slightly larger share of B.C.’s Bachelor degree seekers now enrolling in B.C. colleges, increasing from 4.7% to 5.6%. The proportion of students seeking a Bachelor’s degree in RIUs has leveled off at roughly 70% over the last decade, while the remaining institution types collectively contribute 30% of the province’s Bachelor degree seekers. See **Figure 7B**.

**FIGURE 7: GROWTH IN BACHELOR’S DEGREE SEEKERS IN B.C., BY INSTITUTION TYPE**

**(A) INDEXED GROWTH IN BACHELOR’S DEGREE SEEKERS**

**(B) CHANGE IN % SHARES OF BACHELOR DEGREE SEEKERS**

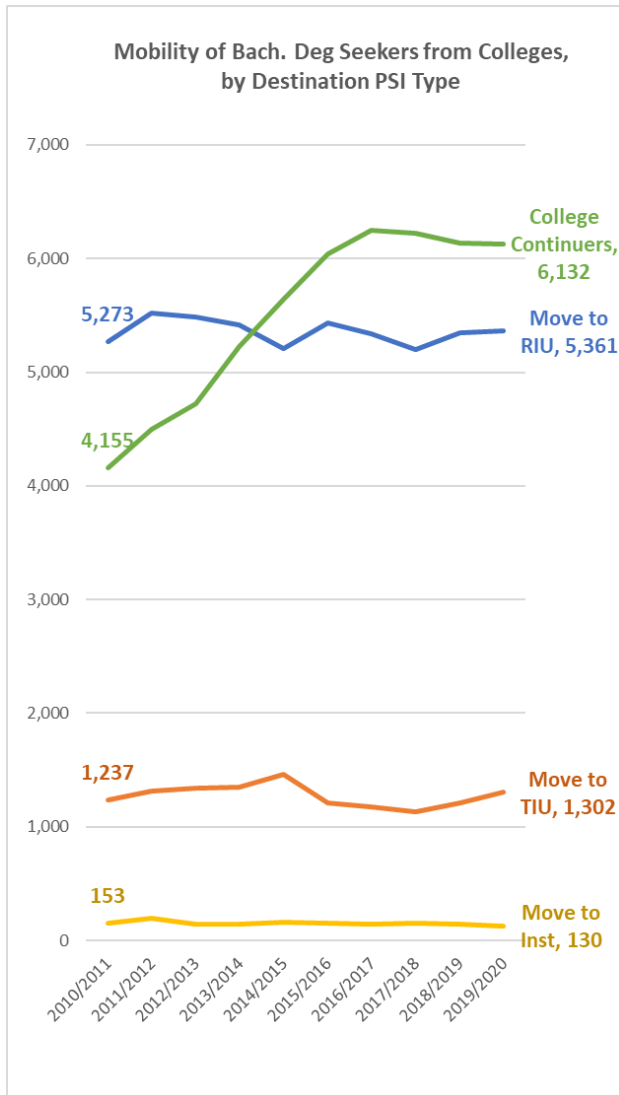


## ◆ Due to growth in Bachelor’s degree opportunities in B.C. colleges and TIU’s, what is the impact on student mobility?

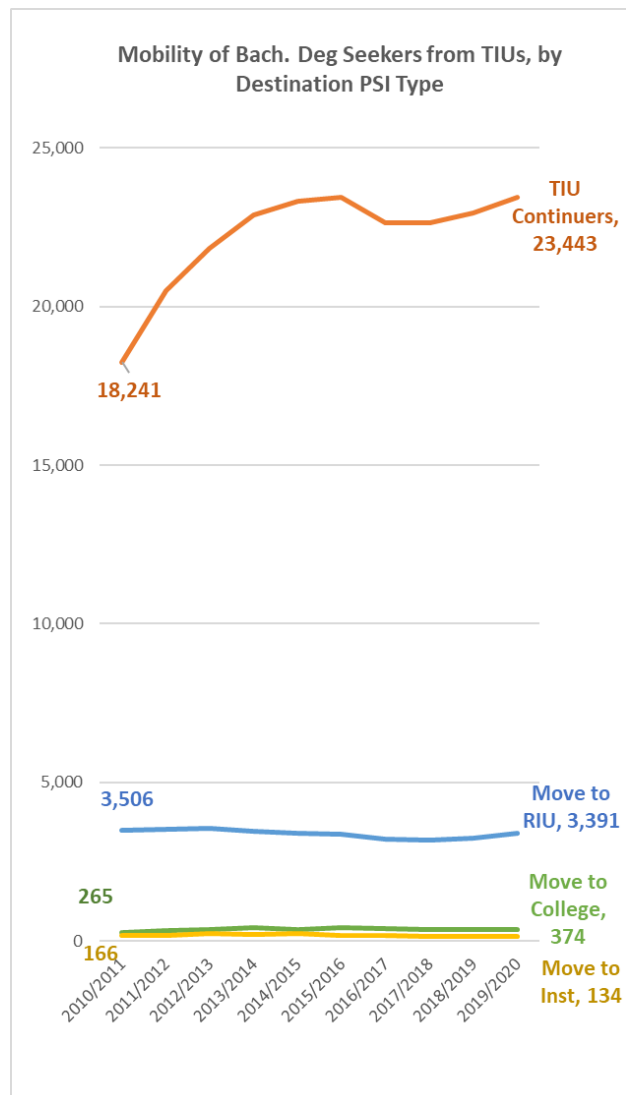
By examining the changing volume of mobile students in any credential category at a college or TIU who subsequently moved into a Bachelor’s degree, it is evident that students are more inclined to remain in the college or TIU to complete their Bachelor’s degree. The number of students moving from colleges and TIUs into other institution types to pursue a Bachelor’s degree program has remained relatively unchanged over the decade. See **Figure 8**.

**FIGURE 8: BACHELOR’S DEGREE GROWTH AND THE IMPACT ON STUDENT MOBILITY FROM:**

**(A) B.C. COLLEGES**



**(B) TEACHING-INTENSIVE UNIVERSITIES (TIUs)**



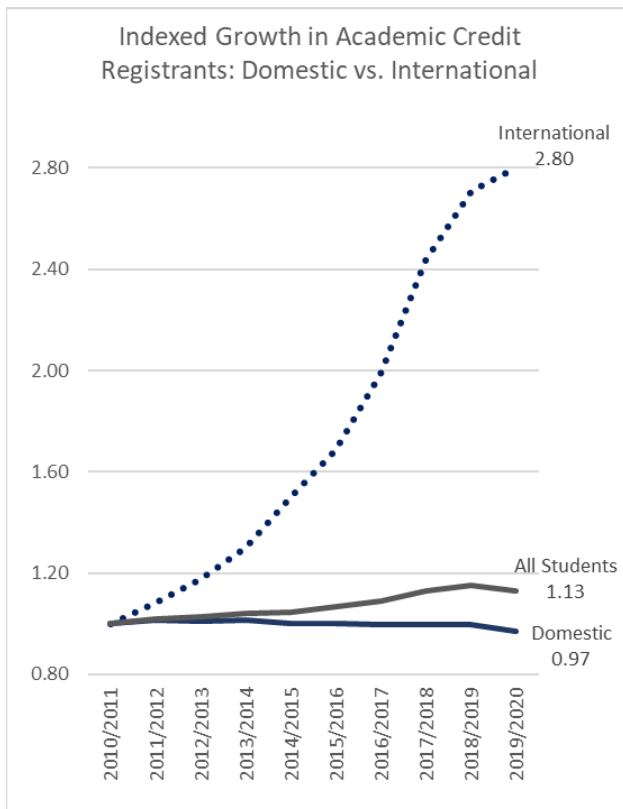
## ◆ How has the growth in international students affected the student mobility rate?

The B.C. public post-secondary system has seen significant growth in international student enrollments, such that roughly three times as many international students are registered in academic credits in 2019/2020, compared to ten years ago (see **Figure 9A**), while domestic students seeking academic credits has remained relatively unchanged. **International students**, defined in the inset box on the **next page**, are significantly less mobile than domestic students, with mobility rates of 8.0%, which is less than half that of domestic students (18.5%)<sup>5</sup>.

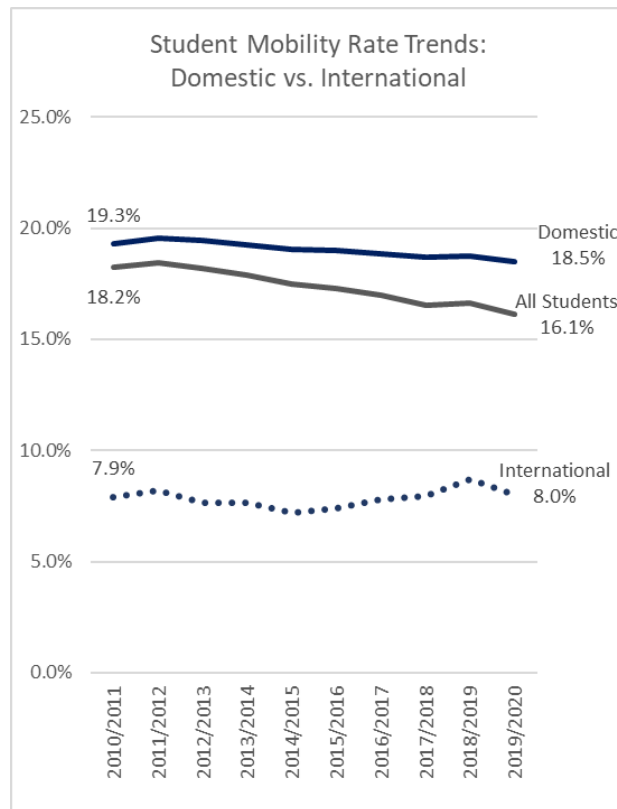
International students continue to represent a growing share of total post-secondary enrollment in B.C., with international students now representing nearly 20% of total headcount enrollment in the B.C. public post-secondary system, up significantly from about 11% ten years ago.<sup>6</sup> Since international students continue to have consistently lower student mobility rates than domestic students, the growth in international students continues to put downward pressure on the overall student mobility rate. At the same time, the mobility rates of both domestic and international students combined have declined from 18.2% to 16.1% over the last decade. See **Figure 9B**.

**FIGURE 9: TEN-YEAR TRENDS IN DOMESTIC VS. INTERNATIONAL STUDENTS**

**(A) GROWTH IN ACADEMIC CREDIT REGISTRANTS**



**(B) STUDENT MOBILITY RATE TRENDS**



<sup>5</sup> The mobility rates shown here are derived from all mobile students who last registered in a different institution in the preceding year or after one or more years of non-registration.

<sup>6</sup> Source: STP Enrollment Dashboard (STP2020).

# Who are the mobile students?

By comparing the distribution of mobile students to all registered students, it is evident that some students are more mobile than others. A typical mobile student in B.C. is a domestic female student who received a credential before switching institutions. Students who were last registered in Arts and Sciences, Health, or Human and Social Services programs are more likely to switch institutions than students in Business and Management or Engineering. Student mobility rates for various sub-populations are provided in [Figure 10](#).<sup>7</sup>

**FIGURE 10: STUDENT MOBILITY RATES OF STUDENTS CONTINUING IN THE B.C. SYSTEM FROM 2018/2019 TO 2019/2020, BY STUDENT GROUP**

Student Group	Mobile Students	Total Registrants	% Share of Mobile Stdnts	% Share of All Registrants	Student Mobility Rate
<b>Gender:</b>					
Female	20,901	125,191	57%	55%	16.7%
Male	15,547	103,066	43%	45%	15.1%
<b>Aboriginal Status:</b>					
Aboriginal	2,515	11,347	7%	5%	22.2%
Non-Aboriginal	33,909	217,077	93%	95%	15.6%
<b>Visa Status:</b>					
Domestic	30,611	177,600	84%	78%	17.2%
International	5,813	50,824	16%	22%	11.4%
<b>Age:</b>					
19 to 25	21,674	129,401	60%	57%	16.7%
26 to 55	9,706	63,999	27%	28%	15.2%
18 and younger	4,938	33,026	14%	14%	15.0%
56 and older	400	2,738	1%	1%	14.6%
<b>Earned Credential Before Moving:</b>					
Credential Received	4,499	12,207	12%	5%	36.9%
No Credential	32,390	217,842	89%	95%	14.9%
<b>Program Area:</b>					
Personal Improvement & Leisure	323	738	1%	0%	43.8%
Other	305	1,087	1%	0%	28.1%
Human and Social Services	5,071	20,792	14%	9%	24.4%
Health	4,543	20,544	12%	9%	22.1%
Developmental	956	4,488	3%	12%	21.3%
Arts and Sciences	17,793	93,088	49%	41%	19.1%
Trades	1,054	7,184	3%	3%	14.7%
Business and Management	4,958	43,109	14%	19%	11.5%
Engineering and Applied Sciences	3,381	32,556	9%	14%	10.4%
Education	789	7,704	2%	3%	10.2%
Visual and Performing Arts	613	6,467	2%	3%	9.5%
<b>Study Level:</b>					
Developmental	750	3,156	2%	1%	23.8%
Undergraduate	34,770	212,238	95%	93%	16.4%
Graduate	1,202	20,325	3%	9%	5.9%
<b>Credential Category at Origin PSI:</b>					
None	11,519	28,564	32%	13%	40.3%
Other	2,952	8,095	8%	4%	36.5%
Post-Degree Certificate	284	1,375	1%	1%	20.7%
Developmental Credential	397	1,923	1%	1%	20.6%
Advanced Certificate	203	1,019	1%	0%	19.9%
Certificate	3,065	15,431	8%	7%	19.9%
Short Certificate	573	3,109	2%	1%	18.4%
Associate Degree	1,920	10,962	5%	5%	17.5%
Advanced Diploma	158	995	0%	0%	15.9%
First Professional Degree	456	3,025	1%	1%	15.1%
Diploma	4,379	29,181	12%	13%	15.0%
Graduate Certificate	50	355	0%	0%	14.1%
Apprenticeship	443	3,265	1%	1%	13.6%
Bachelors Degree	12,900	107,179	35%	47%	12.0%
Post-Degree Diploma	676	6,725	2%	3%	10.1%
Graduate Diploma	70	749	0%	0%	9.3%
Masters Degree	938	12,835	3%	5%	7.3%
Doctorate	110	5,754	0%	3%	1.9%
<b>Grand Total All Students Registered in both 2018/2019 and 2019/2020</b>	<b>36,424</b>	<b>228,424</b>	<b>100%</b>	<b>100%</b>	<b>15.9%</b>

## What is an international student?

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



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

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

<sup>7</sup> The mobility rates shown here are derived from mobile students who last registered in a different institution in the preceding year. Students who moved/returned after one or more stopout years of non-registration are excluded.

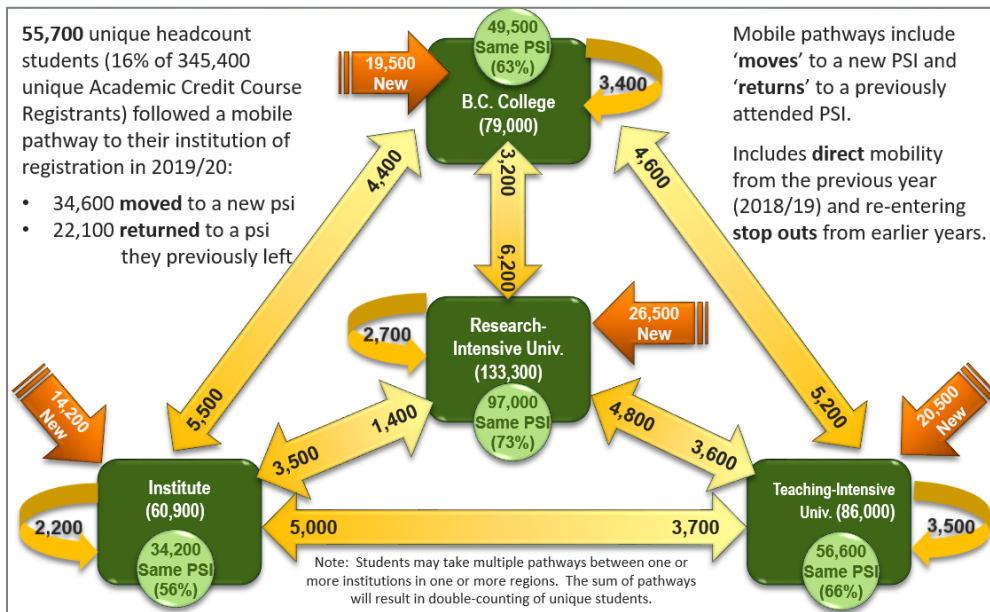


## ☑ How many students moved between different institution types in B.C.?

Among all 55,700 mobile students who switched institutions in 2019/2020, the vast majority, or about 44,000 students switched from one institution type to another. The STP has helped to debunk the myth that students primarily move only from colleges to research-intensive universities. As shown in **Figure 11**, students move in all directions between all institution types, but the two most popular routes are: (1) from colleges to research-intensive universities (6,200 students), and (2) from colleges to institutes, (5,500 students). In terms of the volume and direction of student flows between institution types in 2019/2020, there is a net outflow of students from colleges (-4,700) and TIUs (-1,900), with a net inflow to institutes (+4,500) and RIUs (+2,000).

**FIGURE 11: STUDENT MOBILITY BETWEEN INSTITUTION TYPES (2019/2020)**

**(A) STP INSTITUTION TYPE MOBILITY DIAGRAM**



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

B.C.'s public post-secondary institutions belong to one of four institution types or sectors, as defined by the Ministry of Advanced Education and Skills Training. All student mobility information in this study assigns each institution to its current institution type, as defined below.

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

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

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

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

**(B) CHORD DIAGRAM OF PSI-TYPE MOBILITY**



**(C) INSTITUTION-TYPE MOBILITY MATRIX**

To:\nFrom:	BCCOL	INST	TIU	RIU
BCCOL	3,408	5,536	5,235	6,151
INST	4,419	2,159	3,675	1,397
TIU	4,630	4,982	3,530	4,759
RIU	3,164	3,523	3,560	2,693

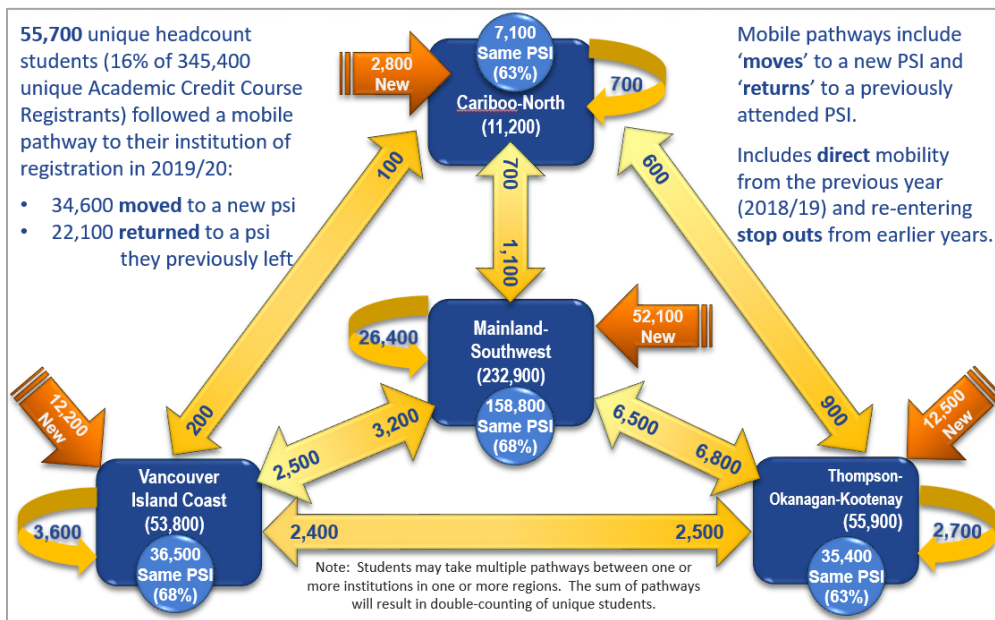


## ☑ How many students moved between regions in B.C.?

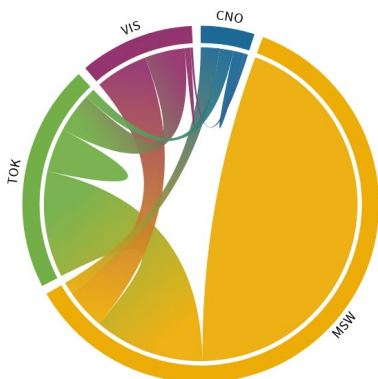
Among all 55,700 mobile students who switched institutions in 2019/2020, approximately 22,400 (or 40% of students) switched from one B.C. region to another (see **Figure 12**). The majority of mobile students (60%) do not switch regions when they register, with the largest group of mobile students switching institutions entirely within the Mainland/Southwest region. This is the most populated region of the province, where the largest number of post-secondary institutions are located; and the most popular destination region for mobile students who switched regions. The net flow of mobile students is into MSW (+900) and TOK (+500) regions; and out of CNO (-700) and VIS (-700) regions.

**FIGURE 12: STUDENT MOBILITY BETWEEN REGIONS (2019/2020)**

**(A) STP REGIONAL MOBILITY DIAGRAM**



**(B) CHORD DIAGRAM OF REGIONAL MOBILITY**



**(C) REGIONAL MOBILITY MATRIX**

To:\nFrom:	CNO	MSW	TOK	VIS
CNO	679	1,141	853	236
MSW	743	26,358	6,800	2,499
TOK	610	6,532	2,711	2,436
VIS	147	3,245	2,461	3,580

### B.C. Public Post-Secondary Institutions by Region

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

**Cariboo-North Region (CNO)**

College of New Caledonia (CNC), Northern Lights College (NLC), Coast Mountain College (CMTN, formerly NWCC), University of Northern British Columbia (UNBC).

**Mainland-Southwest Region (MSW)**

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

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

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

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

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

Among mobile students, how significant are the inter-relationships between the regions and institution types?

The inter-relationships between **institution types** are relatively balanced, as demonstrated by the roughly equal volume of mobile students flowing between virtually all pairs of institution types in the B.C. public post-secondary system (see **Figure 13A**). With the exception of the less-populated mobility pathways, from institutes to RIUs (1,397) and inter-institute mobility (2,159) an average of roughly 4,200 students flow between each of the remaining pairs of institution types in B.C.

By comparison, the inter-relationship between institutions in different **regions** of B.C. is relatively weak, with the exception of a large volume of mobile students flowing into and out of the Mainland/Southwest region (see **Figure 13B**). Mobility between institutions within the Mainland/Southwest region forms the strongest relationship, whereas mobility to or from Cariboo-North institutions is significantly smaller than mobility between any of the other regions.

**FIGURE 13: 2019/2020 STUDENT MOBILITY INTER-RELATIONSHIPS**

**(A) BETWEEN INSTITUTION TYPES**

	BCCOL	INST	RIU	TIU
BCCOL	3,408	5,536	6,151	5,235
INST	4,419	2,159	1,397	3,675
RIU	3,164	3,523	2,693	3,560
TIU	4,630	4,982	4,759	3,530

**(B) BETWEEN REGIONS**

	CNO	MSW	TOK	VIS
CNO	679	1,141	853	236
MSW	743	26,358	6,800	2,499
TOK	610	6,532	2,711	2,436
VIS	147	3,245	2,461	3,580

## ◆ What are the trends in mobile students between institution types and between regions?

As shown on the previous page for academic year 2019/2020, the volume of student mobility varies between sectors and regions of the province, but this is not static, as shown by the ten-year trends in mobile students between institution types and between regions (see [Figure 14](#)).

Some of the significant trends **between institution types** are briefly summarized here, with the percentage change expressed over the ten-year period, from 2010/2011 to 2019/2020:

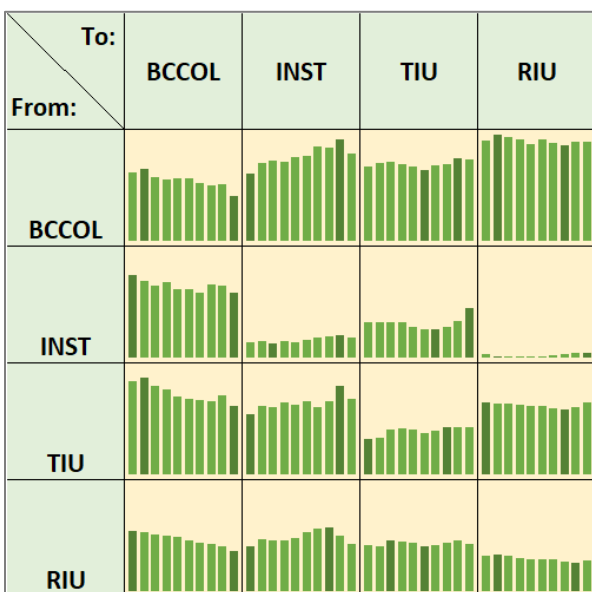
- Declining trend in students moving between colleges (-26%), but increase in students moving between TIUs (+21%).
- Growth in students moving from colleges to institutes (+22%), with fewer moving in the opposite direction, from institutes to colleges (-17%).
- Growth in mobile students between institutes and TIUs, specifically INST to TIUs (+24%) and TIUs to INST (+19%).
- Fewer students moving from TIUs to colleges (-21%).
- Fewer students moving from RIUs to colleges (-25%).

In terms of mobility trends **between the four major regions** of the province, significant trends include the following:

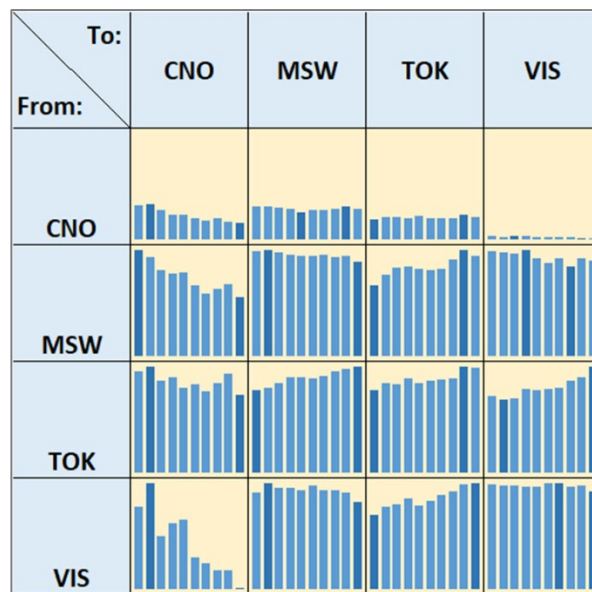
- As enrollments decline in the Cariboo-North region, there are fewer students moving between institutions within the Cariboo-North region (-44%), and fewer moving to CNO from other regions: Mainland/Southwest (-39%), Thompson-Okanagan-Kootenays (-19%), and Vancouver Island (-49%).
- Growth in students moving between institutions within the Thompson-Okanagan-Kootenays (+25%), as well as growth in students moving into and out of the Thompson-Okanagan-Kootenays from other regions, including:
  - from Cariboo-North (+7%), Mainland/Southwest (+42%), and Vancouver Island (+40%), and
  - to Mainland/Southwest (+28%), and Vancouver Island (+36%).

**FIGURE 14: TEN-YEAR STUDENT MOBILITY TRENDS**

**(A) BETWEEN INSTITUTION TYPES**



**(B) BETWEEN REGIONS**



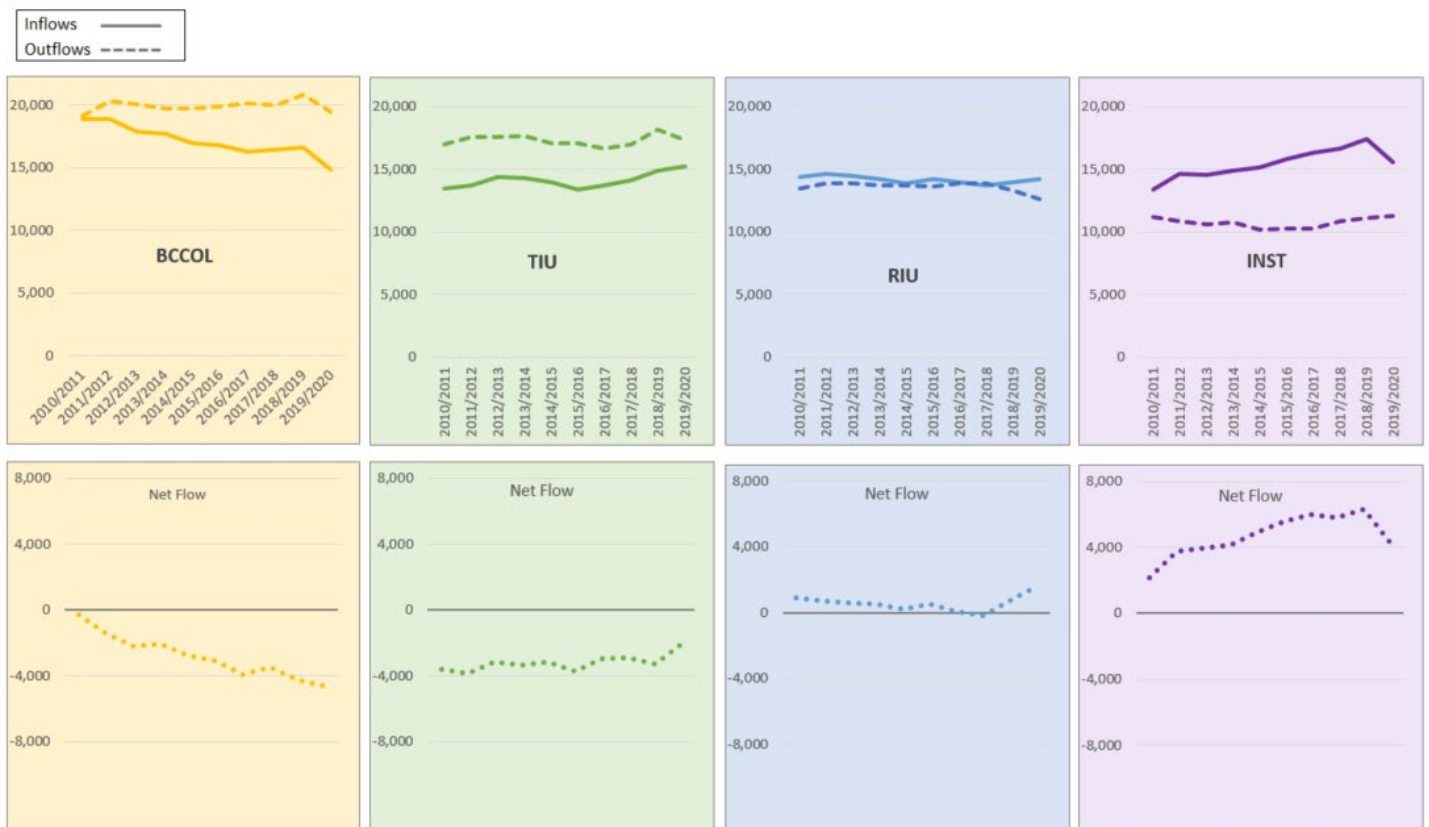
## ◆ What are the trends in mobile student inflows and outflows by institution type?

Due to B.C.'s flexible transfer system, students may move to another institution in the same sector, such as college to college, or a different sector, like college to RIU. Each year among mobile students, the total number flowing out of colleges and TIUs to other institutions exceeds the number of students flowing into colleges and TIUs from other institutions. As a result, **colleges and TIUs currently have an annual net outflow of mobile students** of roughly 4,600 and 2,100 students respectively. The gap between student inflows and outflows in B.C. colleges is widening as the number of mobile students entering colleges has declined 21%, while those moving from colleges to other institutions has increased 2%.

By comparison, **RIUs and institutes generally have an annual net inflow of mobile students** from other institutions. It is also evident that the net inflow of mobile students into institutes from other institutions grew by 16% over the decade, while the flow of mobile students into RIUs from other institutions has remained relatively balanced. See **Figure 15**.

These shifts in student inflows and outflows by institution type are likely related to changes in the post-secondary landscape in B.C. about a decade ago. These changes include the creation of teaching-intensive universities and an Okanagan campus of UBC (or UBCO), plus expanded opportunities for students to complete degrees in nearly all of the public post-secondary institutions in the province.

**FIGURE 15: TEN-YEAR TREND IN NET FLOWS BETWEEN INSTITUTION TYPES<sup>8</sup>**



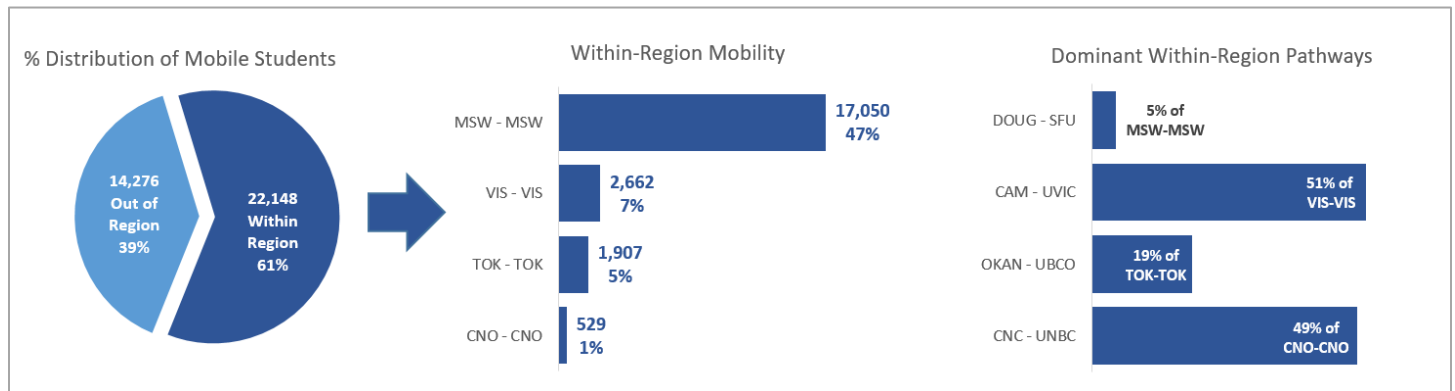
<sup>8</sup> A similar figure was provided in the STP2018 mobility report, ending with the 2017/2018 academic year, but the net flow trend lines were charted over a longer time horizon (14 years). This figure shows all trends over the same ten-year time horizon, from 2010/2011 to 2019/2020.

What proportion of student mobility occurs between institutions *within* the region?

Among those 36,424 students who switched institutions from 2018/2019 to 2019/2020 (without a stopout period of non-registration), 61% enrolled in another institution within the region, while 39% switched to an institution outside of the region. Most of these within-region mobile students were students who switched institutions within the Mainland/Southwest region. See **Figure 16**.

Among those who switched institutions within the region, it is interesting to note the significance of selected student pathways between single pairs of institutions in a region, such as Camosun College to UVic (51% of the mobility within the Vancouver Island region) and CNC to UNBC (49% of the mobility within the Cariboo-North region).

**FIGURE 16: WITHIN-REGION STUDENT MOBILITY**



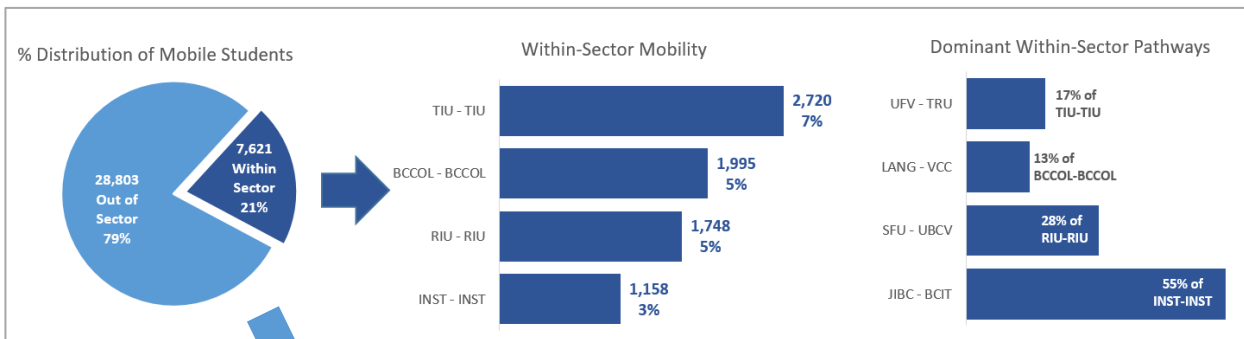
## ☑ What proportion of student mobility occurs between institutions within the same institution type?

Among those 36,424 students who switched institutions from 2018/2019 to 2019/2020 (without a stopout period of non-registration), 21% enrolled in another institution within the same institution type. The most popular route within the same institution type was TIU to TIU, accounting for 7% (of the 21%) of mobile students who switched institutions within the same institution types.

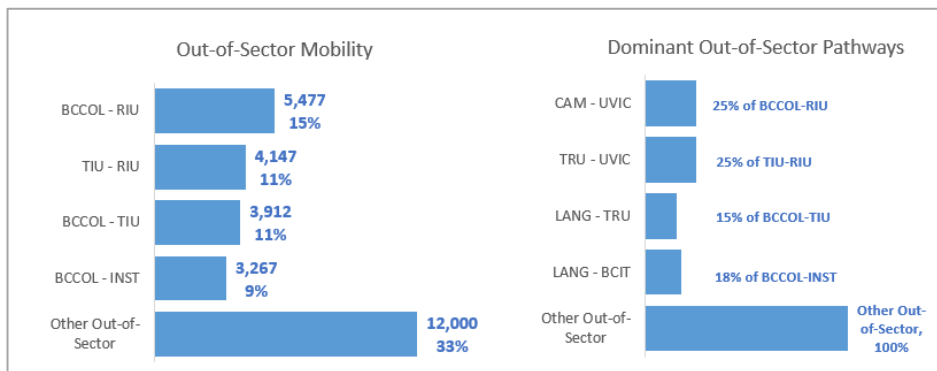
Students who switched institutions within the same institution type were likely influenced by the close proximity of the institutions. This is evident among the dominant within-sector pathways: UFV to TRU (17% of mobility between TIUs), Langara to VCC (13% of mobility between colleges), SFU to UBCV (28% of mobility between RIUs) and JIBC to BCIT (55% of mobility between institutes). See [Figure 17A](#).

The more dominant pathway of roughly 29,000 mobile students is to move from one sector to another when they switch institutions (see [Figure 17B](#)). This out-of-sector student mobility represents 79% of students switching institutions from one year to the next, or more than triple the number of movers who remained in the same institution type. Among the top four out-of-sector mobile pathways, student mobility typically originates in a college and ends at an RIU (5,477 students), or TIU (3,912 students) or institute (3,267). Mobility from a TIU to RIU accounts for 4,147 students.

**FIGURE 17A: WITHIN-SECTOR STUDENT MOBILITY**



**FIGURE 17B: OUT-OF-SECTOR STUDENT MOBILITY**



## ☑ How many students moved between each pair of B.C. public post-secondary institutions in 2019/2020?

With 26 public post-secondary institutions in B.C., there are 650 possible pairs of institutions that students may move between. In 2019/2020, a total of 55,737 students moved between 98% of all institution pairs, with 36,424 moving directly after the previous academic year without stopping out, while 19,313 switched institutions after a stopout period. Only fourteen distinct possible pathways between institution pairs were not taken. The post-secondary student mobility matrix in **Figure 18** shows the total volume of student mobility (among moves, returns, stopout moves and stopout returns) between B.C. public post-secondary institutions in 2019/2020, with the origin institutions shown on the left of the matrix and destination institutions across the top of the matrix. What can we learn from this matrix?

- Scanning the total column on the right and total row at the bottom shows that Thompson Rivers University (TRU) is a significant contributor to student mobility in the province, with 7,481 students moving from TRU to other institutions (after last registering between 2002/2003 and 2018/2019) and 8,360 moving to TRU in 2019/2020. Other significant contributing institutions to student mobility in B.C. are BCIT (with 5,863 outgoing and 8,773 incoming) and JIBC (with 5,248 outgoing and 6,480 incoming mobile students).
- Popular pathways between institutions are highlighted with a darker shade of blue than the less common pathways. The top six most popular mobile pathways between institutions are: Camosun College to UVic (1,478 students), KPU to BCIT (1,088), TRU to UBCV (1,064), BCIT to JIBC (1,053) and UVic to TRU (1,022).
- In compliance with the Ministry of Education’s policy for reporting small numbers, cells marked with \*\*\* indicate pathways between institutions with ten or fewer students. A total of 197, or one-third of all pathways, have been masked because these routes between institutions were taken by fewer than ten students.

**FIGURE 18: STUDENT MOBILITY BETWEEN INSTITUTIONS, 2019/2020 (INCLUDING STOPOUTS FROM ALL PRECEDING YEARS)**

PSI	BCIT	CAM	CAPU	CMTN	CNC	COTR	DOUG	ECU	JIBC	KPU	LANG	NIC	NLC	NVIT	OKAN	RRU	SEL	SFU	TRU	UBCO	UBCV	UFV	UNBC	UVIC	VCC	VIU	Total
BCIT		77	132	23	44	54	609	41	1,053	534	610	102	15	14	158	67	97	251	721	75	408	174	41	110	560	135	5,863
CAM	183		33	***	14	18	22	***	243	20	38	51	***	***	39	89	25	28	388	32	90	***	12	1,478	46	148	2,857
CAPU	354	20		***	***	***	94	***	273	66	128	20	***	***	33	***	17	185	386	18	230	12	***	42	130	24	2,003
CMTN	21	***	***		30	***	***		152	***	***	***	***	35	15	***	***	***	92	***	***		80	11	20	27	534
CNC	57	12	***	24		***	17	***	200	18	13	***	15	27	35	***	14	***	215	***	12	***	281	16	32	24	993
COTR	44	13	***	***	***		***		273	***	***	11	***	***	37	***	59	***	102	13	17	11	***	96	***	14	724
DOUG	905	19	85	***	18	20		***	413	312	223	***	***	11	46	13	29	818	479	34	277	147	***	88	292	27	4,160
ECU	72	***	12	***	***	***	14		***	***	25	***			***	***	***	18	16	***	24	***		***	18	***	238
JIBC	1,000	124	263	101	129	242	376	***		446	417	129	41	60	230	161	122	139	551	30	101	239	57	138	191	198	5,248
KPU	1,088	27	41	***	24	15	467	11	508		272	***	14	***	51	***	34	431	529	18	240	159	***	46	266	26	4,125
LANG	903	27	116	***	18	***	294	49	487	276		***	***	***	31	11	32	471	668	40	873	40	***	129	393	20	4,683
NIC	81	79	***	***	***	14	***	***	119	***	***	***	***	14	15	***	***	***	150	***	13	***	***	100	***	259	874
NLC	20	***	***	***	22	***	***		102	***	***	***	***	***	35	***	***	21	89	***	***	***	17	***	19	18	429
NVIT	***	***	***	11	13	***	***		65	***	***	***	***	***	45	***	***	12	65	13	26	***	***	***	***	***	308
OKAN	110	38	17	***	18	30	21		203	***	15	***	18	24		11	51	14	313	390	44	24	22	60	31	38	1,466
RRU	27	27	***	***		***	***		112	***	***	***	***	***	12		14	***	63		16	***	***	62	25	11	392
SEL	108	16	20	***	***	59	13	***	98	85	19	***	***	***	61	15		46	338	34	64	***	13	195	36	20	1,124
SFU	837	18	65	***	***	***	431	***	351	148	226	17	***	***	18	22	16		315	25	726	102	12	74	133	31	3,514
TRU	684	246	188	71	133	77	347	13	631	408	434	108	40	93	285	78	243	358		185	1,045	397	210	1,064	133	378	7,481
UBCO	192	16	13		***	***	23	***	54	18	19	***	***	16	228	***	14	28	180		363	13	***	57	***	18	1,270
UBCV	891	27	62	***	***	19	154	19	281	67	378	19	***	35	33	27	27	328	766	100		45	66	253	121	52	3,699
UFV	404	14	24	***	11	12	100	***	369	114	39	***	***	23	41	14	***	150	542	21	132		***	67	64	***	2,104
UNBC	108	***	***	28	201	***	***		118	***	***	***	***	***	11	***	***	11	251	***	102	***		35	***	19	897
UVIC	381	569	44	***	***	26	51	***	250	34	74	52	***	***	42	79	41	96	1,022	44	496	38	23		22	122	3,423
VCC	585	28	64	12	***	***	213	13	213	115	326	13	12	***	29	20	25	119	212	***	86	36	***	15		18	2,090
VIU	215	164	34	13	19	12	20	***	234	15	21	185	***	***	27	22	19	28	479	14	67	17	12	160	35		1,767
<b>Total</b>	<b>8,773</b>	<b>1,494</b>	<b>1,171</b>	<b>343</b>	<b>711</b>	<b>604</b>	<b>3,106</b>	<b>184</b>	<b>6,480</b>	<b>2,566</b>	<b>3,114</b>	<b>747</b>	<b>238</b>	<b>394</b>	<b>1,490</b>	<b>649</b>	<b>850</b>	<b>3,365</b>	<b>8,360</b>	<b>1,060</b>	<b>5,146</b>	<b>1,445</b>	<b>819</b>	<b>4,045</b>	<b>2,438</b>	<b>1,563</b>	<b>55,737</b>

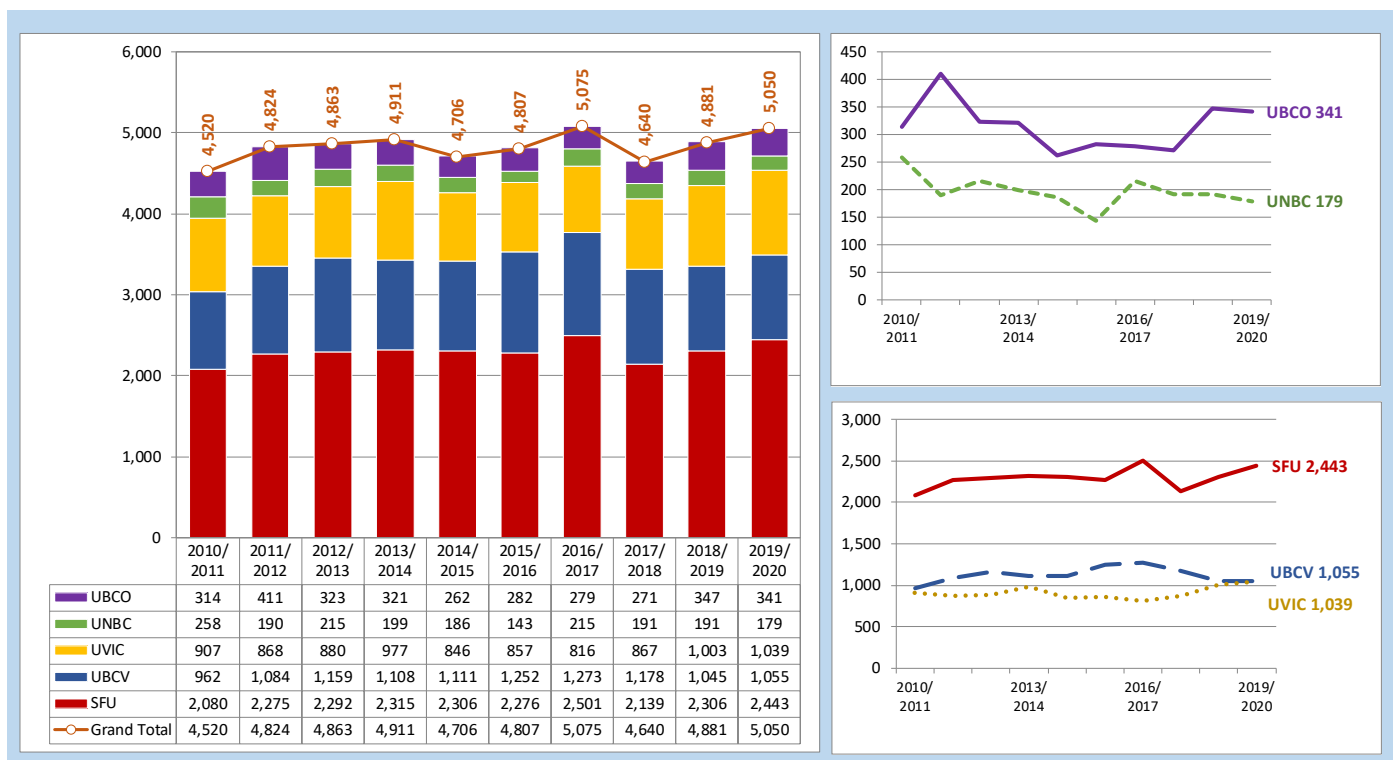


## ☑ How many students follow the traditional transfer route from a B.C. college to research-intensive university?

For more than a decade, less than 10% of the total volume of student mobility in B.C. has been comprised of students following the traditional transfer pathway\* to a B.C. research-intensive university. In the most recent year of 2019/2020, there were a total of 5,050 such students, representing 9.1% of all 55,737 mobile students. In aggregate, 90% of these students enrolled at the three large and established research-intensive universities, including SFU (48%), UBCV (21%) and UVic (21%). See **Figure 19**.

Looking further back in STP’s historical data, it is evident that the traditional transfer route was more common fifteen years ago in 2004/2005, when 14.5% (or 5,860 out of 40,357 mobile students) pursued this pathway. Degree expansion in B.C. now offers numerous degree completion opportunities for students in B.C. colleges, institutes and TIU’s; and B.C.’s well-established transfer system continues to support the traditional transfer pathways to RIUs, while also supporting all multi-directional student mobility described earlier in this report (see **Figure 11**).

**FIGURE 19: NUMBER OF TRADITIONAL TRANSFERS STUDENTS\* BY ACADEMIC YEAR AND DESTINATION RESEARCH-INTENSIVE UNIVERSITY**



\* **Traditional transfer students** transferred from B.C. post-secondary institutions to research-intensive universities with a minimum of 24 credits and a cumulative GPA of at least 2.00, with a basis of admission “B.C. College” or “B.C. Associate Degree”.

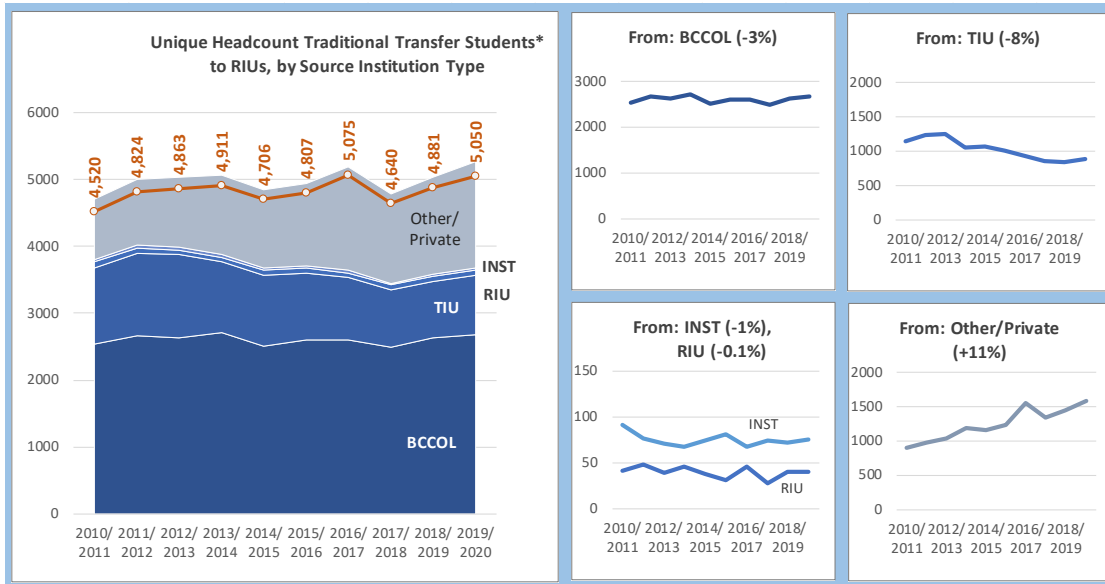


## ◆ What are the source institution types of traditional transfer students to RIUs? What are the trends?

The trend in the number of traditional transfer students\* entering each of the RIUs in B.C. over the last decade was shown previously in **Figure 19**, while the trend by source institution type is provided in **Figure 20** below.

- Among the 5,050 traditional transfer students in 2019/2020, more than half (53%) transferred from **B.C. colleges** and this is similar to the proportion from ten years ago (56%).
- By comparison, the share of traditional transfer students entering RIUs from **TIUs** has declined from 25% to 18% over the decade, as the opportunities for degree completion at TIUs has reduced the need for students to transfer to RIUs.
- The number of traditional transfer students from **institutes** to RIUs, or between **RIUs**, is negligible.
- B.C. private institutions are not included in the STP mobility analysis; however, 31% of B.C.’s traditional transfer students likely transferred to RIUs from **B.C. private institutions**, as deduced from the admission category of these B.C. students and lack of a previous STP registration record from a B.C. public post-secondary institution. This significant source of transfer students is not surprising, given that Fraser International College (FIC), a private institution with direct transfer pathways for international students to SFU, contributed 43% of new B.C. college transfer students to SFU in Fall 2019 and 47% in Spring 2020.<sup>9</sup> While B.C.’s post-secondary international enrollment continues to grow, private institution sources of international students, such as FIC, Coquitlam College, Columbia College, and others, are playing an increasingly larger role in providing transfer students and have contributed to the 11% growth in traditional transfer students to RIUs from B.C. private institutions over the last decade.

**FIGURE 20: NUMBER OF TRADITIONAL TRANSFERS STUDENTS\* BY ACADEMIC YEAR AND SOURCE INSTITUTION TYPE**



\*Traditional transfer students transferred from B.C. post-secondary institutions to research-intensive universities with a minimum of 24 credits and a cumulative GPA of at least 2.00, with a basis of admission “B.C. College” or “B.C. Associate Degree”. The basis of admission category for each student entering an RIU is a primary filter for identifying traditional transfer students in this report, regardless of whether the student previously registered in a B.C. public or private post-secondary institution. B.C. private institutions are not included in the STP mobility analysis; however, a portion of the B.C. transfer students reported here do not have a previous STP registration record from any B.C. public post-secondary institution, so it is likely that they transferred to the RIU from a B.C. private institution. Students transferring from outside of B.C. or Canada fall into a different admission category.

<sup>9</sup> Source: SFU Registration Status Report, Fall 2019 and Spring 2020, <https://www.sfu.ca/irp/enrolments/RegStatusReport.html>.

Part II:  
Longitudinal Mobility  
Cohort (LMC) Model

## ○ How is the STP responding to questions about longitudinal student mobility for selected cohorts over multiple years?

B.C.'s student mobility model was initially developed in the early 2000's for planning capacity and predicting the flow of transfer students from colleges to research-intensive universities. The original model was later transferred from BCCAT to the STP in 2008, where it was subsequently enhanced to accommodate and measure multiple student pathways from one year to the next. For clarity in the discussion of different mobility models, the STP refers to the enhanced mobility model from 2008 as the Year-Over-Year legacy mobility model.

During the course of the model's growth and evolution, its purpose expanded beyond the narrow objective of predicting college transfer student flows into RIUs. As a result, the legacy Year-Over-Year student mobility model has successfully broadened our understanding of the multi-directional flow of students between all institution types, including colleges, institutes, RIUs and TIUs (see [Figure 11](#)). Despite these leaps in our knowledge and access to student mobility information in B.C., the STP student mobility model still has its limitations.

**What are the limitations of STP's legacy Year-Over-Year mobility model?** The legacy student mobility model simply quantifies the year-over-year change in each student's registration state and registration place at a given point-in-time, but does not quantify the extent to which these students were mobile over a multi-year period or over the duration of their education. The model was not designed to accommodate the longitudinal tracking of a cohort of students, from their initial entry to an institution/program, through subsequent institutions/programs attended, and to credential completion/exit. Thus, the legacy student mobility model is not equipped to address other important longitudinal mobility-related questions, such as:

- How many institutions do students attend over the course of their education in the B.C. public post-secondary system?
- What proportion of registrants attend more than one institution simultaneously and where do they enrol?
- What proportion of students switched institutions, from time of first entry to an institution or program through to credential completion or last registration?
- How frequently, and for how long, do students stop out for a period of non-registration during the course of their education?
- When students complete a credential, such as a Bachelor's degree, do they subsequently enrol in further education? If so, where do they enrol and in which program? Do they complete other credentials?

In order to provide longitudinal student mobility measures to address the types of questions described above, the STP has begun to explore and develop a cohort-based longitudinal mobility model, while continuing to maintain report information from the legacy YOY mobility model. This new Longitudinal Mobility Cohort (LMC) model will allow the STP to provide a broader understanding of student mobility and registration patterns over a student's education career, from admission to an institution or program, through to exit, or credential completion. How the LMC model works is explained on the next page.

### What do you think?

The STP would like to hear from our users about the expanded longitudinal cohort approach to student mobility analysis. Is the new information provided on the following pages useful? Are there other questions from a longitudinal mobility cohort model that you would like the STP to explore? Please contact [joanne@sfu.ca](mailto:joanne@sfu.ca) with your feedback.

## ○ What is the new Longitudinal Mobility Cohort (LMC) model and how does it work?

The Longitudinal Mobility Cohort (LMC) model allows the STP to explore the mobility patterns and numerous education pathways that a **cohort** of students may take through the B.C. public post-secondary education system, including institutions, regions, institution types, study levels, programs, credentials, etc.

STP's LMC model analyzes student mobility for a user-defined cohort. A **cohort** is:

- A group of students who share a set of common characteristics.
- The activities and achievements of the cohort members are followed over multiple time-periods.
- There are no additions or deletions of cohort members to the cohort during the study period.

The LMC model accommodates three different types of cohorts:

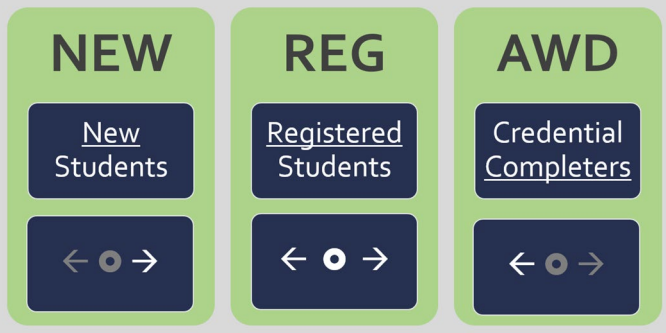
- **NEW** - New students to an institution, program, credential in a specific time-period.
- **REG** - Students registered in an institution, program or credential at a specific time.
- **AWD** - Students awarded a credential at a specific time in an institution, program or credential.

Any user-defined cohort (NEW, REG or AWD) may be broadly or narrowly defined, depending on the attributes selected to identify the cohort, such as institution, region, institution type, program features, student demographics and B.C. K-12 education history (see [inset box](#) on this page).

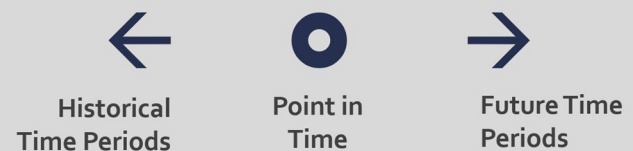
A variety of research questions, such as the sample questions identified on the previous page, can be answered with the LMC model. The model has the flexibility to answer these questions by examining student mobility patterns from different time perspectives (historical, current or future). The model typically focuses on subsequent education activities of a NEW cohort; historical education activities of an AWD cohort; and all three time perspectives for a REG cohort. A sample of previously unanswered questions from the legacy Year-Over-Year mobility model can now be answered with the new LMC mobility model (see [pages 36 to 41](#)). Note that the new LMC model is a work in progress, but the following examples are provided to demonstrate the potential of this new approach.

### Features of the Longitudinal Mobility Cohort (LMC) Model?

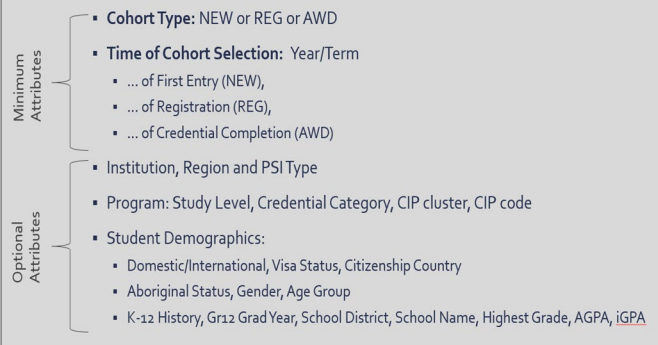
User-Defined Cohorts: **Three** Different Cohort Types



What are the cohort time perspectives in the model?



What are the selection options when defining a cohort?



## ☑ Among Fall 2015/2016 Bachelor’s degree entrants, how many were retained in their entry institution vs BC System?

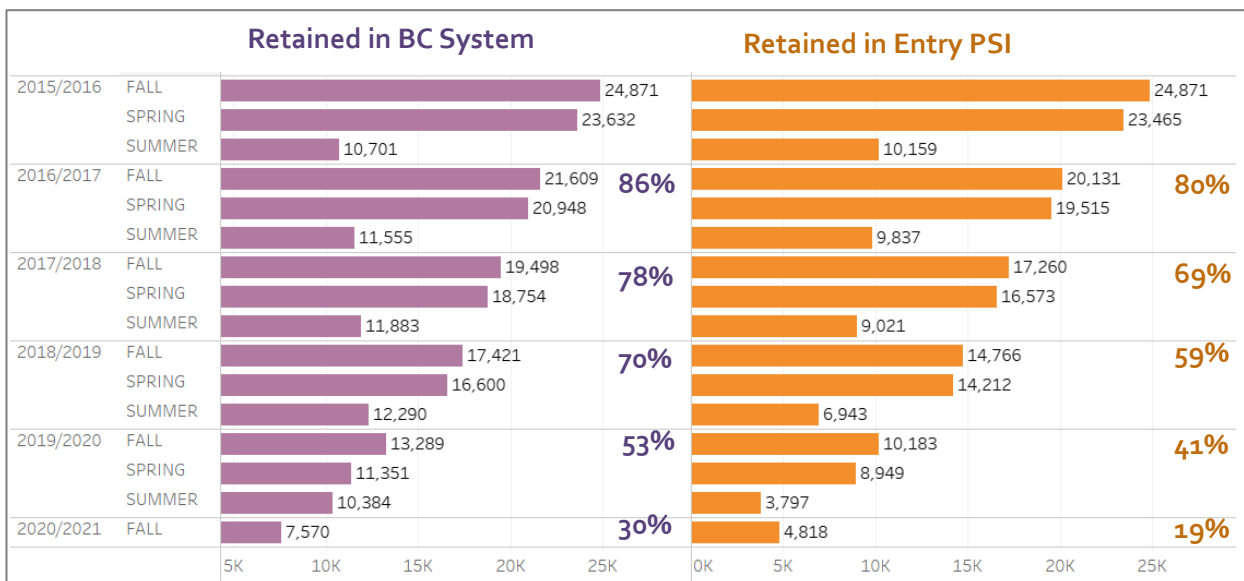
The flexibility of the LMC model allows the STP to address a variety of student retention questions, such as this one that compares the student retention rate within the *entry institution* to the system-wide retention rate within *any institution* in the B.C. public post-secondary system.

In this example, a cohort of 24,871 students was identified upon first entry to a Bachelor’s degree program in B.C. in the Fall of 2015/2016. In each of the subsequent years and terms, the proportion of the entry cohort still enrolled in the original *entry institution* is compared to the larger proportion who are still enrolled in *any institution* in the B.C. public post-secondary system. Students who were retained in the B.C. system, but not in their entry institution, represent mobile students. Thus, the difference between the system-level retention rate and the institution-level retention rate represents the share of mobile students who switched from their entry institution to a different institution in B.C. As shown in **Figure 21**, the share of mobile students among this particular cohort of Bachelor’s degree entrants grows over time, increasing from 6% of entrants after their first year, 9% after two years, 11% after three years, 12% after four years and 11% after five years.

Part of the reason for the gradual decline in the student retention rate over time is credential completion. This information is not displayed in the chart, but the LMC model indicates that 15,519 (or 62%) of students from this initial entry cohort completed at least one undergraduate credential by the Fall of 2020. These students primarily completed a Bachelor’s degree (14,321 or 58% of the cohort), but some additionally or alternatively earned other credentials, such as 786 Certificates (3%) and 695 Diplomas (3%), and other credentials. Given more time, additional students from the entry cohort will likely complete a credential.

Post-secondary institutions typically have a narrow perspective on student retention (within their institution), but with the added value of the STP, a broader BC system-wide retention measure demonstrates that many students do continue and complete their education in B.C., despite not remaining in the institution where they initially began.

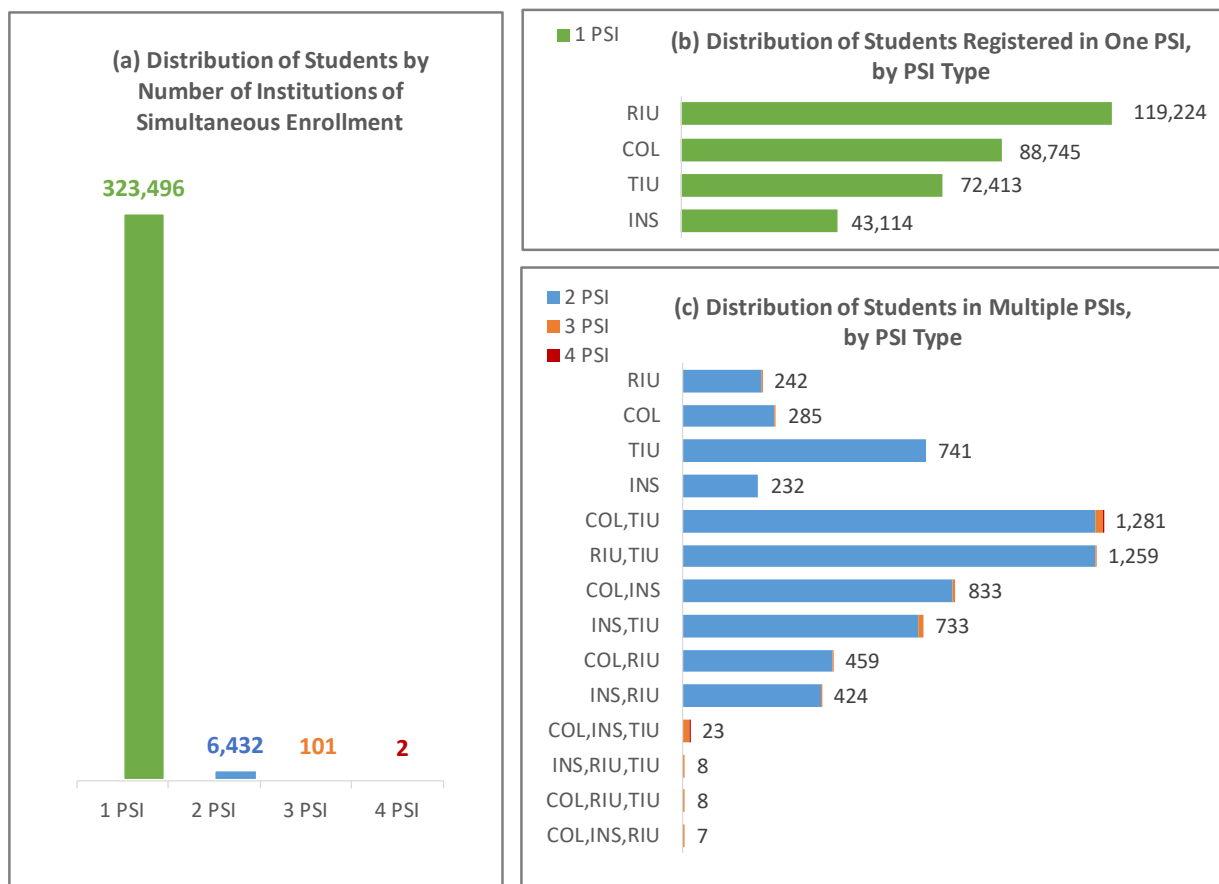
**FIGURE 21: RETENTION RATES OF 2015/2016 BACHELOR’S DEGREE ENTRANTS – RETENTION IN BC SYSTEM VS. ENTRY INSTITUTION**



## ☑ What proportion of Fall 2019 registrants attended more than one institution simultaneously?

In the Fall of 2019, a total of 6,535 students were simultaneously enrolled in multiple institutions, representing roughly 2% of all 330,031 distinct students registered in the term (see [Figure 22A](#)). Among those registered in two institutions simultaneously, the two most common registration combinations, at 20% each, were college/TIU (1,281 students) and RIU/TIU (1,259 students). Typically, when students register in two institutions simultaneously, they enrol in two distinct institution types, although 12% of dual-enrolled students were enrolled in two distinct TIUs. Enrollment in two colleges, two RIUs or two institutes was less common, at 4% each; and an insignificant proportion of students enrolled in three or four institutions at one time. See [Figure 22B](#).

**FIGURE 22: DISTRIBUTION OF STUDENTS BY NUMBER OF INSTITUTIONS WHERE SIMULTANEOUSLY ENROLLED (FALL, 2019)**

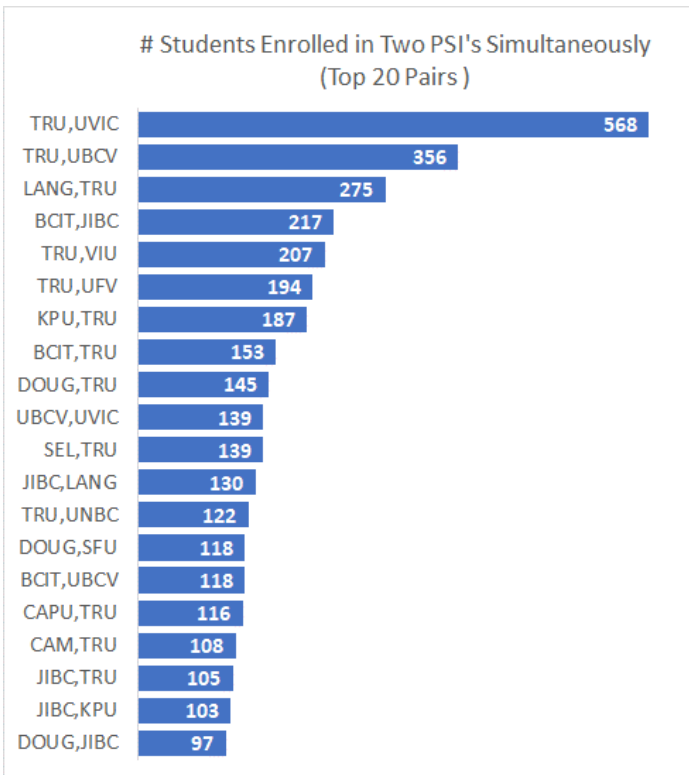


## ✓ Among Fall 2019 registrants attending more than one institution simultaneously, which institutions did they enrol in?

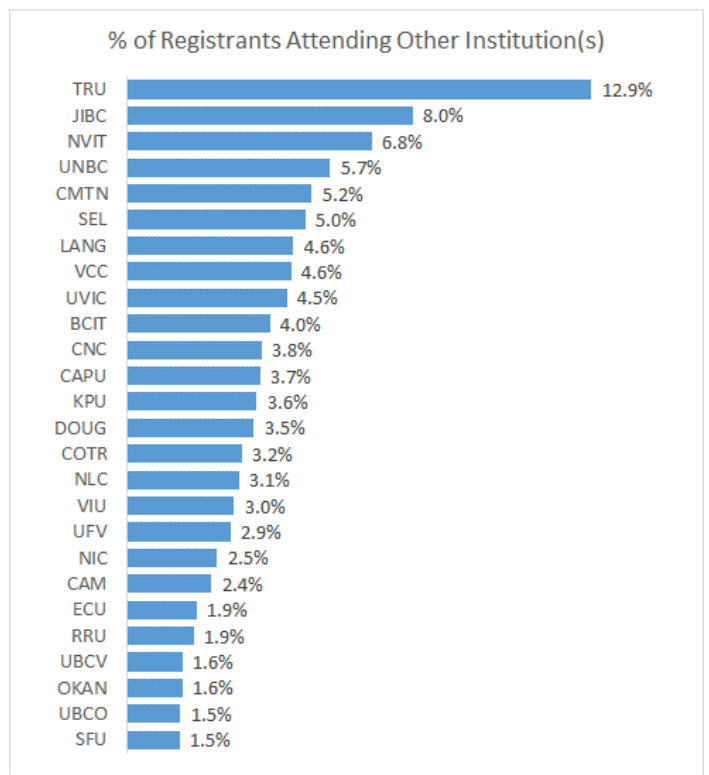
With twenty-five public post-secondary institutions in the province, the number of possible combinations of institutions where students may enrol simultaneously is seemingly endless. There are 625 possible pairs<sup>10</sup> of institutions and **Figure 23** shows the top twenty pairs of institutions where students enrolled simultaneously (among the 237 distinct dual enrollment pairs identified in Fall of 2019). These top twenty institution pairs represent 3,597 or 56% of the 6,432 students registered in two institutions simultaneously. Recall that these students represent fewer than 2% of all registrants in the term. The remaining 217 pairs of institutions, not among the top 20, account for 44% of students enrolled in two institutions at once, with an average of ten or median of two students attending each pair of institutions simultaneously.

Thomson Rivers University (TRU) plays a significant role in simultaneous enrollment, likely due to the numerous online learning programs and courses offered through TRU’s Open Learning division. TRU is present in thirteen of the top twenty institution pairs listed in **Figure 23** (also see **Figure 21** earlier in this report). In addition, from the institution’s perspective, the STP data reveals that 12.9% of the students registered at TRU in Fall of 2019 were also enrolled in at least one other institution at the same time. Comparable information is provided for each institution in **Figure 24**.

**FIGURE 23: DISTRIBUTION OF STUDENTS BY INSTITUTION PAIRS WHERE SIMULTANEOUSLY ENROLLED (FALL 2019)**



**FIGURE 24: % OF REGISTRANTS ATTENDING OTHER INSTITUTION(S) SIMULTANEOUSLY (FALL 2019)**



<sup>10</sup> Since UBCO and UBCV are treated as separate institutions in this analysis, there are twenty-six institutions and thus 26\*25=625 possible pairs of institutions in which students might enrol simultaneously.



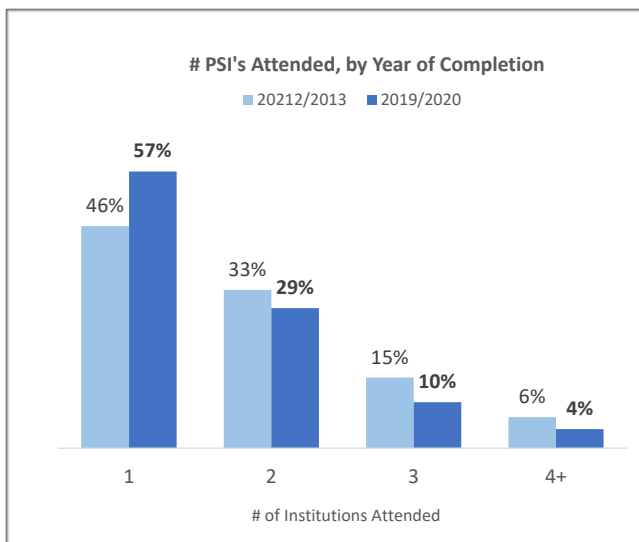
## ◆ How many B.C. public post-secondary institutions do students attend to earn a Bachelor’s degree in B.C.?

The STP’s legacy Year-Over-Year student mobility model quantifies the number of students who switched institutions from one year to the next, but does not capture total student mobility throughout the duration of a student’s education career. The STP’s new Longitudinal Mobility Cohort (LMC) model is able to retrace the education pathways of credential completers from entry to completion. The results reveal that recent Bachelor’s graduates are now attending fewer institutions, on average, to complete their degree than earlier cohorts. This shift is likely due to the expanded Bachelor’s degree completion opportunities in many of B.C.’s public post-secondary institutions.

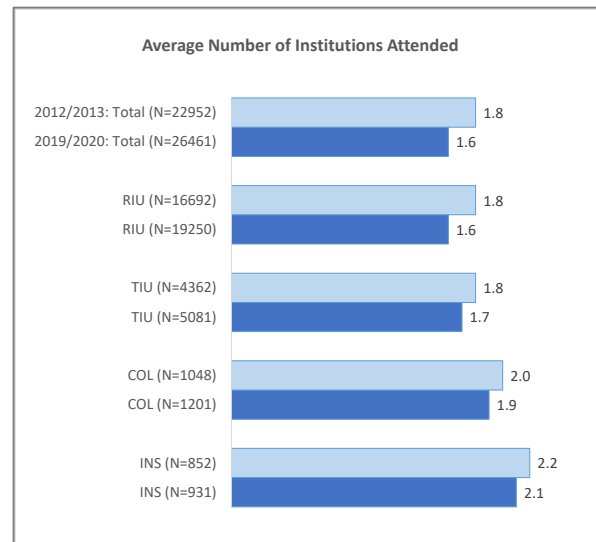
- **Figure 25A** shows that the majority (57%) of Bachelor’s degree completers of 2019/2020 attended only one B.C. public post-secondary institution throughout their degree program, up from 46% of 2012/2013 Bachelor’s recipients. By comparison, students who earned shorter credentials in 2019/2020 were more likely to attend one institution throughout their program, including 67% of Associate degree completers, 65% of Certificate completers and 62% of Diploma completers.
- Bachelor’s degree completers of 2019/2020 attended an average of 1.6 post-secondary institutions over the duration of their degree program, with 17,000 Bachelor’s recipients at RIUs attending an average of 1.6 institutions, compared to nearly 1,000 Bachelor’s graduates at institutes attending an average of 2.2 institutions (see **Figure 25B**).<sup>11</sup>
- A detailed breakdown of the number of institutions and popular institution combinations for Bachelor’s degree recipients is provided in **Figure 26** on the following page. Among students who attended multiple institutions to complete their degree, the clusters of the top three institution combinations shows that access to online education (primarily at TRU) and regional proximity likely influence institution choice.

**FIGURE 25: NUMBER OF INSTITUTIONS ATTENDED BY BACHELOR’S DEGREE RECIPIENTS:**

**(A) BY YEAR OF COMPLETION**



**(B) AVERAGE #, BY INSTITUTION TYPE WHERE CREDENTIAL AWARDED**



<sup>11</sup> A former STP study, [B.C. Bachelor’s Degree Completers of 2013/1204](#), determined that 46% of 2013/2014 Bachelor’s degree completers attended more than one institution and attended an average of 1.24 institutions over the duration of their degree completion journey. Students who completed more than one Bachelor’s degree were excluded from the former study, but this current approach from the LMC model includes all Bachelor’s completers, regardless of the number of degrees awarded per student, thereby producing a higher and more accurate number of institutions attended by Bachelor’s recipients.



**FIGURE 26: NUMBER OF INSTITUTIONS ATTENDED BY 2019/2020 BACHELOR'S DEGREE RECIPIENTS,  
BY INSTITUTION WHERE DEGREE AWARDED**

PSI of BACH Degree	# of B.C. Public Post-Secondary Institutions Attended						Top 3 Other PSI's Attended	# Bach Degrees Awarded
	1	2	3	4+	Total	Avg.		
BCIT	32%	41%	19%	8%	100%	2.1	SFU, LANG, UBCV	871
CAM	56%	35%	8%	1%	100%	1.5	UVIC, TRU, VIU	223
CAPU	50%	34%	12%	4%	100%	1.7	TRU, UBCV, BCIT	458
COTR	100%				100%	1.0	---	< 10
DOUG	37%	38%	19%	6%	100%	2.0	BCIT, TRU, SFU	481
ECU	72%	19%	6%	3%	100%	1.4	LANG, BCIT, CAPU	418
JIBC	34%	52%	10%	3%	100%	1.9	DOUG, BCIT, CAPU	29
KPU	52%	32%	11%	5%	100%	1.7	DOUG, SFU, LANG	1,114
LANG	38%	27%	20%	15%	100%	2.1	BCIT, DOUG, VCC	206
NIC	68%	11%	21%		100%	1.5	CAM, TRU, UVIC	19
NVIT	16%	35%	16%	32%	100%	2.9	TRU, DOUG, LANG	31
OKAN	71%	24%	5%		100%	1.3	TRU, UBCO, SEL	189
RRU	58%	23%	9%	10%	100%	1.8	CAM, TRU, UVIC	313
SEL		80%	20%		100%	2.2	BCIT, COTR, ECU	< 10
SFU	62%	28%	7%	3%	100%	1.5	DOUG, LANG, UBCV	5,156
TRU	59%	25%	10%	6%	100%	1.7	BCIT, OKAN, UBCV	895
UBCO	57%	32%	8%	3%	100%	1.6	OKAN, TRU, UBCV	1,609
UBCV	66%	24%	7%	3%	100%	1.5	LANG, TRU, BCIT	8,341
UFV	61%	26%	9%	3%	100%	1.5	TRU, BCIT, DOUG	1,041
UNBC	28%	39%	22%	11%	100%	2.2	CNC, TRU, UBCV	543
UVIC	47%	37%	12%	4%	100%	1.7	CAM, TRU, UBCV	3,635
VCC	17%	45%	24%	14%	100%	2.4	BCIT, COUT, TRU	76
VIU	48%	33%	13%	6%	100%	1.8	TRU, NIC, CAM	843
<b>Grand</b>	<b>57%</b>	<b>29%</b>	<b>10%</b>	<b>4%</b>	<b>100%</b>	<b>1.6</b>		<b>26,461</b>
<b>Total</b>	<b>15,206</b>	<b>7,693</b>	<b>2,519</b>	<b>1,043</b>				

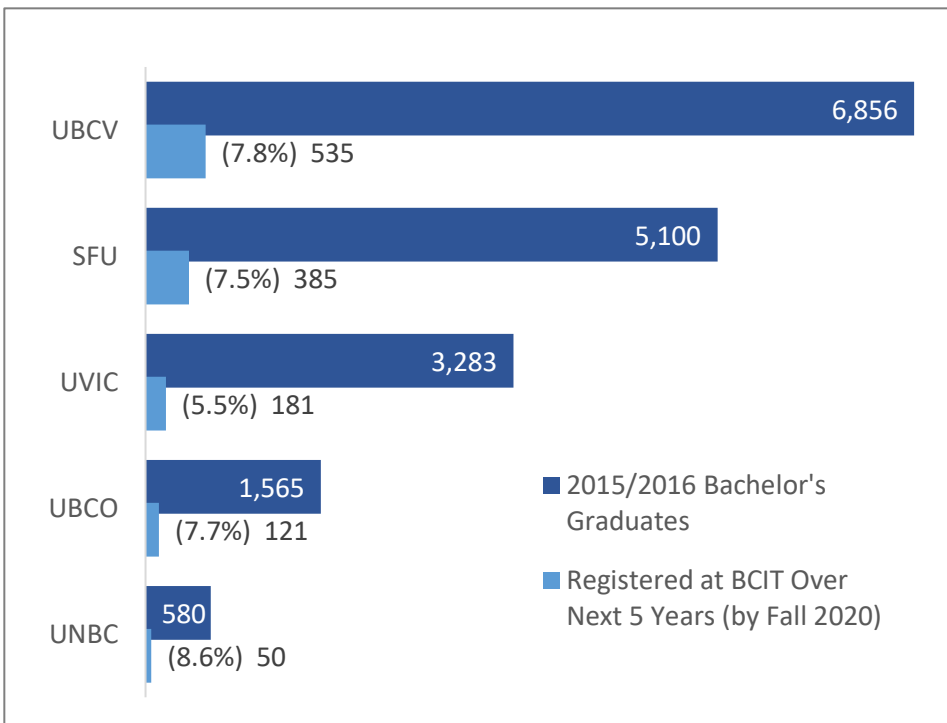
## ☑ Among Bachelor’s degree completers of 2015/2016 from B.C. RIUs, what proportion subsequently enrolled at BCIT?

In the previous research question, a cohort of all Bachelor’s degree completers of 2019/2020 was examined *backwards* over the preceding years to identify the number of institutions attended throughout their degree. In this example, 2015/2016 Bachelor’s degree completers from research-intensive universities (SFU, UBCV, UBCO, UNBC or UVIC) are followed *forwards* over the next five years to identify how many from the cohort subsequently enrolled at BCIT.

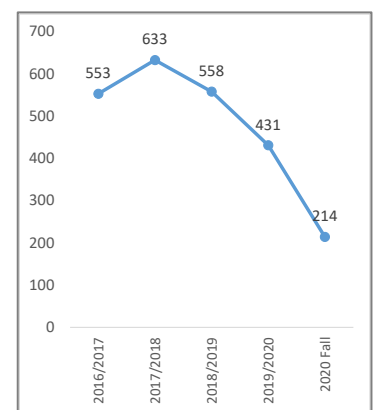
It is frequently asserted that a large share of Bachelor’s degree graduates from B.C. research-intensive universities (RIUs) subsequently enrol at BCIT. The LMC model allows the STP to determine the extent to which this is true by following the subsequent education pathways of 17,348 RIU Bachelor’s degree completers of 2015/2016. From this group, a total of 1,268 students (or 7.3%) subsequently enrolled at BCIT over the next five years, by Fall of 2020. This proportion ranged from 5.5% of UVic Bachelor’s graduates to 8.6% of UNBC graduates. See **Figure 27**. The total number of students from the cohort who were registered at BCIT in each of the subsequent five years, including new and continuing registrants, is shown in **Figure 28**.

The 1,268 students with Bachelor’s degrees from B.C. RIUs primarily enrolled in Health (39%), Engineering (27%) and Business (22%) programs at BCIT, in pursuit of Diplomas (17%), Advanced Certificates (14%), Bachelor’s degrees (10%) and Certificates (9%). The largest group (61%) of these students were classified in “other” credentials, which is a category for students enrolled in General Studies credit courses at BCIT. By the Fall of 2020, 442 students, or roughly one-third of those who had registered at BCIT were awarded a credential at BCIT, largely Diplomas, Advanced Certificates, Certificates and Diplomas, primarily in Health, Engineering and Business. These BCIT credential completers account for 2.5% of the cohort who received their Bachelor’s degree in a B.C. RIUs five years prior, in 2015/2016.

**FIGURE 27: NUMBER AND % OF 2015/2016 BACHELOR’S GRADUATES FROM B.C. RESEARCH UNIVERSITIES WHO ENROLLED AT BCIT OVER THE NEXT FIVE YEARS**



**FIGURE 28: TREND IN TOTAL RIU BACHELOR’S COMPLETERS REGISTERED AT BCIT (NEW AND CONTINUING)**



# Conclusion

The STP's Post-Secondary Student Mobility studies are typically conducted biennially, depending on project priorities. The methodology for tracking student movement has evolved over the years and will continue to evolve as the STP strives to provide meaningful and useful information in support of the management and planning of programs in the B.C. public post-secondary education system.

The findings in this report demonstrate that B.C.'s well-established transfer system supports student mobility, allowing students to enrol in multiple institutions throughout their education journey in B.C., either sequentially or less frequently, simultaneously. Nevertheless, the expansion of degree completion opportunities in most of B.C.'s public post-secondary institutions is reducing the need for students to switch institutions to complete a degree. As a result, student mobility is generally declining in B.C., as supported by evidence in this report:

- The majority of Bachelor's degrees continue to be completed at B.C.'s research-intensive universities, but a growing share are now being completed at B.C. colleges, institutes and teaching-intensive universities.
- Currently, 43% of Bachelor's degree completers in B.C. attend more than one institution to earn their degree, attending an average of 1.6 institutions over time, compared to 54% (or 1.8 institutions, on average) a decade earlier.
- International students are significantly less mobile than domestic students in B.C. With a growing share of international students studying in B.C., this is putting downward pressure on the overall student mobility rate.
- The most popular student pathway of mobile students in B.C. is the traditional transfer pathway, from colleges to research-intensive universities, but this is changing as a growing number of students are moving from colleges to institutes and between TIUs, with fewer students moving from TIUs to RIUs.

A decline in student mobility in B.C. is not a measure of success or failure, but merely an indicator of change.



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