

# STP RESEARCH RESULTS

Student Transitions Project (STP):  
Transitions of B.C. High School Graduates  
into B.C. Public Post-Secondary Education

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## About the STP

The Student Transitions Project is British Columbia's collaborative research project that measures student success from the K-12 to post-secondary systems.

This effective system-wide partnership, involving B.C.'s education and advanced education ministries and public post-secondary institutions, is tracking student success by reporting on student transition rates to post-secondary education, student mobility among post-secondary institutions, and post-secondary completion and retention rates.

STP is managed by a steering committee with representation from the two education ministries, public institutions and the B.C. Council on Admissions and Transfer (BCCAT).

## Research Results Legend

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

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

# Executive Summary

## About this Research

This report provides highlights of the latest research from the Student Transitions Project (STP), with a focus on the first transitions of B.C. grade 12 graduates<sup>2</sup> into B.C. public post-secondary education.

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

This report presents a series of research questions and answers, beginning here with brief responses to each question, followed by a more detailed explanation and visual analysis in the Research Results section of the report, beginning on [page 10](#).

## Quick Facts

### [Part 1: Student Transitions into Post-Secondary Education](#)

◆ **What are the transition rates of B.C. high school graduates into B.C. public post-secondary education?** The immediate entry transition rate of 2020/2021 grade 12 graduates is currently 48.7%. This rate is continuing to decline since the highest rate of 54.3% was attained in 2008/09. [\[Page 11\]](#)

**What does the student transitions matrix reveal about student transitions of different graduation cohorts?** The immediate entry, delayed entry, no transition and cumulative transition rates for grade 12 graduation cohorts from each of the last ten years are provided in STP's transition matrix. Due to missing Personal Education Numbers (PENs) on student records at Langara, the relatively low (48.7%) immediate entry transition rate for the 2020/2021 grade 12 graduation cohort under-reports student transitions and is estimated to be closer to 50.9%. [\[Page 12\]](#)

☑ **Do immediate and delayed entry students enrol in different institution types? Are academic qualifications a factor?** Immediate entry students were equally as likely to enrol in B.C. Colleges (27%) and TIUs (26%), with proportionately more enrolling in RIUs (41%), and fewer enrolling in Institutes (6%)\*. Delayed entry students are much more likely to enrol in Colleges (41%) and TIUs (29%), with equal shares enrolling in RIUs (15%) and Institutes (15%). [Page 13]

\*See institution type abbreviations in text box on page 5.

☑ **How does academic performance affect entry destinations and time of entry?** High achieving graduates of 2017/2018 were more likely to enrol in B.C. public post-secondary education within four years of graduation than moderate achievers (49% versus 18%). In total, 52% of the graduation cohort enrolled immediately, 14% delayed their entry by one to three years, and 34% have not yet enrolled. High achievers dominate the group that enrolls in RIUs. [Page 14]

◆ **What are the trends in immediate and delayed entry students, by institution type?** Starting with the 2001/2002 grade 12 graduation cohort, there were roughly 7,000 immediate entry students enrolling in each of RIUs, TIUs and Colleges, in addition to 1,000 students entering Institutes. Two decades later, by 2021/2022, the number of immediate-entrants has increased by 43% at RIUs and 54% at Institutes, but TIUs and Colleges have seen declines of 20% and 34% respectively. RIUs are the only destination showing an increase in delayed entry students (+38%) over seventeen years. [Page 15]

☑ **How do program destinations of immediate entry high school graduates compare between high and moderate achievers?** Roughly half (51%) of all immediate entry students enrolled in Arts and Sciences programs in B.C. public post-secondary institutions 2021/2022. This was a more popular destination for high achievers (53%) than moderate achievers (39%), primarily because a larger proportion of moderate achievers enrolled in Trades (22%) and Developmental programs (6%). [Page 16]

## Special Thanks

The STP would like to thank the representatives from the Ministry of Education and Child Care, the Ministry of Post-Secondary Education and Future Skills and the B.C. public post-secondary institutions for collaborating in this research effort. Without their co-operation and data contributions, this research could not have been accomplished.

The following B.C. public post-secondary institutions are included in this study and grouped by institution designation in 2022/23:

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

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

\* *Colleges and Institutes (CIN) are frequently grouped together.*

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

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

## STP Data and Methodology

Each year, for the purpose of tracking student transitions, student mobility and student success, the Student Transitions Project (STP) gathers post-secondary enrollment and credential completion data from the 25 B.C. public post-secondary institutions and links this data to secondary school enrollment information via encrypted personal education numbers (PENs).

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

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

The most recent STP data collection took place in the fall of 2022, such that the STP now contains 20 academic years\* of data, including 20 years of K-12 enrollment records (2001/2002 to 2020/2021) and 20 full years of post-secondary data and (2002/2003 to 2021/2022), in addition to the most recent post-secondary enrollment term (fall 2022).

*\* An academic year is September to August, including fall, spring and summer terms, in that order.*

◆ [What are the trends in the share of immediate entry students enrolling in institution types, by program and iGPA level?](#) High achieving immediate entry students are more likely to enrol in RIUs, while moderate achievers tend to enrol in Colleges, TIUs and Institutes. Due to the higher academic qualifications needed for admission to RIU programs, moderate achievers are less inclined to enrol in some programs at RIUs, especially Arts and Sciences, Business, Health and Human and Social Services, but they are able to enrol in these programs at TIUs, Colleges and Institutes. [\[Page 17-18\]](#)

☑ [How do immediate entry transition rates vary by region, school type and school district in B.C.?](#) Immediate entry transition rates vary by region of high school graduation, school type (public or independent) and school district. In addition, 84% of post-secondary entrants, immediately after high school graduation, registered in institutions within the same college region as their high school, but this also varies by school district of graduation. [\[Page 21-22\]](#)

☑ [What are the differences in student transition rates by student demographic characteristics?](#) Every year, the STP provides a summary of transition rates for different student sub-populations of high school graduates in B.C., grouped by gender, age, Indigenous status, non-resident status, academic qualifications, etc. The table provides immediate entry rates, cumulative transition rates after five and ten years, transition rates into Bachelor's degree programs, and the number of grade 12 graduates within each sub-population. [\[Page 23-24\]](#)

◆ [What are the ten-year immediate entry trends for selected student populations? Did the COVID-19 pandemic affect these trends?](#) The declining transition rate for special needs students continues to persist, as their transition rate has dropped to 36% for the 2020/2021 graduation cohort, down from 39% and 37% in the preceding two years. The immediate entry transition rate gap between some student groups appears to be widening, as males, older students and moderate achievers continue to enrol in B.C. public post-secondary education at lower rates than females, younger students and high achievers. [\[Page 25-27\]](#)

## Part 2: Post-Secondary Enrolment Trends in B.C.

◆ Are new student enrolments in the B.C. public post-secondary system recovering from declines experienced during the pandemic? B.C. saw a 13% drop in total new students in 2019/2020, followed by a further drop of 3% in 2020/2021. The new student enrolment decline appears to be recovering as 2021/2022 saw a 5% increase in new students entering the B.C. public post-secondary system. Despite evidence of some recovery, total new students in 2021/2022 are currently 155,865, reflecting a cumulative new student headcount decline of 11% relative to pre-pandemic levels of 176,259 in 2018/2019. [Page 29-31]

◆ How did the COVID-19 pandemic affect international and domestic student enrolments in the B.C. post-secondary system? Over the past decade, international enrolment has increased its contribution to total enrolment in the B.C. public post-secondary system from 8% to 19%. Over the last three years, despite the pandemic, international students have increased their contribution to total enrolment in B.C. by two percentage points while domestic students reduced their contribution to the total by two percentage points. This is not attributed to international enrolment growth (+5% over two years), but instead it is due to domestic enrolment declines (-10% over three years). [Page 32-33]

◆ What are the total post-secondary enrolment trends by program? Which programs were most affected by the pandemic? Four program areas have seen a 15% rate of growth, while seven programs have seen an 18% enrolment decrease over the last ten years. The pandemic had a significant impact on Trades programs due to the physical distancing requirements, with new student intakes in some programs reduced to half of normal levels. Trades enrolment declined 20% over the two years, from 2018/2019 to 2020/2021, but has regained a tenth of the lost enrollment in 2021/2022, as intake limits were removed. [Page 34]



### STP Steering Committee Members

**Mahi Boozarjomehri**, Director, Outreach, Analytics and Reporting, Ministry of Education and Child Care.

**Sarah Dunn**, Director, Institutional Research and Planning, British Columbia Institute of Technology.

**Tony Eder**, Associate Vice-President, Academic Resource Planning, University of Victoria.

**Leila Hazemi**, Director, Research and Analytics, Ministry of Post-Secondary Education and Future Skills.

**Anna Tikina**, Chair, STP Steering Committee and Director, Research and Admissions, BCCAT.



### Part 3: Comparison of Credentials, Programs and Post-Secondary Academic Performance of International and Domestic Students



◆ **What are the differences in post-secondary credentials sought and credentials earned by international and domestic students?** Among domestic and international B.C. grade 12 graduates who enrolled in B.C. public post-secondary education between 2012/2013 and 2016/2017, both groups have similar patterns of immediate entry credentials sought, with one notable difference – a greater proportion of domestic students (9%), compared to international students (2%), enrol in certificate programs. A larger share of the international students earned a bachelor's degree by 2021/2022 than domestic students (48% versus 42%), while domestic students earned proportionately more certificates than international students (12% versus 3%). [Page 36-37]

◆ **What are the program patterns and credential category trends in credentials awarded to domestic and international students?** Among Bachelor's degree recipients, 93% of international students earned degrees in three large program areas, Arts and Sciences (50%), Business (21%) and Engineering (22%). By comparison, 69% of domestic students earned degrees in these program areas. Business credentials are popular among international students across numerous credentials, including Bachelor's degrees, certificates, diplomas, post-degree diplomas and Master's degrees. [Page 38-39]

◆ **Are there any differences in the post-secondary academic performance of domestic and international students?** Recent trends indicate that international students, on average, carry a slightly higher course load and achieve lower academic performance than domestic students. Based on fall 2021 data, international students in post-secondary institutions attempted 11.8 credits, earned 10.9 credits and achieved 73.1 term percent GPA scores. Comparable figures for domestic students in fall 2021 show fewer credits attempted (11.1) and awarded (10.4), with higher term percent GPAs (76.7). [Pages 40-41]

◆ **How do first year immediate-entry attrition rates of international and domestic students compare?** The first-year attrition rate is a measure of academic performance that quantifies the proportion of immediate entry students from B.C. secondary schools who “drop out” of post-secondary education without a credential in their first year. International students have higher first-year attrition rates than domestic students (9.9% versus 6.4%). [Page 42]

◆ **How do credential completion rates of international and domestic students compare?** Among students who entered Bachelor's degrees and subsequently completed them, domestic students achieved cumulative five-, six- and seven-year degree completion rates of 47%, 64% and 71%. These rates are comparable, although slightly lower, than rates achieved by international students (57%, 68% and 73%). The most notable difference is the fact that international students achieve five-year bachelor's degree completion rates that are ten percentage points higher than domestic students (57% versus 47%). [Page 43]

◆ **How does the time to Bachelor's degree completion compare between international and domestic students?** Among those students who completed their credential in the last three academic years (2019/2020, 2020/2021 or 2021/2022), more than 16,000 international students completed their Bachelor's degree in 4.5 years, on average, compared to more than one year longer, or 5.6 years for roughly 56,000 domestic students. [Page 44]





# Introduction

## Overview

This report provides highlights of the latest research from the Student Transitions Project (STP), with a primary focus on the first transitions of B.C. grade 12 graduates into B.C. public post-secondary education. In addition, a brief summary of total post-secondary enrollment trends in B.C. are provided, along with an analysis of the credentials, programs and academic performance of international versus domestic students in B.C. public post-secondary education. This report is also available to the public on the [STP website](#).<sup>1</sup>



## Context

At the time of writing this report in May of 2023, the World Health Organization (WHO) had recently declared the end of the global emergency status for COVID-19, more than three years after its original declaration in January of 2020. During these tumultuous times, the world was disrupted by the pandemic in numerous ways, but B.C.'s K-12 and post-secondary education systems adapted and managed to continue educating students, enrolling new learners, graduating grade 12's and conferring post-secondary credentials. The traditional learning environment and distractions of the world around us are likely to have had a profound impact on students. The information provided by the STP may help us understand some of the impact, but the data alone cannot tell the full story.

In each of the last two editions of STP Research Results released in June 2021 and June 2022, the STP was able to provide information on the impact of the pandemic on student transitions from high school to post-secondary education and the impact on overall post-secondary enrolment trends in B.C. This year's Research Results summarizes the latest available STP data collected in the fall of 2022. The report includes some analysis dating back twenty years, but primarily focuses on recent grade 12 graduates<sup>2</sup> enrolling in B.C. public post-secondary education for the first time, up to and including the grade 12 graduation cohort of 2020/2021 and the full academic year of post-secondary enrolment in 2021/2022. This report reveals continued declines in student transition rates and some evidence of recovery in post-secondary enrolments in B.C.

The STP is excited to inform readers that we now have twenty full years of STP data, including 20 grade 12 graduation cohorts and twenty years of post-secondary enrolment data. In light of this occasion, the STP plans to provide a twenty-year review of STP research findings, including significant events, important research findings, lessons learned, plus future goals we hope to achieve over the next twenty years. Work on this project will begin soon, with results potentially available to the public in the fall of 2023.

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

<sup>2</sup> B.C. grade 12 graduates includes students who were eligible to graduate from grade 12 at the beginning of the academic school and subsequently completed a Certificate of Grade 12 Graduation, informally referred to as a B.C. Dogwood Diploma, by the end of the school year.

# Research Results

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## Part 1:

## Student Transitions into Post-Secondary Education

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## ◆ What are the transition rates of B.C. high school graduates into B.C. public post-secondary education?

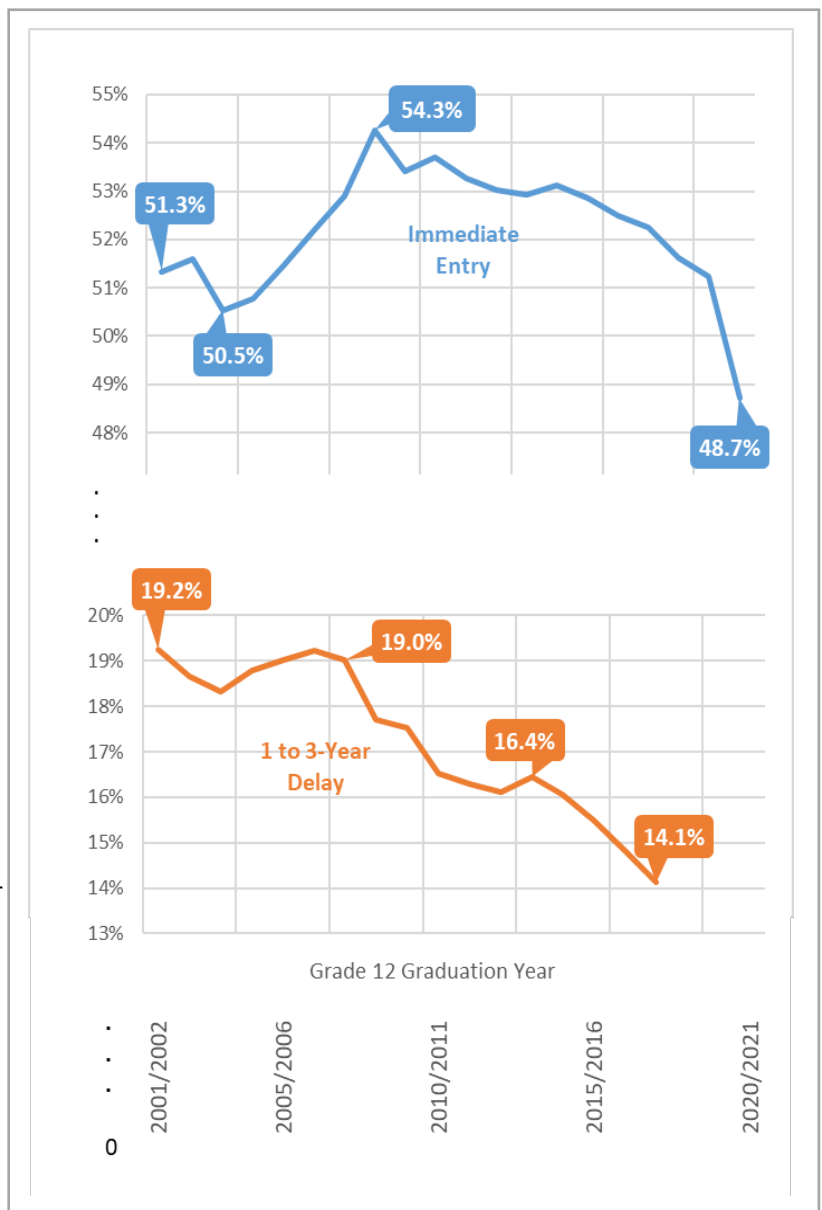
The Student Transitions Project measures the proportion of grade 12 graduates who enrolled in B.C. public post-secondary education after grade 12 graduation. Immediate entry transition rates measure the share of a grade 12 graduation cohort who enrolled in post-secondary education within one year of grade 12 graduation, whereas delayed-entry rates measure the proportion who enrolled after more than a year.

**Immediate entry:** The immediate entry transition rate of 2020/2021 grade 12 graduates is currently 48.7%.<sup>3</sup> See [Figure 1](#). Immediate entry transition rates have been declining since 2008/09, but despite this trend, these rates have remained consistently above 50%, ranging from a previous low of 50.5% for the 2003/2004 grade 12 graduation cohort to a high of 54.3% for the 2008/2009 graduation cohort.

**Delayed Entry:** The proportion of grade 12 graduates who delayed their transition into B.C. public post-secondary education for one, two or three years is 14.1%. This is significantly lower than the equivalent rate of 19.2% from sixteen years earlier.

**Declining Transition Rate Trends:** The immediate and delayed entry transition rates are roughly five percentage points lower than the relatively high rates achieved earlier in the decade. These declining rates may be attributed to a number of different factors, especially since these declining rates are not consistent across all sub-populations of high school graduates. The most recent drop in the immediate-entry transition rate is explained in more detail in [footnote 3](#) below.

**FIGURE 1: TRENDS IN IMMEDIATE ENTRY AND DELAYED ENTRY TRANSITION RATES OF B.C. GRADE 12 GRADUATES, 2001/2002 TO 2019/2020**



<sup>3</sup> Transitions to post-secondary education cannot be determined for students in post-secondary institutions unless they have a Personal Education Number (PEN). Langara experienced a technical issue related to student PEN matching in academic year 2021/22, such that a significant proportion of the grade 12 graduates who transitioned to Langara were not counted as transitioners. It is estimated that the impact on the number of immediate-entry students entering B.C. public post-secondary institutions in 2021/2022 is under-reported by at least 1,000 students, such that the estimated overall provincial immediate-entry transition rate would be 50.9% (rather than the 48.7% reported here). This issue is expected to be resolved in future STP releases.

## What does the student transitions matrix reveal about student transitions of different graduation cohorts?

The STP provides a student transitions matrix for different sub-populations of students and these are available on the public STP website<sup>1</sup>, in addition to the STP SharePoint site for authorized users. The matrix at the provincial level (see [Figure 2](#)) shows the number of grade 12 graduates in each of the last ten graduation cohorts and their time of first entry into the B.C. public post-secondary education system. A number of indicators and patterns are evident in the matrix:

- The numbers in the main diagonal of the matrix show the relatively consistent and gradually declining **immediate entry** transition rate over the last decade. Due to missing Personal Education Numbers (PENs) on student records at Langara, the 48.7% immediate entry transition rate for the 2020/2021 grade 12 graduation cohort under-reports student transitions and is estimated to be closer to 50.9%. See [footnote 3](#) on [page 11](#) for more information.
- The additional diagonal cells to the right of the main diagonal show the **delayed entry** transition rates in subsequent years. The delayed entry rates are increasingly smaller as the number of years since graduation increases; and these rates are generally declining with each successive graduation cohort.
- The number and proportion of each graduation cohort that has not yet entered post-secondary education in B.C. is provided in the “**No Transition Yet**” column of the matrix.
- The **cumulative transition rate** provides the sum of all students from each cohort who have enrolled in post-secondary education up until present time.
- As the number of years since graduation increases, for any given graduation cohort, the proportion of students who enroll in post-secondary education increases, while the proportion who have not yet transitioned to post-secondary education decreases.

**FIGURE 2: STUDENT TRANSITION MATRIX – NUMBER OF STUDENT TRANSITIONS FROM GRADE 12 GRADUATION TO B.C. PUBLIC POST-SECONDARY EDUCATION IN EACH ACADEMIC YEAR**

Grade 12 Grad Year		Post-Secondary School Year										No Transition Yet	Grand Total Gr12 Grads	Cumulative Transition Rate
		2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022			
2011/2012	# of HS Grads	24,069	4,424	1,823	1,112	871	601	453	336	278	216	10,995	45,178	(10 years)
	% of HS Grad Class	53.3%	9.8%	4.0%	2.5%	1.9%	1.3%	1.0%	0.7%	0.6%	0.5%	24.3%	100.0%	75.7%
2012/2013	Count of HS Grads		23,731	4,341	1,811	1,061	812	591	447	351	234	11,384	44,763	(9 years)
	% of HS Grad Class		53.0%	9.7%	4.0%	2.4%	1.8%	1.3%	1.0%	0.8%	0.5%	25.4%	100.0%	74.6%
2013/2014	Count of HS Grads			23,088	4,421	1,751	1,003	748	534	437	327	11,321	43,630	(8 years)
	% of HS Grad Class			52.9%	10.1%	4.0%	2.3%	1.7%	1.2%	1.0%	0.7%	25.9%	100.0%	74.1%
2014/2015	Count of HS Grads				22,710	4,180	1,661	1,026	667	543	400	11,566	42,753	(7 years)
	% of HS Grad Class				53.1%	9.8%	3.9%	2.4%	1.6%	1.3%	0.9%	27.1%	100.0%	72.9%
2015/2016	Count of HS Grads					22,463	4,038	1,691	861	685	492	12,273	42,503	(6 years)
	% of HS Grad Class					52.9%	9.5%	4.0%	2.0%	1.6%	1.2%	28.9%	100.0%	71.1%
2016/2017	Count of HS Grads						22,397	3,920	1,539	868	631	13,311	42,666	(5 years)
	% of HS Grad Class						52.5%	9.2%	3.6%	2.0%	1.5%	31.2%	100.0%	68.8%
2017/2018	Count of HS Grads							22,781	3,830	1,500	828	14,651	43,590	(4 years)
	% of HS Grad Class							52.3%	8.8%	3.4%	1.9%	33.6%	100.0%	66.4%
2018/2019	Count of HS Grads								22,557	3,624	1,399	16,126	43,706	(3 years)
	% of HS Grad Class								51.6%	8.3%	3.2%	36.9%	100.0%	63.1%
2019/2020	Count of HS Grads									22,413	3,531	17,810	43,754	(2 years)
	% of HS Grad Class									51.2%	8.1%	40.7%	100.0%	59.3%
2020/2021	Count of HS Grads										21,518	22,658	44,176	(1 year)
	% of HS Grad Class										48.7%	51.3%	100.0%	48.7%

## ☑ Do immediate and delayed entry students enrol in different institution types? Are academic qualifications a factor?

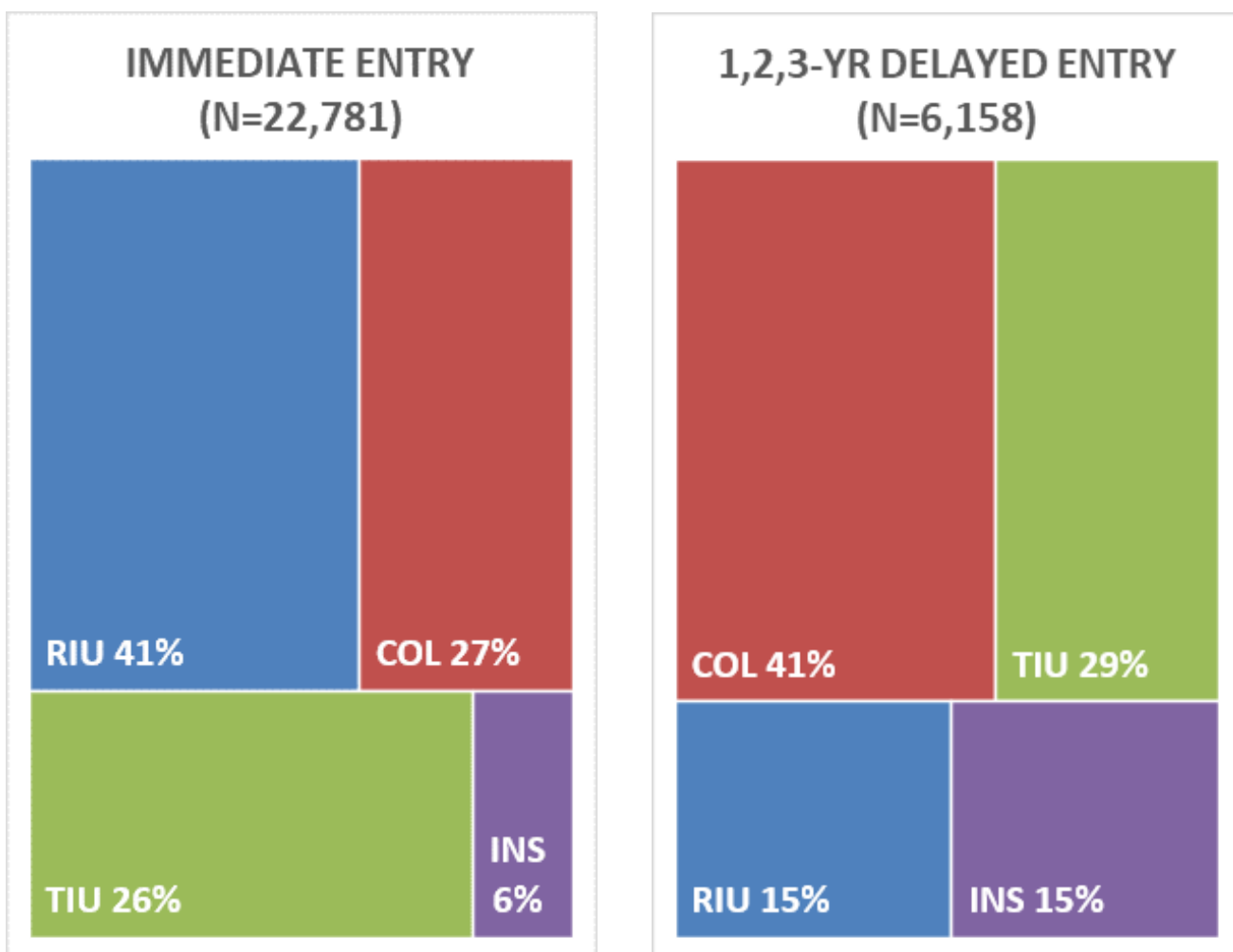
Among the 43,590 grade 12 graduates of 2017/2018, a total of 28,939 students enrolled in B.C. public post-secondary institutions for the first time over the following four years. The majority of these post-secondary registrants enrolled immediately in 2018/2019 (79%), while 21% delayed their entry by up to three years, enrolling in 2019/2020 to 2021/2022.

**Figure 3** compares the post-secondary institution destinations of these immediate and delayed entry students.

- Immediate entry students were equally as likely to enrol in B.C. Colleges (27%) and TIUs (26%), but most likely to enrol in RIUs (41%). Institutes represented 6% of the immediate entry student destinations.
- Delayed entry students are much more inclined to enrol in Colleges (41%) and TIUs (29%) than RIUs (15%) and Institutes (15%).

Differences in academic qualifications of students upon graduation from high school may largely explain the differences in immediate and delayed entry destinations. See [page 14](#).

**FIGURE 3: IMMEDIATE AND DELAYED ENTRY DESTINATIONS OF 2017/2018 GRADE 12 GRADUATES (N=28,639 ENTRANTS)**

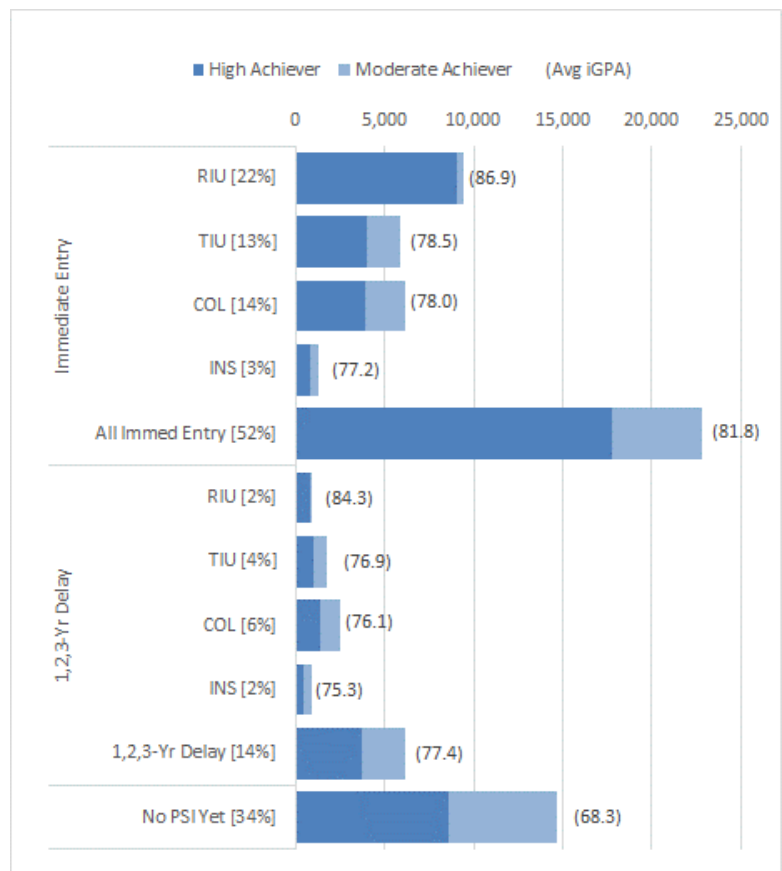


## ✓ How does academic performance affect post-secondary entry destinations and time of entry?

A closer look at the 43,590 grade 12 graduates of 2017/2018 reveals that differences in academic qualifications may influence the type of post-secondary destinations and time of entry. This cohort has had four years of time to seek enrolment in a B.C. public post-secondary institution, up to the end of academic year 2021/2022.

- The average iGPA<sup>4</sup> scores of immediate entry students was 81.8, compared to 77.4 among those who delayed their entry to post-secondary education by one, two or three years. Similarly, for each post-secondary institution type destination, the average iGPA scores of immediate entry students was roughly two percentage points higher than the average iGPA scores of delayed entry students at each institution type. See **Figure 4**.
- As previously shown, immediate entry students predominantly enrol in RIUs, whereas delayed entry students primarily enrol in B.C. Colleges.
- Roughly two-thirds (69%) of the graduates from 2017/2018 were high achievers with iGPAs of 75% or higher, with one third (33%) of these students enrolling in RIUs, 17% in TIUs, 17% in Colleges and 4% in Institutes.
- Nearly one-third (31%) of the 2017/2018 graduates were moderate achievers, with iGPAs below 75%. The smallest share of moderate achievers enrolled in RIUs (4%), while 25% enrolled in Colleges, 20% in TIUs and 7% in Institutes.
- High achieving graduates of 2017/2018 were more likely to enrol in B.C. public post-secondary education (49%) than moderate achievers (18%). In total, 52% of the graduation cohort enrolled immediately, 14% delayed their entry by one, two or three years and 34% have not yet enrolled.
- Moderate achievers from B.C. high schools are able to enrol in any B.C. public post-secondary institution type, either immediately or after a delay of several years, although high achievers dominate those who enter RIUs.
- Among the third (or 14,651 graduates) of 2017/2018 who have not yet enrolled in B.C. public post-secondary education by 2021/2022, 58% were high achievers and 41% were moderate achievers. Previous research by the STP showed that many of the high achievers enrol in non-B.C. and B.C. private institutions and thus appear to be “non-transitioners”.
- Among grade 12 graduates entering RIUs, the number of immediate entrants were roughly ten times greater than the number of delayed entry students, and they had higher average iGPA scores (86.9 versus 84.3).

**FIGURE 4: DESTINATIONS OF 2017/2018 GRADE 12 GRADUATES, BY PSI TYPE AND TIME OF ENTRY**



<sup>4</sup> See inset box on [page 19](#) for more information on the Inclusive GPA (iGPA).

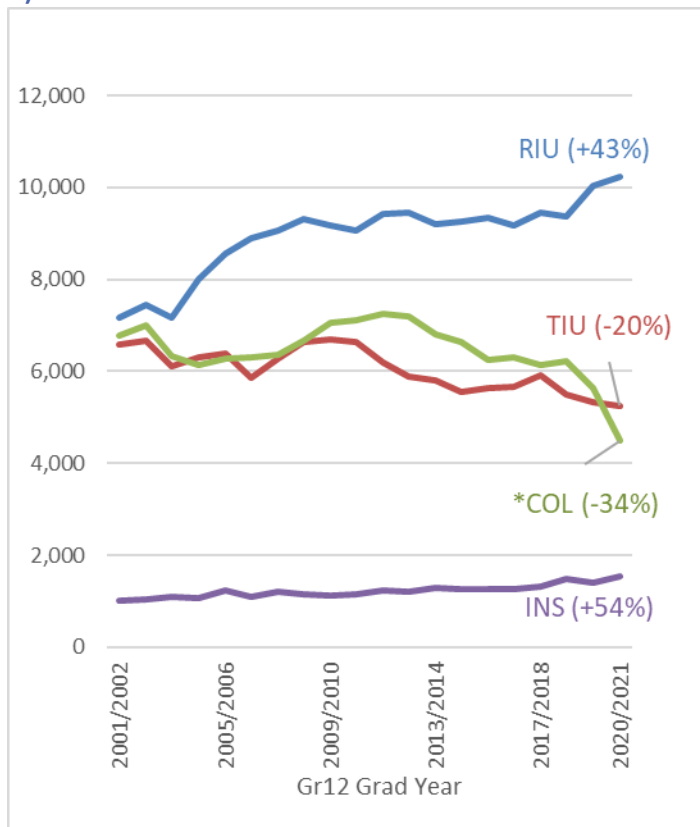


## ◆ What are the trends in immediate and delayed entry students, by institution type?

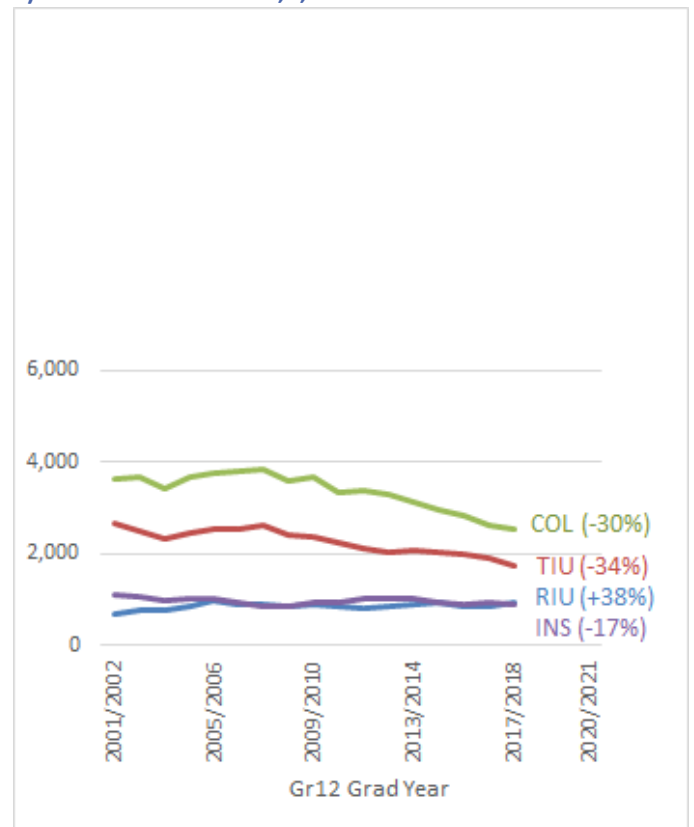
The total number of immediate entry students enrolling in B.C. public post-secondary institutions has remained relatively stable across the B.C. system at roughly 22,000 students per year, although these trends vary across institution types. By comparison, a 24% declining trend is evident for students who delayed their transition to B.C. public post-secondary education by one, two or three years. As shown in **Figure 5**, starting with the 2001/2002 grade 12 graduation cohort, there were roughly 7,000 immediate entry students enrolling in each of RIUs, TIUs and Colleges, in addition to 1,000 students entering Institutes (according to current institution type designations). Two decades later, by 2021/2022, the number of immediate-entrants has increased by 43% at RIUs and 54% at Institutes, while TIUs and Colleges have seen declines of 20% and 34% respectively<sup>5</sup>. Unlike the immediate entry students, the declining trend in delayed entry students is more consistent across each institution type, although RIUs are the only destination showing an increase in delayed entrants (+38%) over seventeen years.

**FIGURE 5: IMMEDIATE AND DELAYED ENTRY TRENDS TO PSI TYPES (WITH % CHANGE SINCE 2001/2002)**

**A) 20-YEAR HEADCOUNT IMMEDIATE ENTRY TRENDS**



**B) 17-YEAR HEADCOUNT 1,2,3-YEAR DELAYED ENTRY TRENDS**



\* See footnote 5 below.

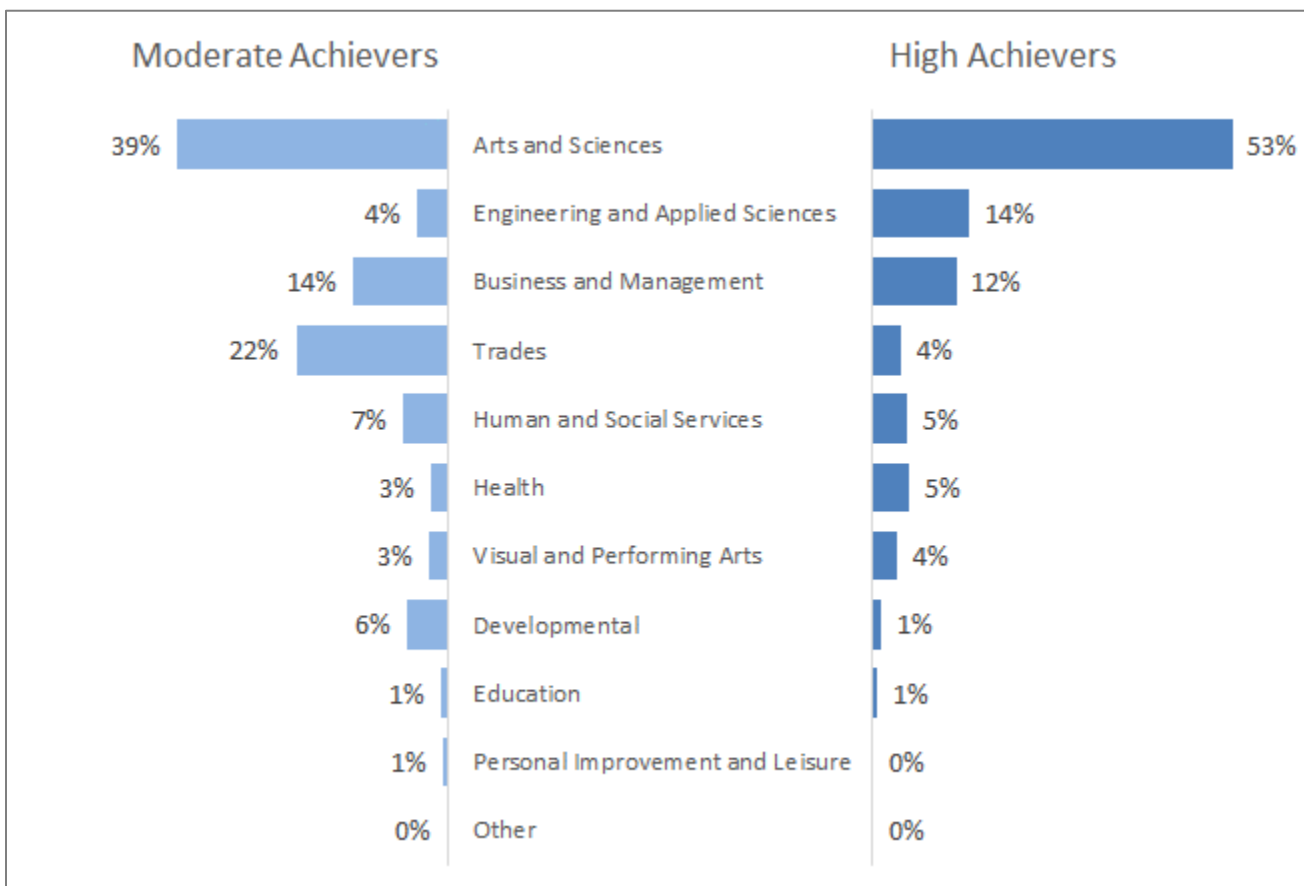
<sup>5</sup> A significant proportion of Langara students did not have Personal Education Numbers (PENs) on their student records in 2020/2021 and this prevents the STP from identifying whether grade 12 graduates enrolled at Langara, thus reducing the immediate entry counts in 2020/2021. This is a temporary problem in Langara’s data and is expected to be corrected in the next STP submission. The STP estimates the immediate entry trend at Colleges over 20 years will be reduced from -34% to -20% once this issue is resolved and restated next year.

## ✓ How do program destinations of immediate entry high school graduates compare between high and moderate achievers?

The post-secondary program destinations of 21,518 immediate entry students from the 2020/2021 grade 12 graduation cohort are shown in [Figure 6](#). By high school academic performance, this includes 18,346 (or 85%) high achievers, with an average iGPA score of 84.7 and 3,172 (or 15%) moderate achievers, with an average iGPA score of 70.5.<sup>6</sup>

- Roughly half (51%) of all immediate entry students enrolled in Arts and Sciences programs in B.C. public post-secondary institutions 2021/2022. This was a more popular destination for high achievers (53%) than moderate achievers (39%), primarily because a larger proportion of moderate achievers enrolled in Trades (22%) and Developmental programs (6%).
- The differences in program destinations may be explained by differences in academic qualifications of high school graduates and this impacts time of entry (immediate or delayed). See [page 13 and 14](#).
- The distribution, trends and academic qualifications of immediate entry students entering selected academic program areas, by institution type are provided on [pages 17-18](#).

**FIGURE 6: PERCENT DISTRIBUTION OF 2020/2021 IMMEDIATE ENTRY HIGH ACHIEVERS AND MODERATE ACHIEVERS, BY PROGRAM ENTERED IN 2021/2021)**

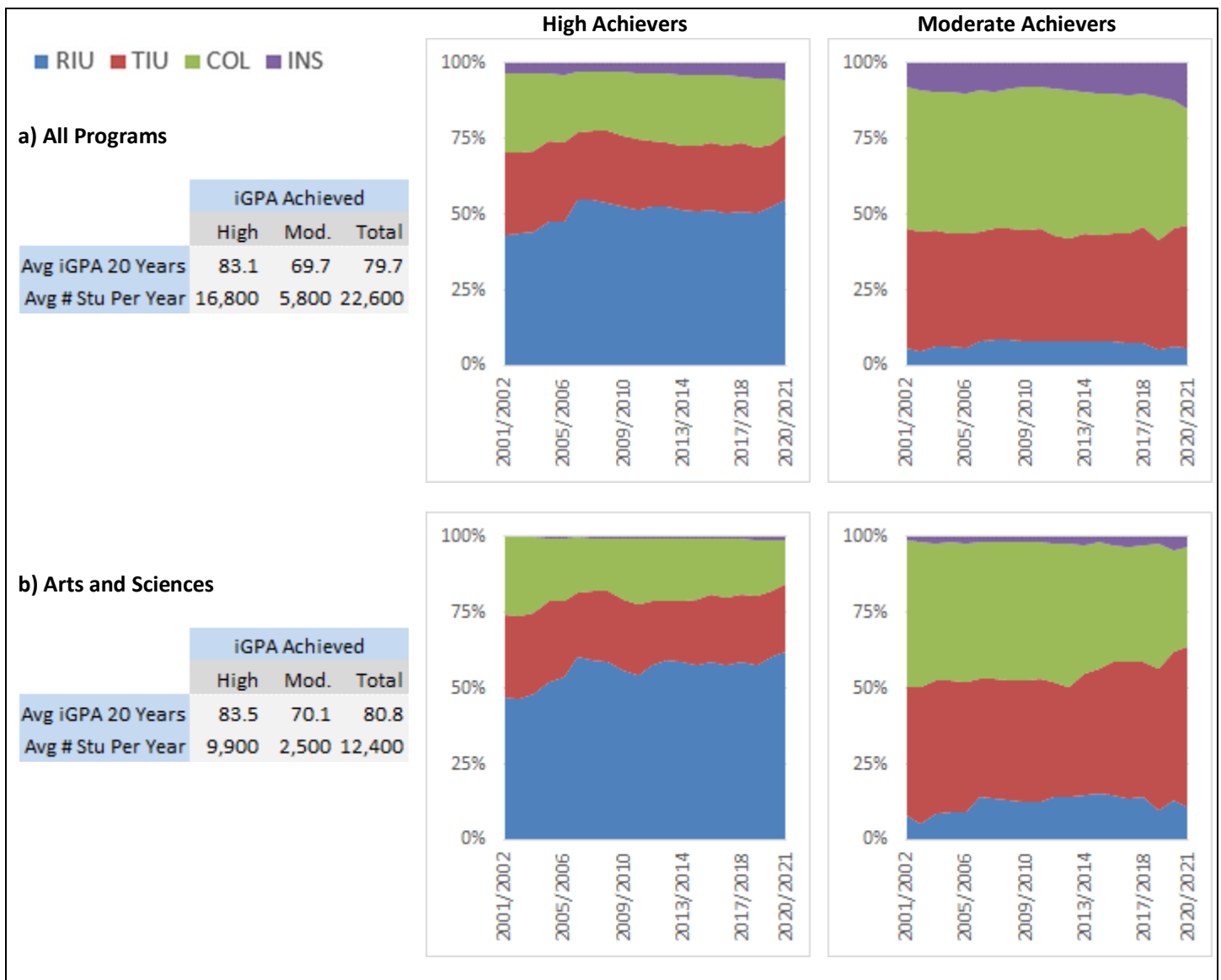


<sup>6</sup> High achievers attained an iGPA score of 75% and above, whereas moderate achievers attained iGPA scores between 50% to 75% in high school.

# ◆ What are the trends in the share of immediate entry students enrolling in institution types, by program and iGPA level?

Immediate entry students to B.C. public post-secondary institutions from B.C. high schools over the last two decades are comprised of 74% high achievers and 26% moderate achievers. High achieving immediate entry students are more likely to enrol in RIUs, while the moderate achievers tend to enrol in Colleges, TIUs and Institutes (see [Figure 7](#)). Due to the academic qualifications needed for admission to RIU programs, moderate achievers are less inclined to enrol in some programs at RIUs, especially Arts and Sciences, Business and Management, Health and Human and Social Services. As the share of high achieving immediate entry students enrolling in RIUs increases, Colleges appear to be experiencing a more significant immediate entry enrolment decrease than TIUs and Institutes. The College decline is partly explained by larger enrolment declines during the pandemic, in addition to Langara students without PENs in the most recent year (see [footnote 3](#) on [page 11](#)).

**FIGURE 7: % DISTRIBUTION OF IMMEDIATE ENTRY STUDENTS ENROLLING IN INSTITUTION TYPES, BY PROGRAM, GRADE 12 GRADUATION YEAR AND IGPA LEVEL**

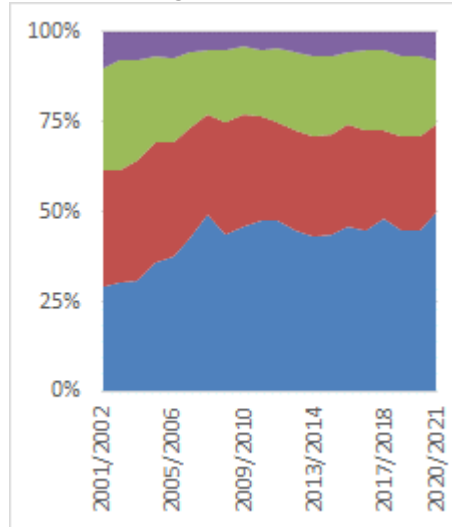


RIU TIU COL INS

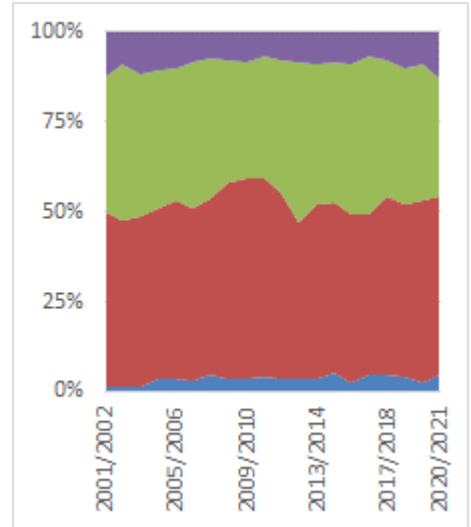
**c) Business and Management**

	iGPA Achieved		
	High	Mod.	Total
Avg iGPA 20 Years	83.4	70.3	80.0
Avg # Stu Per Year	1,900	700	2,600

**High Achievers**

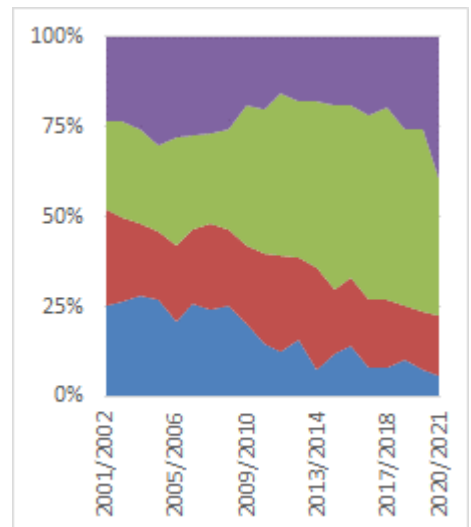
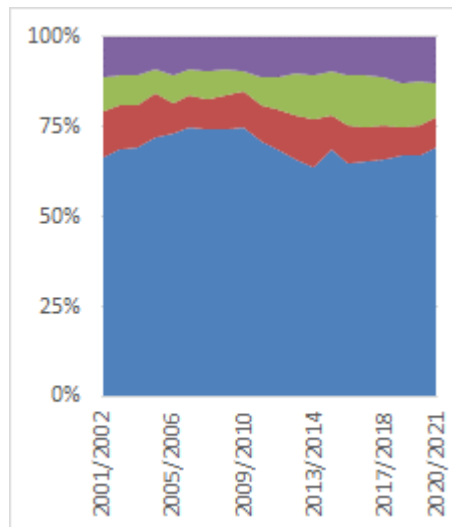


**Moderate Achievers**



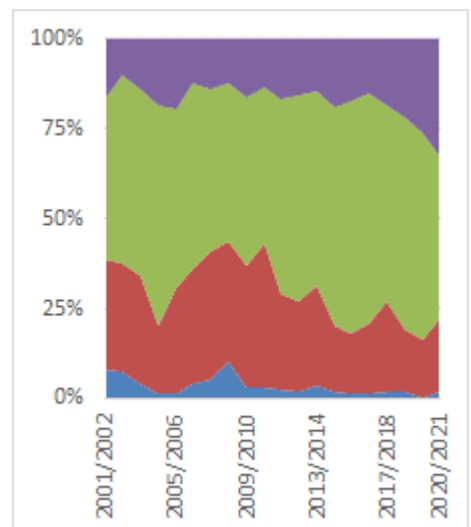
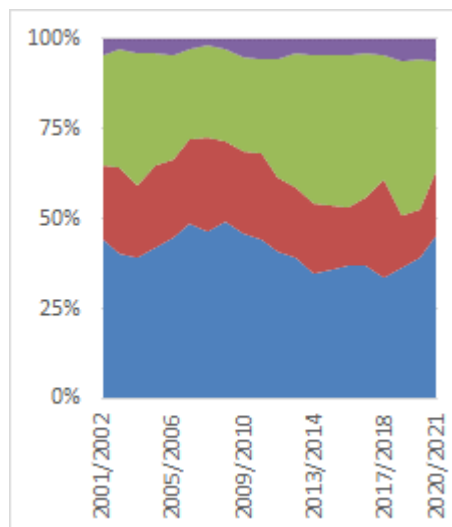
**d) Engineering and Applied Sciences**

	iGPA Achieved		
	High	Mod.	Total
Avg iGPA 20 Years	84.3	70.4	82.6
Avg # Stu Per Year	2,000	300	2,300



**e) Health & Human and Social Services**

	iGPA Achieved		
	High	Mod.	Total
Avg iGPA 20 Years	83.9	70.0	80.7
Avg # Stu Per Year	1,300	400	1,700



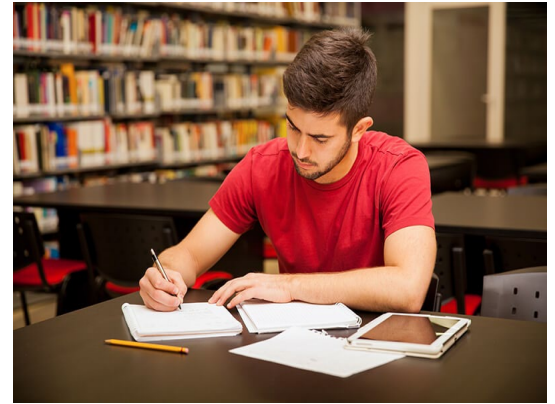
## Measures of Secondary School Academic Performance

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

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

**Inclusive GPA (iGPA)** – This is a more broadly defined measure than the AGPA and it allows the STP to measure the academic performance of both grade 12 graduates and non-graduates. Consistent with the 2004 or 2018 graduation programs, the iGPA is calculated from the average of twelve or thirteen course grades in selected academic subject areas, among grade 10, 11 and 12 courses required for graduation. The best grade from each of the subject areas is included in the iGPA calculation. In those cases where a student graduates under an earlier graduation program or has not yet completed the requirements for all subject areas, the iGPA is calculated on as many courses as are available for that student, from a minimum of one to a maximum of thirteen courses per student (2018 graduation program) or twelve courses (2004 graduation program). The course subject areas are based on the current grade 12 graduation requirements:

1) Career Life Connections (2018)	7) Mathematics 11 or 12
2) Career Life Education	8) Physical & Health Education 10
3) Language Arts 10	9) Science 10
4) Language Arts 11	10) Science 11 or 12
5) Language Arts 12	11) Science 11 or 12
6) Mathematics 10	12) Social Studies 11 or 12
13) Arts Education/Applied Design, Skills and Technologies	



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

Figure 8 provides immediate entry transition rates by region of graduation, school type (public or independent) and school district. The right-most column indicates the proportion of 2020/2021 grade 12 grade graduates from each school district who enrolled in an institution within the same college region as their high school (84%, on average, but varies by school district).

**FIGURE 8: IMMEDIATE ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT: GRADE 12 GRADUATES OF 2016/2017 TO 2020/2021**

Region of Grade 12 Graduation				Immed-Entry Trans. Rate by Gr12 Grad Year					5-Yr Change <sup>~</sup>			# Grads in	% of 2020/2021	
College Region of Gr12 Graduation	School Type	School District	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	Trans % Trend	Trans %	# Trans.	# Grads	2020/2021	Immed Entry to PSI Within Region	
Camosun	BC Public	061 Greater Victoria	47%	49%	47%	50%	51%	~	+13%	+90	+65	1,389	88%	
		062 Sooke	40%	38%	39%	39%	44%	~	+27%	+86	+147	719	88%	
		063 Saanich	48%	48%	49%	52%	52%	~	-1%	-3	-49	569	88%	
		064 Gulf Islands^	37%	29%	27%	32%	27%	~	-30%	-8	+6	100	70%	
		69 Qualicum						~					73%	
	All BC Public Schools in Region			46%	46%	45%	47%	49%	~	+17%	+242	+325	2,957	87%
	All BC Independent Schools in Region			40%	45%	40%	48%	46%	~	+30%	+75	+98	547	65%
All BC Public & Independent Schools in Region				45%	46%	44%	47%	48%	~	+19%	+317	+423	3,504	
Capilano	BC Public	044 North Vancouver	56%	51%	57%	55%	56%	~	+0%	+3	+8	1,164	77%	
		045 West Vancouver	44%	43%	51%	46%	50%	~	+11%	+37	-10	664	79%	
		046 Sunshine Coast	34%	37%	33%	39%	31%	~	-12%	-7	-3	192	38%	
		048 Sea to Sky	44%	40%	33%	38%	35%	~	-27%	-29	-4	306	49%	
		064 Gulf Islands^	43%		40%			~		-3	-7			
	All BC Public Schools in Region			49%	46%	50%	49%	49%	~	+0%	+3	-12	2,332	73%
All BC Independent Schools in Region			31%	33%	35%	35%	36%	~	+14%	+26	+6	527	76%	
All BC Public & Independent Schools in Region				46%	44%	47%	46%	47%	~	+2%	+29	-6	2,859	
Coast Mountain	BC Public	050 Haida Gwaii	75%	57%	61%	45%	56%	~			+11	43	13%	
		052 Prince Rupert	55%	54%	55%	47%	41%	~	-11%	-5	+18	107	50%	
		054 Bulkley Valley	29%	26%	34%	37%	32%	~	+11%	+5	+2	148	43%	
		082 Coast Mountains	54%	50%	55%	40%	51%	~	-20%	-24	-31	232	62%	
		092 Nisga'a	88%	75%	44%	39%		~		-7	-4	4		
	All BC Public Schools in Region			49%	46%	50%	41%	44%	~	-13%	-31	-4	534	51%
All BC Independent Schools in Region			31%	26%	29%	22%	36%	~	+20%	+4	+4	56	45%	
All BC Public & Independent Schools in Region				47%	44%	48%	39%	43%	~	-11%	-27		590	
Douglas	BC Public	040 New Westminster	56%	51%	57%	61%	57%	~	+7%	+17	+29	421	90%	
		041 Burnaby	65%	62%	62%	62%	60%	~	-4%	-45	+91	1,889	95%	
		042 Maple Ridge-Pitt Meadows	44%	47%	47%	46%	48%	~	+8%	+38	-5	1,017	87%	
		043 Coquitlam	56%	56%	56%	58%	59%	~	+3%	+47	-21	2,517	91%	
	All BC Public Schools in Region			57%	56%	57%	58%	57%	~	+2%	+63	+103	5,873	92%
All BC Independent Schools in Region			62%	62%	60%	60%	59%	~	+8%	+22	+56	482	93%	
All BC Public & Independent Schools in Region				57%	57%	57%	58%	57%	~	+2%	+85	+159	6,355	
Fraser Valley	BC Public	033 Chilliwack	40%	47%	44%	43%	41%	~	+9%	+32	+66	828	81%	
		034 Abbotsford	50%	53%	55%	54%	54%	~	+14%	+107	+96	1,400	87%	
		075 Mission	44%	46%	50%	37%	41%	~	-9%	-13	-5	345	88%	
		078 Fraser-Cascade	43%	51%	45%	32%	35%	~	-15%	-4	+6	78	85%	
	All BC Public Schools in Region			46%	50%	50%	48%	48%	~	+10%	+122	+163	2,651	86%
All BC Independent Schools in Region			45%	45%	44%	39%	43%	~	-3%	-5	+12	454	76%	
All BC Public & Independent Schools in Region				46%	49%	49%	46%	47%	~	+8%	+117	+175	3,105	
Kwantlen	BC Public	035 Langley	46%	46%	45%	47%	47%	~	+15%	+117	+220	1,677	88%	
		036 Surrey	63%	61%	62%	62%	60%	~	-1%	-17	+182	4,997	91%	
		037 Delta	61%	61%	58%	58%	55%	~	-7%	-50	+37	1,377	86%	
		038 Richmond	68%	68%	69%	67%	52%	~	-35%	-289	-48	1,580	92%	
	All BC Public Schools in Region			61%	60%	60%	60%	56%	~	-5%	-245	+389	9,664	90%
All BC Independent Schools in Region			62%	55%	55%	57%	51%	~	-12%	-59	+70	982	90%	
All BC Public & Independent Schools in Region				61%	60%	59%	60%	56%	~	-5%	-304	+459	10,646	
New Caledonia	BC Public	028 Quesnel	49%	45%	43%	38%	37%	~	-74%	-45	-51	165	61%	
		057 Prince George	48%	48%	47%	49%	43%	~	-5%	-19	+52	810	82%	
		091 Nechako Lakes	38%	37%	40%	39%	34%	~	-23%	-20	-24	256	49%	
	All BC Public Schools in Region			46%	46%	45%	45%	40%	~	-16%	-79	-11	1,247	74%
All BC Independent Schools in Region			50%	39%	47%	41%	41%	~	-15%	-4	+3	63	92%	
All BC Public & Independent Schools in Region				46%	45%	45%	45%	40%	~	-16%	-83	-8	1,310	

See footnotes on page 22.



**FIGURE 8, CONT.: IMMEDIATE ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT: GRADE 12 GRADUATES OF 2016/2017 TO 2020/2021**

Region of Grade 12 Graduation				Immed-Entry Trans. Rate by Gr12 Grad Year					5-Yr Change~			# Grads in	% of Immed	
College Region of Gr12 Graduation	School Type	School District	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	Trans % Trend	Trans %	# Trans.	# Grads	2020/2021	Entry to PSI in Region	
North Island	BC Public	049 Central Coast	50%	71%	60%	44%	38%		-67%	-2	-2	8	67%	
		070 Pacific Rim	52%	48%	47%	45%	46%		-28%	-24	-25	190	76%	
		071 Comox Valley	45%	43%	42%	46%	43%		-12%	-26	-35	501	81%	
		072 Campbell River	44%	46%	52%	47%	44%		+1%	+2	+8	356	90%	
		084 Vancouver Island West	56%	60%	54%	39%	38%		+38%	+3	+12	21	88%	
	085 Vancouver Island North	44%	47%	49%	41%	49%		+11%	+4		71	80%		
	All BC Public Schools in Region			46%	46%	47%	46%	44%		-9%	-44	-45	1,159	83%
	All BC Independent Schools in Region			33%	34%	41%	39%	28%		+39%	+7	+31	64	61%
	All BC Public & Independent Schools in Region			46%	45%	47%	45%	43%		-7%	-37	-14	1,223	
	Northern Lights	BC Public	059 Peace River South	26%	29%	34%	24%	29%		+14%	+8	+10	195	65%
060 Peace River North			31%	34%	31%	30%	30%		-2%	-2	-3	328	54%	
081 Fort Nelson			29%	43%	34%	29%	28%		-18%	-2	-6	39	45%	
087 Stikine			31%	56%	18%	25%	17%		-400%	-4	-10	6	100%	
All BC Public Schools in Region			29%	33%	32%	28%	30%				-9	568	57%	
All BC Independent Schools in Region			30%	22%	20%	24%	36%		-20%	-1	-6	14	100%	
All BC Public & Independent Schools in Region			29%	33%	32%	27%	30%		-1%	-1	-15	582		
Okanagan	BC Public	019 Revelstoke	27%	45%	38%	45%	44%		+47%	+15	+10	73	72%	
		022 Vernon	46%	45%	44%	40%	40%		-13%	-32	+2	595	82%	
		023 Central Okanagan	50%	51%	49%	48%	46%		-5%	-36	+53	1,634	79%	
		053 Okanagan Similkameen	46%	56%	48%	51%	38%		-32%	-18	-15	146	77%	
		058 Nicola-Similkameen ^	35%	36%	25%	16%	26%		-71%	-5	-7	27	71%	
		067 Okanagan Skaha	51%	48%	48%	44%	39%		-37%	-68	-27	465	65%	
		083 North Okanagan-Shuswap	44%	49%	42%	39%	41%		-3%	-4	+13	376	80%	
	All BC Public Schools in Region			48%	50%	47%	45%	43%		-10%	-141	+35	3,334	77%
All BC Independent Schools in Region			55%	43%	44%	45%	48%				+44	361	56%	
All BC Public & Independent Schools in Region			48%	49%	46%	45%	43%		-9%	-141	+79	3,695		
Rockies	BC Public	005 Southeast Kootenay	39%	38%	41%	35%	38%		-8%	-10	-16	351	86%	
		006 Rocky Mountain	31%	28%	25%	29%	26%		-19%	-9	+2	181	77%	
		008 Kootenay Lake ^	50%	22%		67%	10%		-100%	-1	+6	10	100%	
		All BC Public Schools in Region			36%	34%	35%	33%	33%		-11%	-20	-8	542
	All BC Independent Schools in Region			36%	36%	12%	41%	40%		-25%	-1	-4	10	
All BC Public & Independent Schools in Region			36%	34%	35%	33%	33%		-11%	-21	-12	552		
Selkirk	BC Public	008 Kootenay Lake ^	49%	45%	40%	40%	40%		-1%	-2	+63	367	74%	
		010 Arrow Lakes	46%	48%	46%	41%	45%		-29%	-4	-8	31	79%	
		020 Kootenay-Columbia	57%	51%	57%	50%	53%		-10%	-13	-3	257	83%	
		051 Boundary	46%	47%	39%	42%	43%		-9%	-3	-1	81	86%	
	All BC Public Schools in Region			52%	48%	47%	44%	45%		-6%	-19	+56	741	79%
All BC Independent Schools in Region				22%		100%	25%		+100%	+1	+4	4	100%	
All BC Public & Independent Schools in Region			52%	47%	47%	44%	45%		-5%	-18	+60	745		
Thompson Rivers	BC Public	027 Cariboo-Chilcotin	38%	44%	36%	33%	37%		-12%	-12	-23	265	62%	
		058 Nicola-Similkameen ^	39%	55%	47%	47%	55%		+37%	+23	+13	112	66%	
		073 Kamloops/Thompson	46%	49%	46%	44%	45%		-7%	-31	-54	940	86%	
		074 Gold Trail	50%	52%	30%	49%	33%		-68%	-15	-7	67	73%	
	All BC Public Schools in Region			44%	49%	44%	43%	44%		-6%	-35	-71	1,384	80%
All BC Independent Schools in Region			42%	40%	39%	36%	32%		-35%	-13	-3	115	73%	
All BC Public & Independent Schools in Region			44%	48%	43%	42%	43%		-7%	-48	-74	1,499		
Vancouver/Langara	BC Public	039 Vancouver	63%	61%	60%	60%	48%		-34%	-618	-60	3,785	86%	
		All BC Public Schools in Region		63%	61%	60%	60%	47%		-34%	-616	-30	3,851	86%
		All BC Independent Schools in Region		48%	46%	41%	44%	39%		-1%	-7	+295	1,564	80%
	All BC Public & Independent Schools in Region			59%	57%	55%	55%	45%		-26%	-623	+265	5,415	
Vancouver Island	BC Public	047 Powell River	46%	53%	49%	42%	26%		-58%	-23	+17	153	78%	
		068 Nanaimo-Ladysmith	51%	52%	51%	45%	41%		-10%	-38	+100	894	84%	
		069 Qualicum	40%	39%	49%	35%	38%		-86%	-48	-116	147	91%	
		079 Cowichan Valley	48%	53%	46%	43%	45%		-14%	-27	-31	438	88%	
	All BC Public Schools in Region			48%	50%	49%	44%	40%		-20%	-132	-22	1,648	85%
All BC Independent Schools in Region			33%	38%	35%	35%	32%		+6%	+9	+35	437	57%	
All BC Public & Independent Schools in Region			45%	48%	46%	42%	39%		-15%	-123	+13	2,085		
o All BC Public Schools in All Regions			53%	53%	53%	52%	50%		-5%	-932	+859	+38,485	85%	
Conseil Scolaire Francophone*			56%	66%	48%	44%	48%		+18%	+19	+67	+223	82%	
All BC Independent Schools in All Regions			48%	46%	44%	46%	43%		+2%	+54	+645	+5,680	78%	
Grand Total, Province of B.C.			53%	53%	53%	52%	50%		-5%	-933	+865	+38,496	84%	

See footnotes on page 22.

**Figure 8 Footnotes:**

~ 5-Year Change is from grad year 2016/17 to 2020/21. These columns show Trans % (percent change in number of immediate-entry students); # Trans (+/- change in number of immediate-entry students); # Grads (+/- change in number of grade 12 graduates).

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

^ The following three school districts span two college regions. The schools in these districts are reported in their respective college regions:

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

**Four Post-Secondary Regions of B.C.**



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

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

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

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

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

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

# What are the differences in student transition rates by student demographic characteristics?

Each year, the STP provides information on student transition rates for a number of different student groups, including immediate entry rates, cumulative transition rates after five and 10 years, transition rates into Bachelor’s degree programs, and the number of grade 12 graduates within each sub-population. See **Figure 9**.

**FIGURE 9: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS FOR SELECTED B.C. HIGH SCHOOL GRADUATION COHORTS**

Demographic Characteristic While in Secondary School	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2011/12 Grads)			2020/21 Immed Trans Rate to		2020/21 Gr12 Grads Distrib.	
	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^A	Other	Count	% of Total
<b>Gender:</b>																	
* Female	54.7%	54.2%	53.9%	54.3%	51.7%	72.7%	72.2%	72.0%	70.9%	70.1%	55.2%	72.0%	76.2%	32.4%	19.3%	21,912	49.6%
Male	50.3%	50.4%	49.4%	48.1%	45.8%	69.3%	70.0%	69.4%	69.1%	67.5%	51.3%	70.8%	74.9%	24.0%	21.8%	22,264	50.4%
<b>Age at Graduation:</b>																	
* 17 and younger	54.5%	54.4%	54.0%	53.8%	51.2%	73.2%	73.4%	73.0%	72.3%	71.4%	55.5%	73.7%	77.8%	29.9%	21.3%	25,510	57.7%
18	51.2%	51.1%	50.1%	48.9%	46.1%	69.8%	69.8%	69.4%	68.6%	66.9%	51.9%	70.3%	74.6%	26.6%	19.5%	17,422	39.4%
19 and older	38.6%	35.4%	34.6%	36.5%	33.3%	53.6%	53.1%	56.0%	53.2%	53.4%	38.9%	53.9%	57.5%	13.8%	19.5%	1,235	2.8%
<b>Overall Indigenous Status<sup>†</sup>:</b>																	
Indigenous Student	39.2%	41.0%	40.8%	37.3%	37.6%	61.9%	62.5%	61.6%	61.5%	61.1%	40.4%	63.4%	69.7%	15.6%	22.0%	3,811	8.6%
* Non-Indigenous Student	53.7%	53.2%	52.6%	52.5%	49.8%	71.6%	71.7%	71.4%	70.7%	69.5%	54.3%	72.1%	76.1%	29.4%	20.4%	40,365	91.4%
<b>Language Programs (in Grad Year):</b>																	
ESL in Grad Year	50.6%	49.1%	45.9%	46.2%	43.9%	69.1%	66.6%	67.0%	64.9%	65.5%	54.1%	69.8%	72.8%	15.1%	28.8%	998	2.3%
* French Immersion	64.2%	62.3%	64.8%	63.0%	61.1%	77.3%	78.5%	80.1%	78.8%	79.7%	64.3%	81.6%	85.8%	41.9%	19.2%	2,772	6.3%
<b>Special Needs:</b>																	
* Gifted	63.3%	65.9%	64.7%	66.4%	64.7%	80.9%	80.0%	80.0%	80.3%	76.9%	70.0%	82.7%	85.3%	52.1%	12.6%	541	1.2%
Other Special Needs	39.1%	39.8%	39.3%	36.7%	35.9%	59.5%	60.3%	60.2%	60.3%	59.2%	38.5%	60.3%	65.1%	12.0%	23.9%	4,347	9.8%
No Special Needs	53.5%	53.2%	52.6%	52.5%	49.9%	71.6%	71.8%	71.4%	70.6%	69.4%	53.9%	72.0%	76.2%	29.6%	20.3%	39,288	88.9%
<b>All Graduates, by Primary Language Spoken at Home:</b>																	
English	49.0%	49.0%	48.9%	48.4%	46.2%	69.1%	68.9%	69.0%	68.6%	67.7%	48.9%	69.7%	74.6%	26.5%	19.7%	30,323	68.6%
Non-English:	61.2%	59.2%	57.5%	57.2%	54.2%	76.3%	77.0%	75.3%	73.6%	71.5%	66.7%	77.2%	79.3%	31.9%	22.3%	13,853	31.4%
French	54.1%	51.9%	46.4%	47.6%	43.7%	72.3%	74.5%	73.0%	63.0%	71.4%	50.0%	68.1%	71.6%	29.9%	13.8%	284	0.6%
Chinese, Mandarin, Cantonese	54.3%	51.7%	48.8%	50.7%	47.1%	73.5%	73.6%	68.8%	65.4%	61.8%	69.0%	76.3%	78.3%	37.0%	10.1%	4,296	9.7%
Korean	48.3%	49.5%	50.2%	48.1%	46.4%	52.3%	54.9%	58.3%	58.1%	57.8%	44.2%	53.9%	56.6%	33.2%	13.2%	937	2.1%
* Punjabi	82.6%	83.6%	82.7%	80.6%	76.2%	91.0%	92.5%	91.9%	92.4%	92.7%	83.4%	92.1%	93.7%	34.5%	41.7%	2,432	5.5%
Tagalog (Phillipino)	60.0%	58.3%	55.2%	54.8%	42.7%	84.9%	83.3%	81.5%	79.7%	80.0%	61.3%	81.6%	83.1%	14.2%	28.5%	941	2.1%
Other Lang. (not listed above)	61.8%	59.6%	57.6%	55.6%	53.8%	77.4%	78.0%	77.2%	76.0%	73.8%	63.9%	78.4%	80.9%	29.4%	24.4%	4,963	11.2%
<b>B.C. Resident Status at Time of Gr12 Graduation ~ :</b>																	
* Resident of B.C.	54.3%	54.4%	53.8%	53.3%	50.1%	72.4%	72.6%	72.4%	72.0%	71.4%	54.1%	72.7%	77.0%	28.9%	21.2%	40,831	92.4%
Non-Resident of B.C.	31.0%	30.0%	30.3%	29.5%	31.9%	39.6%	40.6%	41.9%	41.0%	38.2%	33.5%	41.0%	42.3%	18.7%	13.2%	3,345	7.6%
<b>Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home:</b>																	
English	28.9%	25.5%	28.5%	25.0%	28.0%	37.3%	36.6%	37.8%	37.2%	35.5%	31.8%	40.7%	41.8%	18.6%	9.4%	489	1.1%
Non-English:	31.9%	31.4%	30.8%	30.5%	32.5%	41.3%	43.2%	44.3%	42.8%	39.3%	34.6%	41.2%	42.7%	18.7%	13.8%	2,856	6.5%
* Chinese, Mandarin, Cantonese	34.6%	32.8%	30.9%	31.7%	30.3%	51.5%	51.0%	50.0%	45.9%	43.1%	43.8%	51.8%	53.2%	22.9%	7.4%	1,501	3.4%
Korean	23.6%	29.3%	29.1%	23.0%	30.2%	23.8%	24.0%	30.1%	39.8%	29.7%	23.5%	27.5%	29.1%	18.6%	11.6%	338	0.8%
Japanese	18.6%	17.1%	17.3%	15.6%	15.3%	28.9%	26.4%	19.5%	27.9%	20.4%	18.5%	27.9%	27.9%	6.7%	8.6%	209	0.5%
Other Lang. (not listed above)	31.0%	32.3%	34.7%	34.4%	42.1%	36.7%	40.3%	42.8%	37.8%	37.1%	35.2%	42.8%	44.8%	14.0%	28.1%	808	1.8%
<b>Total Non-Residents of B.C.</b>	<b>31.0%</b>	<b>30.0%</b>	<b>30.3%</b>	<b>29.5%</b>	<b>31.9%</b>	<b>39.6%</b>	<b>40.6%</b>	<b>41.9%</b>	<b>41.0%</b>	<b>38.2%</b>	<b>33.5%</b>	<b>41.0%</b>	<b>42.3%</b>	<b>18.7%</b>	<b>13.2%</b>	<b>3,345</b>	<b>7.6%</b>
<b>Secondary School Type:</b>																	
* BC Public School	53.1%	53.1%	52.7%	52.0%	49.5%	71.8%	72.0%	71.9%	70.9%	69.9%	53.8%	72.2%	76.3%	27.8%	21.7%	38,496	87.1%
BC Independent School	47.6%	46.0%	44.1%	45.7%	43.2%	62.8%	63.3%	61.9%	62.9%	60.8%	48.6%	65.1%	69.5%	30.4%	12.8%	5,680	12.9%
<b>Grand Total for All BC12 Graduates</b>	<b>52.5%</b>	<b>52.3%</b>	<b>51.6%</b>	<b>51.2%</b>	<b>48.7%</b>	<b>70.9%</b>	<b>71.0%</b>	<b>70.8%</b>	<b>70.0%</b>	<b>68.8%</b>	<b>53.3%</b>	<b>71.5%</b>	<b>75.6%</b>	<b>28.2%</b>	<b>20.5%</b>	<b>44,176</b>	<b>100.0%</b>
<b>Total Number of BC12 Graduates</b>	<b>42,666</b>	<b>43,590</b>	<b>43,706</b>	<b>43,754</b>	<b>44,176</b>	<b>45,178</b>	<b>44,763</b>	<b>43,630</b>	<b>42,753</b>	<b>42,503</b>	<b>45,178</b>	<b>45,178</b>	<b>45,178</b>	<b>44,176</b>	<b>44,176</b>	<b>44,176</b>	<b>44,176</b>

Figure 9 continues on the next page.

**FIGURE 9, CONT.: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS FOR SELECTED B.C. HIGH SCHOOL GRADUATION COHORTS**

Demographic Characteristic	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2011/12 Grads)			2020/21 Immed Trans Rate to		2020/21 Gr12 Grads Distrib.	
	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg <sup>^</sup>	Other	Count	% of Total
<b>College Region of Secondary School</b>																	
Camosun	44.7%	45.5%	43.9%	46.8%	48.4%	69.4%	70.2%	68.4%	68.9%	64.4%	48.4%	70.3%	74.7%	28.0%	20.4%	7,008	15.9%
Capilano	45.8%	43.8%	46.9%	45.9%	46.9%	64.9%	66.8%	64.5%	63.0%	61.8%	51.8%	68.2%	73.3%	33.8%	13.1%	5,718	12.9%
Coast Mountain	47.5%	43.9%	47.9%	39.0%	42.9%	74.9%	72.5%	72.0%	68.3%	66.8%	50.0%	73.1%	77.3%	17.5%	25.4%	1,180	2.7%
Douglas	57.2%	56.7%	56.9%	57.9%	57.1%	74.0%	74.8%	73.9%	73.1%	71.5%	58.6%	74.5%	78.1%	34.0%	23.1%	12,710	28.8%
Fraser Valley	45.7%	49.0%	49.5%	46.4%	46.9%	64.6%	63.7%	65.1%	66.3%	62.5%	43.8%	63.0%	67.6%	25.9%	21.0%	6,210	14.1%
* Kwantlen	61.0%	59.6%	59.2%	59.6%	55.5%	75.6%	74.8%	75.9%	75.4%	74.8%	60.1%	76.1%	79.5%	30.3%	25.2%	21,292	48.2%
New Caledonia	46.4%	45.3%	45.1%	44.8%	40.3%	69.2%	67.4%	69.1%	68.7%	68.8%	49.2%	70.4%	75.2%	21.8%	18.5%	2,620	5.9%
North Island	45.8%	45.4%	46.5%	45.4%	43.3%	70.8%	73.8%	69.1%	70.0%	68.8%	48.3%	69.2%	75.1%	14.1%	29.2%	2,446	5.5%
Northern Lights	29.3%	32.7%	31.8%	27.5%	29.9%	55.4%	52.3%	56.1%	51.5%	48.7%	33.0%	55.8%	61.0%	9.3%	20.6%	1,164	2.6%
Okanagan	48.3%	49.0%	46.4%	44.9%	43.4%	68.2%	67.8%	68.7%	67.3%	68.6%	45.2%	67.1%	72.5%	24.2%	19.2%	7,390	16.7%
Rockies	36.3%	34.0%	34.7%	33.4%	33.3%	60.4%	58.7%	60.3%	56.1%	56.9%	35.5%	60.5%	66.8%	8.7%	24.6%	1,104	2.5%
Selkirk	51.7%	47.4%	46.5%	44.0%	45.1%	75.8%	72.5%	74.0%	74.3%	72.5%	51.7%	73.3%	79.5%	11.8%	33.3%	1,490	3.4%
Thompson Rivers	43.8%	48.0%	43.5%	42.1%	42.8%	63.1%	66.0%	65.8%	65.6%	64.7%	45.5%	68.1%	73.9%	28.8%	14.0%	2,998	6.8%
Vancouver Island	44.9%	47.6%	46.5%	42.0%	38.7%	67.0%	65.9%	66.4%	64.1%	63.1%	43.9%	65.8%	71.3%	22.4%	16.3%	4,170	9.4%
Vancouver/Langara <sup>o</sup>	59.3%	57.3%	54.6%	55.3%	44.9%	74.8%	75.9%	73.3%	71.2%	71.0%	63.8%	77.1%	79.6%	32.5%	12.4%	10,830	24.5%
<b>Secondary School Academic GPA:</b>																	
No Academic GPA	42.2%	42.7%	35.5%	32.2%	29.2%	63.7%	63.9%	64.3%	63.4%	62.2%	40.6%	63.2%	68.5%	5.3%	23.9%	13,930	31.5%
50.0% - 64.9%	54.6%	56.2%	47.5%	35.9%	30.5%	77.5%	76.3%	79.0%	77.2%	76.3%	40.6%	63.2%	68.5%	2.9%	27.6%	727	1.6%
65.0% - 74.9%	63.3%	61.6%	55.7%	50.9%	42.5%	83.2%	82.4%	81.6%	81.6%	81.0%	59.8%	80.8%	85.1%	8.5%	34.0%	2,758	6.2%
Moderate Achievers (GPA < 75%)	61.7%	60.5%	54.1%	47.7%	40.0%	82.0%	81.2%	81.2%	80.7%	80.3%	64.7%	83.7%	86.7%	7.3%	32.7%	3,485	7.9%
* 75.0% - 79.9%	65.8%	64.3%	61.7%	57.2%	50.6%	82.8%	83.5%	82.8%	83.6%	80.8%	67.6%	83.3%	86.1%	16.2%	34.4%	2,934	6.6%
80.0% - 84.9%	66.0%	64.5%	64.0%	62.4%	55.4%	81.4%	81.7%	81.5%	78.9%	78.8%	68.8%	82.5%	85.3%	26.3%	29.1%	4,318	9.8%
85.0% - 89.9%	65.3%	65.0%	63.9%	64.9%	61.1%	77.4%	77.8%	78.2%	75.6%	75.6%	68.2%	79.2%	81.8%	42.2%	18.9%	6,471	14.6%
90.0% - 94.9%	63.0%	61.6%	62.0%	64.7%	62.3%	73.4%	75.2%	72.3%	73.7%	71.3%	67.3%	75.6%	78.7%	51.9%	10.4%	8,160	18.5%
95.0% - 100.0%	64.3%	60.3%	62.1%	61.7%	64.4%	71.5%	73.8%	70.1%	71.3%	69.9%	63.7%	71.8%	75.0%	58.9%	5.5%	4,878	11.0%
High Achievers (GPA 75 - 100%)	64.9%	63.5%	62.9%	62.9%	60.0%	78.1%	78.8%	77.8%	76.8%	75.6%	67.7%	79.5%	82.5%	42.8%	17.2%	26,761	60.6%
<b>Secondary School Inclusive GPA:</b>																	
50.0% - 64.9%	25.3%	26.8%	23.7%	20.8%	17.6%	46.7%	45.7%	46.0%	44.0%	44.3%	27.6%	51.0%	57.6%	1.0%	16.6%	1,998	4.5%
65.0% - 74.9%	38.3%	39.5%	37.0%	33.8%	30.7%	62.7%	61.6%	60.9%	59.6%	58.2%	42.8%	66.4%	71.6%	5.1%	25.6%	9,182	20.8%
Moderate iGPA (iGPA < 75%)	36.0%	37.1%	34.4%	31.4%	28.4%	59.2%	58.4%	58.0%	56.8%	55.7%	39.3%	62.9%	68.4%	4.3%	24.1%	11,180	25.3%
75.0% - 79.9%	52.5%	51.5%	49.7%	48.0%	43.4%	74.7%	74.6%	73.2%	72.2%	69.9%	57.3%	76.6%	80.2%	14.1%	29.3%	6,764	15.3%
80.0% - 84.9%	60.7%	58.7%	57.8%	56.8%	51.8%	76.8%	77.4%	75.8%	75.6%	74.8%	63.2%	78.6%	81.9%	27.1%	24.7%	7,700	17.4%
* 85.0% - 89.9%	64.2%	62.9%	62.5%	62.6%	59.2%	77.0%	76.7%	77.0%	75.2%	74.9%	66.9%	78.5%	81.5%	41.1%	18.1%	8,635	19.5%
90.0% - 94.9%	64.9%	63.9%	64.5%	65.0%	63.3%	73.6%	74.1%	74.4%	73.6%	72.0%	66.4%	76.0%	78.5%	52.8%	10.5%	7,796	17.6%
95.0% - 100.0%	62.0%	60.5%	63.4%	64.5%	65.3%	67.1%	71.8%	70.8%	70.4%	67.9%	66.1%	73.8%	77.5%	59.6%	5.7%	2,100	4.8%
High iGPA (iGPA 75 - 100%)	60.3%	59.1%	58.8%	58.7%	55.6%	75.5%	75.8%	75.0%	74.2%	72.8%	63.0%	77.5%	80.7%	36.2%	19.4%	32,995	74.7%
<b>Grand Total for All BC12 Graduates</b>	<b>52.5%</b>	<b>52.3%</b>	<b>51.6%</b>	<b>51.2%</b>	<b>48.7%</b>	<b>70.9%</b>	<b>71.0%</b>	<b>70.8%</b>	<b>70.0%</b>	<b>68.8%</b>	<b>53.3%</b>	<b>71.5%</b>	<b>75.6%</b>	<b>28.2%</b>	<b>20.5%</b>	<b>44,176</b>	<b>100.0%</b>
<b>Total Number of BC12 Graduates</b>	<b>42,666</b>	<b>43,590</b>	<b>43,706</b>	<b>43,754</b>	<b>44,176</b>	<b>45,178</b>	<b>44,763</b>	<b>43,630</b>	<b>42,753</b>	<b>42,503</b>	<b>45,178</b>	<b>45,178</b>	<b>45,178</b>	<b>44,176</b>	<b>44,176</b>	<b>44,176</b>	<b>44,176</b>

**Figure 9 Footnotes:**

+ Overall Indigenous Status is obtained from K-12 and Post-Secondary records. If either source indicates Indigenous status, the student is classified as an Indigenous student by STP. \* Relative to other demographic groups in each set, the group with the highest 5-year transition for the 2016/17 high school graduation cohort is identified with \*.

<sup>^</sup> Immed Trans Rate to Bach Deg is the % of high school graduates of 2020/21 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution.

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

<sup>o</sup> See footnote 3 on page 10 for more information on 2020/2021 immediate-entry transition rates for B.C. and the Vancouver/Langara region.

## ◆ What are the ten-year immediate entry trends for selected student populations? Did the COVID-19 affect these trends?

The summary table of student transition rates by demographic characteristics in [Figure 9](#) reveals student sub-populations with significant shifts in transition rates over the last five years, but longer-range historical data held by the STP allows for a review over the last ten years. Student transition rates have been generally declining over the last decade, with some student sub-populations more affected than other groups. Due to the various hardships related to the pandemic in recent years, some sub-populations of graduates of 2019/2020 were less inclined to enrol in post-secondary education in 2020/2021, but there is some evidence of recovery beginning to emerge. See [Figure 10](#).

- The widest gap in the immediate entry transition rate (18%) exists between B.C. resident and non-resident grade 12 graduates, although this gap is beginning to narrow as a growing proportion of non-resident students are now enrolling in B.C. public post-secondary education, increasing from 30% last year to 32% for the 2021/2021 graduation cohort.
- Another significant gap in the immediate entry transition rate exists between Indigenous (38%) and non-Indigenous (50%) students, however this gap is narrowing, as a recent two percentage point decline in the transition rate of non-Indigenous students was matched with a one percentage point increase in Indigenous transition rates. See [Figure 10c](#).
- Students with special needs appeared to be impacted by the pandemic, as their immediate entry transition rate dropped to 37% in 2019/2020 (from 39% in the previous year). The declining transition rate for special needs students continues to persist as their transition rate has dropped further to 36% for the recent 2020/2021 graduation cohort. See [Figure 10e](#).
- The immediate entry transition rate gap between some groups appears to be widening, as males, older students and moderate achievers continue to enrol in B.C. public post-secondary education at lower rates than females, younger students and high achievers. See [Figure 10b, 10d, 10h](#).
- For some student groups, the immediate entry transition rate gap is narrowing or showing some relative improvement, as Indigenous students and non-resident students are showing higher transition rates than the previous year, although still below the rates attained ten years ago. See [Figure 10d, 10f](#).
- The immediate entry transition rate of students who primarily speak English at home is continuing to decline from 67% achieved ten years ago, to the current rate of 54%, and is approaching the lower rate (46%) for students who primarily speak English at home. See [Figure 10g](#).

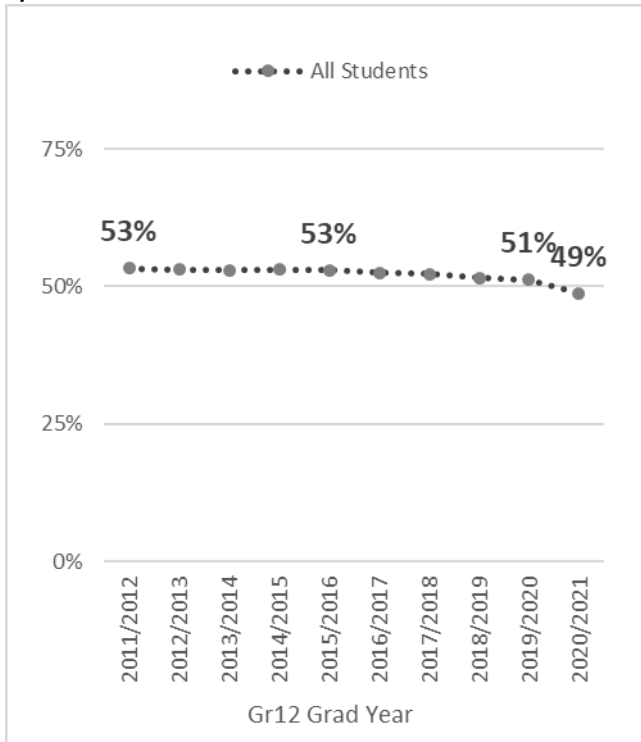
It is important to note that students who enrol in B.C. private or non-B.C. institutions are not included in the transition rates to B.C. public post-secondary institutions, estimated to be at least 5% of the graduation cohort each year<sup>7</sup>.

<sup>7</sup> [STP Research Results: Student Transitions into B.C. Public, B.C. Private and Non-B.C. Institutions](#), May 7, 2020.

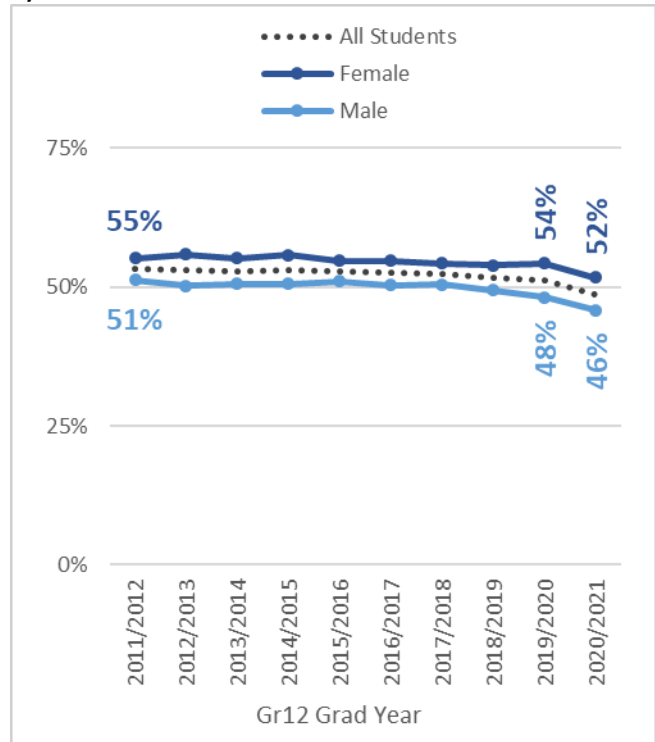


FIGURE 10: 10-YEAR IMMEDIATE ENTRY TRANSITION RATES TRENDS FOR SELECTED GROUPS OF GRADE 12 GRADUATES

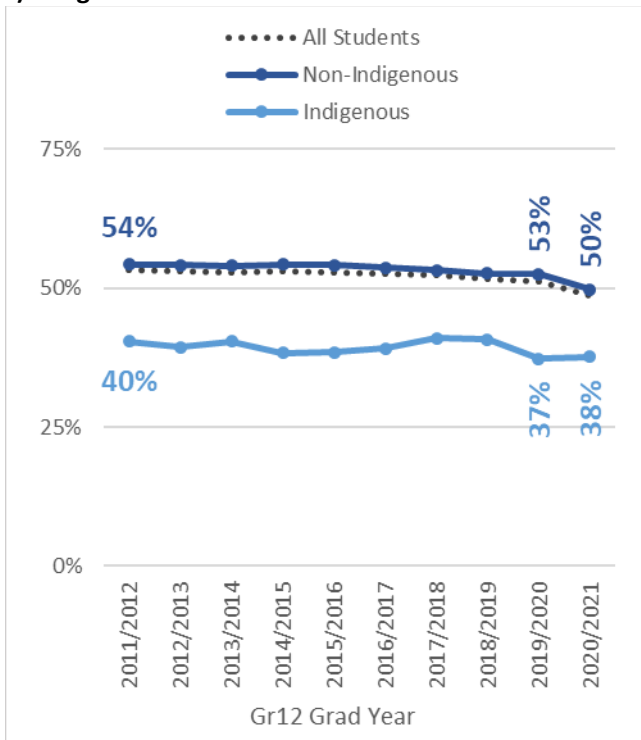
a) All Students



b) Gender



c) Indigenous Status



d) Age Group

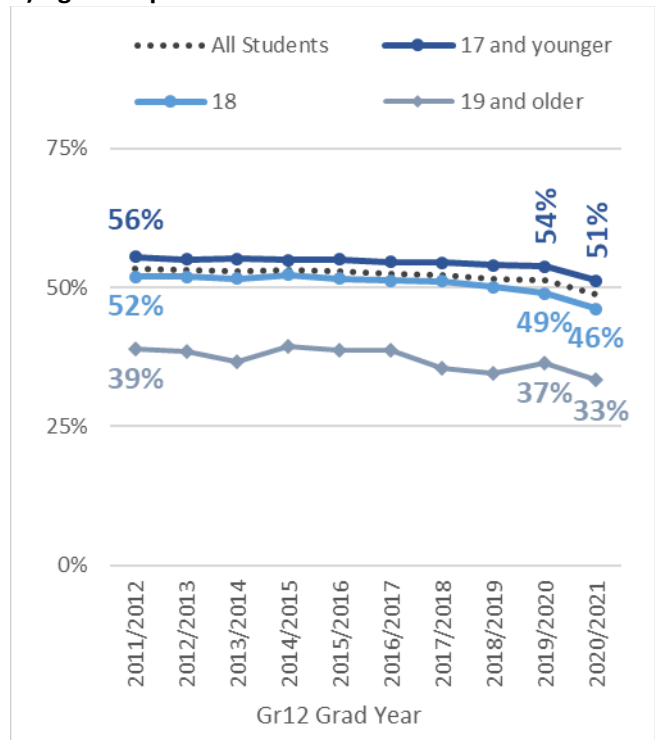
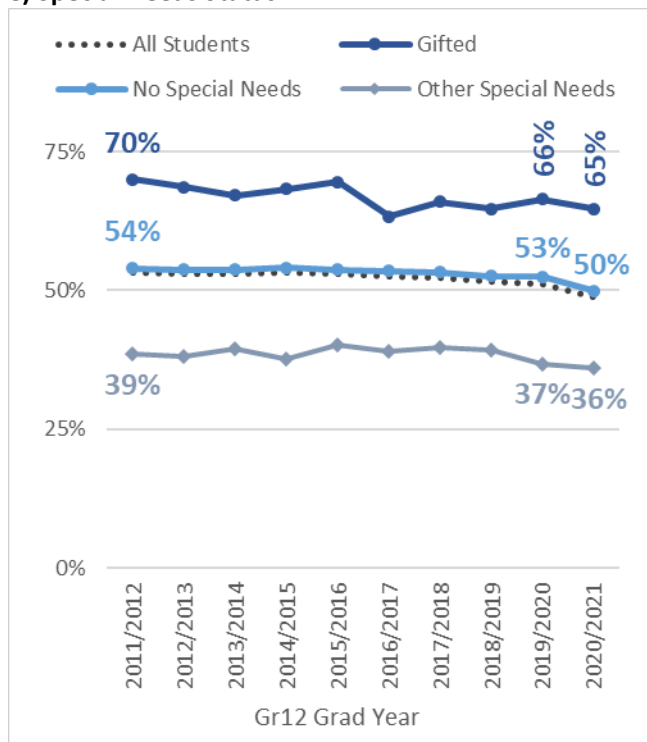


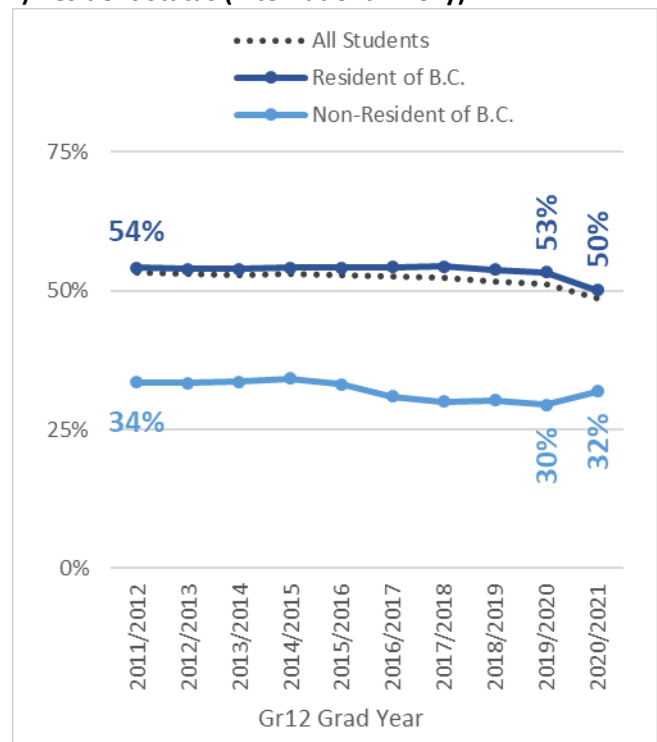


FIGURE 10, CONT.: 10-YEAR IMMEDIATE ENTRY TRANSITION RATES TRENDS FOR SELECTED GROUPS OF GRADE 12 GRADUATES

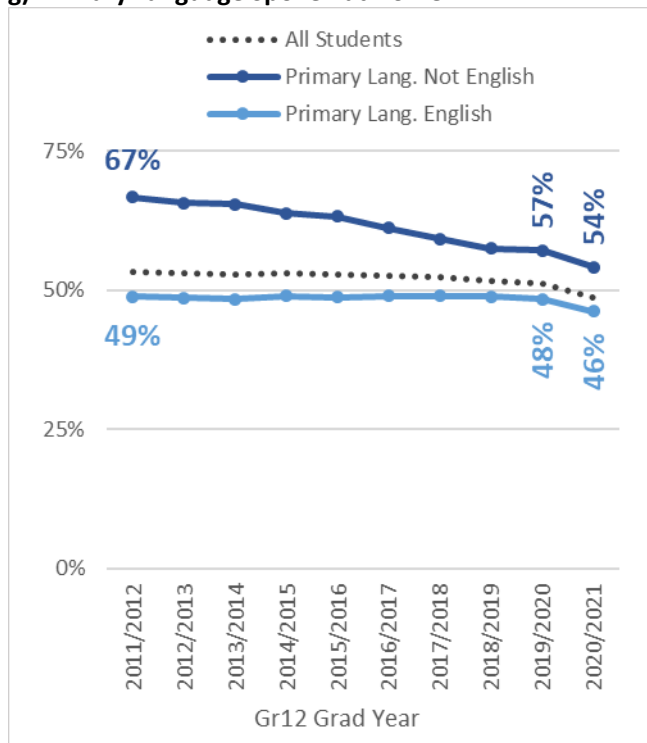
e) Special Needs Status



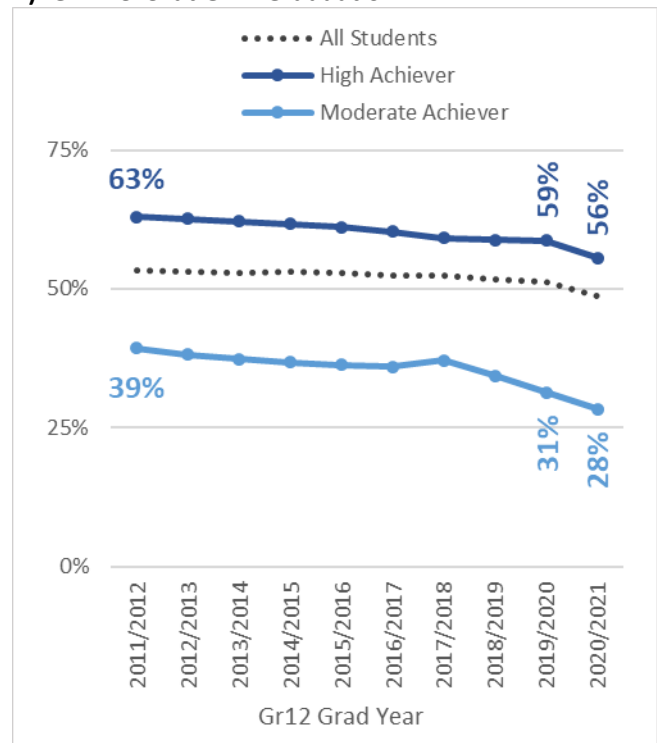
f) Resident Status (International Proxy)



g) Primary Language Spoken at Home



h) iGPA Level at Gr12 Graduation



## Part 2: Post-Secondary Enrolment Trends in B.C.

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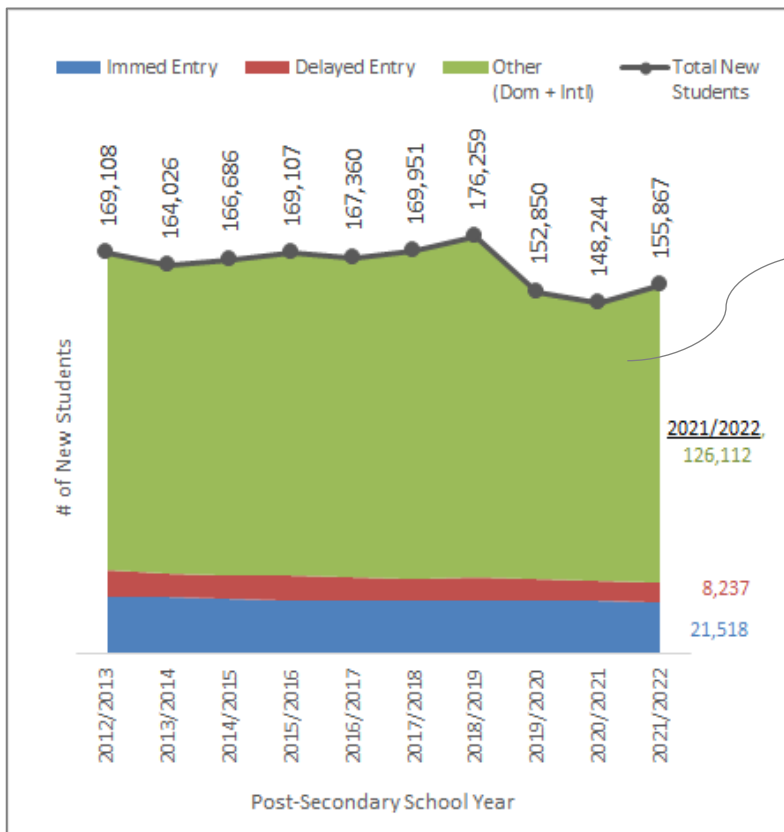
# ◆ Are new student enrolments in the B.C. public post-secondary system recovering from declines experienced during the pandemic?

The immediate and delayed entry students from B.C. high schools, among grade 12 graduates who were eligible to graduate, represent roughly 20% of the total new students in the B.C. public post-secondary system<sup>8</sup>. Therefore, it is useful to consider the trends in all new students to post-secondary institutions, especially in light of the enrolment declines experienced during the COVID-19 pandemic. Which new student groups contributed to the enrolment declines and is the B.C. system recovering from the enrolment shock?

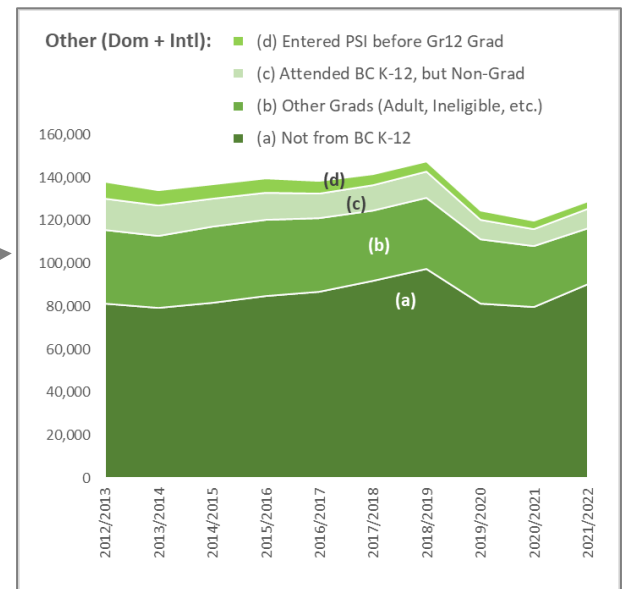
Figure 11 shows a declining trend in total new students entering the B.C. public post-secondary system, beginning in the same year as the onset of the pandemic, with a 13% drop in total new students in 2019/2020, followed by a further drop of 3% in 2020/2021. The new student enrolment decline appears to be recovering, as 2021/2022 saw a 5% increase in new students entering the B.C. public post-secondary system. Despite the evidence of some recovery, total new students are currently 155,867, reflecting a cumulative new student headcount decline of 11%, relative to pre-pandemic levels of 176,259 in 2018/2019. Additional interpretation and details by institution type are provided on the following two pages.

**FIGURE 11: TOTAL NEW STUDENTS ENTERING B.C. PUBLIC POST-SECONDARY INSTITUTIONS, BY STUDENT SOURCE AND YEAR, 2012/2013 TO 2021/2022**

**(a) Total New Student Trend, BC System**



**(b) New student groups within Other (Dom + Intl)**



<sup>8</sup> The contribution of immediate entry students to the total annual new student intake in the B.C. system varies by institution type. The share of new students entering RIUs directly from high schools (30%) is much higher than the proportion entering TIUs (16%), Colleges (12%) and Institutes (4%).

As shown in **Figure 11a** on the previous page, immediate and delayed entry<sup>9</sup> students, representing 20% of total new students, contributed very little (-4%) to the decline in total new student enrolment (-16%) from 2018/2019 to 2020/2021. Instead, it was the decline in new students from the larger combined category of other domestic and international sources (-19%) who primarily contributed to the drop in total new student intake. This larger category of new students, currently representing 80% of the total new students to the B.C. public post-secondary system, can be further categorized into four groups, as shown in **Figure 11b** on the previous page and described below:

(a) **Not from BC K-12** (58% of total new students) - These students had not previously attended a B.C. high school and provided the largest contribution to the drop in new student intake. This group currently represents 58% of the total incoming new students, one-third of which are international students. The two-year drop (-18%) in new students from this category was attributed to a drop in new international students (-8%), and a drop in new domestic students (-23%), neither of which had previously attended a B.C. high school. Many of the new domestic students within this category would traditionally have entered B.C. public post-secondary institutions from other Canadian provinces, but came at lower rates during the pandemic.

Collectively, the remaining three smaller sub-groups of new students (b, c and d below) showed a similar drop in new student intake, and since these account for a smaller portion (22%) of new students, they did not have as large an influence on the decline in the total number of new students during the pandemic.

(b) **Other Grads (Adult, Ineligible, etc.)** (14%) – These are B.C. high school graduates who are not included in the STP's tally of students who first transitioned to B.C. public post-secondary education as immediate or delayed entry students. These grade 12 graduates received an Adult Graduation Diploma; or they were not among the population of eligible graduates<sup>10</sup> at the beginning of the school year.

(c) **Attended BC K-12, but Non-Grad** (6%) – This group includes new students to the B.C. public post-secondary system who attended the B.C. K-12 system, but did not graduate with a grade 12 Dogwood Diploma in B.C. It is possible that some of these students graduated outside of B.C., but returned to B.C. for their post-secondary education.

(d) **Entered PSI before Gr12 Grad** (2%) – This small group of new students to post-secondary education in B.C. simultaneously enrolled in B.C. high schools, but have not yet graduated from grade 12.



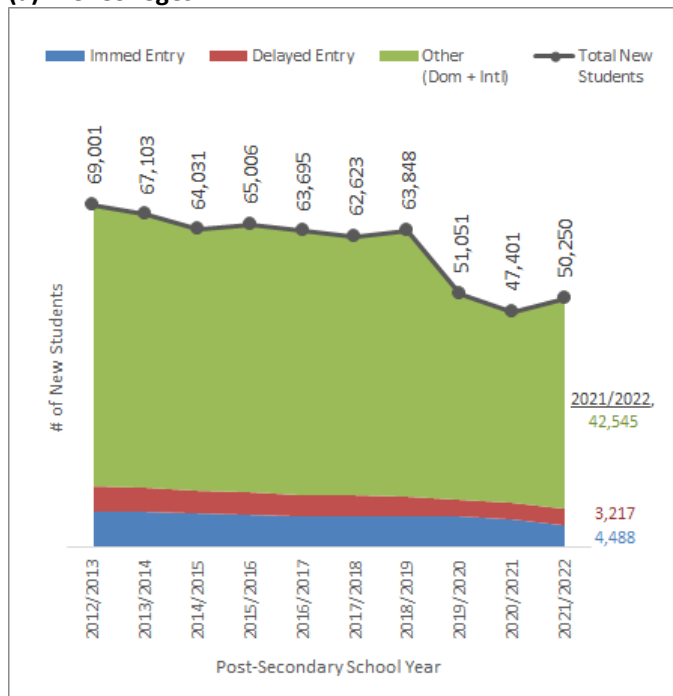
The new student enrolment trends vary across the four institution types, as shown in **Figure 12** on the following page. Research-intensive universities in B.C. maintained a relatively stable number of new students throughout the pandemic, with a cumulative increase of +1% over the last three years. By comparison, B.C. Colleges experienced the largest cumulative change in new students (-21%), while TIUs (-9%) and Institutes (-8%) experienced smaller cumulative declines over the last three years, relative to pre-pandemic levels of 2018/2019. New student enrolment recovery is evident in 2021/2022 at each institution type, relative to 2020/2021.

<sup>9</sup> Delayed entry students includes students who graduated from B.C. high schools and first enrolled in B.C. public post-secondary education within ten years of graduation, excluding immediate entry students who enrolled within one year of graduation.

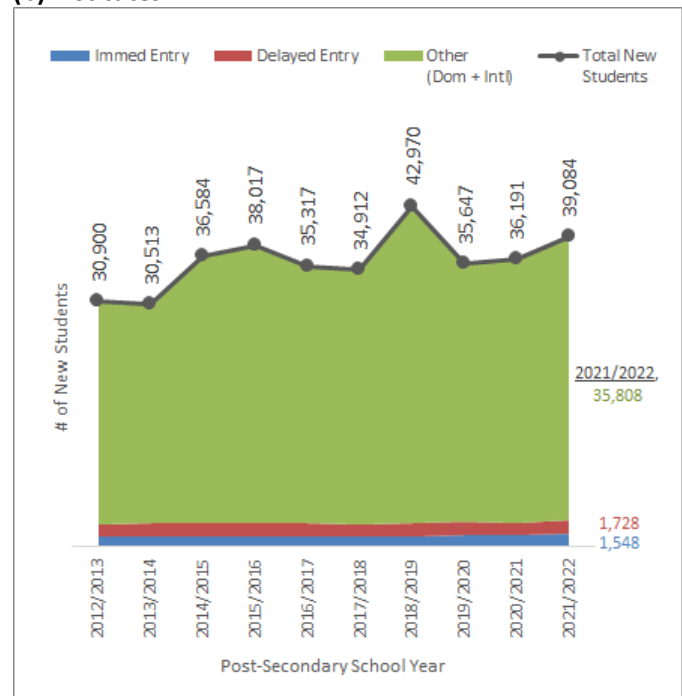
<sup>10</sup> The STP quantifies immediate and delayed entry students who graduated from B.C. high schools with a grade 12 Dogwood Diploma at the end of the school year, only among those who were deemed eligible to graduate in that year, based on courses completed and enrolled in at the beginning of the school year. Therefore, a small group of Adult Graduates and ineligible graduates are excluded from the STP's counts of immediate and delayed entry students.

**FIGURE 12: TOTAL NEW STUDENTS ENTERING B.C. PUBLIC POST-SECONDARY INSTITUTIONS, BY STUDENT SOURCE, DESTINATION INSTITUTION TYPE AND YEAR, 2012/2013 TO 2021/2022**

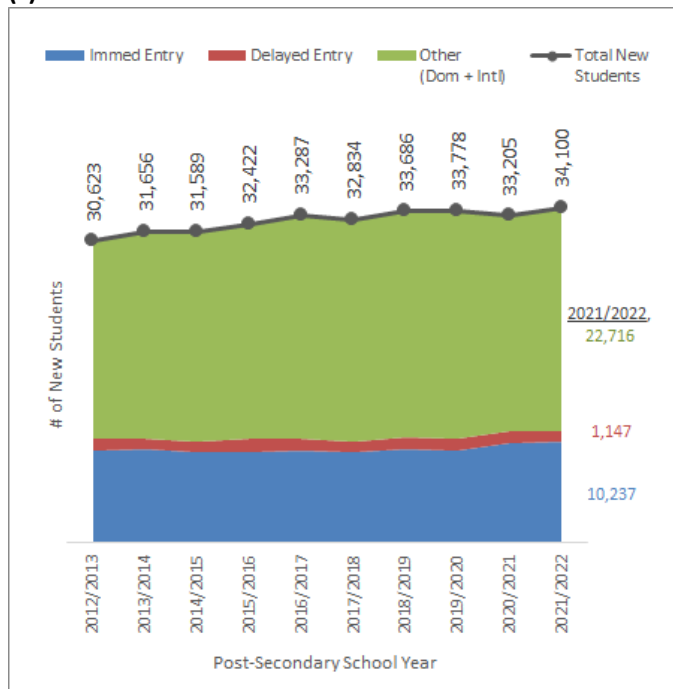
**(a) B.C. Colleges**



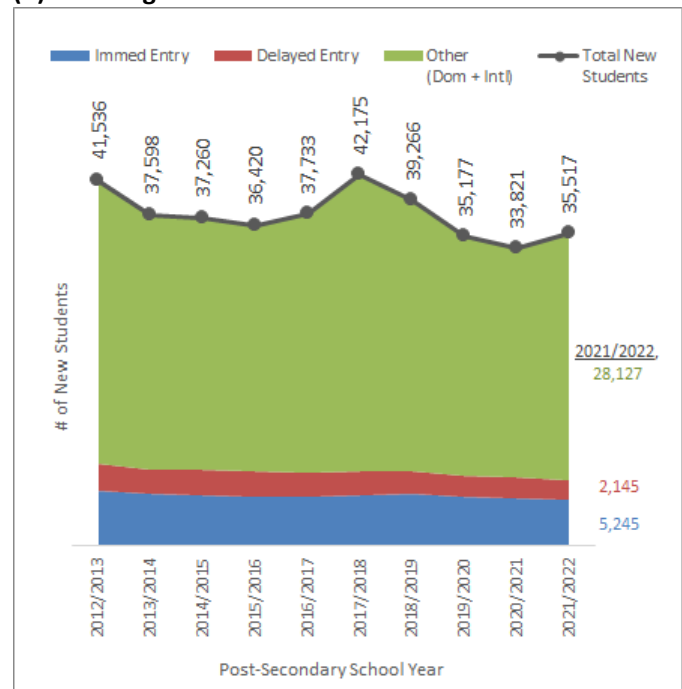
**(b) Institutes**



**(c) Research-Intensive Universities**



**(d) Teaching-Intensive Universities**

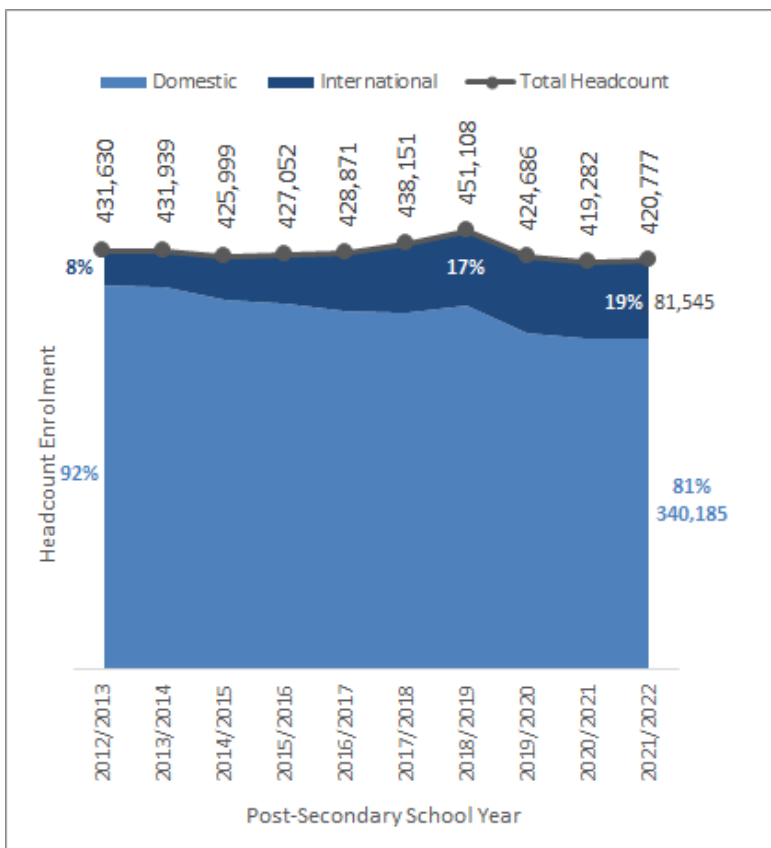


## ◆ How did the COVID-19 pandemic affect international and domestic student enrolments in the B.C. post-secondary system?

Total post-secondary enrolment in B.C. appears to be recovering from enrolment declines experienced during the COVID-19 pandemic. After reaching a high of roughly 451,000 total unique headcount students in 2018/2019, and dipping to a low of roughly 419,000 students in 2020/2021, total enrolment is now approaching 421,000 students, although 6.7% lower than peak enrolment levels attained in 2018/2019.

Over the past decade, international enrolment has increased its contribution to total enrolment in the B.C. public post-secondary system from 8% to 19%. Over the last three years, despite the pandemic, international students have increased their contribution to total enrolment in B.C. by two percentage points while domestic students reduced their contribution to the total by two percentage points. This is not attributed to significant international enrolment growth (+5% over two years), but instead it is primarily due to domestic enrolment declines (-10% over three years). See **Figure 13** below.

**FIGURE 13: TOTAL ENROLMENT IN B.C. PUBLIC POST-SECONDARY INSTITUTIONS, DOMESTIC AND INTERNATIONAL, 2012/2013 TO 2021/2022**



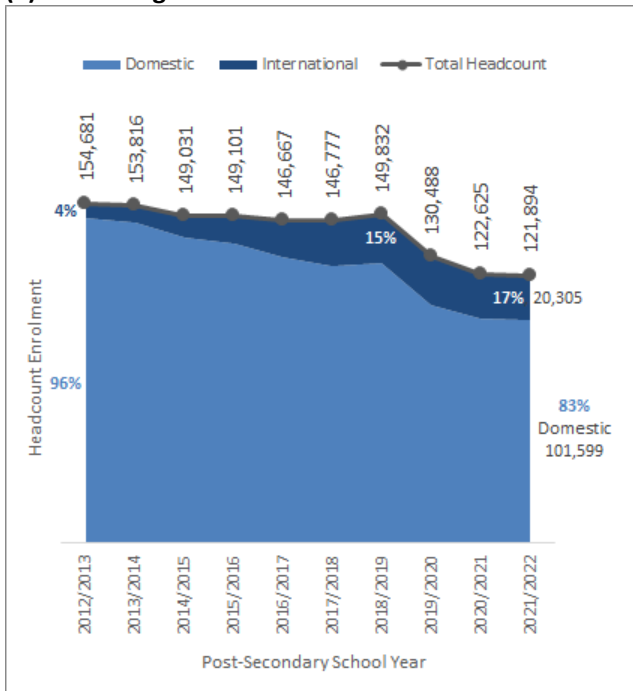
**Figure 14** on the following page shows the total headcount enrolment trends and changing shares of domestic and international students in each of the four institution types.

- Total headcount enrolment remains strong in **RIUs** (+4% over three years), but other institution types in B.C. have seen total headcount enrolment declines ranging from -5% in Institutes, -7% in TIUs and -20% in Colleges.
- **B.C. Colleges** have experienced domestic enrolment declines over the last three years at more than twice the rate of international enrolment declines (-21% and -10% respectively).
- **Institutes** saw sustained international enrolment growth over the decade, increasing their share of international students from 3% to 14% over the decade, thus helping to maintain total enrolment levels. Over the last three years, Institutes have seen cumulative international enrolment increase of 63%, while domestic enrolments declined by 12% from 2018/2019 levels.
- **TIUs** have experienced a total headcount enrolment change of -7% over the last three years, equivalent to -10% domestic and +2% international, since 2018/2019.
- Note that the STP reports *headcount* enrolments. These trends may not be consistent with trends reported by Full Time Equivalent (FTE) students.

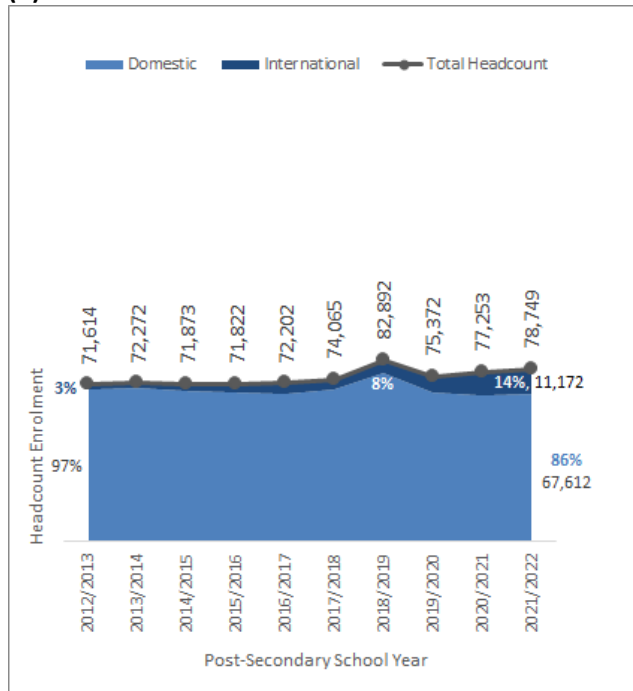


**FIGURE 14: TOTAL HEADCOUNT ENROLMENT IN B.C. PUBLIC POST-SECONDARY INSTITUTIONS, BY INTERNATIONAL STUDENT STATUS, INSTITUTION TYPE AND YEAR, 2012/2013 TO 2021/2022**

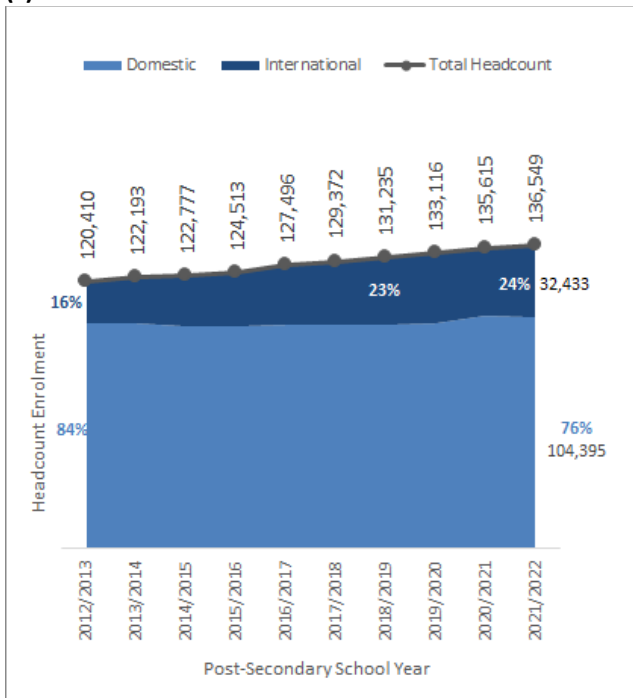
**(a) B.C. Colleges**



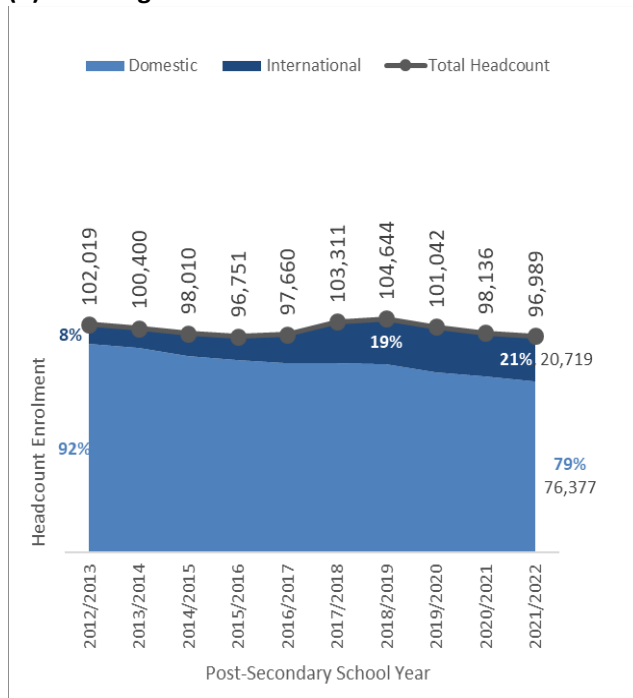
**(b) Institutes**



**(c) Research-Intensive Universities**



**(d) Teaching-Intensive Universities**

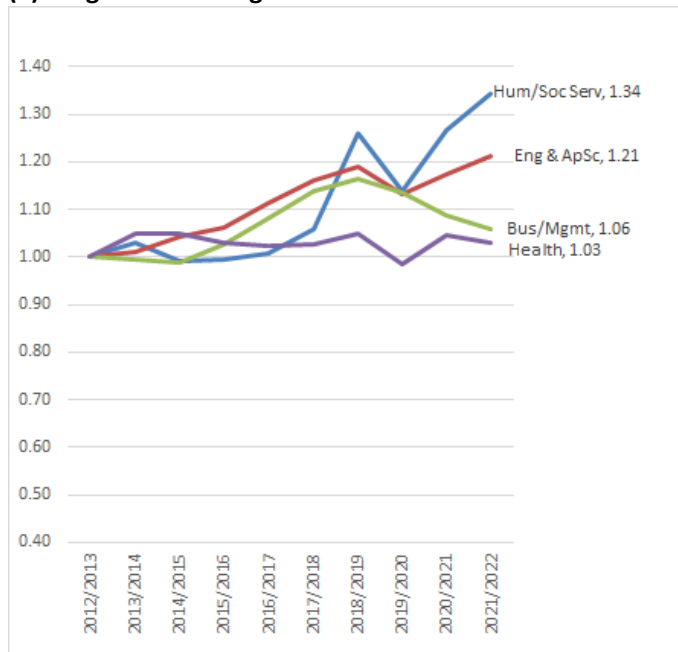


# ◆ What are the total post-secondary enrolment trends by program? Which programs were most affected by the pandemic?

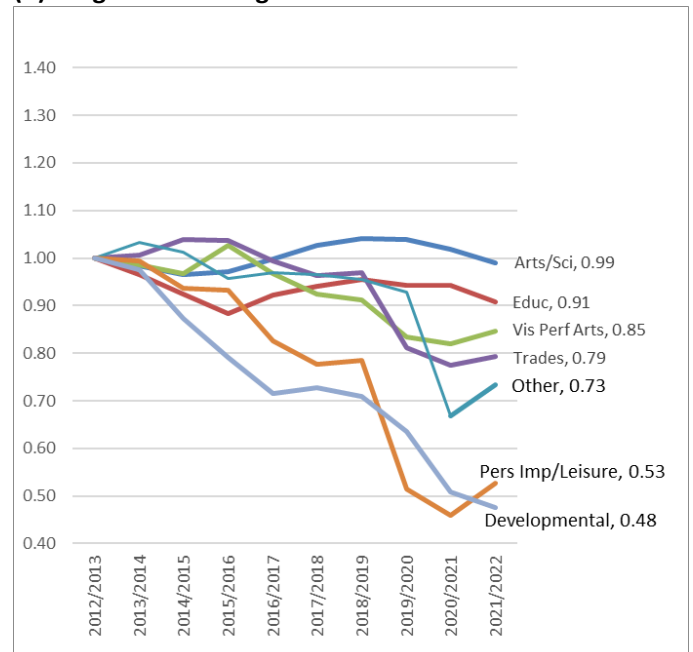
Over the last decade, total headcount enrollments across all programs in the B.C. public post-secondary system have declined by 3%, from nearly 431,630 in 2012/2013 to 420,777 in 2021/2022. Four program areas combined have seen a 15% rate of growth, while seven programs collectively have seen an 18% enrolment decrease over the ten years. See **Figure 15** for indexed enrolment trends. The pandemic had a significant impact on trades programs due to the physical distancing requirements, with new student intakes in some programs reduced to half of normal levels. Trades enrolment declined 20% over the two years, from 2018/2019 to 2020/2021, but has regained a tenth of the lost enrollment in 2021/2022, as intake limits were removed.<sup>11</sup>

**FIGURE 15: 10-YEAR TRENDS IN TOTAL HEADCOUNT ENROLMENT IN THE B.C. PUBLIC POST-SECONDARY SYSTEM, BY PROGRAM**

**(a) Programs Showing Headcount Enrolment Growth**



**(b) Programs Showing Headcount Enrolment Declines**



**(c) Total B.C. Public Post-Secondary Headcount Enrolment by Program and Year**

BC CIP Cluster	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	10-Yr % Chg
Human and Social Services	41,683	42,883	41,379	41,529	42,004	44,143	52,608	47,439	52,855	55,984	+34%
Engineering and Applied Sciences	46,409	46,934	48,382	49,242	51,724	53,854	55,300	52,636	54,524	56,290	+21%
Business and Management	64,308	64,086	63,494	66,120	69,546	73,246	74,925	72,944	69,965	68,157	+6%
Health	36,790	38,563	38,645	37,887	37,607	37,747	38,569	36,293	38,460	37,899	+3%
Arts and Sciences	131,624	129,400	127,097	127,873	131,279	135,122	136,904	136,670	134,045	130,188	-1%
Education	14,931	14,424	13,786	13,200	13,757	14,038	14,253	14,073	14,064	13,562	-9%
Visual and Performing Arts	14,311	14,095	13,830	14,686	13,830	13,217	13,055	11,942	11,719	12,116	-15%
Trades	40,009	40,253	41,539	41,517	39,754	38,535	38,747	32,505	30,980	31,735	-21%
Other	3,925	4,052	3,970	3,755	3,801	3,786	3,748	3,641	2,624	2,877	-27%
Personal Improvement and Leisure	25,682	25,499	24,044	23,947	21,203	19,962	20,148	13,201	11,798	13,529	-47%
Developmental	43,744	42,652	38,153	34,581	31,326	31,833	30,980	27,775	22,197	20,812	-52%
<b>Grand Total</b>	<b>431,630</b>	<b>431,939</b>	<b>425,999</b>	<b>427,052</b>	<b>428,871</b>	<b>438,151</b>	<b>451,108</b>	<b>424,686</b>	<b>419,282</b>	<b>420,777</b>	<b>-3%</b>

<sup>11</sup> With the introduction of Skilled Trades Certification, it is anticipated that demand will increase, especially for the ten currently identified trades. See <https://skilledtradesbc.ca/skilledtradescertification> for more information.

## Part 3:

# Comparison of Credentials, Programs and Post-Secondary Academic Performance of International and Domestic Students

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## ◆ What are the differences in post-secondary credentials sought and credentials earned by international and domestic students?

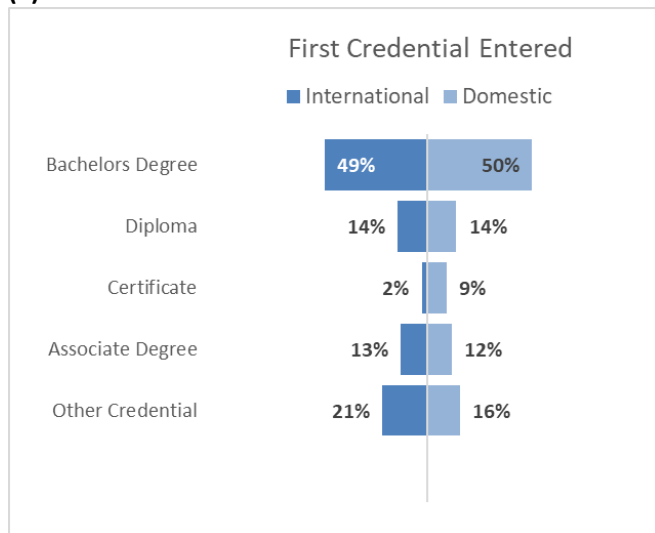
The distributions of the first post-secondary credentials *entered* and the first post-secondary credentials *earned* by 112,000 domestic and 3,700 international students are shown in **Figure 16**. This information is derived from five grade 12 graduation cohorts who enrolled immediately in post-secondary education in 2012/2013 to 2016/2017 after grade 12 graduation, thus allowing enough time to subsequently complete a credential by 2021/2022.

**First Credential Entered:** Domestic and international students have similar patterns of immediate entry credentials sought, with one notable difference – a greater proportion of domestic students (9%), compared to international students (2%), enrol in certificate programs. This is mainly because international students enrol in a larger share of “other” credentials (21% versus 16%). Developmental credentials represent a significant proportion of the “other” credentials sought by international students. See **Figure 16a**.

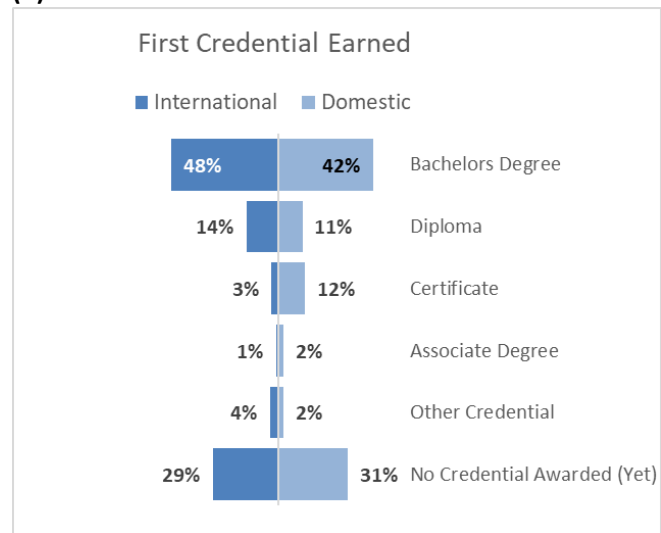
**First Credential Earned:** A larger share of the international students earned a bachelor's degree by 2021/2022 than domestic students (48% versus 42%), while domestic students earned proportionately more certificates than international students (12% versus 3%). See **Figure 16b**.

**FIGURE 16: % DISTRIBUTION OF CREDENTIALS FIRST ENTERED (2012/2013 TO 2016/2017) AND CREDENTIALS FIRST EARNED (BY 2021/2022) BY IMMEDIATE ENTRY STUDENTS – DOMESTIC VERSUS INTERNATIONAL STUDENTS**

**(a) First Credential Entered**



**(b) First Credential Earned**



**From Credential Entered to Credential Earned:** Similar proportions of the two student groups earned a credential (of any type) by 2021/2022, including 71% of international and 69% of domestic students. Among credential completers, 47% of each group earned the same credential they initially enrolled in, but this varied by the type of credential initially entered (see **Figure 17**). The proportion of students who first entered a Bachelor’s degree and subsequently received a Bachelor’s degree was 69% among domestic students and 70% among international students. Rates were also similar for certificates, with 61% of domestic and 64% of international students earning a certificate after first entering this credential. A greater proportion of international students who first entered an Associate Degree subsequently earned a Bachelor’s degree (37%) or Associate Degree (6%) compared to domestic students (25% and 10%). See **Figure 17** on the following page.

**FIGURE 17: FROM CREDENTIAL FIRST ENTERED TO CREDENTIAL FIRST AWARDED OF IMMEDIATE ENTRY STUDENTS FROM 2012/2013 TO 2016/2017, BY 20201/2022 – DOMESTIC VERSUS INTERNATIONAL STUDENTS**

PSI Domestic	First Credential Awarded						Total Credentials Awarded by 2021/2022	
	BACHELORS DEGREE	ASSOCIATE DEGREE	DIPLOMA	CERTIFICATE	Other Credentials Awarded	No Credential Awarded (Yet)		
PSI_CREDENTIAL_CATEGORY								
BACHELORS DEGREE	69%	0%	5%	4%	2%	21%	100%	55,951
ASSOCIATE DEGREE	25%	10%	12%	10%	2%	42%	100%	12,979
DIPLOMA	14%	2%	37%	9%	2%	37%	100%	15,388
CERTIFICATE	8%	1%	4%	61%	1%	26%	100%	10,520
Other Credentials Entered	17%	1%	9%	13%	5%	54%	100%	17,447
<b>Total Immediate Entry (5 Years)</b>	<b>42%</b>	<b>2%</b>	<b>11%</b>	<b>12%</b>	<b>2%</b>	<b>31%</b>	<b>100%</b>	<b>112,285</b>

PSI International	First Credential Awarded						Total Credentials Awarded by 2021/2022	
	BACHELORS DEGREE	ASSOCIATE DEGREE	DIPLOMA	CERTIFICATE	Other Credentials Awarded	No Credential Awarded (Yet)		
PSI_CREDENTIAL_CATEGORY								
BACHELORS DEGREE	70%	0%	5%	1%	0%	23%	100%	1,821
ASSOCIATE DEGREE	37%	6%	14%	2%	0%	41%	100%	481
DIPLOMA	18%	1%	48%	3%	1%	30%	100%	532
CERTIFICATE	4%	0%	5%	64%	2%	24%	100%	92
Other Credentials Entered	29%	1%	15%	2%	16%	37%	100%	800
<b>Total Immediate Entry (5 Years)</b>	<b>48%</b>	<b>1%</b>	<b>14%</b>	<b>3%</b>	<b>4%</b>	<b>29%</b>	<b>100%</b>	<b>3,726</b>

**Note:** Students may enter one credential category, but complete another, either at the institution of first entry, or at a different B.C. public post-secondary institution. For example, of those immediate entrants who began an Associate degree program, 25% of domestic and 37% of international students first received a Bachelor’s degree at a degree-granting institution in the BC system.

## ◆ What are the program patterns and credential category trends in credentials awarded to domestic and international students?

Among the more popular credential categories awarded in 2020/2021, the program distribution by credential earned for international and domestic students in **Figure 18** reveals the following differences between the two groups:

- Among Bachelor’s degree recipients, 93% of international students earned degrees in three large program areas, Arts and Sciences (50%), Business (21%) and Engineering (22%). By comparison, a smaller proportion (69%) of domestic students earned degrees in these program areas. Domestic students are more inclined than international students to complete Bachelor’s degrees in other smaller programs, such as Education (8% vs 0%), Health (11% vs 1%), Human and Social Services (7% vs 2%).
- Business credentials are popular among international students in all credential categories shown here, including Bachelor’s degrees, certificates, diplomas, post-degree diplomas and Master’s degrees.
- Master’s degrees in Engineering are much more popular among international (38%) than domestic students (16%).
- Post-degree diplomas earned by international students are almost exclusively in Business (87%).

**FIGURE 18: % DISTRIBUTION OF POPULAR CREDENTIALS AWARDED TO DOMESTIC AND INTERNATIONAL STUDENTS IN 2021/2022 BY CREDENTIAL CATEGORY AND PROGRAM AREA**

Program Area	Bachelor’s Degree		Certificate		Diploma		Master’s Degree		Post-Degree Diploma	
	Domestic	International	Domestic	International	Domestic	International	Domestic	International	Domestic	International
Arts and Sciences	41%	50%	8%	8%	13%	36%	20%	20%	4%	1%
Business and Management	13%	21%	10%	45%	18%	34%	18%	25%	56%	87%
Education	8%	0%	5%	1%	5%	0%	23%	10%	25%	0%
Engineering and Applied Sciences	15%	22%	7%	8%	21%	14%	16%	38%	5%	9%
Health	11%	1%	25%	3%	17%	1%	13%	3%	7%	1%
Human and Social Services	7%	2%	12%	4%	17%	5%	9%	2%	2%	1%
Trades			31%	25%	4%	8%				1%
Visual and Performing Arts	4%	4%	2%	7%	6%	2%	2%	2%	2%	0%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
	21,741	5,709	12,105	1,258	6,559	4,476	4,418	2,250	696	2,366

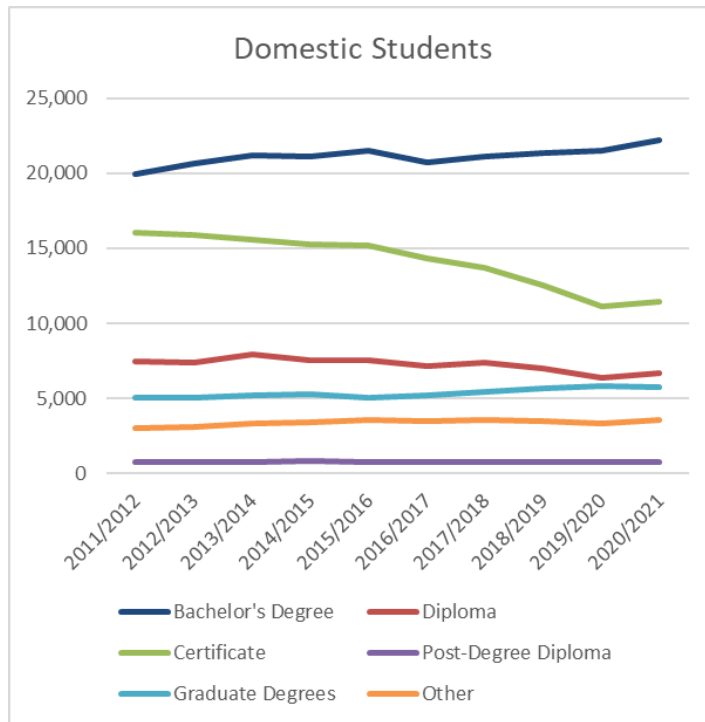
Based on STP data for all post-secondary credentials awarded to students in the B.C. public post-secondary system, the following trends are evident over the last ten years. See **Figure 19** on the next page.

- **Bachelor’s Degrees:** A total of 41% of all credentials awarded to domestic students were Bachelor's degrees, compared to a smaller share (33%) awarded to international students.
- **Diplomas and Post-Degree Diplomas:** International students who received credentials over the last decade were more than twice as likely to earn diplomas and post-degree diplomas (33%) than domestic students (15%).
- **International Trends:** Over the last 10 years, a growing share of the credentials awarded to international students are diplomas and post-degree diplomas; while a declining share of credentials awarded to international students are Bachelor's degrees and graduate degrees.
- **Domestic Trends:** Few changes are evident in the credentials awarded to domestic students, although these students are receiving a growing share of Bachelor's degrees and fewer certificates over the decade.

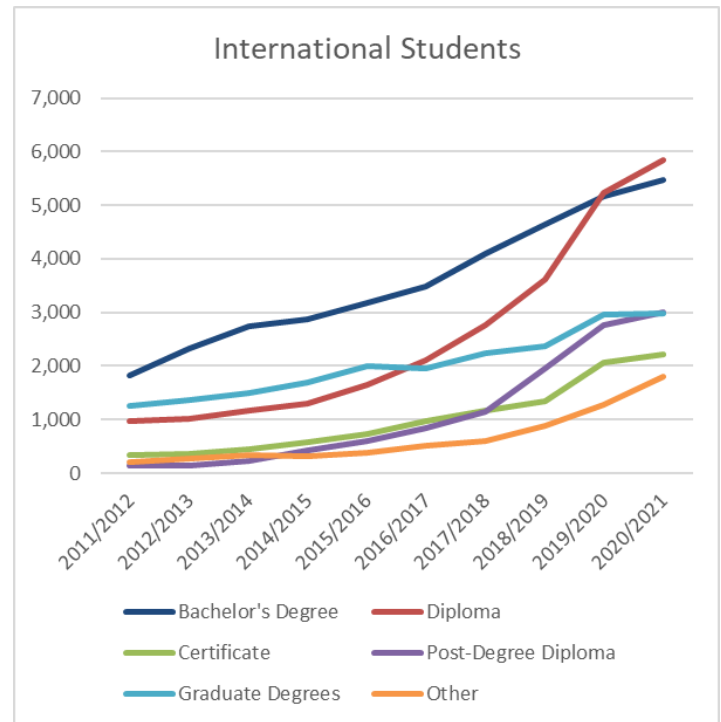


**FIGURE 19: TEN-YEAR TRENDS IN CREDENTIALS AWARDED TO DOMESTIC AND INTERNATIONAL STUDENTS, 2011/2012 TO 2020/2021**

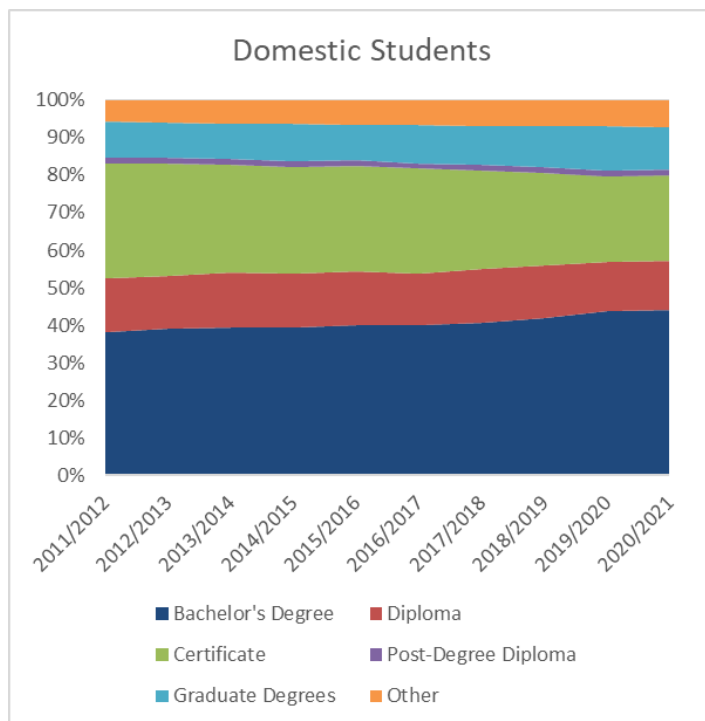
**(a) Trend in Domestic Credentials Awarded**



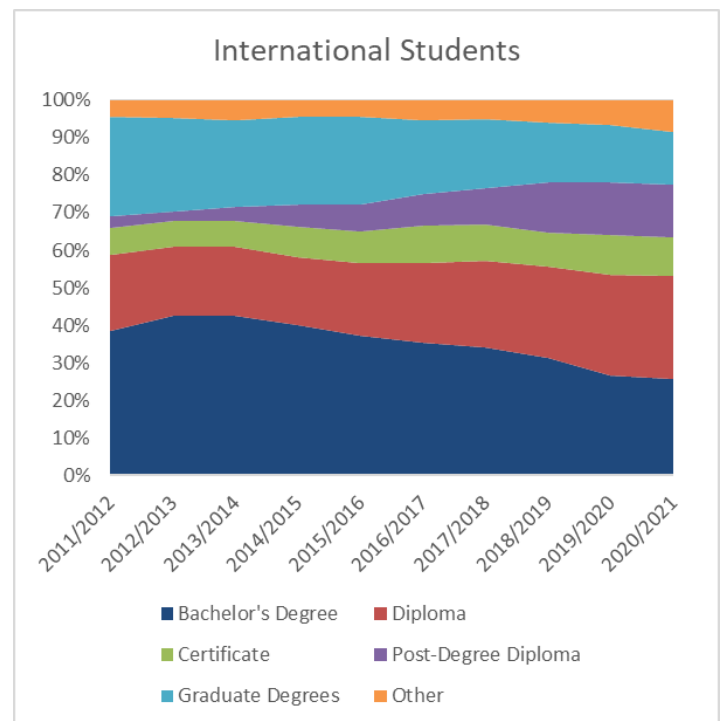
**(b) Trend in International Credentials Awarded**



**(c) % Shares of Total Domestic Credentials Awarded**



**(d) % Shares of Total International Credentials Awarded**



## ◆ Are there any differences in the post-secondary academic performance of domestic and international students?

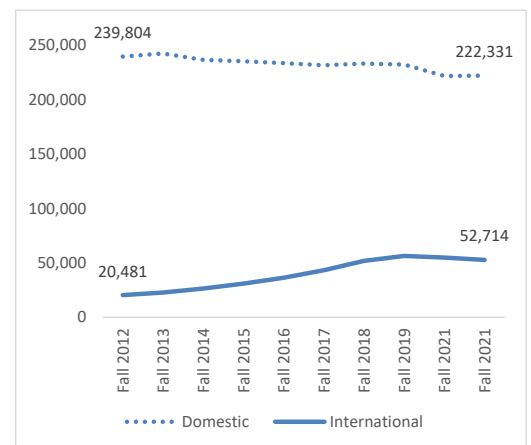
Immigration, Refugee, and Citizenship Canada (IRCC) has temporarily lifted the twenty-hour limit on the number of hours international students are permitted to spend on paid work per week. While this change may address Canada's labour shortage, and it may help international students support themselves financially, working more hours could have a negative impact on their academic performance. The following baseline information may help us understand the future impact.

By analyzing the credits attempted, credits awarded and term GPAs of the population of undergraduate international and domestic students registered in B.C. public post-secondary institutions in each of the last 10 fall terms, the STP is able to provide a general comparison of the academic performance of these two groups. See fall headcount trend in [Figure 20](#).

While the following is not a thorough statistical analysis, it does provide some perspective on the main differences between these two groups. Recent trends indicate that international students, on average, carry a slightly higher course load and achieve lower academic performance than domestic students.

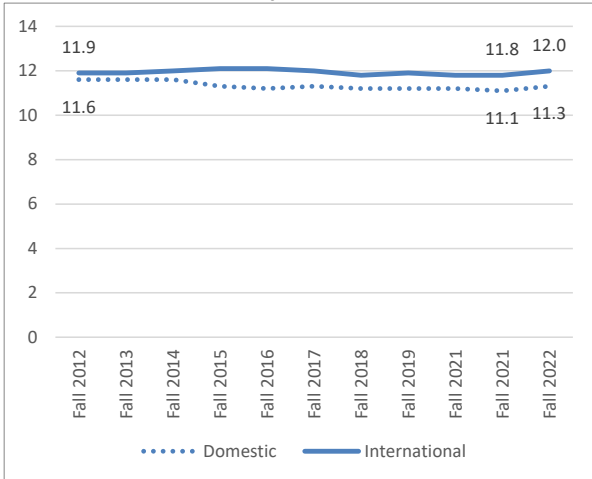
- Credits Attempted:** On average, international students *attempted* slightly more credits per term than domestic students (currently 12.0 versus 11.3). See [Figure 21a](#).
- Distribution of Credits Attempted:** As shown in [Figure 21b](#), a comparison of the distribution curves of credits attempted in fall 2022 reveals that domestic students are much more likely to enrol in six or fewer credits (25%) than international students (8%), whereas international students are much more likely to enrol in six to fifteen credits (82%) than domestic students (58%). Roughly similar proportions of domestic and international students enrolled in more than fifteen credits (17% domestic and 11% international). A shift in the distribution in the number of credits attempted by international students (towards fewer credits) has been occurring over the last ten years. See [Figure 21d](#).
- Credits Awarded:** Similar to credits attempted, international students consistently *earned* more credits than domestic students (currently 10.9 versus 10.4). See [Figure 21c](#). Data on credits earned in fall 2022 is not yet available in the STP.
- Awarded Credits as % of Attempted Credits:** The ratio of credits awarded to credits attempted can be used as a rough measure of academic success each term. The results show that international students consistently achieved a lower level of credit attainment, on average over ten years, earning 92.4% of their attempted credits in fall 2021, compared to 93.7% for domestic students. See [Figure 21e](#).
- Term GPAs:** Consistent with their higher rate of credit accumulation success (93.7% versus 92.4%) in fall 2021, domestic students out-performed international students on term percentage GPAs, achieving average fall 2021 term GPA scores nearly four percentage points higher than international students (76.7 versus 73.1). A consistent gap in the term percentage GPA between these two groups is evident over the last decade. See [Figure 21f](#).

**FIGURE 20: FALL HEADCOUNT TRENDS – DOMESTIC AND INTERNATIONAL STUDENTS**

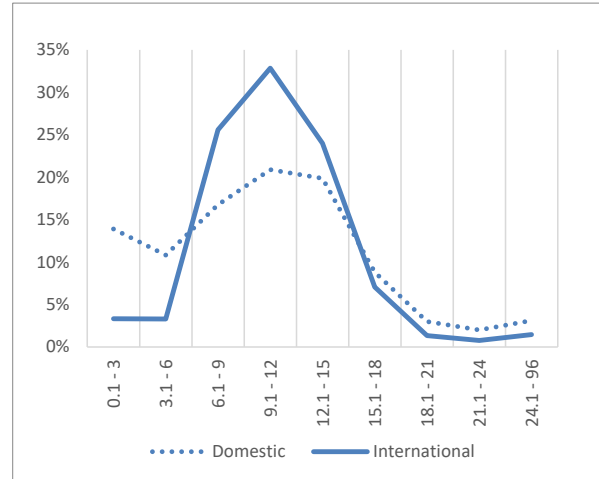


**FIGURE 21: ACADEMIC PERFORMANCE COMPARISON: DOMESTIC VS INTERNATIONAL STUDENTS, FALL 2012 TO FALL**

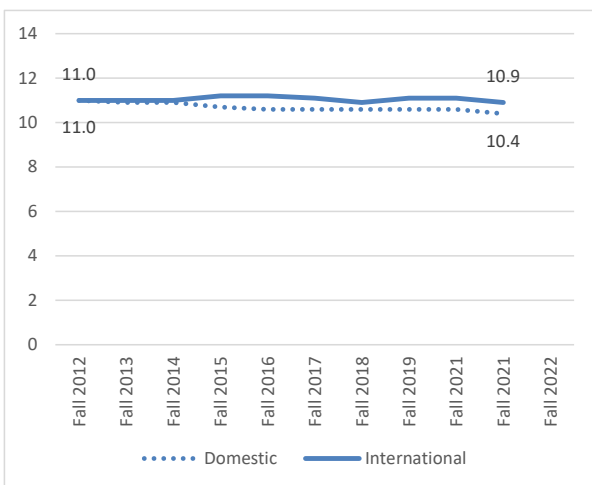
**(a) Term Credits Attempted, Fall 2012 to Fall 2022**



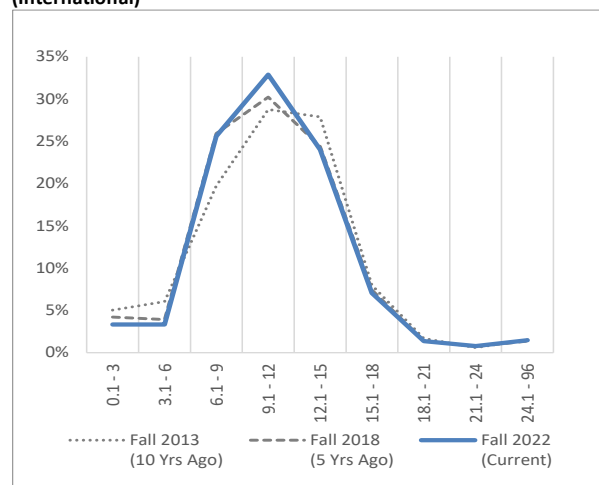
**(b) % Distribution of Term Credits Awarded (Fall 2022)**



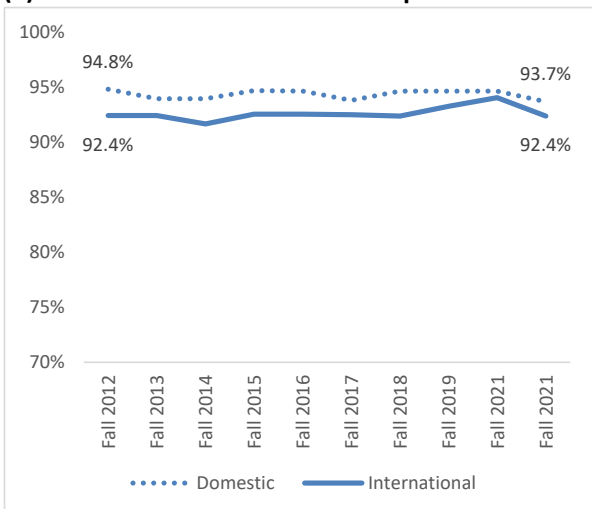
**(c) Term Credits Awarded**



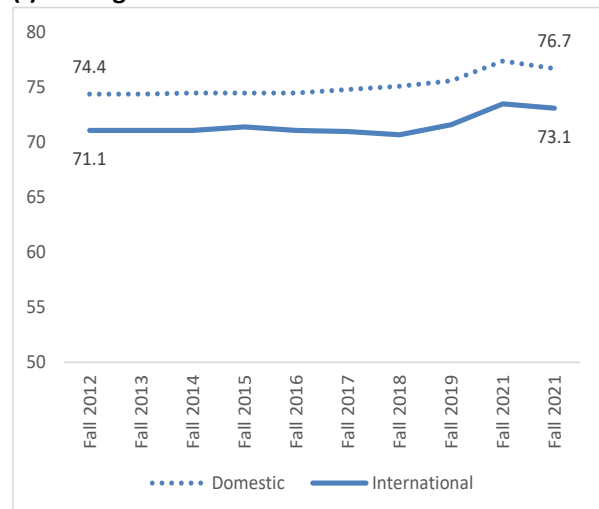
**(d) Change in Distribution of Credits Attempted (International)**



**(e) Awarded Credits as % of Attempted Credits**



**(f) Average Term % GPA**



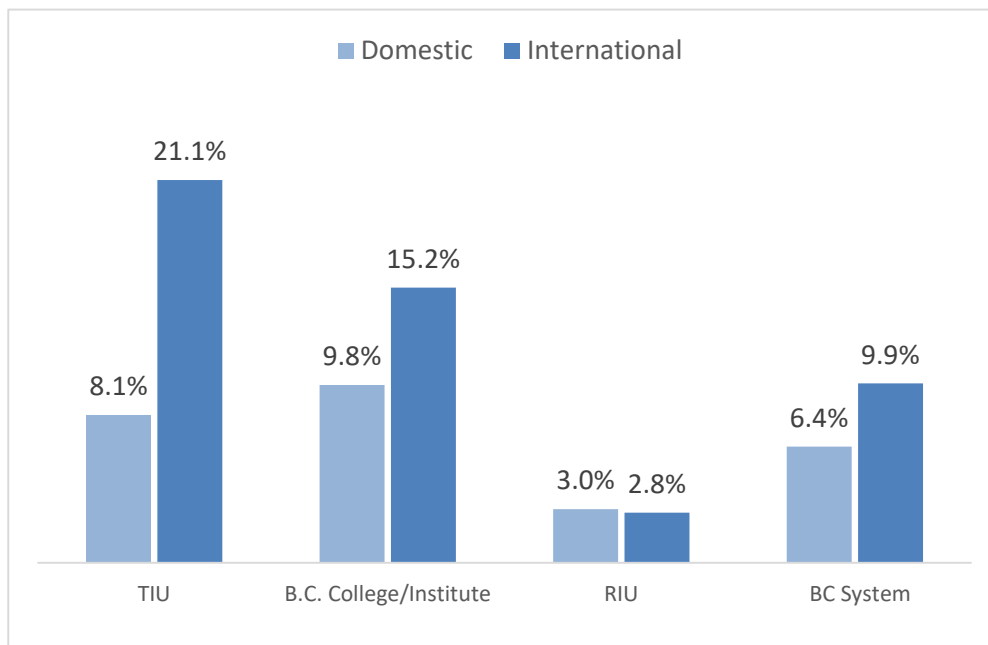
## ◆ How do first year immediate-entry attrition rates of international and domestic students compare?

The first-year attrition rate is a measure of academic performance that quantifies the proportion of immediate entry students from B.C. secondary schools who “drop out” of post-secondary education without a credential. The STP provides this measure in [STP Fast Fact #13](#) for all students, by entry institution type, and it is calculated separately in this report to allow a comparison of the attrition rate between international<sup>12</sup> and domestic students.

International students have higher first-year attrition rates than domestic students (9.9% versus 6.4%). These rates were derived from the population of 20,526 domestic and 859 international immediate-entry students from the 2015/2016 B.C. grade 12 graduation cohort who first enrolled in undergraduate programs in the B.C. public post-secondary system in 2016/2017, but did not complete a credential or re-enrol over the next four years, by academic year 2020/2021.

The attrition rates vary by type of post-secondary institution first entered, with the lowest attrition rates among students who entered RIUs. Although international students overall have higher attrition rates than domestic students, with rates among first entrants to TIUs that are thirteen percentage points higher than domestic students (21.1% versus 8.1%), they do have attrition rates comparable to domestic students entering RIUs (2.8% versus 3.0%). See [Figure 22](#).

**FIGURE 22: FIRST YEAR IMMEDIATE ENTRY ATTRITION RATES OF 2015/2016 GRADE 12 GRADUATES, BY TYPE OF INSTITUTION FIRST ENTERED, DOMESTIC VS INTERNATIONAL STUDENTS, FALL 2012 TO FALL 2022**



<sup>12</sup> The international student status on this measure is determined by information provided by post-secondary institutions to the STP, rather than the K-12 international proxy, based on non-resident status.

## ◆ How do credential completion rates of international and domestic students compare?

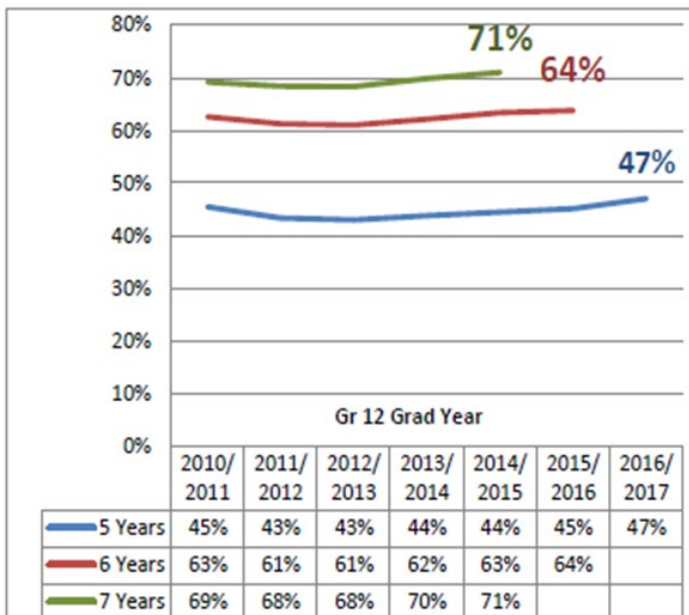
Among students who entered Bachelor’s degrees and subsequently completed them, domestic students achieved cumulative five-, six- and seven-year degree completion rates of 47%, 64% and 71%. These rates are comparable, although slightly lower, than rates achieved by international students (57%, 68% and 73%). The most notable difference is the fact that international students achieve five-year bachelor’s degree completion rates that are ten percentage points higher than domestic students (57% versus 47%). As noted earlier in this report, international students tend to enrol in more credits per term than domestic students, thus allowing them to complete their degrees, on average, sooner than domestic students. See **Figure 23**.

Given that students might not initially enter a Bachelor’s degree, the credential completion rates for non-Bachelor’s degree entrants who completed any credential show that the rates between the two groups are similar. International students achieve higher cumulative credential completion rates after five, six and seven years (42%, 57% and 62%) than domestic students (39%, 50% and 57%). No chart provided.

**FIGURE 23: BACHELOR’S DEGREE COMPLETION RATES, DOMESTIC VERSUS INTERNATIONAL STUDENTS**

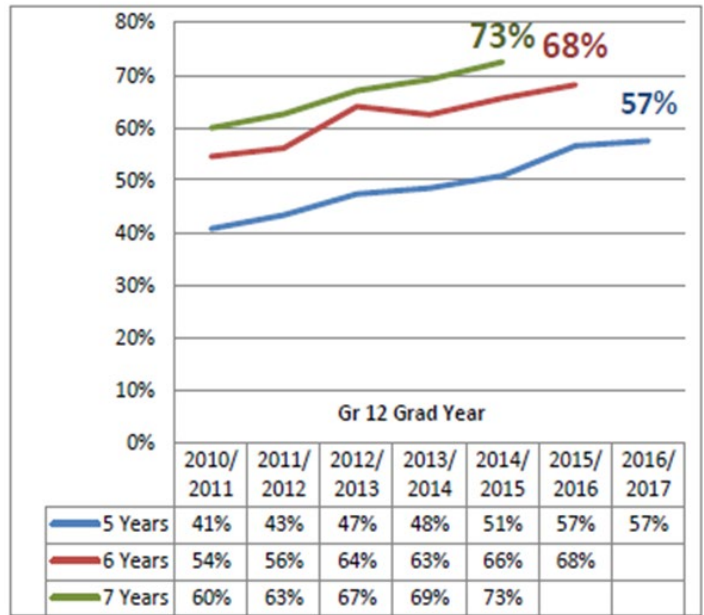
### (a) Domestic Students

1. Bachelor's Degree Completion Rates of Bachelor's Entrants	
<u>Entered:</u>	Bachelor's Degree
<u>Awarded:</u>	Bachelor's Degree



### (b) International Students

1. Bachelor's Degree Completion Rates of Bachelor's Entrants	
<u>Entered:</u>	Bachelor's Degree
<u>Awarded:</u>	Bachelor's Degree



## ◆ How does the time to Bachelor’s degree completion compare between international and domestic students?

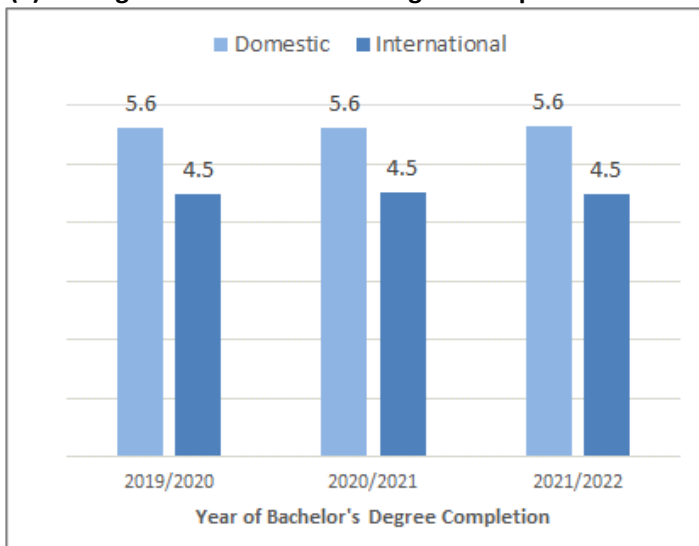
Bachelor’s degree completion rates were presented on the previous page, but an alternate measure of credential achievement success is the number of years to Bachelor’s degree completion. Both of these measures look backward from the time of credential completion to the time of credential entry.

**Average Years to Bachelor’s Completion:** Among those students who completed their credential in the last three academic years (2019/2020, 2020/2021 or 2021/2022), more than 16,000 international students completed their Bachelor’s degree in 4.5 years, on average, compared to more than one year longer, or 5.6 years for roughly 56,000 domestic students. See [Figure 24a](#).

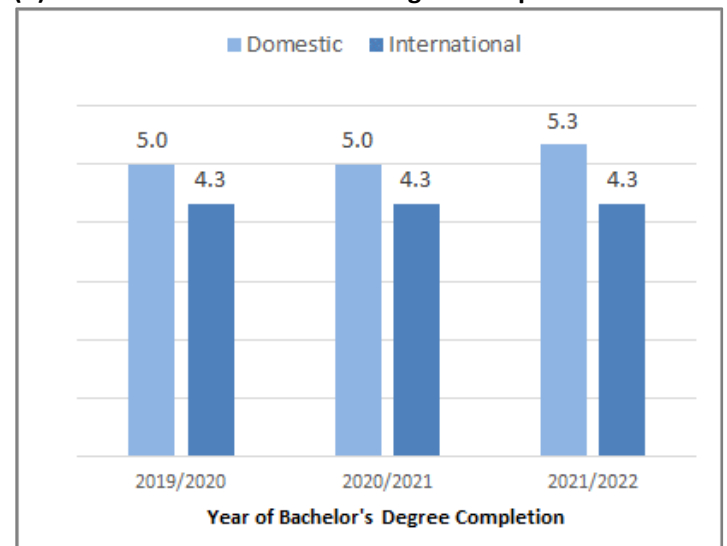
**Median Years to Bachelor’s Completion:** Since the average time to completion can be influenced by outliers, or those students who required an unusually long time or short time to complete their degree, it is useful to examine the median years to completion. The results again show that international students have a faster median time to completion than domestic students, among the recent three years of Bachelor’s degree completers (4.3 years versus 5.0 years). See [Figure 24b](#).

**FIGURE 24: TIME TO BACHELOR’S DEGREE COMPLETION, DOMESTIC VERSUS INTERNATIONAL STUDENTS**

**(a) Average Years to Bachelor’s Degree Completion**



**(b) Median Years to Bachelor’s Degree Completion**





# Conclusion

This edition of Research Results provided a summary of the student transitions of B.C.'s high school graduates entering B.C. public post-secondary institutions, including some of the factors that influence student transition rates and post-secondary institution and program destinations. A summary of some of the enrolment trends in post-secondary institutions was also provided, including trends in new students, domestic versus international students and program enrolment trends. In addition, this report provided a comparison of the academic performance of international and domestic students and found that international students, on average, carry a slightly higher course load and achieve lower academic performance than domestic students.

While the global pandemic likely contributed to shifting transition rates and declining post-secondary enrolments, early signs of enrolment recovery are evident and promising. The STP strives to address new and emerging topics, while continuing to address recurring themes at various levels of detail. We welcome your input and suggestions to ensure we continue to meet your needs for planning and decision making.

## Need More Information?

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

STP Highlights newsletters and reports are available on the public Student Transitions Project [website](#) at:

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

