STP RESEARCH RESULTS

Student Transitions Project (STP):
Reflecting on 20 Years of STP Research

PREPARED BY
JOANNE HESLOP
STP MANAGER
NOVEMBER 29, 2024

This page intentionally left blank.

Table of Contents

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 are used throughout this newsletter to guide readers on the significance of the research findings.

- ⭘ Context or Information
- ☑ Consistent Trend Over 20 Years
- ◆ Notable Change Over 20 Years

Executive Summary

About this Research

This study was conducted by the Student Transitions Project (STP), a collaborative research partnership involving B.C.'s education and advanced education ministries and post-secondary institutions. The STP has collected twenty years of student data from twenty grade 12 graduation cohorts and twenty years of post-secondary enrolments. To celebrate this achievement, this report provides a twenty-year review of STP research findings, including trends in student transitions, enrolments, mobility and credential completions, along with some interpretation of those trends, concluding with future goals of the STP over the next twenty years.

This report summarizes twenty years of STP research, covering STP's first B.C. grade 12 graduation cohort of 2001/2002 through to its twentieth cohort of graduates of 2020/2021, in addition twenty years of all B.C. public post-secondary enrolments, from 2002/2003 to 2021/2022. This report is organized as a series of broad research questions and answers, with detailed supporting tables of data provided in **Appendix C**. The Quick Facts section beginning on this page provides brief responses to each question, and the Research Results section of the report, beginning on **page 12** gives more in-depth explanations with data visualizations. This report is also available to the public on the STP website.

Quick Facts

⭘ What is the history of the STP? The Student Transitions Project began in the Spring of 2005 when B.C.'s two education Ministries responsible for K-12 and post-secondary education established and signed a formal agreement to securely exchange student information to investigate student transitions, student mobility and education outcomes. Twenty years later, the STP continues to answer these questions and a broad range of other related questions. [Page 10]

🧿 What is the size and scope of the STP? After twenty years of data collection from the K-12 and B.C. public post-secondary education system, the STP has amassed 18.2 million enrolment records from 868 thousand grade 12 graduates and 2.8 million registrants in B.C. public post-secondary institutions. These students earned 1.3 million credentials, including 445 thousand Bachelor's degrees. This rich data set grows every year with each new cohort of grade 12 graduates and post-secondary enrolments, allowing the STP to conduct research, analysis and reporting of results to post-secondary institutions, school districts, government, and the general public. [Page 11]

☑ What are the trends in student transition rates from B.C. Grade 12 Graduation to B.C. Public Post-Secondary Education? Consistent with the relatively slow growth in the number of grade 12 graduates and the subset who transitioned to B.C. public post-secondary education over the last twenty years (at +5.1% and +5.7% respectively), student transition rates showed slight increases in immediate-entry transition rates over this period. The immediate-entry transition rate increased from 51% to 52% over the twenty years, despite reaching a peak of 54% midway through the two-decade period. At the same time, one-year and two-year delayed entry rates declined from a combined high of 17% to a low of 12%, such that a growing proportion of students did not transition to B.C. public post-secondary education within three years of high school graduation, increasing from 32% non-transitioners in 2001/2002 to 37% in 2018/2019.[Page 13]

◆ What are the trends in students enrolling immediately in post-secondary within versus outside their grade 12 region of graduation? Over the last twenty years, a declining proportion of immediate-entry grade 12 graduates entered post-secondary institutions within the same region where they graduated from high school, declining from 90% in 2001/2002 to 85% in 2020/2021. Students are becoming increasingly aware of the numerous and varied post-secondary choices and degree completion options available all over the province, and they are taking advantage of these opportunities for further education outside of the region where they graduated from high school. [Page 21]

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.

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

The following B.C. public post-secondary institutions are included in this study and grouped by institution designation in 2023/24:

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.

*See **Appendix A** for map of post-secondary institutions by region, institution type and current enrolment.*

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 enrolment and credential completion data from the 25 B.C. public post-secondary institutions and links this data to secondary school enrolment 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 to the STP, the dataset expands by one additional year; and each submission fully replaces and refreshes the previous multi-year submission with the most current and accurate information available.

This report is based on 20 complete years of STP data obtained from the STP2023 data collection, including 20 years of K-12 enrolment records (2001/2002 to 2020/2021) and 20 full academic years* of post-secondary data (2002/2003 to 2021/2022).

** A post-secondary academic year is September to August, including fall, spring and summer terms, in that order.*

◆ Which post-secondary institutions do B.C. high school graduates enrol in, by time of entry? Research-intensive universities attract the largest share of immediate-entry students and the smallest share of delayed-entry students. Over 20 years the number of immediate-entry students entering RIU's has increased 43%, while TIUs and Colleges saw declining numbers of immediate students at -20% and -15% respectively. Institutes, with a relatively small share of immediate entry students, saw a 55% increase. Academic qualifications of high school graduates influence where students enrol, with higher iGPA students typically enrolling immediately in RIUs and lower iGPA students enrolling in TIU's, Colleges and Institutes after a period of delay. [Page 26]

*See institution type abbreviations in text box on **page 6**.

☑ What are the trends in first-year attrition rates of immediate-entry students in B.C. public post-secondary institutions? The STP measures the first-year attrition rate from the proportion of immediate-entry students who did not return to any institution in the B.C. public post-secondary system in the following year, or the next four years. In each of the last twenty years, the lowest attrition rates are observed in RIUs (below 3%, on average), compared to immediate entrants to Institutes (8%), TIUs (9%) and B.C. Colleges (above 10%). Immediate entry students who returned for more education in the subsequent year had higher grades and suffered a smaller entry shock (or drop in grades between admission to end of first term), on average than those who did not return. This suggests that academic performance has an impact on persistence in post-secondary education, although numerous external factors are not considered in the attrition rate, such as financial constraints, family and employment obligations, health, happiness, program satisfaction, etc. [Page 30]

◆ What are the enrolment trends in B.C. public post-secondary institutions? The total enrolment across the twenty-five B.C. public post-secondary institutions has grown by nearly 14% over the last twenty years, from approximately 370,000 students in 2002/2003 to more than 420,000 students in 2021/2022. Enrolment trends across a variety of dimensions are summarized in this report, including institution types, regions, programs, study levels, international students, new students, Indigenous status, gender and age. [Page 32]

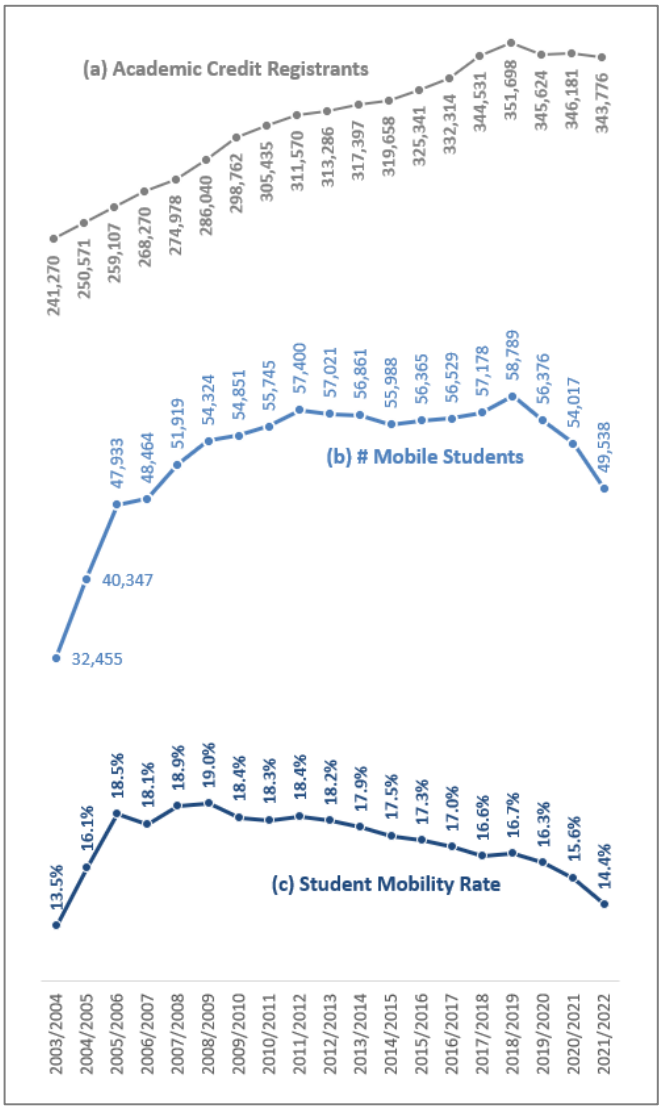
◆ What are the trends in student mobility between B.C. public post-secondary institutions? Mobile students in an academic year are those who registered in a different institution from their previous registration period. Throughout most of the last two decades, the number of academic credit registrants has been steadily increasing, while the number of mobile students grew at a slower pace. Beginning in 2018/2019, the number of credit registrants and mobile students began to decline, with a steeper decline among mobile students. There are currently 49,538 mobile students, representing a 14.4% mobility rate, measured as a proportion of all academic credit registrants. The peak student mobility rate (19.0%) was reached in 2008/2009 and has been declining ever since.

Traditional Transfer Students: A proportion of all mobile students (currently 8%) are deemed traditional transfer students, or those who transferred from a B.C. public post-secondary institution to a Research-Intensive University with a minimum of 24 credits, a cumulative GPA of at least 2.00, and a basis of admission "B.C. College" or "B.C. Associate Degree". The share of traditional transfers is declining as other institution types (TIUs, Colleges and Institutes) are now offering more Bachelor's degree completion opportunities for students, reducing the need for students to move to RIUs to complete their degree. [Page 48]

◆ What are the trends in popular mobile student pathways between B.C. public post-secondary credentials and programs? Mobile students frequently switch the credential(s) and/or program(s) they are seeking when they switch institutions. The extent to which students switch credentials when they move between institutions is relatively complex due to the numerous credential categories. The myriad of pathways are visually evident in a Sankey diagram shown later in this report for 49,539 mobile students of 2021/2022 (see **Figure 25**). The patterns of student mobility indicate that undeclared students are the most likely candidates to switch institutions, in addition to those moving to or from a Bachelor's Degree, Diploma or Certificate. Among those students moving to a Bachelor's degree program at the destination institution, they fequently switch from a Bachelor's degree program at their institution of origin (20%) or an Associate Degree (16%) or Diploma program (16%). The pathway from Diplomas to Bachelor's degree is becoming less common, given the expanded degree completion opportunities around the province. Other trends reveal a growing share of mobile students are now entering certificates and Master's degree programs at the destination institution. [Page 51]


Source: Pixabay.com

STUDENT MOBILITY TRENDS, 2003/2004 TO 2021/2022



◆ What are the trends in total credentials awarded in B.C. public post-secondary institutions, by credential category and program? The number of post-secondary credentials awarded in the B.C. public post-secondary system has grown by 45% over the last nineteen years, from 47,442 in 2003/2004 to 68,558 in 2021/2022.[14] RIUs have seen the largest increase in credentials awarded over nineteen years (+55%), while TIUs and Colleges saw slightly slower growth at +43% and +42% respectively, or double the growth in credentials awarded at Institutes (+21%). The rate of growth in the number of credentials awarded at the undergraduate level (+40%) is roughly half the rate of growth of graduate degrees awarded (89%). With the expansion of Bachelor degree offerings around the province, the number of Bachelor's degrees awarded has grown more steeply (+67%) than the growth in all awarded undergraduate credentials combined (+40%) [Page 56]

◆ What are the trends in Bachelor's degree completion rates in the B.C. public post-secondary system? Over the last seventeen years, among grade 12 graduates of 2001/2002 to 2017/2018, the Bachelor's degree completion rates of immediate entry students into B.C. public post-secondary institutions has shown no improvement in the five-year degree completion rate (46%); however improvements in the six-year degree completion rate (from 61% to 65%) and the seven-year degree completion rate (68% to 71%) imply that students are increasingly more likely to complete their Bachelor's degree, but it is taking them a bit longer to complete now than seventeen years ago. Bachelor's degree completion rates are higher among international (versus domestic) students, females (versus males), and high achieving high school graduates (versus moderate achievers with AGPAs below 75%). Although the Bachelor's degree completion rates among Indigenous students are lower than non-Indigenous students, the five-, six- and seven-year completion rates for Indigenous students have improved by roughly fifteen percentage points over the last seventeen years. [Page 60]


Source: Pixabay.com

☑ What are the life-long learning paths of B.C. public post-secondary credential completers? Unraveling the lifelong learning pathways of roughly 900,000 students completing more than one million credentials between 2003/2004 and 2021/2022 is relatively complex, but it is evident that the majority of credential completers (76%) earned just one credential, with 18% earning two credentials, 4% earning three and 1% earning four or more credentials over these years. Among those students who completed a single credential, the largest group earned a Bachelor's degree (40%), followed by Certificate (28%) or Diploma (15%). Among those students who earned two credentials between 2003/2004 and 2021/2022, students frequently completed a Bachelor's degree simultaneously or sequentially with a Diploma (15%), Master's Degree (12%), or another Bachelors degree (10%). In general, as students earn more credentials during their time in the B.C. post-secondary system, they are increasingly likely to earn a Bachelor's degree or graduate credential. [Page 63]

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.

Introduction

History of the STP

In the spring of 2005, B.C.'s two education Ministries responsible for K-12 and post-secondary education established and signed a formal agreement to securely exchange personal identifiers and student information for the purpose of investigating student transitions, student mobility and education outcomes from the K-12 education system to the B.C. public post-secondary system. This initial agreement formed the foundation and framework for future data sharing and research on student transitions, ultimately establishing the Student Transitions Project (STP).

The first data linkage between B.C.'s public post-secondary institutions[1] and the grade 12 graduates of B.C. public and independent schools was relatively small, linking three years of data across education systems via encrypted Personal Education Numbers (PENs), and reduced to one year of transitions for analysis of the 2002/2003 grade 12 graduates enrolling in post-secondary education in 2003/2004.

The initial research questions of the Student Transitions Project focused on immediate transitions of grade 12 graduates into B.C. public post-secondary institutions, within one year of high school graduation. The STP's initial primary research question was, "*What is the nature and distribution of the transition from the K-12 education system to public post-secondary institutions within a given timeframe?*" Four secondary research questions were also posed: *How many students made the transition to post-secondary education? Where were they were from? Where did they attend? What were their K-12 demographic characteristics?* Twenty years later, the STP continues to answer these basic questions about each new B.C. grade 12 graduation cohort, in addition to a broad range of other relevant research questions about student transitions, student academic qualifications, post-secondary enrolment trends, student mobility, student retention, credential completion, and many others. For more information on the wealth of STP research produced by the Student Transitions Project, visit the STP website for current research or the Education Resources Information Center (ERIC) for an archive of STP research.

[1] Participating post-secondary institutions in STP's first research question were 4 research-intensive universities (SFU, UBC, UNBC and UVic) and 22 other B.C. public post-secondary institutions, including 5 university colleges (Kwantlen, Malaspina, Okanagan Cariboo and Fraser Valley), 11 colleges (Camosun, Capilano, New Caledonia, Rockies, Douglas, Langara, North Island, Northern Lights, Norwest, Selkirk and Vancouver Community College), and 6 institutes/agencies (BCIT, Emily Carr, Institute of Indigenous Government, Justice Institute, Nicola Valley and Open Learning Agency). Note that Royal Roads did not participate since it did not admit students from high school.

Size and Scope of the STP

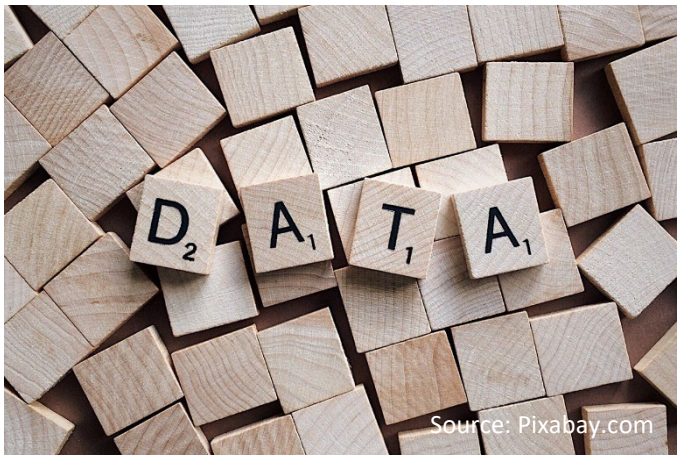
After twenty years of data collection from the K-12 and B.C. public post-secondary education system, the STP has amassed 18.2 million enrolment records from 868 thousand grade 12 graduates and 2.8 million registrants in B.C. public post-secondary institutions. These students earned 1.3 million credentials, including 445 thousand Bachelor's degrees. For summary information on the size, scope and 20-year trends in the STP, refer to the **infographic on 20 Years of STP** on the public STP website.

The Student Transitions Project is a well-established project. Every Fall, post-secondary enrolment data is submitted to the STP Manager from B.C. research-intensive universities and the Central Data Warehouse (CDW). This data is validated and then handed off to the Ministry of Education and Childcare whose Education Data Warehouse (EDW) team securely links the post-secondary data to the K-12 enrolments via encrypted PENs. This linkage process is frequently referred to as the annual "merge" process. To ensure the most current information is available for analysis and reporting, the STP collects the most recent set of enrolments each year, in addition to re-collecting all prior years of data. As a result, the number of records submitted to the STP expands each year and all twenty years of STP data is of high quality, consistent with the data that resides in the information systems of the contributing post-secondary institutions.

The merge process ultimately produces several tables of data in an Oracle database that are accessed each year by the STP Manager to produce various analytical tools, dashboards, reports and presentations. The two education ministries also access STP data in the Oracle database to produce reports and dashboards. These outputs are used by post-secondary institutions, school districts and government for decision-making, accountability, capacity planning, ad hoc analyses and enrolment projections. In addition, the STP data is frequently accessed securely by other authorized researchers for a variety of studies pertaining to student transitions, student mobility and student success.

Since 2005, twenty-nine different research agreements have been carried out using STP data, covering a broad range of research projects conducted by external agencies, organizations and academic researchers, including the B.C. Council on Admission and Transfer, B.C. Cancer Agency, Canadian Council on Learning, Social Research and Demonstration Corporation and B.C. public post-secondary institutions. Through research agreements with the STP, the researchers gained access to relevant portions of STP's anonymized data to produce insightful research on various topics, including:

- Education outcomes of childhood cancer survivors.
- Admission of high school non-graduates to post-secondary institutions in B.C.
- Experiences and performance of dual credit students in the B.C. post-secondary system
- Indigenous students' success in post-secondary education in B.C.
- Exploring the educational journeys of students with disabilities.



All research conducted by the STP is managed by a small steering committee, with membership comprised of one representative from each of the two education ministries, one member representing the B.C. research-intensive universities and one member representing the Central Data Warehouse (CDW) institutions. The B.C. Council on Admissions and Transfer (BCCAT) is a partner in the STP research, with the STP steering committee chaired by BCCAT's Director of Research and Admissions. See inset box on **page 9** for a list of **STP Steering Committee Member**

Research Results

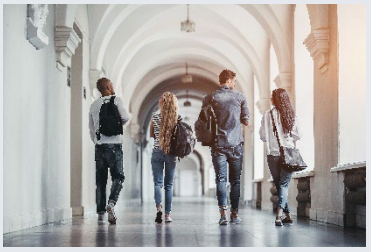
What are the trends in student transition rates from B.C. Grade 12 Graduation to B.C. Public Post-Secondary Education? (Page 13)

What are the trends in students enrolling immediately in post-secondary within vs. outside their grade 12 region of graduation? (Page 22)

Which post-secondary institutions do B.C. high school graduates enrol in, by time of entry? (Page 25)

What are the trends in first-year attrition rates of immediate-entry students to B.C. public post-secondary institutions (Page 31)

What are the enrolment trends in B.C. public post-secondary institutions? (Page 32)



What are the trends in student mobility between B.C. public post-secondary institutions? (Page 48)

What are the trends in popular mobile student pathways between B.C. public post-secondary credentials and programs? (Page 50)

What are the trends in total credentials awarded in B.C. public post-secondary institutions, by credential category and program? (Page 56)

What are the trends in Bachelor's degree completion rates in the B.C. public post-secondary system? (Page 60)

What are the life-long learning paths of B.C. public post-secondary credential completers? (Page 63)

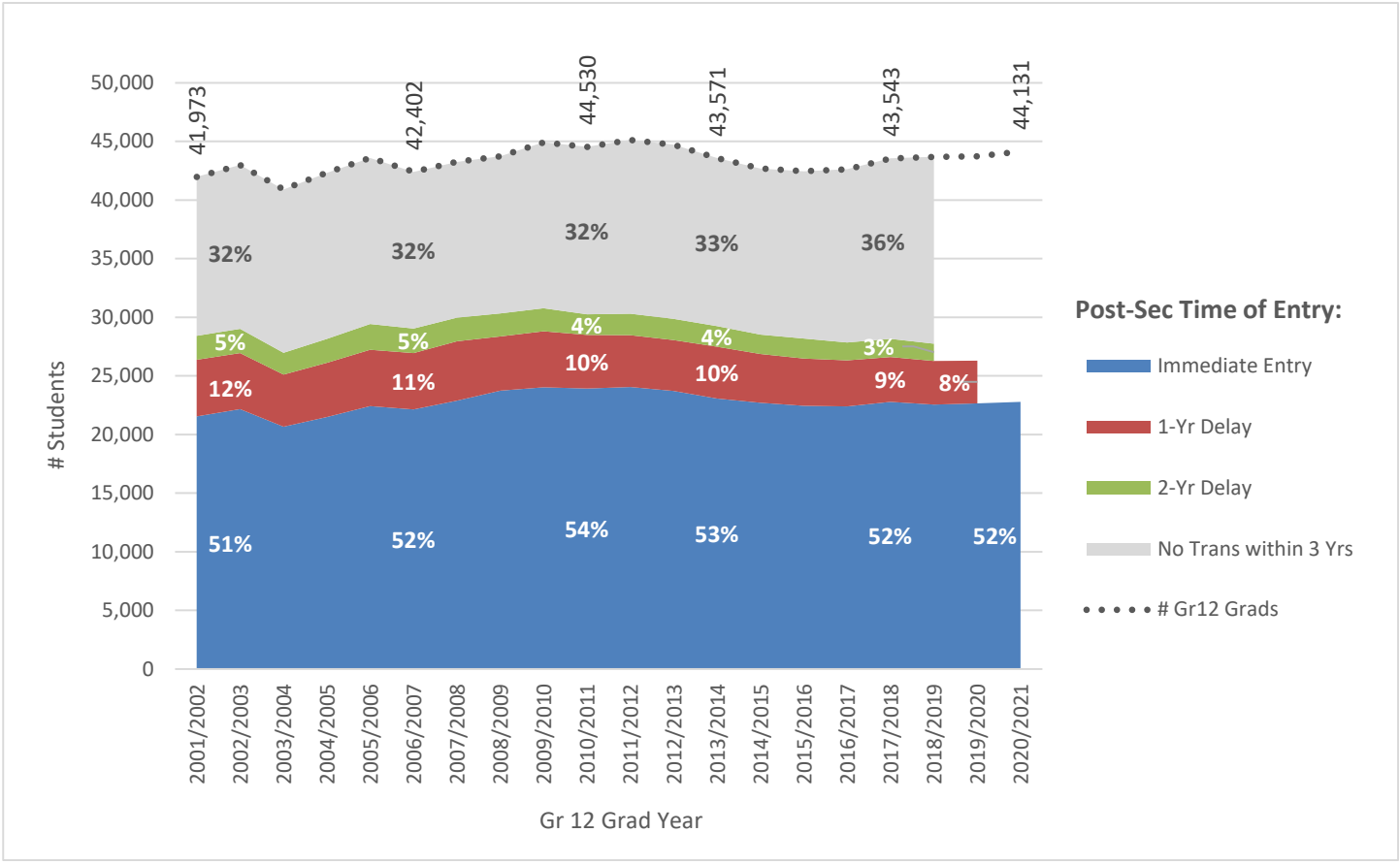
Images from Microsoft 365 Stock Photos. Third image is Northern Lights College (www.nlc.bc.ca).

What are the trends in student transition rates from B.C. Grade 12 Graduation to B.C. Public Post-Secondary Education?

Grade 12 Graduates and Post-Secondary Entrants: Over the last 20 years, the number of eligible B.C. grade 12 graduates who earned a B.C. Certificate of Graduation, informally known as the Dogwood Diploma, remained relatively unchanged, increasing 5.1% over the two decades, from 41,973 to 44,131 students. Among these grade 12 graduates, the number who enrolled in a B.C. public post-secondary institution within one year of grade 12 graduation also remained relatively constant, increasing 5.7% from 21,539 to 22,776 students over twenty years. (See **Figure 1**).

Student Transition Rates: Consistent with the relatively slow growth in the number of grade 12 graduates and the subset who transitioned to B.C. public post-secondary education over the last twenty years (at +5.1% and +5.7% respectively), student transition rates showed slight increases in immediate-entry transition rates, along with more significant declines in delayed-entry transition rates. The immediate-entry transition rate increased from 51% to 52% over the twenty years, despite reaching a peak of 54% midway through the two-decade period. At the same time, one-year and two-year delayed entry rates also declined from a combined high of 17% to a low of 12%, such that a growing proportion of students did not transition to B.C. public post-secondary education within three years of high school graduation, increasing from 32% non-transitioners in 2001/2002 to 37% in 2018/2019. (See **Figure 1**).

FIGURE 1: 20-YEAR TREND IN STUDENT TRANSITION RATES, BY TIME OF ENTRY: 2001/2002 TO 2020/2021

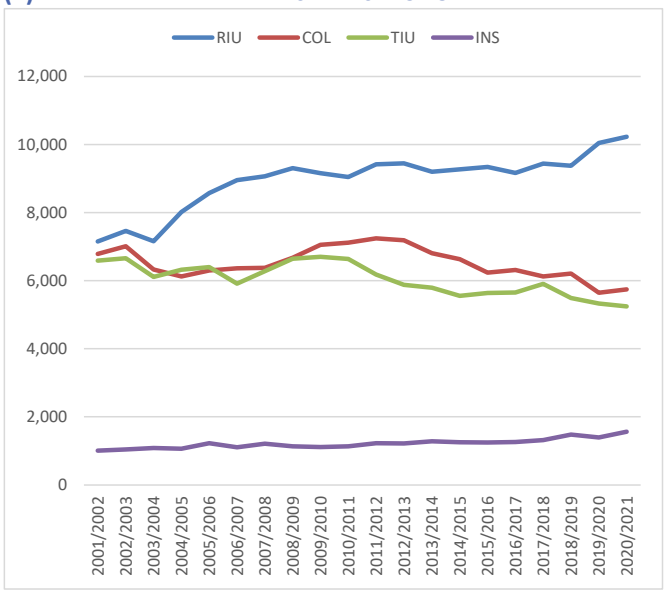


Immediate Entry Trends by Institution Type: The trend in immediate-entry students was not consistent across each of the four different institution types (defined on page 6). Significant increases in students enrolling immediately in RIUs (+43%) and Institutes (+55%) were offset by declines in students entering Colleges (-15%) and TIUs (-20%). Although the number of immediate entry students were distributed roughly equally between RIUs, TIUs and Colleges twenty years ago, the upward trend in immediate entrants to RIUs, along with a downward trend entering TIUs and Colleges has resulted in nearly twice as many immediate entry students now enrolling in RIUs (10,230) than TIUs (5,241) or BC Colleges (5,741). (See Figure 2A).

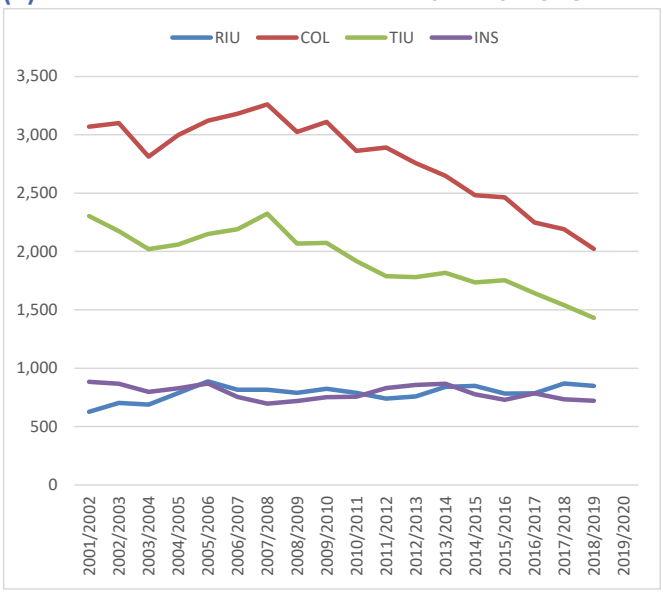
Delayed Entry Trends by Institution Type: As shown in Figure 2B, the number of students who delayed their entry to B.C. public post-secondary education has declined in each of the institution types, with the exception of RIUs. Although RIUs receive a relatively small proportion of delayed entry students, these institutions have seen growth in delayed entry students over the last 18 years (+39%) while other institution types have seen more significant declines, specifically Institutes (-18%), BC Colleges (-30%) and TIUs (-38%). (See Figure 2).

FIGURE 2: TWENTY-YEAR TREND IN STUDENT TRANSITION RATES, BY INSTITUTION TYPE AND TIME OF ENTRY: 2001/2002 TO 2020/2021

(A) IMMEDIATE ENTRY TRENDS BY INSTITUTION TYPE



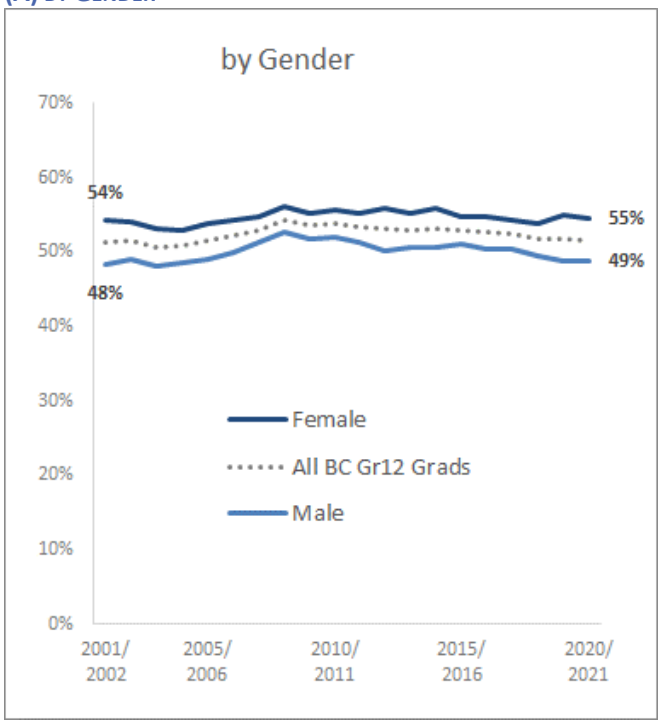
(B) 1-YR AND 2-YR DELAYED ENTRY TRENDS BY INSTITUTION TYPE



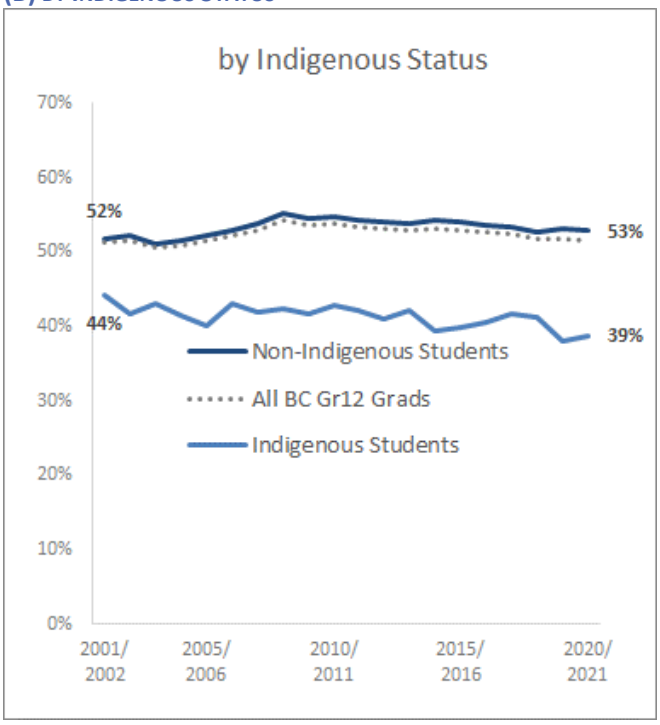
Immediate Entry Trends by Demographic Groups: The following demographic groups have maintained higher immediate-entry transition rates than their counterparts: females, non-Indigenous students, B.C. residents (as a proxy for non-international students), non-English-speaking students, gifted students, high academic achievers (based on iGPA scores defined on page 18), and grade 12 graduates from Mainland/Southwest high schools. See Figure 3 for trends within each demographic group.

FIGURE 3: IMMEDIATE ENTRY TRANSITION RATE TRENDS, BY DEMOGRAPHIC GROUPS: 2001/2002 TO 2020/2021

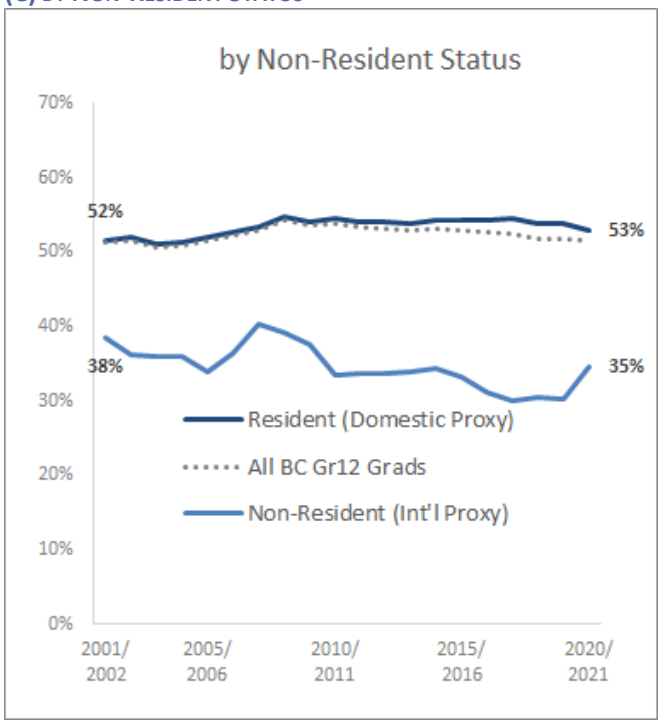
(A) BY GENDER



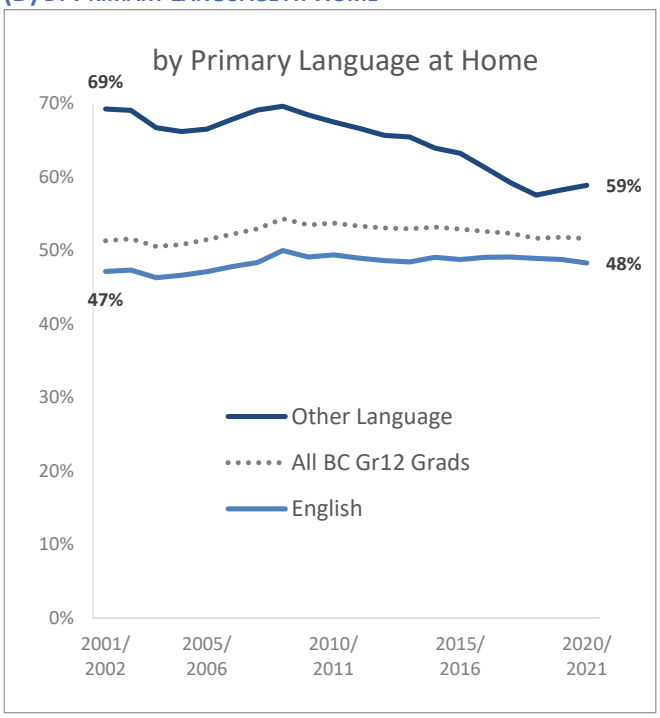
(B) BY INDIGENOUS STATUS



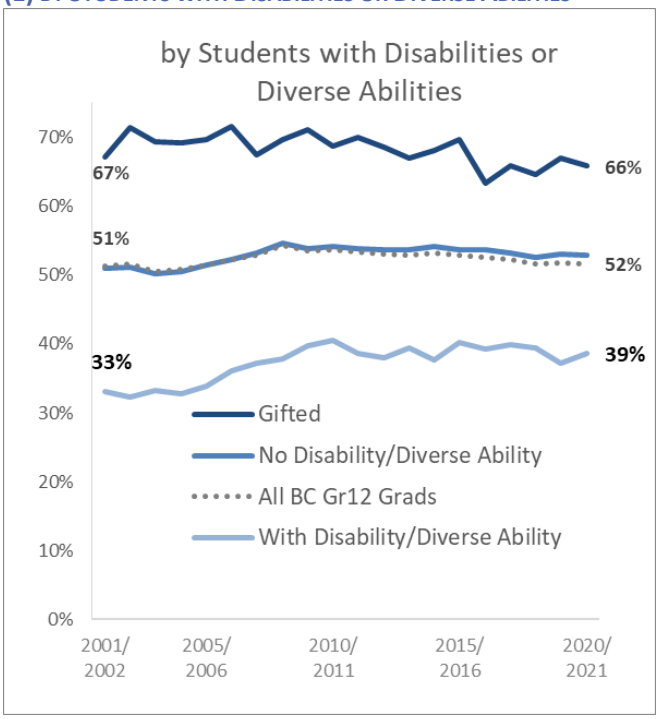
(C) BY NON-RESIDENT STATUS



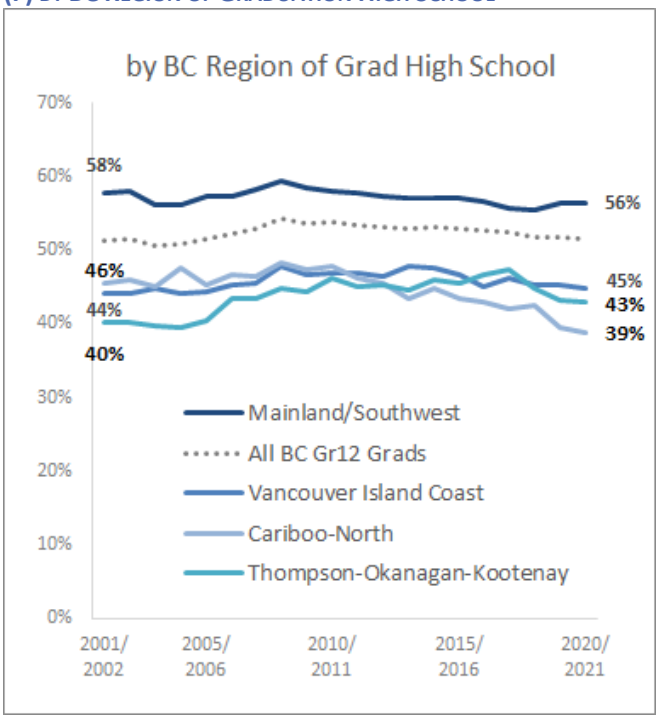
(D) BY PRIMARY LANGUAGE AT HOME



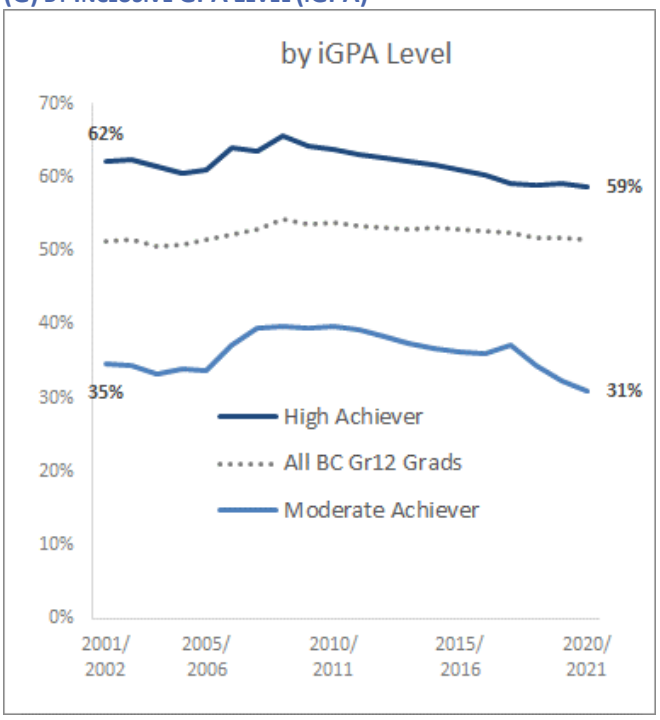
(E) BY STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES



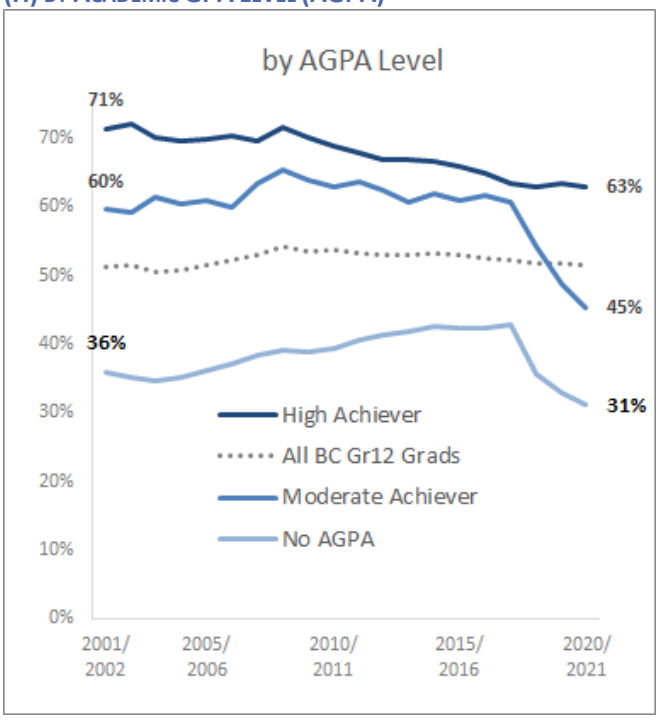
(F) BY BC REGION OF GRADUATION HIGH SCHOOL



(G) BY INCLUSIVE GPA LEVEL (IGPA)[2]



(H) BY ACADEMIC GPA LEVEL (AGPA)[2]



[2] iGPAs and AGPAs are defined on page 18.

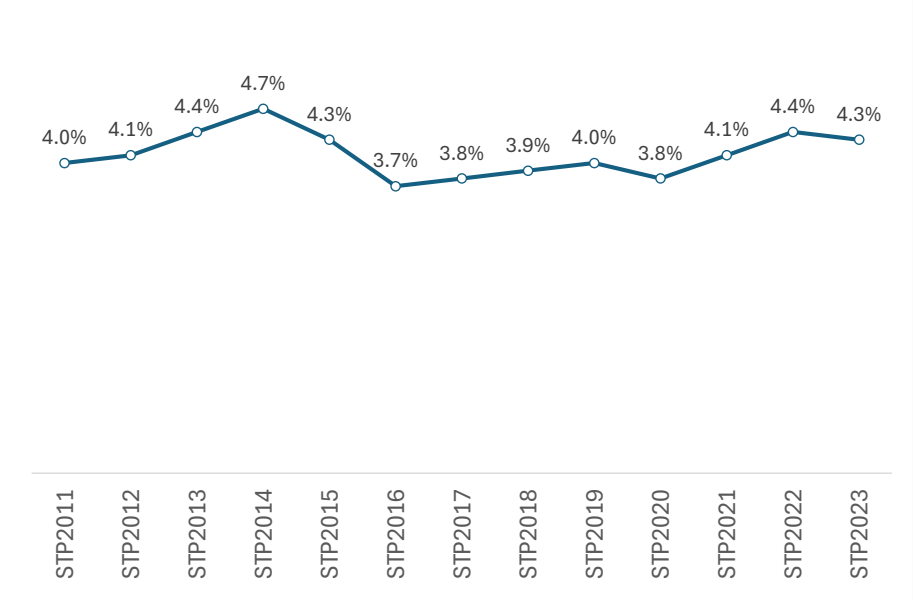
Factors affecting student transition rate trends: A number of events occurred over the twenty-year period that likely impacted the trends in student transition rates, including the provincial and regional economic conditions, the reliance on Personal Education Numbers (PENs) for data linkage, transition rates are computed on transitions to any level of study, COVID-19 pandemic, K-12 curriculum changes, post-secondary entrance requirements, immigration policies, reconciliation with Indigenous peoples, tuition fees and living costs, and changes to post-secondary mandates.

Provincial Economy and Unemployment Rate: An economic recession with high unemployment rates and scarce job opportunities in 2008 likely influenced an increase in the number 2008/2009 grade 12 graduates who chose to enrol in B.C. public post-secondary education in 2009/2010 and 2010/2011, a time when immediate-entry transition rates reached their peak of 53% and 54%. These transition rates were maintained at 53% for several years thereafter, before they dipped to current levels of 52%.

Regional Economy and Labour Market: Several significant energy projects in Northern BC, including the Site C Dam, Trans Mountain Expansion Project, LNG Canada and Coastal GasLink pipeline, have created thousands of job opportunities in Northern B.C.[3] These projects and related employment opportunities for youth have likely impacted student transition rates, with many high school graduates obtaining employment directly from high school without first enrolling in post-secondary education. This is reflected in the declining immediate-entry transition rate trend in the Cariboo-North region, starting in 2010/2011 (see **Figure 3E**). As these energy projects near completion and wind down, it is likely that we will see increases in student transition rates in the Cariboo-North region in the future.

Reliance of Personal Education Numbers for Data Linkage: The Personal Education Number (PEN) is a unique identifier assigned to students when they first enrol in B.C.'s K-12 education system. When students subsequently enrol in B.C. public post-secondary education, they provide their PEN to the post-secondary institution (or a new one is created for students entering from another jurisdiction). The PEN allows the STP to track the transitions and transition rates of grade 12 graduates into B.C. public post-secondary education; however, some former B.C. grade 12 graduates successfully register in a B.C. public post-secondary institution, without a corresponding PEN recorded on their post-secondary student record. As a result, the STP is unable to track the transition of these unPENned students; and this creates artificially lower transition rates than would otherwise be reported if every student had a PEN. Based on historical STP data collection records available from 2011 to 2023, the proportion of post-secondary enrolment records submitted to the STP has fluctuated over the years, with a gradual increase in enrolment records without PENs over the last four years (see **Figure 4**), which has likely had some impact on declining transition rates.

FIGURE 4: % OF STP POST-SECONDARY ENROLMENT RECORDS WITHOUT PERSONAL EDUCATION NUMBERS (PENS), 2011 TO 2023



[3] https://www.resourceworks.com/concerns-as-major-bc-projects-wrap-up

Transition Rates are Computed on Transitions to Any Level of Study: The STP computes student transition rates into post-secondary education by including any study level (graduate, undergraduate and developmental). Therefore, students who enter developmental programs or continuing education programs, for example, will contribute to boosting student transition rates, but only when a student enrols in these other levels of study without an accompanying traditional undergraduate academic program enrolment. Furthermore, post-secondary enrolment in study levels below the undergraduate level, such as developmental programs, have also seen recent enrolment declines and these declines have contributed to the overall decline in student transition rates.

COVID-19: In March of 2020, the World Health Organization (WHO) declared the COVID-19 pandemic, in response to the worldwide spread of the highly contagious and quickly spreading Coronavirus disease outbreak. In response to this health emergency, the B.C. K-12 education system and B.C. public post-secondary institutions moved instruction online. By the Fall of 2020, B.C. K-12 schools returned to in-class instruction, with students safely organized into learning groups to minimize contact and to reduce the risk of disease transmission, but B.C. public post-secondary institutions continued instruction primarily through online and remote learning methods until the Fall of 2021. The pandemic caused immense hardship, pain and tragedy for many individuals and families for two to three years and this disruption appears to have affected students disproportionately. The STP evaluated the pandemic's effect on student groups and reported the findings in numerous *STP Research Results*[4]. The STP identified sub-populations of students that were less likely to transition to post-

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) Social Studies 10
6)	Mathematics 10	12) Social Studies 11 or 12
13)	Arts Educ or Applied Design, Skills and Technologies	

Note that the 2023 graduation program also includes an Indigenous focused course which will be relevant to 2023 grade 12 graduates.

[4] *STP Research Results*, June 25, 2021, https://files.eric.ed.gov/fulltext/ED616348.pdf and *STP Research Results*, June 6, 2022, https://files.eric.ed.gov/fulltext/ED625762.pdf and *STP Research Results*, June 21, 2023, https://files.eric.ed.gov/fulltext/ED637771.pdf.

secondary education during the pandemic than prior to the pandemic, including males, Indigenous students, students with moderate iGPA or AGPA scores in high school, students with special disabilities or diverse abilities, and non-resident graduates. Readers are encouraged to review the historical STP Research Results for more information. As we recover from the impacts of the pandemic, there is visual evidence in the transition rate trendlines to suggest that many of the student groups that had been affected by the pandemic are beginning to return to pre-pandemic transition rates.


Source: Pixabay.com

B.C. K-12 Curriculum and Post-Secondary Entry Requirements: The B.C. K-12 education system regularly reviews and modifies the grade 12 graduation program to ensure it remains relevant and current so that students acquire the skills they need to succeed in the future. The twenty distinct grade 12 graduation cohorts, spanning the twenty years of STP from 2001/2002 to 2021/2022, earned their grade 12 graduation credential by satisfying the grade 12 graduation requirements of their time, including the 1995, 2004 and 2018 graduation programs. Forthcoming cohorts of grade 12 graduates in the STP will comply with the recently implemented 2023 graduation program. When the STP began with its first cohort of 2001/2002 grade 12 graduates, students graduated under the 1995 graduation program; whereas the twentieth cohort of grade 12 graduates in 2020/2021 graduated under the 2018 graduation program, although many recent grade 12 graduates since 1999/2000 were exposed to various aspects of the evolving new curriculum, now encompassed in the 2023 graduation program. See inset box, **Measures of Secondary School Academic Performance on page 18**, for information on the courses included in the grade 12 graduation program.

Figures 3G and 3H show declining transition rates among moderate achievers (with iGPA scores below 75%), but it is important to note that these students represent a declining share of all B.C. grade 12 graduates, decreasing from 39% to 25% of total grade 12 graduates over the 20 years). Possibly attributed to changes in the B.C. K-12 curriculum and graduation requirements, the STP has seen a 4 percentage point increase in the average iGPA scores of B.C. high school graduates over the last twenty years, increasing from 78% to 82%. During this 20-year period, the share of high-achieving grade 12 graduates (with iGPA scores of 75% or higher), increased from 61% to 75% of all B.C. grade 12 graduates (or 75% to 85% of all immediate entry students), providing evidence of possible grade inflation or the beneficial impact of a modernized K-12 curriculum without provincial exams. The post-secondary admission requirements have also become increasingly more competitive over the last twenty years, a significant factor that may have contributed to high school graduates' motivation to improve their academic performance for post-secondary entrance, or possibly deterred or prevented post-secondary entry among moderate achievers.

Immigration Policies: The Canadian government emphasizes participation in the global economy and the importance of attracting international students to Canada through its immigration policies and economic plans. Although education is the responsibility of the provinces, federal policies have a direct impact on the number of international students seeking K-12 or post-secondary education in British Columbia. Largely driven by federal policies, the number non-resident grade 12 graduates (as a proxy for B.C.'s international high school graduates) has steadily increased over the last 20 years; however, the transition

rates of these students into B.C. public post-secondary education have consistently remained well below that of domestic students (see **Figure 3c**). This may be attributed to international students choosing to return to their home country for post-secondary education, or it may be that these students have the necessary resources to attend post-secondary education anywhere in the world and these transitions to higher education are not reflected in the transition rates into B.C. public post-secondary education.


Source: Pixabay.com

The impact of a new federal government policy, imposing a two-year cap on study permits for international students, is not relevant to the time period reported in this 20-year analysis, but the STP will be monitoring and reporting on the international student enrolment trends in the coming months.

Reconciliation with Indigenous Peoples: Following the Indian Residential Schools Settlement Agreement in 2006, the Truth and Reconciliation Commission (TRC) of Canada was established in 2007 to facilitate reconciliation among former students, their families, their communities and all Canadians. This resulted in the TRC releasing a set of 94 "calls to action" with recommendations to further the reconciliation with Indigenous Peoples[5]; and seven of the calls to action, numbered 6 through 12, are specific to education.[6] B.C. K-12 schools and B.C. public post-secondary institutions have responded to these calls in various ways, in an effort to help eliminate the educational end employment gaps between Indigenous and non-Indigenous Canadians, improve education access and attainment levels for Indigenous peoples, and protect Indigenous rights to Indigenous languages. Despite these efforts, the immediate-entry transition rates of Indigenous students remain below the rates of non-Indigenous students; however, the STP has shown that the cumulative transition rate gap between Indigenous and non-Indigenous students narrows over time, as the number of years since grade 12 graduation increases. Evaluating student transition rates over a longer time horizon removes the bias towards non-Indigenous immediate entry students and allows more time for Indigenous delayed-entry students to be included in the long-run cumulative transition rate. The cumulative transition rate gap between non-Indigenous and Indigenous students narrows significantly from 14 percentage points within one year of high school graduation (51% versus 37%) to a 6-percentage point gap at ten years after grade 12 graduation (76% versus 70%).


Source: Pixabay.com

[5] Truth and Reconciliation Commission of Canada. https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525.
[6] Truth and Reconciliation Commission of Canada: Calls to Action, 2015. https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf.

Tuition Fees and Living Costs: The rising cost of a post-secondary education, including tuition and accommodation costs, can deter or prevent students from enrolling in B.C. public post-secondary education and this is reflected in declining student transition rates. Measured in constant 2021 dollars, Statistics Canada reports yearly average undergraduate tuition fee increases in degree-granting colleges and universities starting in academic year 2013/2014 through to 2021/2022[7], consistent with gradually declining immediate and delayed entry transition rates in B.C.

Source: Pixabay.com

Post-Secondary Mandates: Over the twenty-year time span covered in this report, the number and type of institutions in the B.C. public post-secondary system have shifted with the changes in institutional mandates. See **Appendix B** for more information. Today's system of 25 B.C. public post-secondary institutions is comprised of eleven Colleges, seven Teaching-Intensive Universities (TIUs), four Research-Intensive Universities (RIUs) and three Institutes. This is a significant shift from twenty years ago, before the University-Colleges were converted to TIUs. At the present time, virtually all 25 of the B.C. public post-secondary institutions have degree-granting authority, with the exception of Northern Lights College. Currently, the degree granting institutions in BC includes three Institutes, four RIUs[8], seven TIUs and ten Colleges. Given the wider access to Bachelor's degrees in B.C., compared to twenty years ago, students may be influenced to enrol at different times and in different institutions than they did twenty years ago, and this may be reflected in the student transition rate trends for each of the institution types.

[7] Elementary to Postsecondary Student Education Dashboard: Enrolments, Graduations and Tuition Fees, Statistics Canada, 2023. https://www150.statcan.gc.ca/n1/pub/71-607-x/71-607-x2022019-eng.htm

[8] Both campuses of the University of British Columbia (UBCO and UBCV) are combined and counted as one institution when quantifying the number of institutions.

What are the trends in students enrolling immediately in post-secondary within vs. outside their grade 12 region of graduation?

Over the last twenty years, a declining proportion of immediate-entry grade 12 graduates entered post-secondary institutions within the same region where they graduated from high school, declining from 90% in 2001/2002 to 85% in 2020/2021. This measure is derived by matching the B.C. region of the student's high school upon graduation with the region where they first enrolled in B.C. public post-secondary education. The four B.C. regions are Cariboo-North (CNO), Mainland/Southwest (MSW), Thompson-Okanagan-Kootenays (TOK) and Vancouver Island/Coast (VIS). Note that overall immediate-entry transition rate trends for graduates from each of the four regions of B.C. were shown previously in **Figure 3F**, among all students who enrolled within or outside of their graduation region.

Figure 5 shows that Mainland/Southwest graduates who enrolled immediately in B.C. public post-secondary education have consistently enrolled at the highest rates within the same region where they completed high school. This is likely because of the number and variety of post-secondary options available within the MSW region. In each of these four large regions of B.C., there has been a steady decline in the proportion of immediate entry high school graduates staying within their home region to enrol in B.C. public post-secondary education, with Cariboo-North immediate entry students showing the greatest decline, from 73% to 65%.

These trends provide evidence that students are becoming increasingly aware of the numerous and varied post-secondary choices and degree completion options available all over the province, and they are taking advantage of these opportunities for further education outside of the region where they graduated from high school.

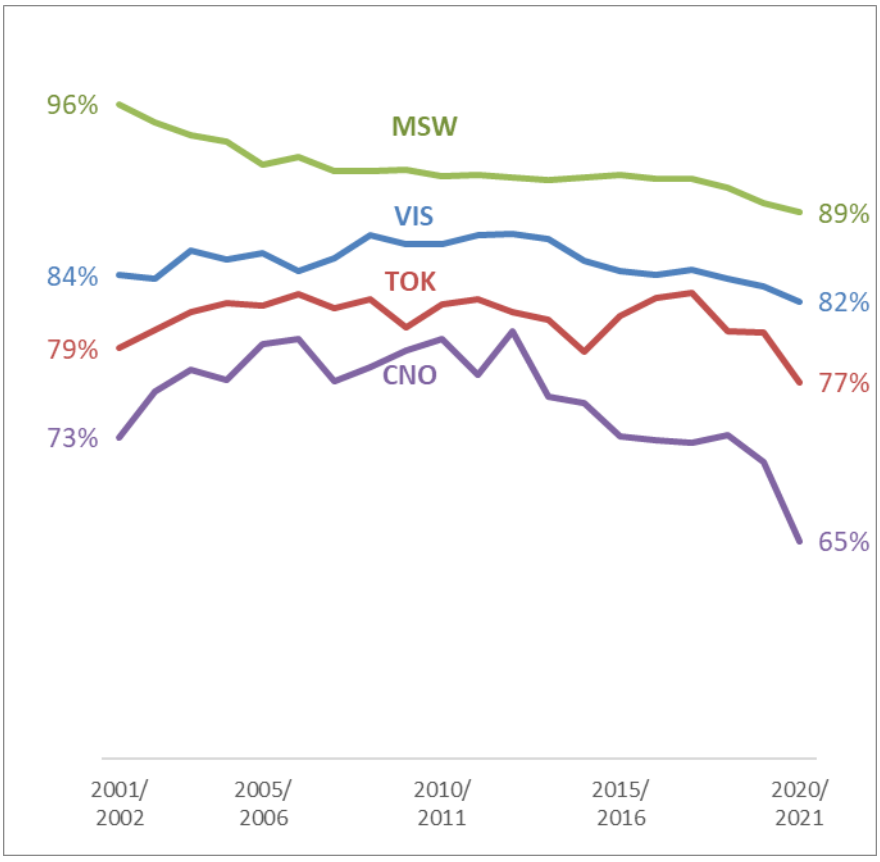
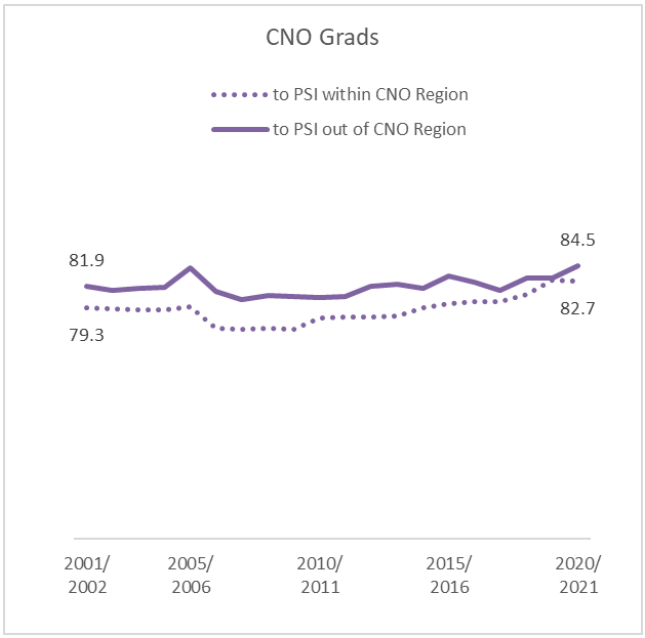


FIGURE 5: TREND IN THE % OF IMMEDIATE-ENTRY STUDENTS ENROLLING IN B.C. PUBLIC POST-SECONDARY EDUCATION WITHIN THE SAME REGION AS GRADE 12 GRADUATION

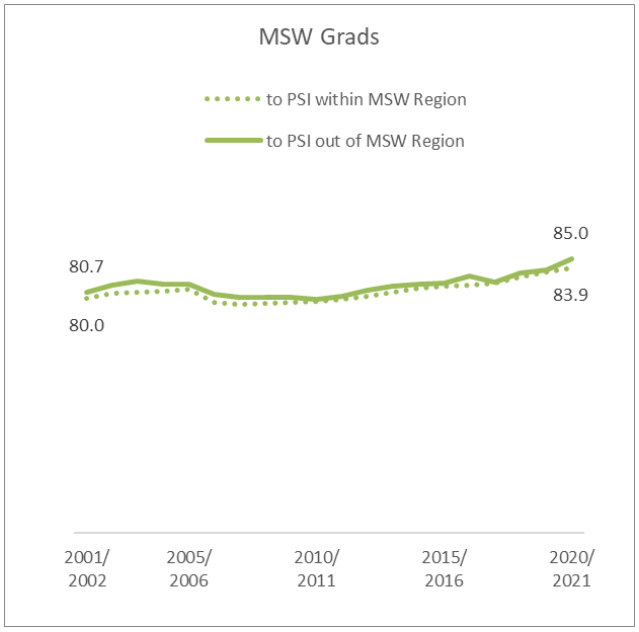
Evidence in **Figure 6** suggests that students with higher academic qualifications are more likely to leave their home region for post-secondary education than those who remain in the region. On average, among all grade 12 immediate-entry students in all four regions of B.C, those students who enrolled outside of their region consistently had higher academic qualifications (iGPA scores) than those who remained within the region where they graduated. Currently, the gap in iGPA scores between immediate entry students who remain in the region and those who leave, is the widest for TOK graduates (4.1 iGPA points) and narrowest for MSW graduates (1.1 iGPA points).

FIGURE 6: AVERAGE IGPAS OF IMMEDIATE-ENTRY STUDENTS WHO TRANSITIONED TO POST-SEC WITHIN VS OUTSIDE THEIR HOME REGION

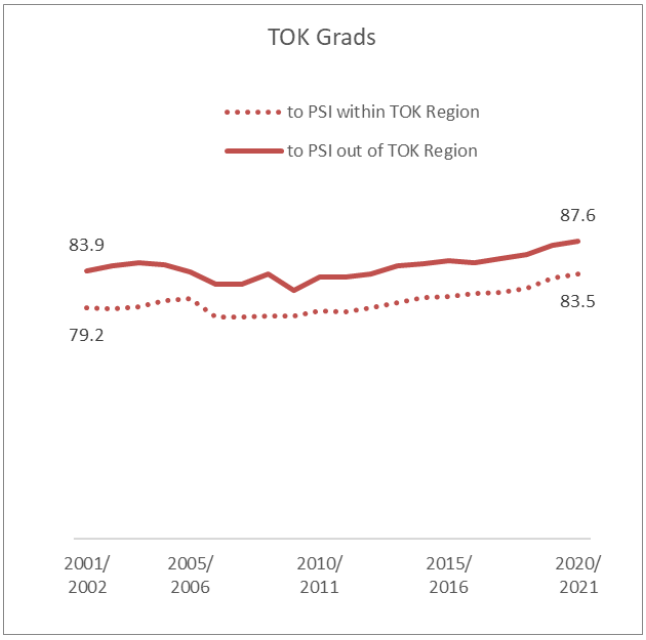
(A) CARIBOO-NORTH



(B) MAINLAND/SOUTHWEST



(C) THOMPSON-OKANAGAN-KOOTENAYS



(D) VANCOUVER ISLAND-COAST

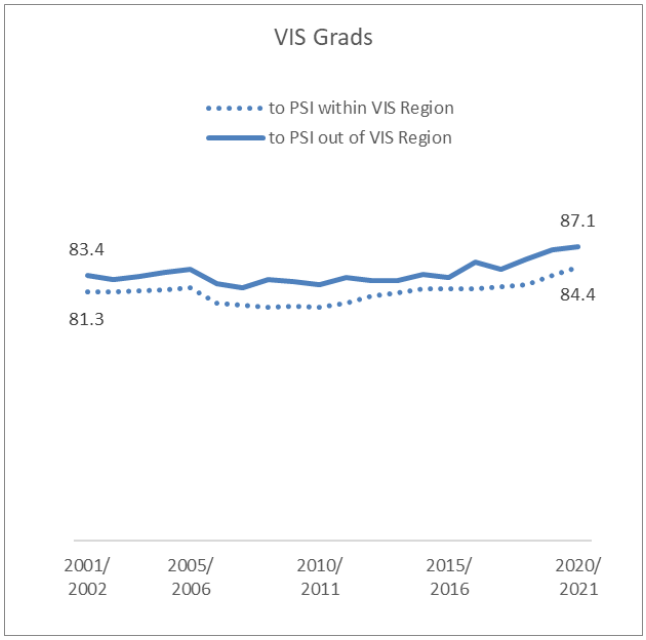


Figure 7 on the following page shows the trends in the share of immediate entry students from each of the four B.C. regions who enrolled in selected post-secondary institutions, with a primary focus on destinations showing a significant change in the number of immediate entrants over twenty years. The following trends are evident:

(a) A growing share of **Cariboo-North** students are now enrolling at UNBC, rather than other Northern colleges. This may be attributed to a declining demand for post-secondary education among graduates in the north who were lured directly from high school into the job market, resulting in a change in the distribution of immediate-entry students, with UNBC receiving a greater share of northern immediate-entry students, while a smaller share are enrolling at CNC, CMTN and NLC.

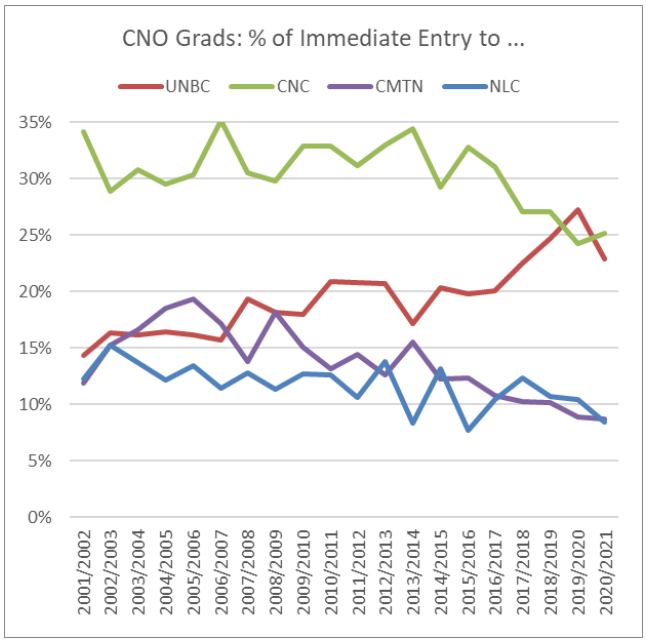
(b) UBCO is increasingly attracting more **Thompson-Okanagan-Kootenay** immediate entry students, while TRU is attracting fewer. The presence of UBCO, a post-secondary option within close proximity to TRU, may be influencing the post-secondary destinations of TOK immediate-entry students. After UBCO was created in 2004/2005, a growing share of TOK students began to enrol at UBCO, while a declining share of TOK students enrolled at TRU and Selkirk College. Additionally, a growing share of TOK immediate-entry students have also been enrolling in growing proportions at UVIC.

(c) SFU and UBCO are attracting a growing share of **Mainland Southwest** immediate entry students, while a shift in the proportion of students enrolling at UBCV, KPU and CAPU has shown a decline. Unlike twenty years ago when SFU attracted roughly two-thirds as many MSW immediate entry students as UBCV, Simon Fraser now attracts roughly the same proportion of immediate-entry students from the Mainland Southwest region as UBCV.

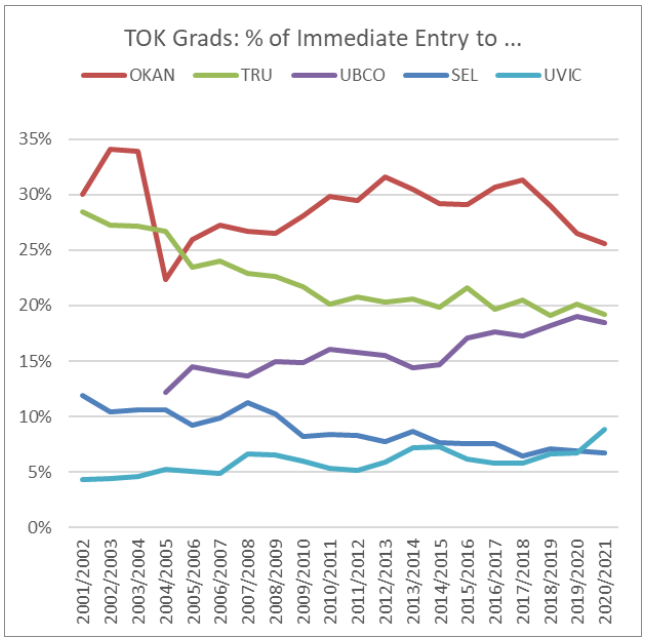
(d) A growing share of **Vancouver Island** immediate entry students are enrolling at UVic, while fewer are enrolling at other Vancouver Island institutions. Among Vancouver Island high school graduates, a growing share of immediate entry students have been enrolling at UBCV and UBCO, while fewer students have been enrolling at VIU and the Island colleges, specifically NIC and Camosun. Although fewer immediate entrants from Vancouver Island high schools are enrolling at UBCV, some of this decline can be attributed to the redistribution of these students to UBCO in the Okanagan.

FIGURE 7: 20-YEAR TREND IN THE SHARE OF IMMEDIATE-ENTRY STUDENTS ENTERING SELECTED INSTITUTIONS, BY REGION OF GR 12 GRADUATION

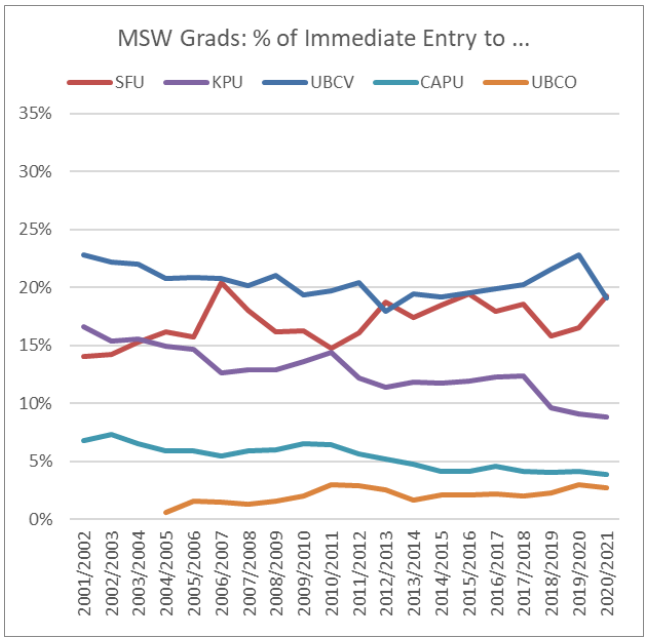
(A) CARIBOO-NORTH



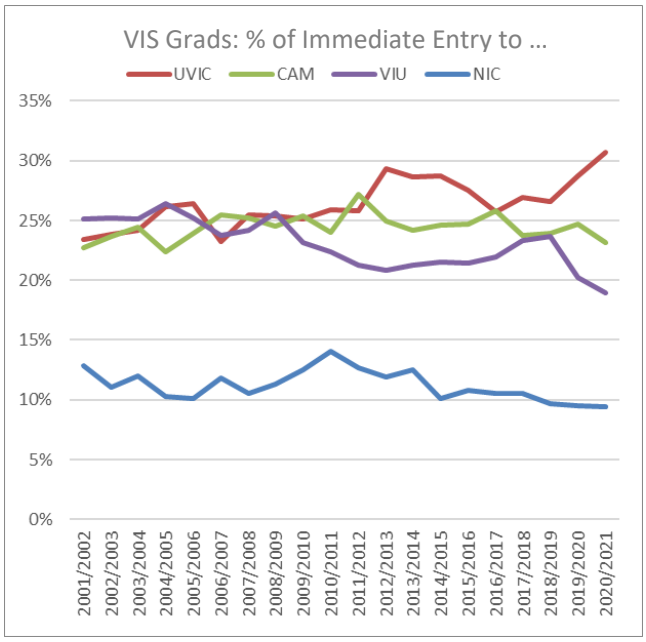
(B) THOMPSON-OKANAGAN-KOOTENAYS



(C) MAINLAND/SOUTHWEST



(D) VANCOUVER ISLAND-COAST



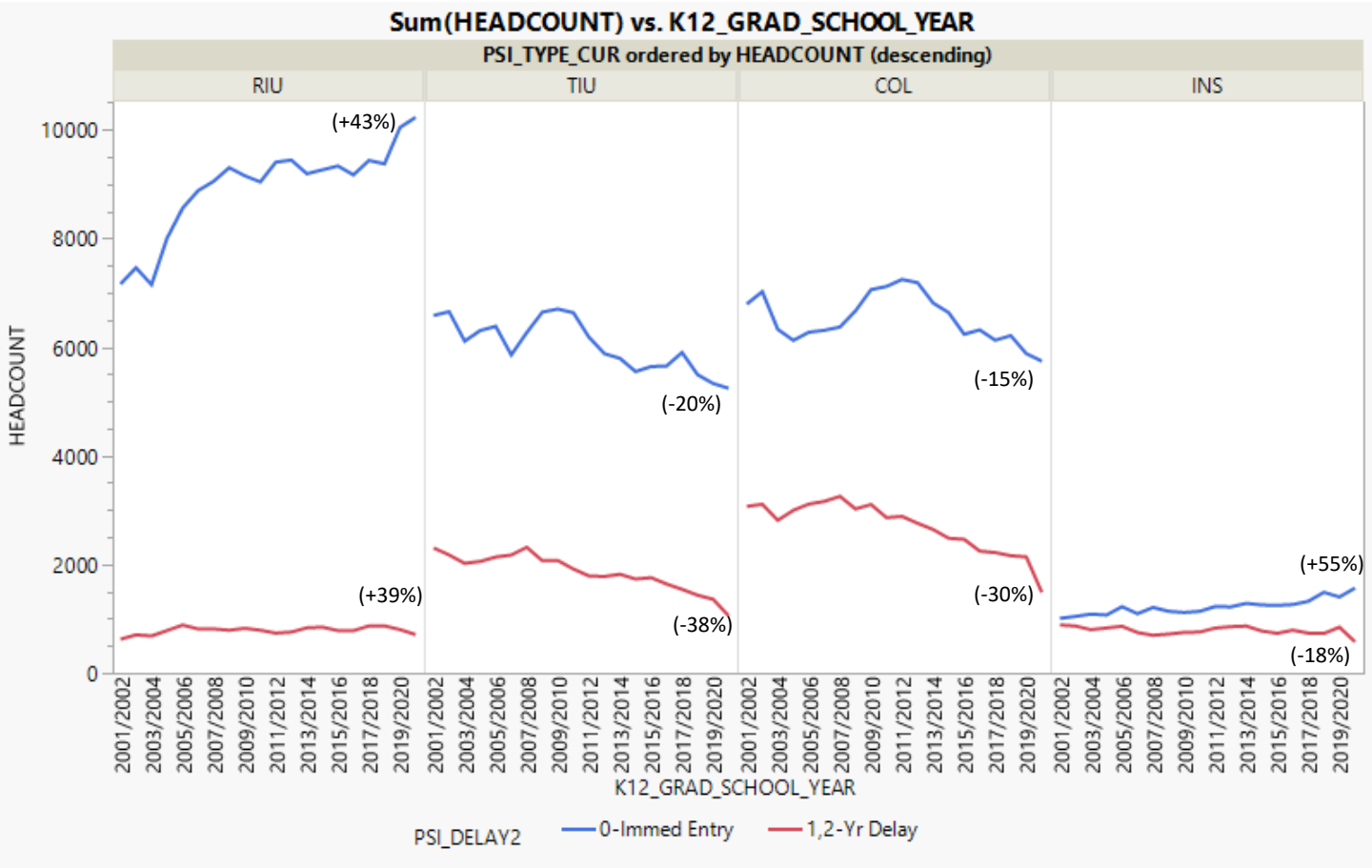
Note: The figure above focuses exclusively on institutions showing significant change in demand from immediate-entry students originating in each of the four B.C. regions.

Which post-secondary institutions do B.C. high school graduates enrol in, by time of entry?

Research-intensive universities attract the largest share of immediate-entry students and the smallest share of delayed-entry students, compared to other institution types. Over 20-years the number of immediate-entry students entering RIU's has increased 43%, while TIUs and Colleges saw declining numbers of immediate-entry students at -20% and -15% respectively. Although Institutes receive a relatively small share of immediate-entry students, a 55% increase in immediate-entry students to Institutes occurred over the last twenty years.

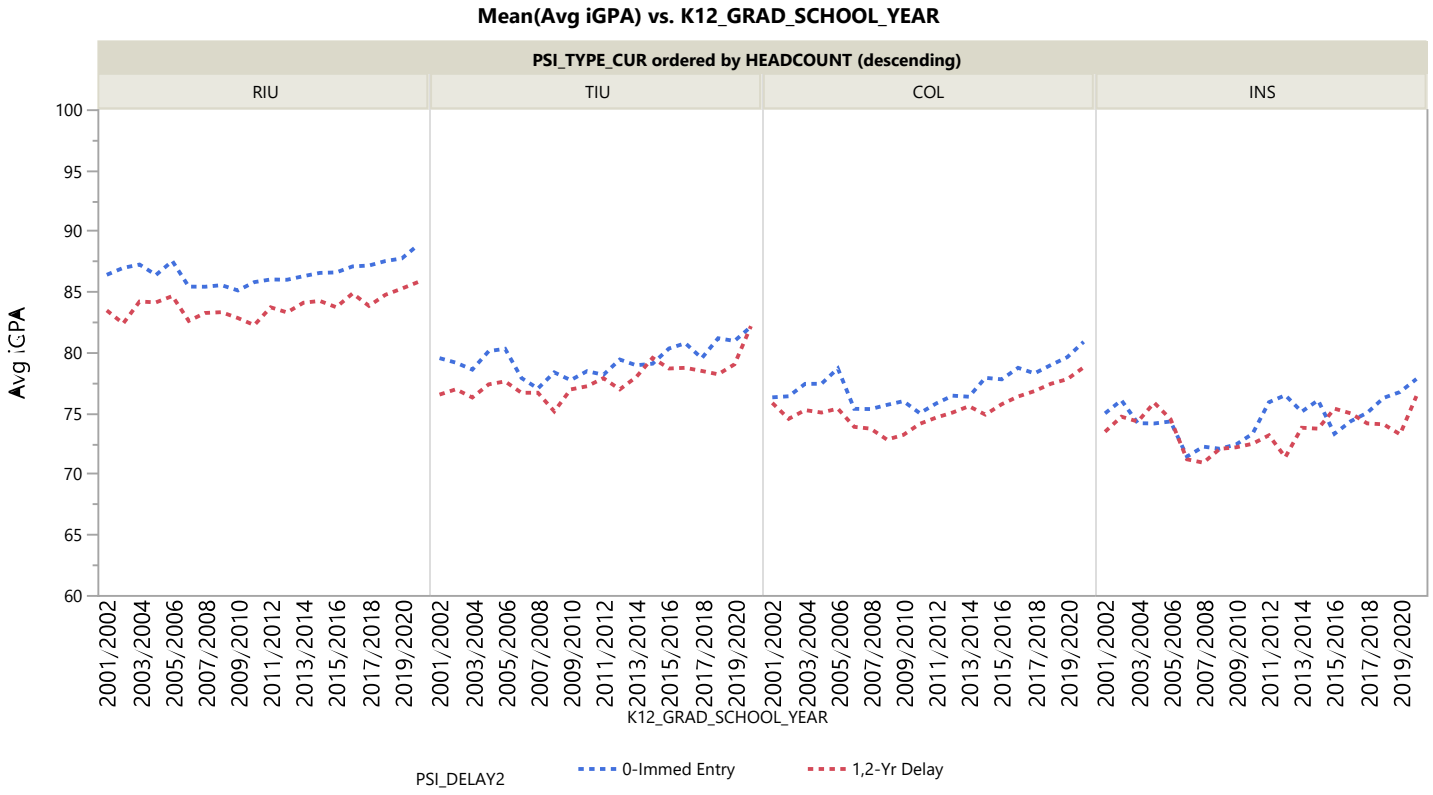
Across all institution types, the number of immediate-entrants exceeds delayed entrants, with RIU's enrolling roughly ten times as many immediate-entry students as delayed entry students (10:1), compared to a ratio of about 3:1 immediate entry students per delayed entry student entering TIUs and Colleges, and 2:1 entering institutes. See **Figure 8A**.

FIGURE 8A: IMMEDIATE AND 1- TO 2-YEAR DELAYED ENTRY TRENDS INTO B.C. PUBLIC POST-SECONDARY INSTITUTION TYPES



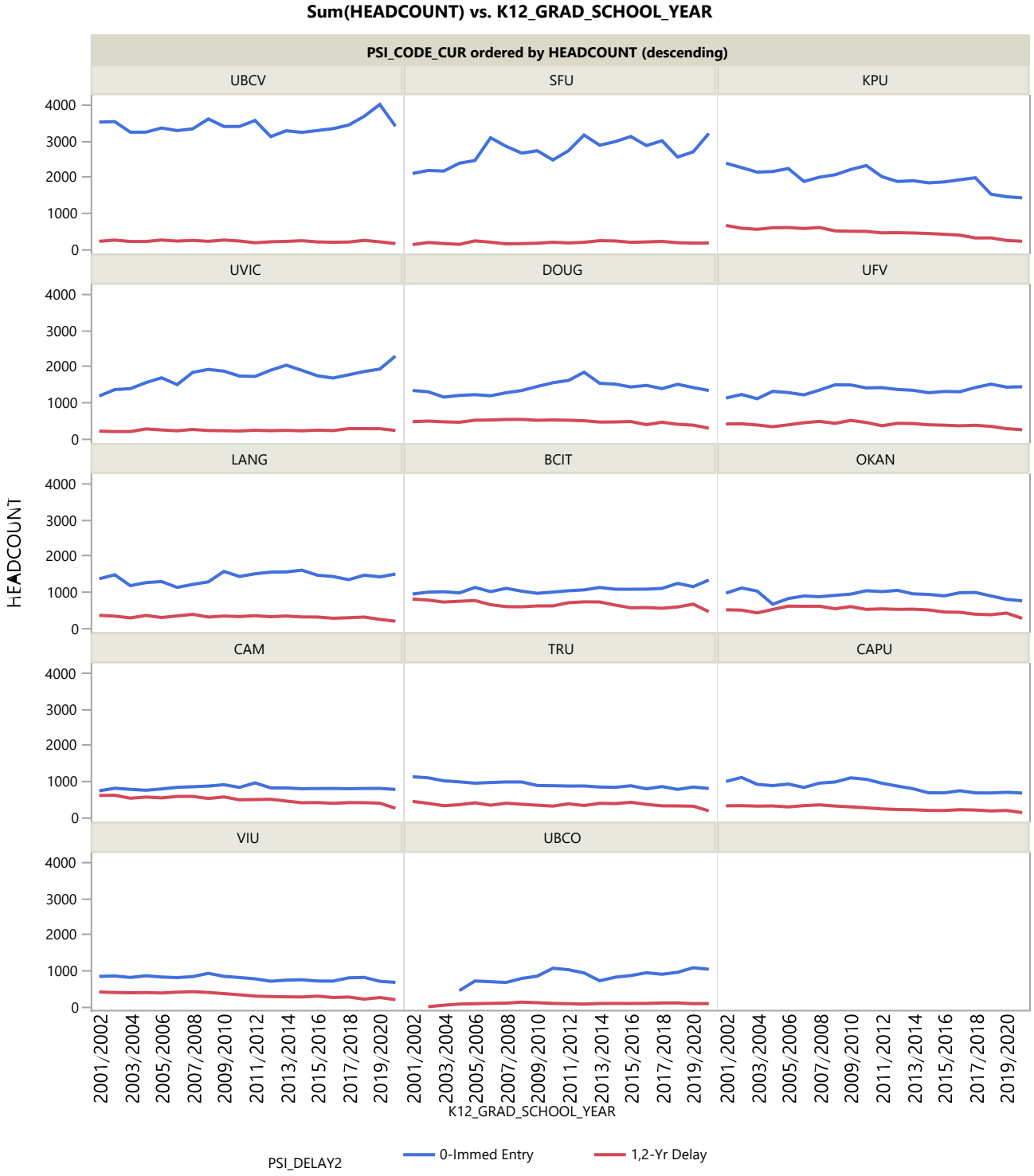
Academic qualifications also influence where students enrol, with the higher iGPA students typically enrolling immediately in RIUs and lower iGPA students enrolling in TIU's, Colleges and Institutes after a period of delay. See **Figure 8B**. Within each of the institution types over the last twenty years, immediate-entry students have typically had higher iGPA scores than delayed entry students, although the gap in iGPAs between the immediate and delayed entry groups is widest among RIU entrants and shows more variability among Institute entrants.

FIGURE 8B: AVERAGE IGPA SCORES OF IMMEDIATE VS DELAYED ENTRY STUDENTS TO B.C. PUBLIC POST-SECONDARY INSTITUTION TYPES



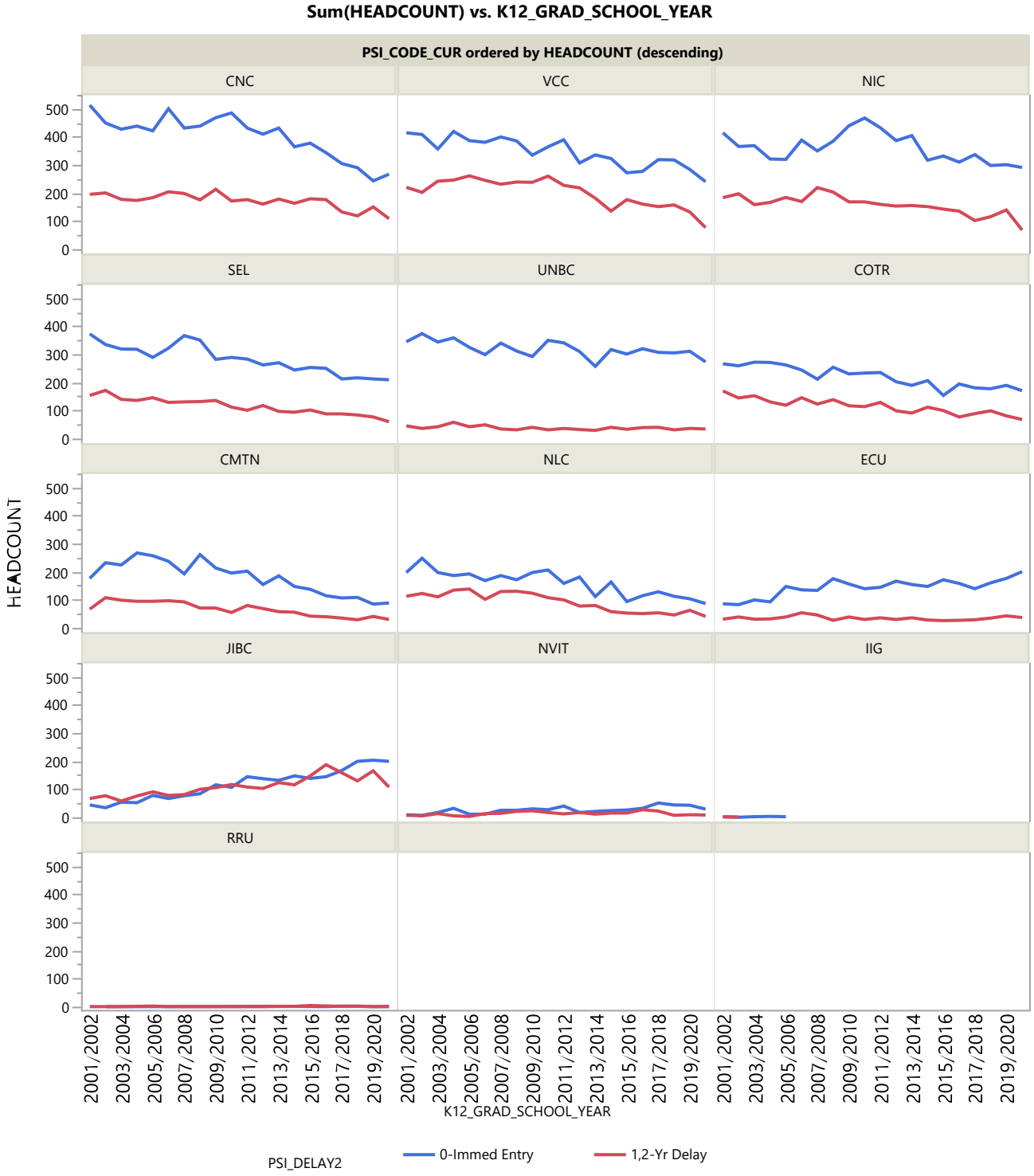
Figures 9A (for large institutions) and **9B** (for smaller institutions) show the 20-year immediate entry and delayed entry trends at each of the B.C. public post-secondary institutions, sorted in descending order by the number of entrants. In general, many of the larger institutions show upward trends in the number of immediate entry students, whereas many of the smaller institutions, with the exception of JIBC and ECU, show a decline in the number of immediate and delayed entry students.

FIGURE 9A: IMMEDIATE AND 1- TO 2-YEAR DELAYED ENTRY TRENDS INTO LARGE B.C. PUBLIC POST-SECONDARY INSTITUTIONS



Where((PSI_REGION_CODE = CNO, MSW, TOK, VIS) and (PSI_SIZE = 1) and (PSI_DELAY2 = 0-Immed Entry, 1,2-Yr Delay))

FIGURE 9B: IMMEDIATE AND 1 TO 2-YEAR DELAYED ENTRY TRENDS INTO SMALL B.C. PUBLIC POST-SECONDARY INSTITUTIONS

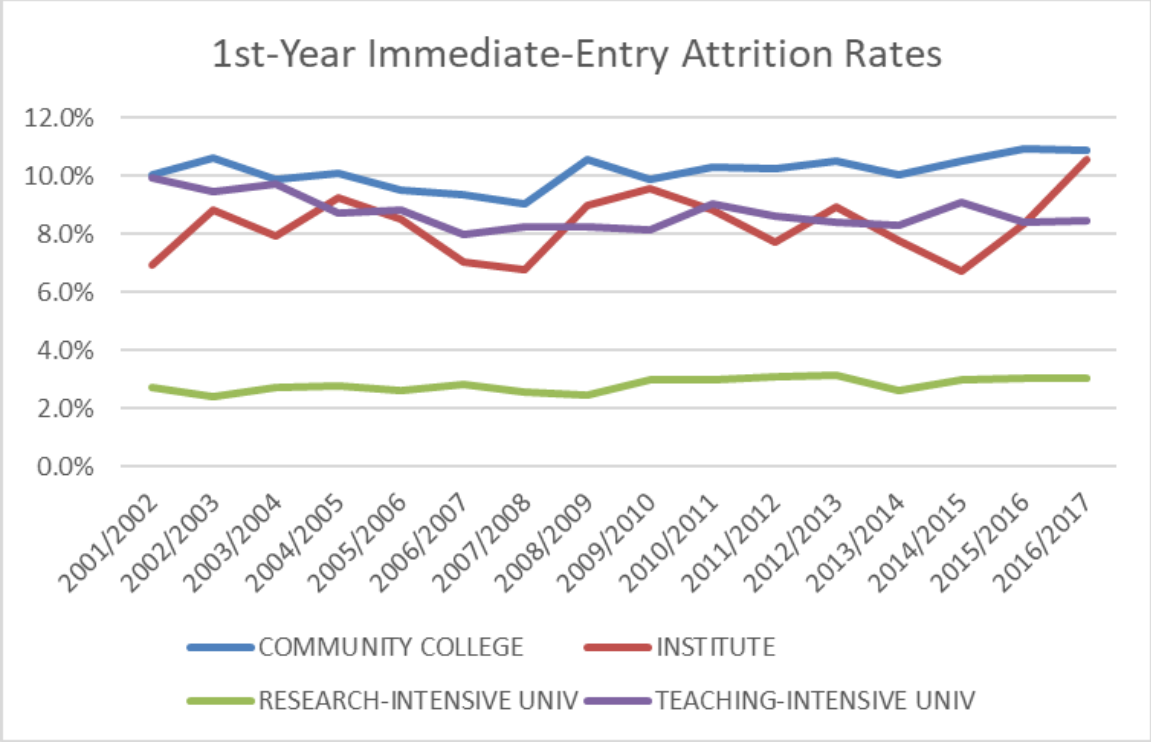


Where((PSI_REGION_CODE = CNO, MSW, TOK, VIS) and (PSI_SIZE = 0) and (PSI_DELAY2 = 0-Immed Entry, 1,2-Yr Delay))

☑ What are the trends in first-year attrition rates of immediate-entry students to B.C. public post-secondary institutions?

The STP measures the trend in the first-year attrition rate of immediate-entry students by quantifying the proportion of B.C. high school graduates who enrolled immediately in a B.C. public post-secondary institution each year and subsequently left the B.C. system without a credential and without returning to any institution within four years of first enrolling. The attrition rates vary, depending upon the type of institution students first enrolled in. The lowest attrition rates, on average, are observed in the research-intensive universities (averaging below 3%) and the highest attrition rates are found among immediate entrants to B.C. Colleges (averaging above 10%). Attrition rates among entrants to Institutes (8%) and TIUs (9%) are more similar to Colleges than RIUs. See **Figure 10**.

FIGURE 10: FIRST YEAR IMMEDIATE ENTRY ATTRITION RATES



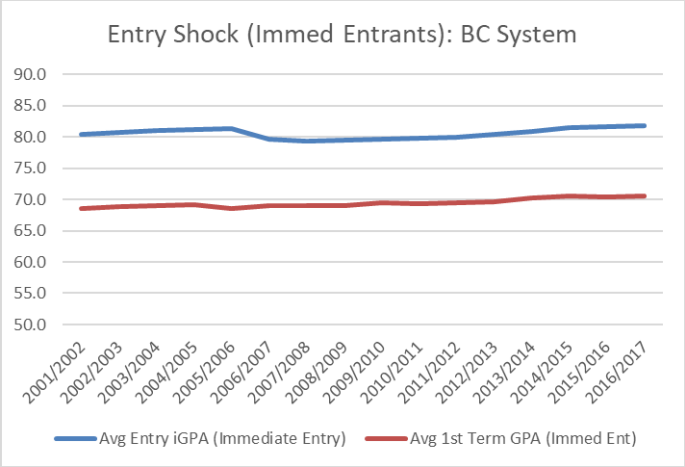
Academic qualifications from high school and academic performance achieved in post-secondary education are frequently associated with attrition rates. Trends in the high school academic qualifications (iGPA scores) and post-secondary academic performance (first term GPAs) of all immediate entry students were compared with those students who were not retained beyond the first year. On average, across all institution types entered, the iGPA scores of all immediate entry students (80.6) were higher than the iGPA scores of students who did not remain enrolled beyond their first year (75.6); and the first term GPA in post-secondary education was higher among all immediate-entry students (69.4) than it was for those who did not remain enrolled in the BC system beyond their first year (57.6).

Entry shock, or the drop in GPA from post-secondary admission (iGPA) to the end of the first term in post-secondary education, was also compared between all those who began as immediate entry students to those who did not remain enrolled. The average entry shock for all immediate entry students across all entry institution types, from 2001/2002 to 2016/2017, was 11 percentage points (see **Figure 11A**), whereas the average entry shock for those who dropped out was higher at 18 percentage points (see **Figure 11B**). This suggests that academic performance has an impact on persistence in post-secondary education, but numerous other external factors can affect whether a student continues their education beyond the first year, such as financial constraints, family and employment obligations, health, happiness, satisfaction with the program, etc.

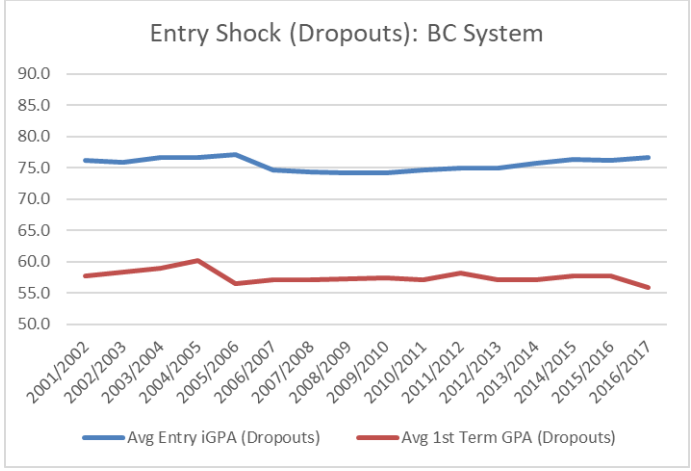
FIGURE 11: ENTRY SHOCK, OR DIFFERENCE BETWEEN ENTRY IGPA AND FIRST TERM POST-SECONDARY GPA

COMPARISON OF (A) ALL IMMEDIATE ENTRY STUDENTS VS (B) IMMEDIATE ENTRANTS WHO WERE NOT RETAINED AFTER FIRST YEAR

A. ALL IMMEDIATE ENTRY STUDENTS



B. IMMEDIATE ENTRANTS WHO WERE NOT RETAINED



What are the enrolment trends in B.C. public post-secondary institutions?

The total enrolment across the twenty-five B.C. public post-secondary institutions has grown by nearly 14% over the last twenty years, from roughly 370,000 students in 2002/2003 to more than 420,000 students in 2021/2022. Examining the enrolment trends across the B.C. system reveals that enrolments have increased and decreased by varying amounts across a variety of dimensions, as shown and described on the following pages:

- by institution type within regions (**Figure 12**),
- by institution, grouped by institution type (**Figure 13**),
- by program area and institution type (**Figure 14**),
- by study level (**Figure 15**),
- by international status (**Figure 16**),
- by new student status (**Figure 17**),
- by Indigenous status (**Figure 18**),
- by gender (**Figure 19, 20**).
- by age (**Figure 21**).

For readers who prefer to explore the numeric values underlying the visual enrolment trends, please see **Appendix C**. For administrators in post-secondary institutions who may be interested in additional enrolment details for their own institution, please contact your Institutional Research Office for more information.

Post-Secondary Enrolment Trends, by Institution Type within Regions: Despite total enrolment growth in the B.C. public post-secondary system of nearly 14% over twenty years, the largest growth was in the Thompson-Okanagan-Kootenays region (+36%) and the Mainland/Southwest region (+16%), whereas total enrolments declined in the other two B.C. regions, including Vancouver Island (-8%) and Cariboo-North (-29%). Regional enrolment trends across the B.C. public post-secondary system are shown in **Figure 12**, with the trends for each institution type shown separately within each of the four B.C. regions.

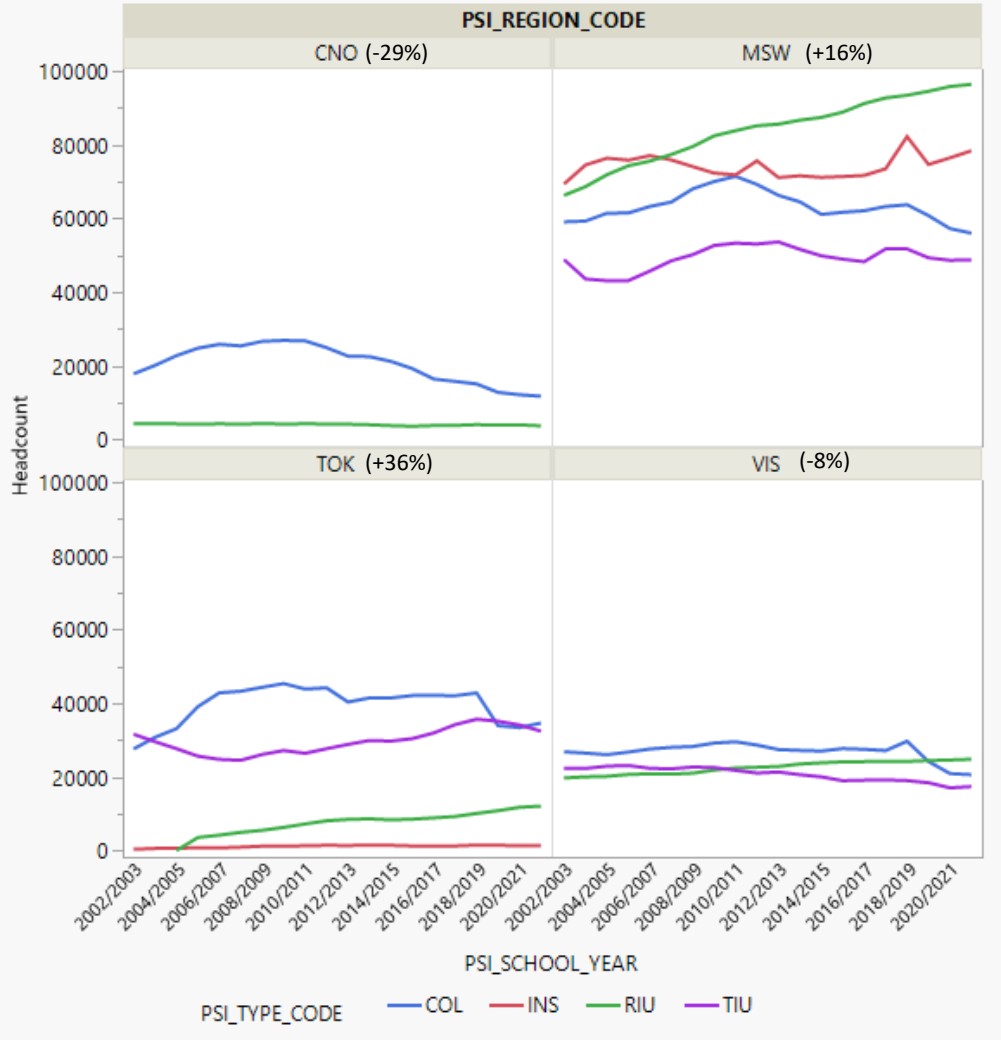
- **Cariboo-North (CNO)**. UNBC, the single RIU in northern B.C., saw an enrolment decline (-13%) over the twenty years, while the northern colleges collectively experienced a more significant enrolment drop (-34%).

- **Mainland/Southwest (MSW).** Nearly two-thirds of total B.C. public post-secondary enrolment currently occurs in the MSW region, a densely populated area where most of the institutions of the province are located. Enrolment grew in all institution types within the MSW region over the last twenty years, excluding B.C. Colleges collectively (-4%). However, B.C. College enrolment in the region did grow steadily (+21%) over the first decade, reaching a peak in 2010/2011, but declined steadily since then. The most significant enrolment growth in the MSW region over twenty years took place in RIU's (+46%).

- **Thompson-Okanagan-Kootenays (TOK).** Enrolments in the TOK region grew by 36% over twenty years, with UBCO contributing significantly to this growth, a new campus of B.C.'s largest university, created in Kelowna in 2005/2006.

- **Vancouver Island (VIS).** The 8% drop in enrolment in the Vancouver Island region was fueled by enrolment declines (-23%) in B.C. Colleges and Vancouver Island University, (-22%), the sole TIU on the Island. The enrolment drop in this region was offset by enrolment growth at UVic of nearly 26% over the twenty years.

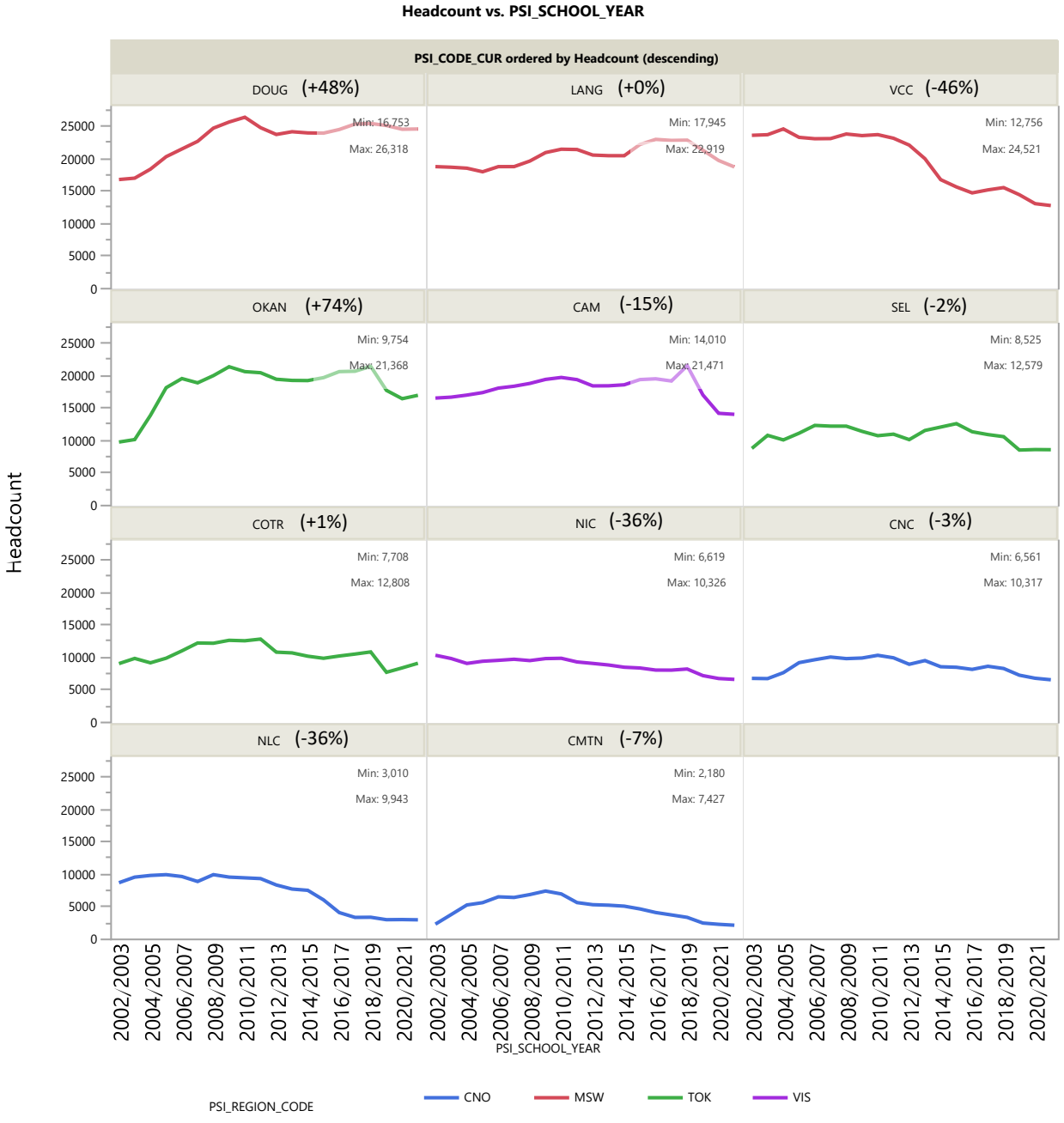
FIGURE 12: POST-SECONDARY HEADCOUNT ENROLMENT TRENDS BY REGION AND INSTITUTION TYPE



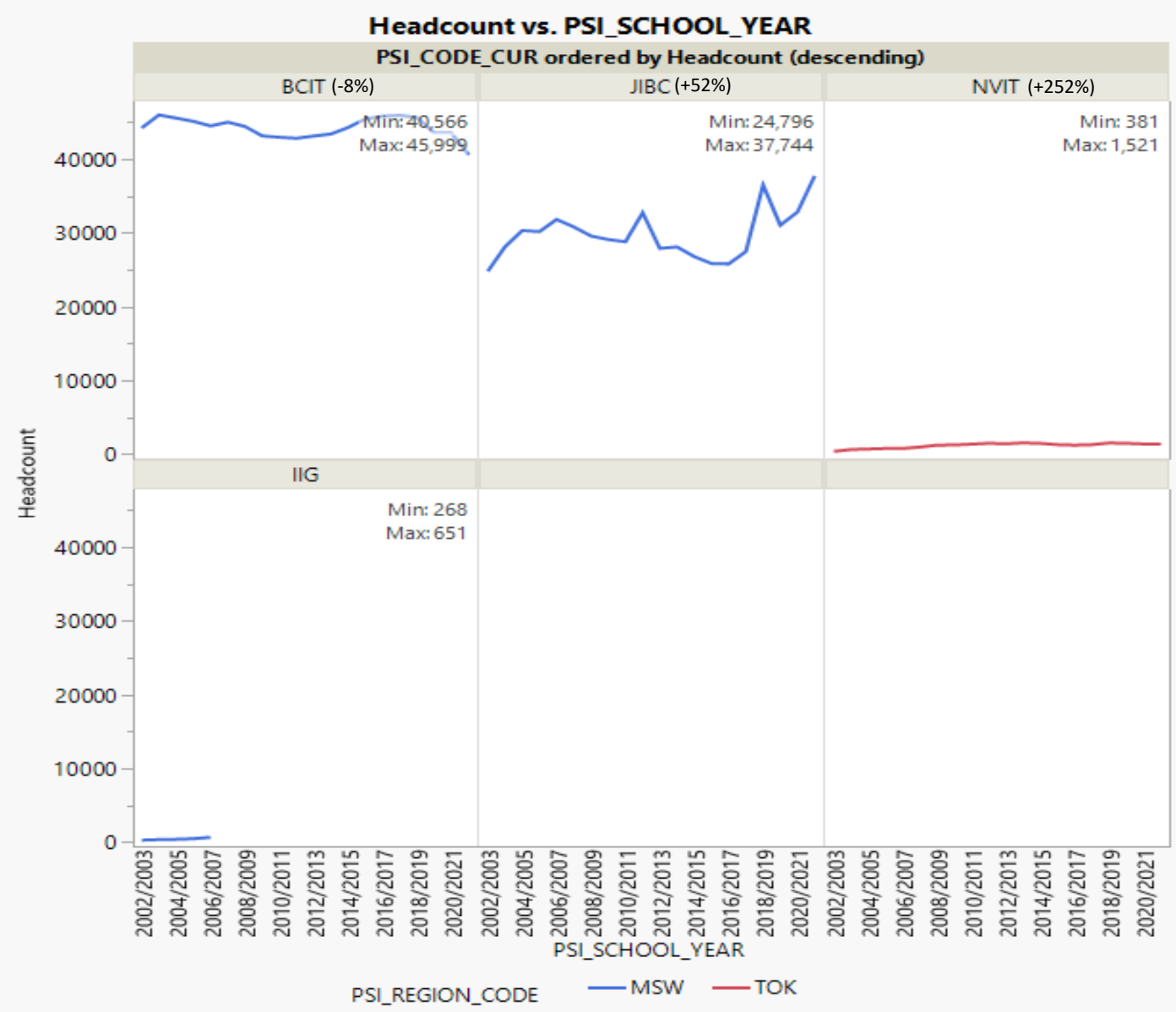
Post-Secondary Enrolment Trends, by Institution, Grouped by Institution Type: Enrolment trends by institution and institution type are shown in **Figures 13** over the following four pages for B.C. Colleges **(13A)**, Institutes **(13B)**, TIUs **(13C)** and RIUs **(13D)**. Institutes achieved a growth rate of 15%, similar to the 20-year 14% total headcount enrolment growth across all institution types, whereas RIU's grew more steeply at roughly 52% over the two decades. B.C. Colleges and TIUs saw enrolment declines of -6% and -3% respectively. Not all institutions within each institution type grouping saw the same rate of growth or decline over the twenty years, as shown next to each institution abbreviation in **Figure 13**. The minimum and maximum enrolment levels within the twenty-year period are provided for each trendline, which is not always the same as the first (2002/2003) and last (2021/2022) enrolment value over the twenty years. See **Appendix C** for enrolment figures by institution.

FIGURE 13: POST-SECONDARY ENROLMENT TRENDS BY INSTITUTION, GROUPED BY INSTITUTION TYPE, COLORED BY B.C. REGION

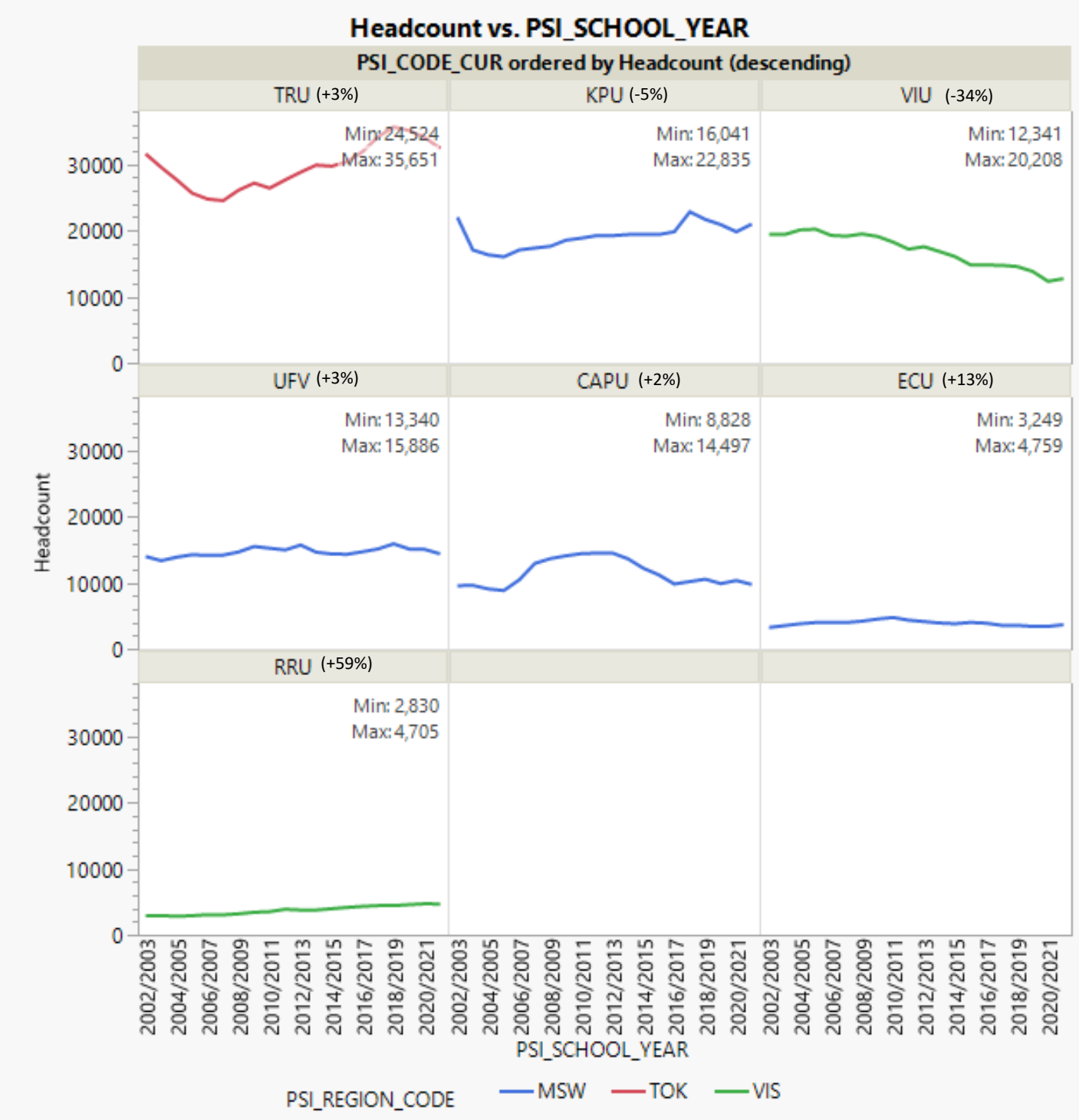
A) POST-SECONDARY ENROLMENT TRENDS IN B.C. COLLEGES



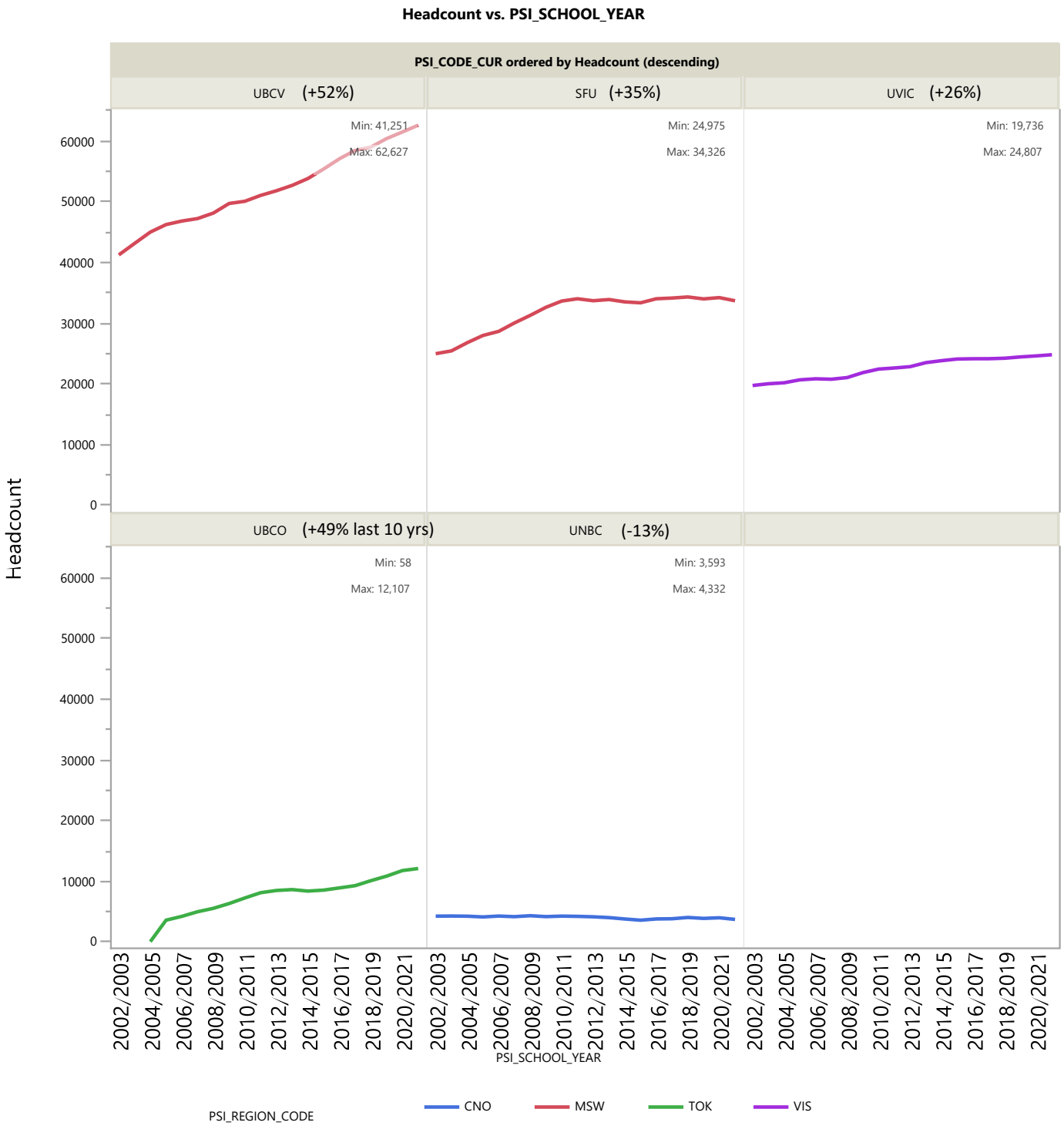
B) POST-SECONDARY ENROLMENT TRENDS IN INSTITUTES



C) POST-SECONDARY ENROLMENT TRENDS IN TIUS



D) POST-SECONDARY ENROLMENT TRENDS IN RIUS



Post-Secondary Enrolment Trends by Program Area and Institution Type: The Student Transitions Project uses the Classification of Instructional Programs (CIP) codes to categorize students and cluster students into groups of related programs. **Figure 14A** shows the student enrolment trends by program area and institution type, across all study levels in the B.C. public post-secondary system over the twenty years. Program enrolment trends are also provided for undergraduate students (**Figure 14B**) and graduate students (**Figure 14C**), grouped by program size (large, medium small). Differences in program size and growth patterns are evident across study levels.

FIGURE 14A: POST-SECONDARY ENROLMENT TRENDS BY PROGRAM AREA, COLORED BY INSTITUTION TYPE

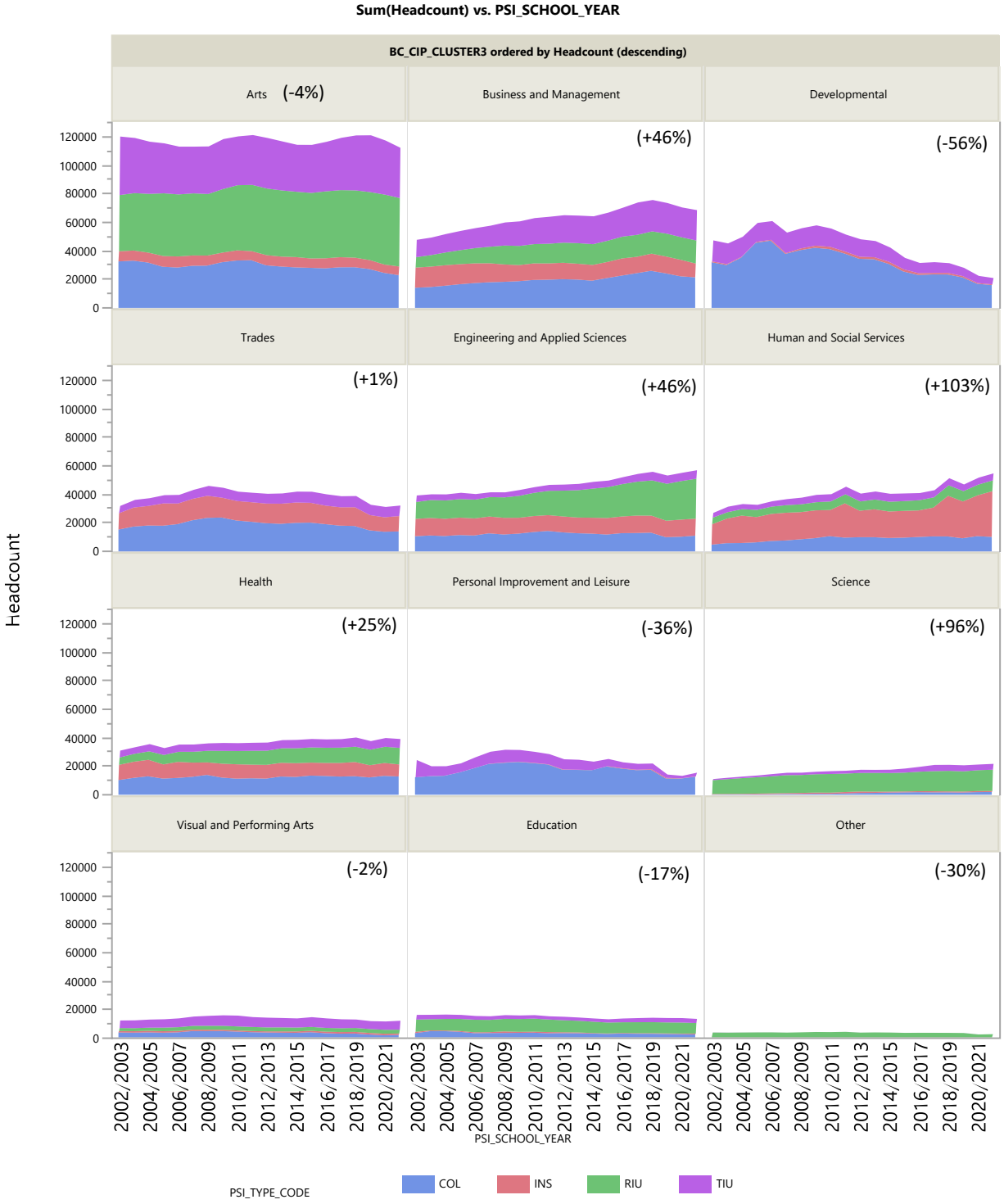
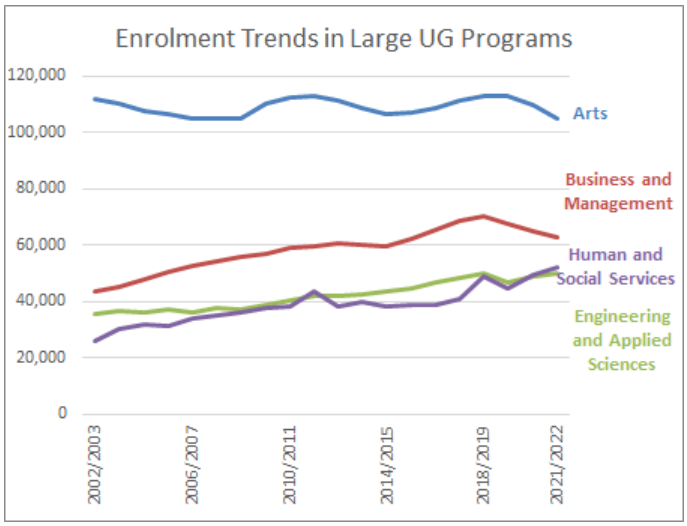
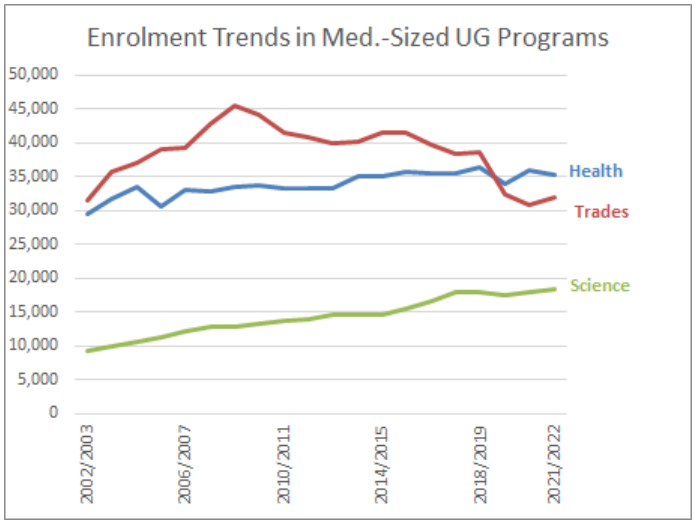


FIGURE 14B: UNDERGRADUATE PROGRAM ENROLMENT TRENDS





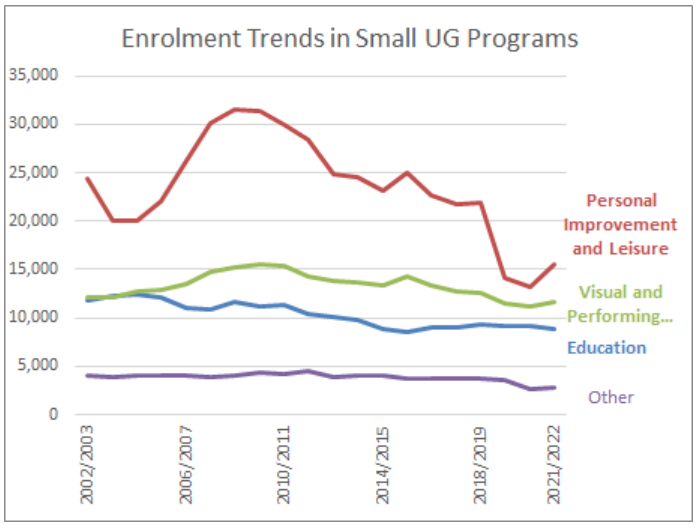
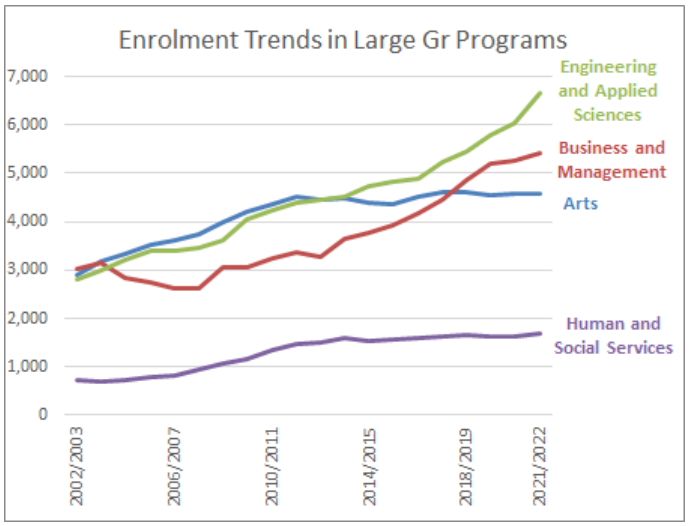
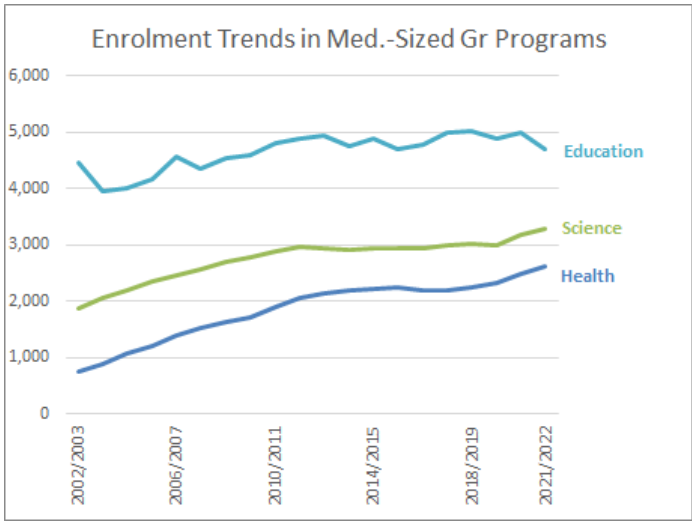
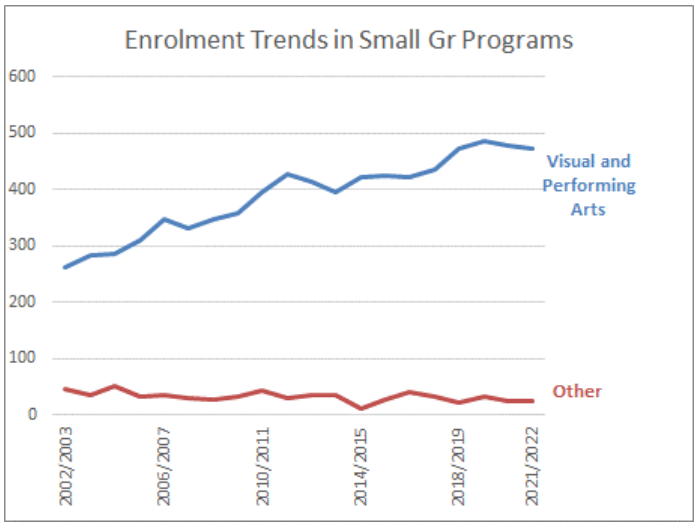


FIGURE 14C: GRADUATE PROGRAM ENROLMENT TRENDS





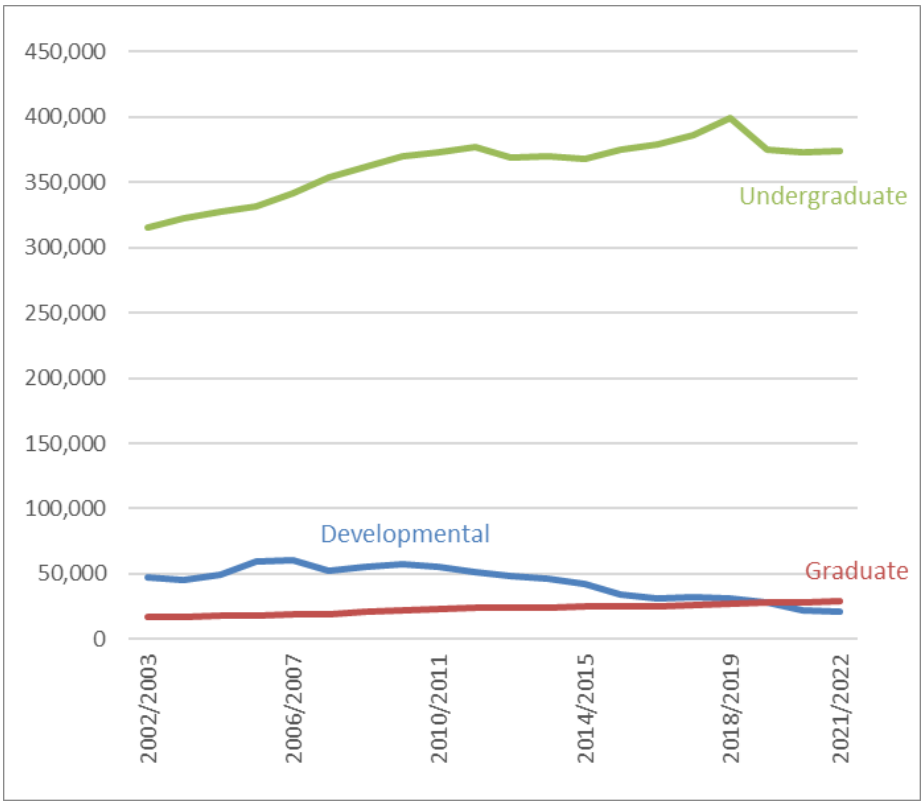


Post-Secondary Enrolment Trends, by Study Level: Although total B.C. public post-secondary enrolment growth was roughly 14% over the twenty-year period, this rate of growth was not consistent across study levels, as shown in **Figure 15.**

- Graduate student enrolment increased by 75% over the 20-year period, while undergraduate enrolment growth was more moderate, increasing by roughly 18%. Developmental enrolment declined significantly (-55%) over the two decades, primarily due to a change in funding for these programs.

- As a result of these trends, the number of students enrolled in developmental programs is less than half the number from twenty years ago, and now represents a significantly smaller share (5%) of total post-secondary enrolment than twenty years ago (13%).

FIGURE 15: POST-SECONDARY ENROLMENT TRENDS BY STUDY LEVEL



- Developmental enrolment declines may be attributed to a number of possible factors[9]:

    - Developmental programs were previously tuition-free, but federal funding for English Language Learning (ELL) was cut in 2014/2015, resulting in a significant reduction in post-secondary institution budgets, leading to a reduction in ELL service delivery. Some institutions began to charge tuition fees for developmental programs, while others tried to keep it tuition-free.

    - In 2017, developmental programs, including Adult Basic Education (ABE) and ELL programs became tuition-free again, but despite some enrolment increases, developmental program enrolments did not return to previous levels.

    - The COVID-19 pandemic also impacted ELL enrolments, including the additional time needed to transition to online program delivery and reductions in the number of immigrants and international students arriving in Canada.

[9] Source: Personal communication, August 4, 2023, Adult Learning, Education and Human Services Unit, B.C. Ministry of Post-Secondary Education and Future Skills.

- Additional factors may have led to developmental enrolment declines, based on personal communication with Ted James, author of the 2024 BCCAT report, *Upgrading Programs: Student Transitions from Adult Basic Education Upgrading Programs into Further Studies at BC Post-Secondary Institutions*[10]:

    - *Changes in the socio-economic climate.* Developmental education programs are particularly susceptible to the socio-economic climate. During low unemployment, enrolment typically drops, whereas enrolment typically increases during high unemployment. In addition, the pandemic appears to have had a more serious impact on developmental enrolment because students were less able to pivot to on-line delivery.

    - *Changes in government policy and definitions*. How developmental education was defined and quantified varied considerably over the years, so this might affect the trends and comparability over the years; however, the STP strives for consistency of data definitions across institutions and over time.

    - *Changes in institutional commitment*. "Although the provision of developmental programs was a cornerstone of the Community College's mandate ushered in by the MacDonald Commission in 1962, developmental education has always been something of a stepchild with a tenuous place at the table. Due to low class sizes, the cost of running developmental programs is relatively expensive -- a college can run twice as many first-year academic courses to every developmental one. Unless this cost differential is offset by increased government funding as recompense, there is a general disincentive to offer more than a perfunctory level of Dev Ed programming, which can creep downward, almost unrecognized, over time."[10]

    - *Number of high school graduates*. Developmental programs assist high school non-graduates in obtaining an Adult Dogwood Diploma, but the proportion of students completing high school has been steadily increasing over the past 15 years. Therefore, the decline in developmental education enrolments could be partially due to a declining number of non-graduates from high school; however, other sources of developmental registrants affect these trends. Many other students take developmental courses to earn higher grades as pre-requisites to post-secondary education or to take "less-rigorous versions" of academic high school courses than that offered in high school.

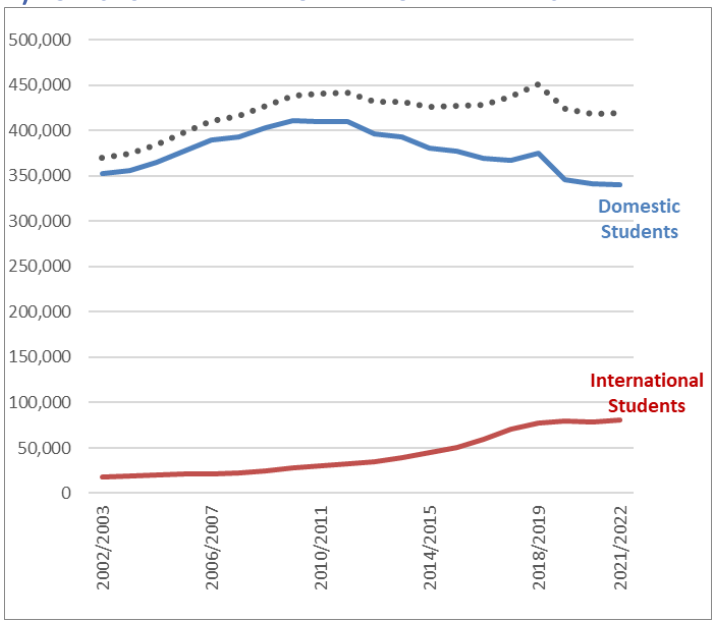
[10] Ted James, personal communication, July 31 and August 2, 2023.

Post-Secondary Enrolment Trends by International Status: The number of international students has grown significantly over the last twenty years, reaching 81,004 in 2021/2022 or 3.6 times as many as enrolled in 2002/2003 (see **Figure 16A**).

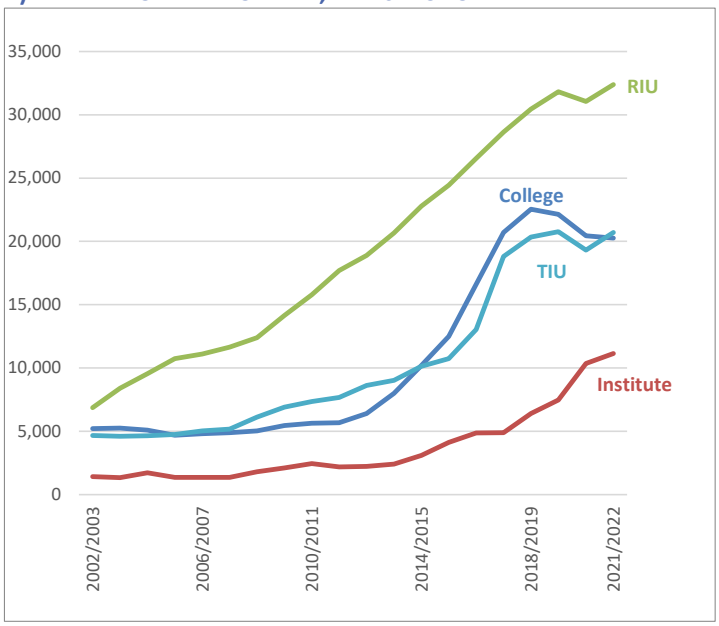
- As shown in **Figure 16B**, international enrolment growth was relatively steady in RIUs over the twenty years, whereas growth began relatively slowly at Colleges, TIUs and Institutes, before accelerating over the second decade.
- Domestic enrolment declined (-3.6%) from 352,707 to 340,134 over the twenty years, such that international students now represent 19% of total students, up from 5% in 2002/2003 (see **Figure 16C**). The proportion of total students within each institution type who are international is: RIUs (24%), TIUs (21%), Colleges (17%) and Institutes (14%).
- The number of international students from India has grown significantly over the last decade (**Figure 16D**), primarily fueled by international enrolment growth in colleges, but also attributed to shifting demand at RIUs from different countries, with India becoming a more likely source of international students, while demand from China levels off.

FIGURE 16: POST-SECONDARY ENROLMENT TRENDS, BY INTERNATIONAL STATUS

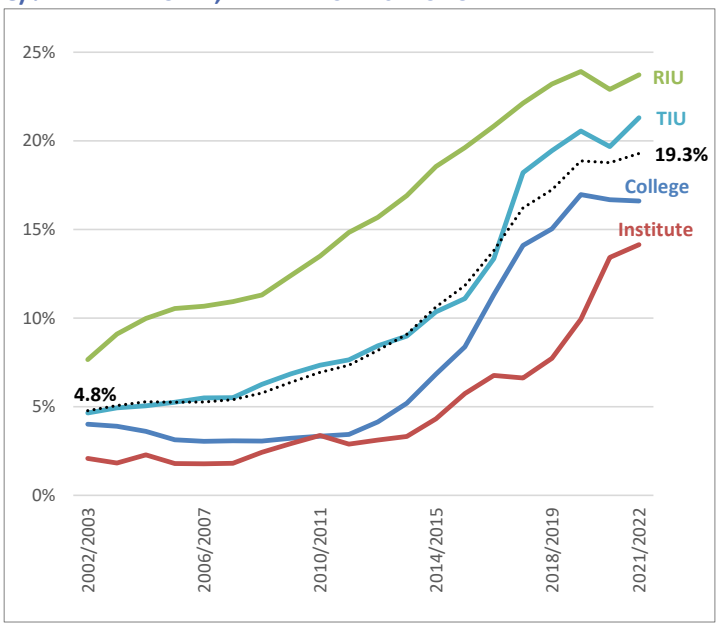
A) DOMESTIC AND INTERNATIONAL ENROLMENT TRENDS



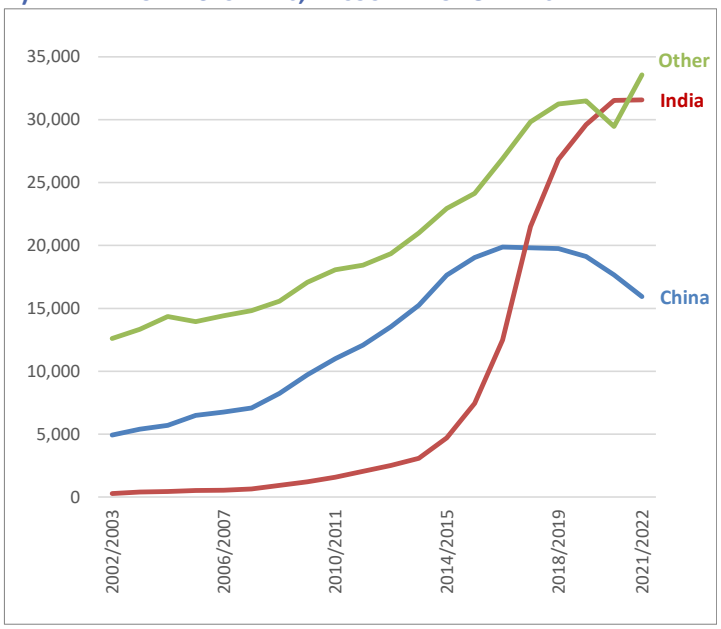
B) INTERNATIONAL ENROLMENT, BY INSTITUTION TYPE



C) % INTERNATIONAL, WITHIN EACH INSTITUTION TYPE



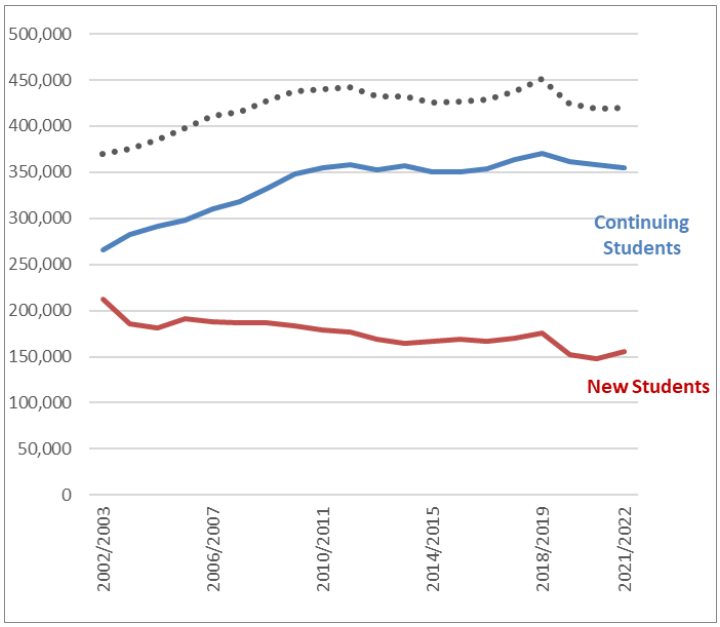
D) INTERNATIONAL STUDENTS, BY COUNTRY OF CITIZENSHIP



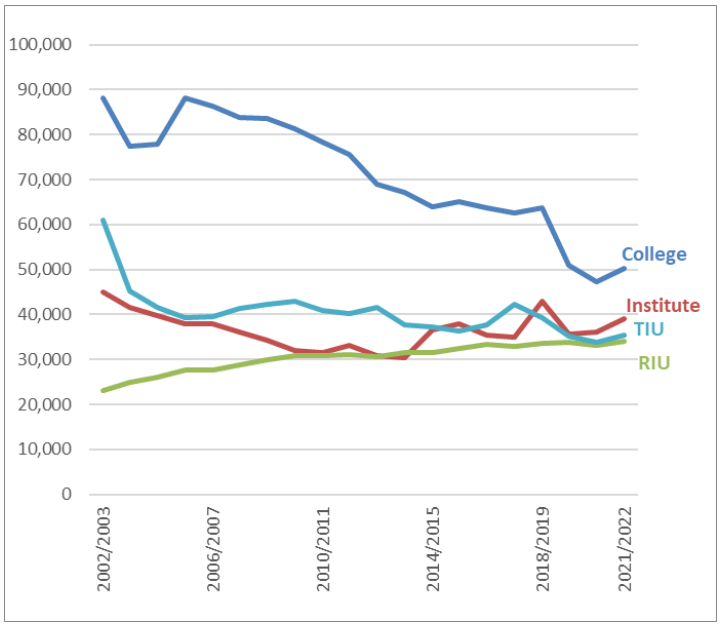
Post-Secondary Enrolment Trends, by New Student Status: The number of new students admitted to B.C. public post-secondary institutions has declined over twenty years (-27%) (**Figure 17A**), and this varies considerably by institution type (**Figure 17B**). New students to RIU's have seen steady growth (+48%) whereas the number of new students entering other types of institutions declined, including B.C. Colleges (-43%), TIUs (-42%) and Institutes (-13%). The declining trend in new domestic students (-41%) has been offset by explosive growth in new international students (**Figure 17C**). Currently there are about four times as many new international students (35,673) entering the B.C. public post-secondary system in 2021/2022, compared to twenty years ago (9,950). The growth in new international students also varied across institution types (**Figure 17D**), with Colleges, Institutes and TIUs seeing steeper growth than RIUs, especially over the last decade. Each of the four institution types now admit roughly the same number of new international students annually, about 8,000 to 10,000 students.

FIGURE 17: POST-SECONDARY ENROLMENT TRENDS, BY NEW STUDENT STATUS

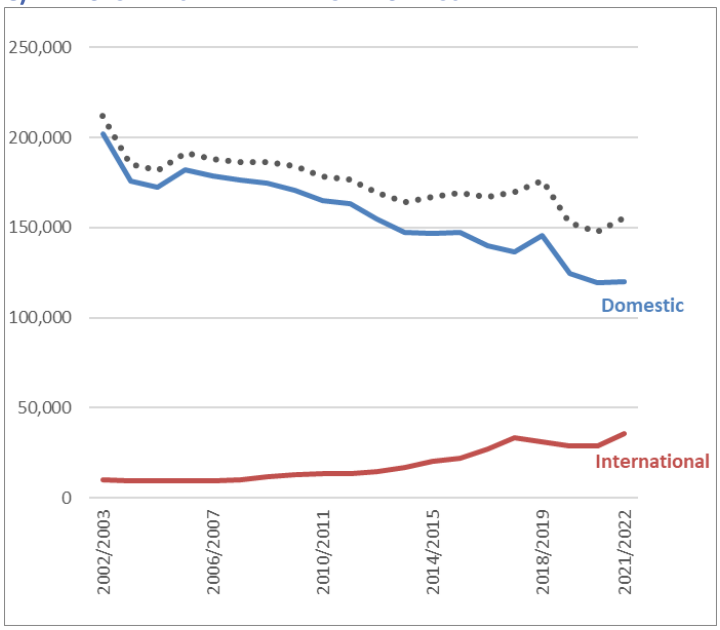
A) NEW AND CONTINUING STUDENT ENROLMENT TRENDS



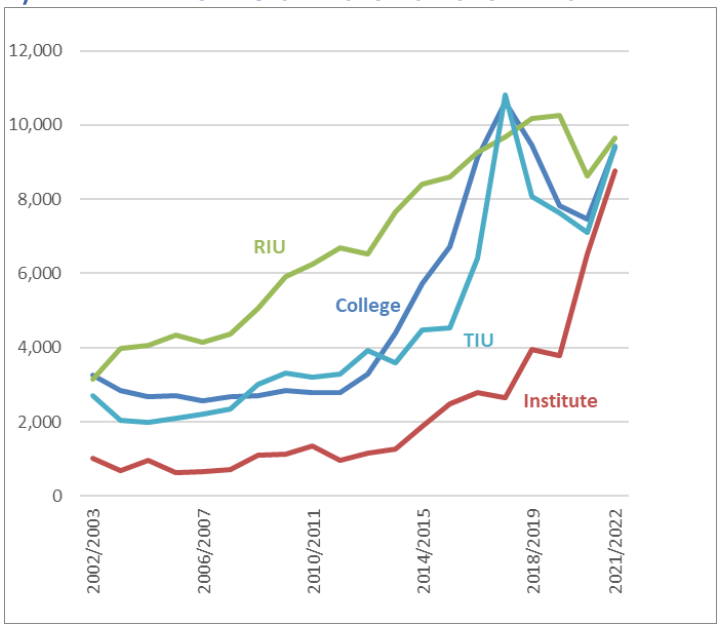
B) NEW STUDENTS TO INSTITUTION TYPES



C) NEW STUDENTS BY INTERNATIONAL STATUS



D) NEW INTERNATIONAL STUDENTS TO INSTITUTION TYPES



Post-Secondary Enrolment Trends, by Indigenous Status: While total B.C. public post-secondary enrolment increased nearly 14% over the last 20 years, Indigenous student enrolment growth was nearly four times greater at +52%. During this time, the proportion of all B.C. public post-secondary students who self-identified as Indigenous peoples grew from 4.6% of total registrants in 2002/2003 to a high of 6.5% in 2013/2014, and currently sits at 6.1% in 2021/2022 (see **Figure 18A**).

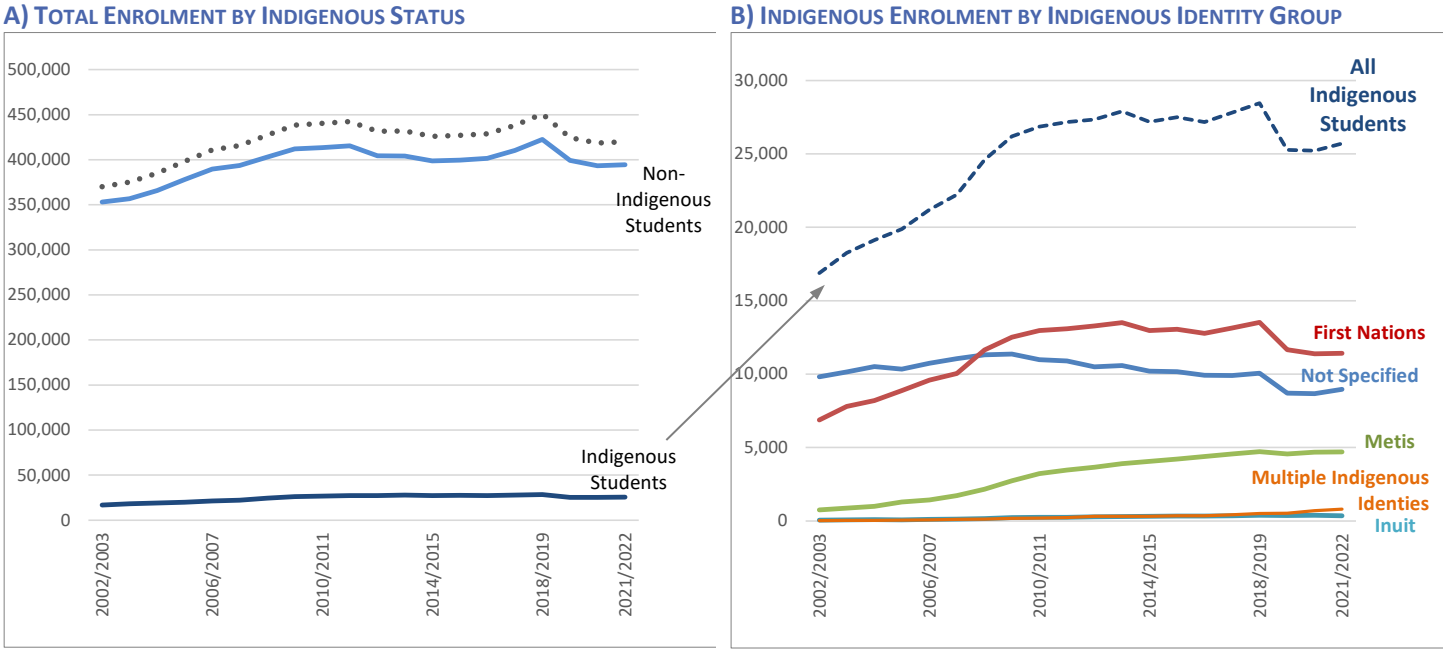
The Indigenous student enrolment trend, as shown in **Figure 18B** on a more granular scale, shows steep growth in Indigenous student enrolment (+61%) over the first decade, followed by a leveling off and subsequent decline and some recovery over the second decade (-6%).

The growth in Indigenous post-secondary enrolment over the first decade may be attributed to actions following from B.C.'s *2007 Aboriginal Post-Secondary Education Strategy and Action Plan*[11]. The document set numerous goals to "close the educational gap for Aboriginal learners" by increasing the number of Aboriginal students entering and completing post-secondary education, in addition to "enhanc[ing] the Indigenization of the academy" and other strategies.

The more recent decline in Indigenous students is partly due to the COVID-19 pandemic, but more likely attributed to overall enrolment declines of -29% in Cariboo-North institutions and -6% in all B.C. Colleges, where these groups of institutions serve proportionately larger shares of Indigenous students than other institutions. For example, 19% of students in the Cariboo-North region and 8% in B.C. Colleges self-declared as Indigenous students, compared to 6% across all institutions combined.

Self-identified Indigenous students are also asked to provide their Indigenous identity group(s) when they register in B.C. public post-secondary institutions. Over the last twenty years, a growing proportion of students (increasing from 42% to 65%) have been providing their Indigenous identity group, as indicated by the declining trendline for unspecified identity (see **Figure 18B**). First Nations students (44%) currently represent the largest proportion of 2020/2021 Indigenous students, followed by Metis (18%), and Inuit (1%) students. The proportion of Indigenous students who self-identified with multiple Indigenous groups is currently 3%.

FIGURE 18: POST-SECONDARY ENROLMENT TRENDS BY INDIGENOUS STATUS AND IDENTITY GROUP



[11] https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/strategy.pdf

Post-Secondary Enrolment Trends, by Gender: Females have continued to represent a larger share of the B.C. public post-secondary enrolment than males, comprising an average of 53% of total enrolment over the last two decades. The total enrolment growth of male students (+15%) exceeded that of females (+10%) over the last twenty years (**Figure 19**), such that females continue to represent the majority, although they currently comprise a slightly smaller proportion of total post-secondary enrolment (53%) than in 2002/2003 (54%).

Female students currently represent the majority among many of the student sub-populations within the B.C. public post-secondary system (see **Figure 20**). Compared to the average of 53% female representation across the B.C. system, most of the student groups have a larger proportion of females, with Developmental program students (61%), Indigenous students (60%), Graduate students (59%) among the top three. Females are under-represented in Institutes (40%), with many male-dominated Trades programs; and are less represented than the 53% provincial average among international students (50%) and new students (51%). Within many of these sub-populations over twenty years, females reduced their representation by two to three percentage points, because males increased their representation. Two exceptions are of note – the share of females represented in Institutes increased by 2 percentage points and the share of females represented in graduate studies increased by 3 percentage points over twenty years.

FIGURE 19A: POST-SECONDARY ENROLMENT BY GENDER

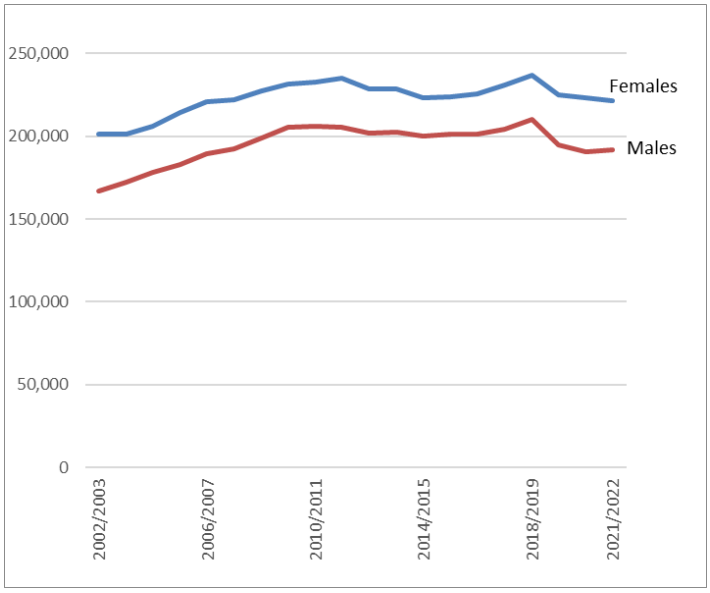
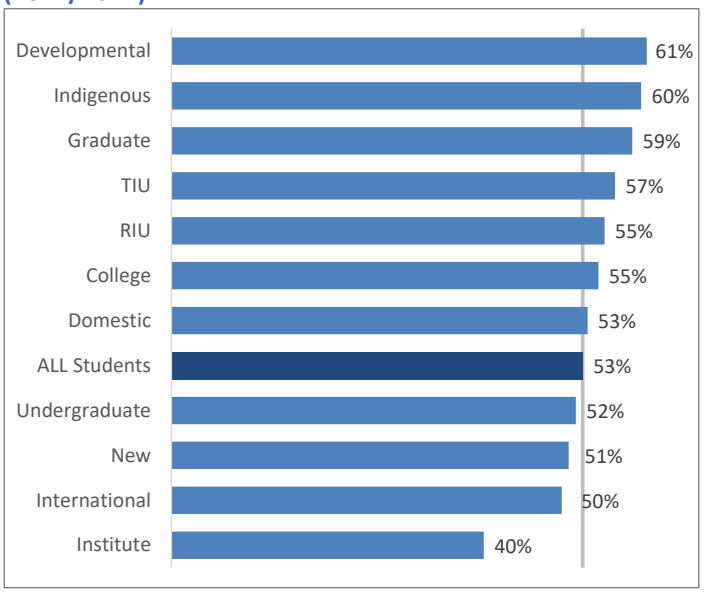


FIGURE 20: % FEMALES IN SELECTED STUDENT GROUPS (2021/2022)

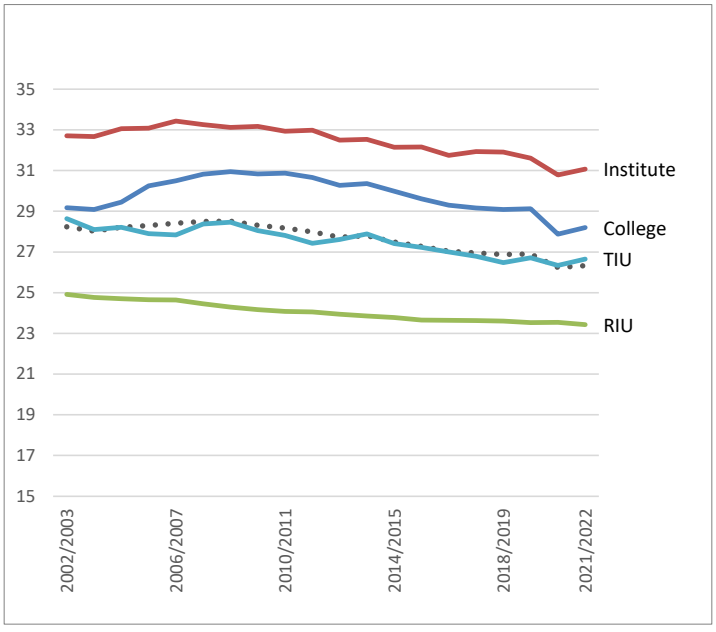


Post-Secondary Enrolment Trends, by Age: Students registered in the B.C. public post-secondary system have become younger, on average, over the last twenty years.

- The overall average age of all B.C. public post-secondary registrants in all study levels in the Fall term has declined by two years of age, from 28.3 to 26.3.
- Students enrolled in RIUs remain the youngest, while College and Institute students are the oldest, with an average age gap of roughly eight years between Institutes and RIUs. Students enrolled in TIUs have consistently remained similar in age to all registrants across the B.C. system. See **Figure 21A.**
- As shown in **Figure 21B**, the shift in average age can be attributed to a growing share of students in the 18 to 29 age group (+8%), offset by a similar decline (-8%) in the proportion of students over age 30; and this is consistent with a younger population of new students entering the B.C. system.
- The increasingly younger age distribution is primarily attributed to enrolment growth in RIUs (with a younger student population), and declining enrolments in B.C. Colleges (with an older student population). In addition, as shown in **Figure 21E**, the growing share of a relatively young international student population in the post-secondary system has also had the effect of lowering the overall average age across the B.C. system.
- Non-Indigenous students are currently about two years younger than Indigenous students, although these two groups were closer in age twenty years ago. Non-Indigenous students have become increasingly younger over the last decade, while the average age of Indigenous students has remained just above age 28. (**Figure 21C**).
- Female students (26.7) are roughly one year older, on average, than male students (25.8). (**Figure 21D**).
- International students, representing an increasingly larger share of the B.C. public post-secondary system, are approximately five years younger than domestic students; and this has been contributing to the declining average age of B.C.'s total and non-Indigenous post-secondary student population. (**Figure 21E**).
- Differences in the average age by region (**Figure 21F**) may be attributed to differences in the composition of institution types, the proportion of international students, economic conditions, and regional demographics.

FIGURE 21: POST-SECONDARY ENROLMENT TRENDS BY AGE

A) AVERAGE AGE BY INSTITUTION TYPE



B) CHANGE IN AGE DISTRIBUTION OVER TWENTY YEARS

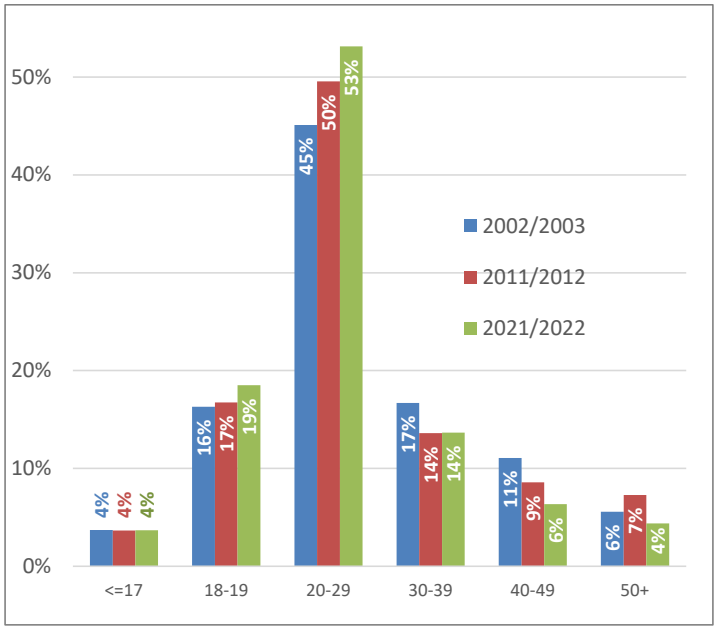
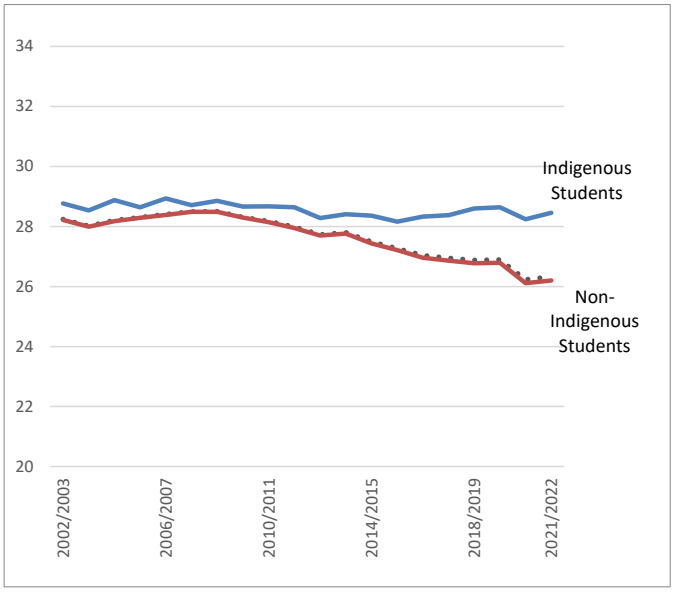
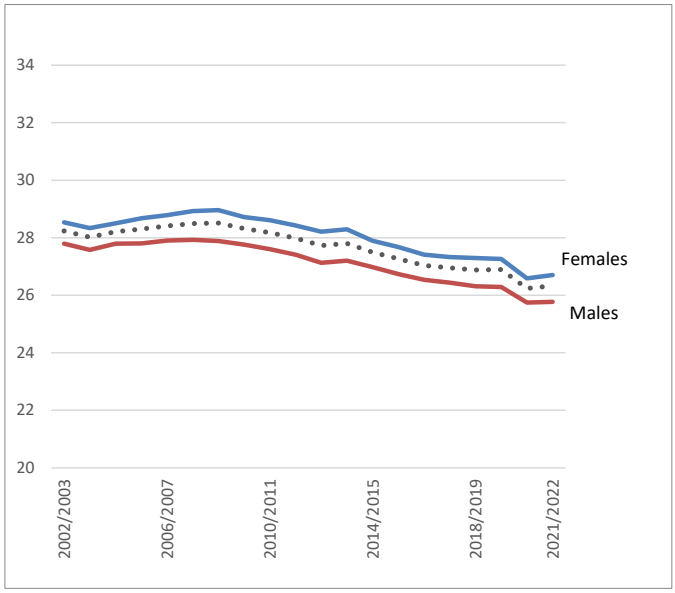


FIGURE 21, CONT: POST-SECONDARY ENROLMENT TRENDS BY AGE

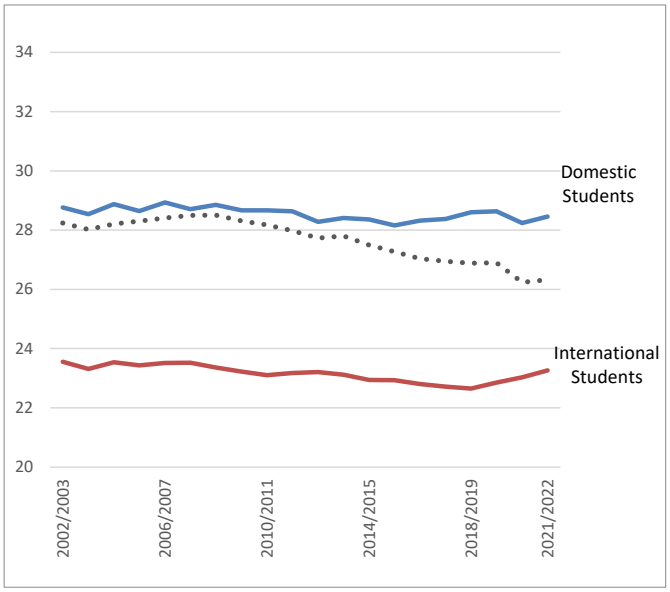
C) AVERAGE AGE BY INDIGENOUS STATUS



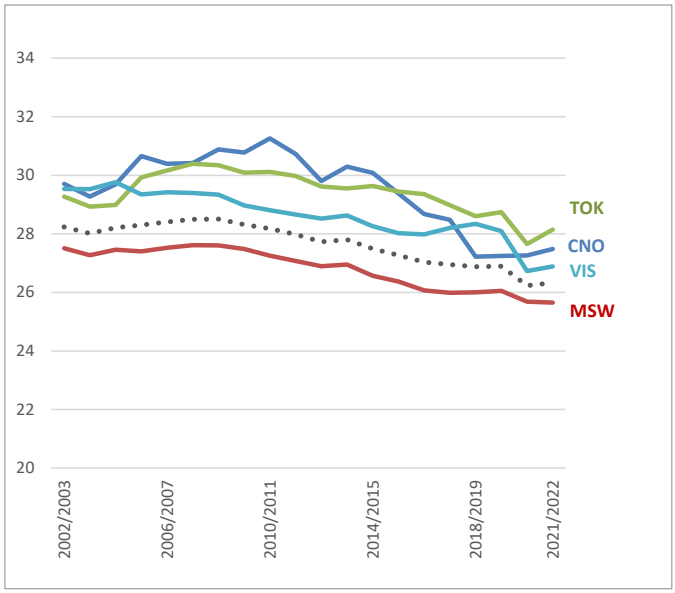
D) AVERAGE AGE BY GENDER



E) AVERAGE AGE BY INTERNATIONAL STATUS



F) AVERAGE AGE BY POST-SECONDARY REGION



What are the trends in student mobility between B.C. public post-secondary institutions?

A mobile student is one who is currently registered in academic credits at a B.C. public post-secondary institution and was previously registered in a different institution in the B.C. public system in the most recent prior year of registration. Although the STP has nineteen years of student mobility data, initial growth in mobile students was largely attributed to growth in the availability of student mobility data. Therefore, this analysis will focus on the most recent decade of student mobility.

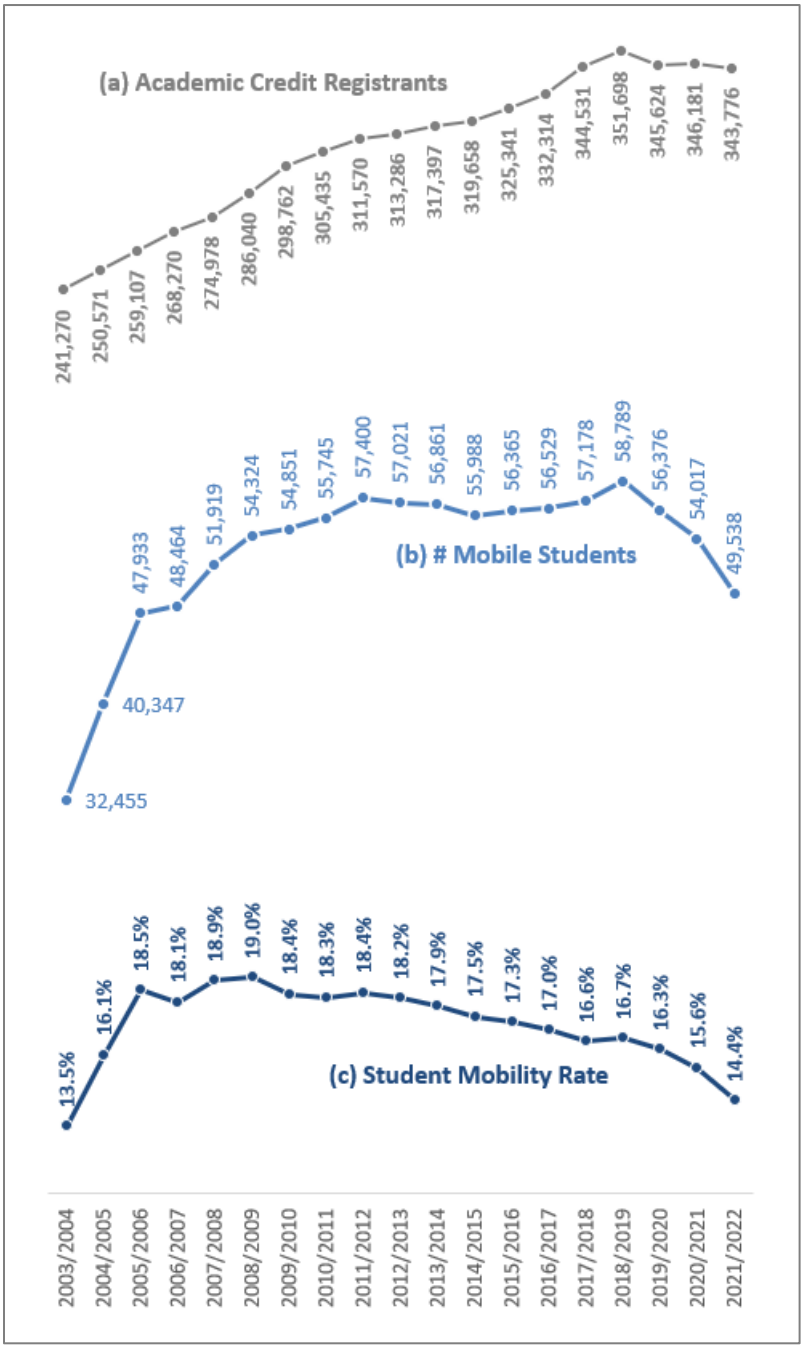
Over the last decade, from 2011/2012 to 2021/2022, the total number of academic credit registrants increased from 311,435 to 343,776 (+10%), while at the same time, the number of mobile students declined from 57,400 to 49,500 (-14%).

Part way through this decade, in 2018/2019, the number of academic credit registrants and mobile students reached a peak of 351,698 and 49,789 respectively. Following this peak, the total number of academic credit registrants declined slightly (-2%), while the number of mobile students declined more steeply (-16%). As a result, the B.C. system has seen a two-percentage point decline in student mobility rates since 2018/2019. The student mobility rate is the number of mobile students, expressed as a proportion of total academic credit registrants.

The current student mobility rate (14.4%) is significantly lower than the peak mobility rate of 19.0% measured in the first decade, in 2008/2009. See **Figure 22**.

Traditionally, in the first half of this nineteen-year snapshot, the majority of Bachelor's degree programs were offered in the Research-Intensive Universities, such that students would transfer from a B.C. College or Institute to complete their degree at a B.C. University. As other institutions, especially the newly transformed Teaching-Intensive universities (see **Appendix B**), and many of the colleges, began to offer Bachelor's degrees, fewer students needed to transfer to a university to complete their degree. This is reflected in declining student mobility rates and reveals the positive effects of Bachelor's degree expansion in the B.C. public post-secondary system. Also see related information in **Figures 28A** and **33A**.

FIGURE 22: STUDENT MOBILITY TRENDS, 2003/2004 TO 2021/2022



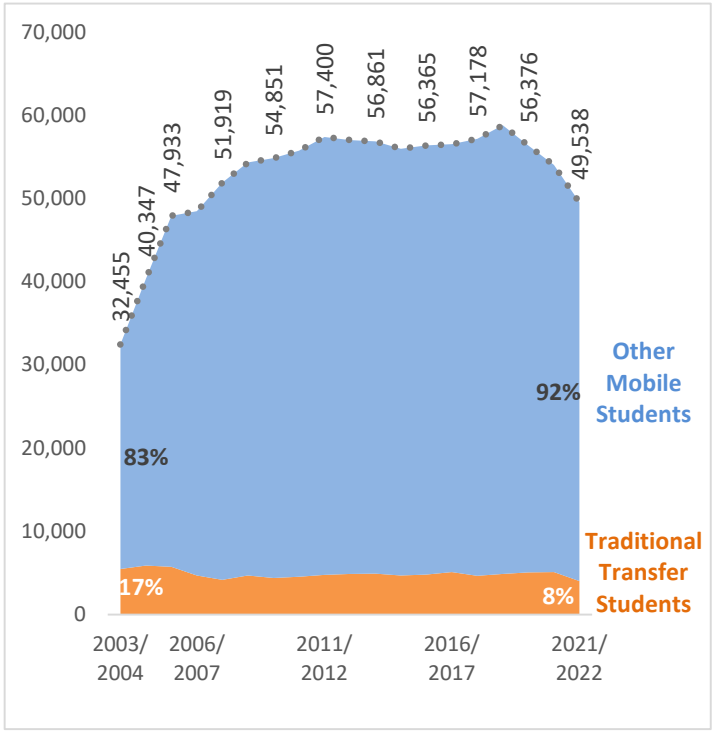
Traditional Transfer Students: A small subset of all mobile students are traditional transfer students, as shown in **Figure 23A**. These are students who transferred from a B.C. public post-secondary institution to a Research-Intensive University with a minimum of 24 credits, a cumulative GPA of at least 2.00, and a basis of admission of "B.C. College" or "B.C. Associate Degree". These traditional transfer students represent roughly 8% of all mobile students and this proportion is becoming smaller as other institutions are now offering Bachelor's degree completion opportunities for students, resulting in fewer eligible transfer students finding it necessary to an RIU to complete their degree.

The majority of mobile students (currently 92%) are not traditional transfer students. These mobile students switched institutions, but they did not meet the admission criteria to be considered a transfer student to an RIU, or they moved between different institution types, such as College to TIU, or RIU to Institute, College to College, etc.

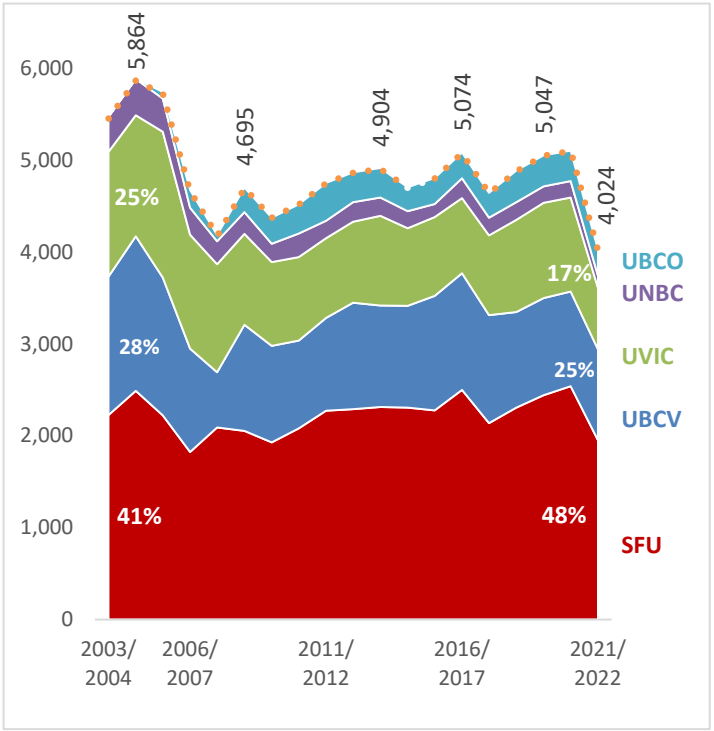
The trend and relative proportions of traditional transfer students moving to each of the destination Research-Intensive Universities is shown in **Figure 23B**. Currently, SFU receives nearly half (48%) of the traditional transfer students. The other RIUs receive smaller shares, including UVCV (25%), UVic (17%), UBCO (7%) and UNBC (3%). It is also evident that a growing share of traditional transfer students are moving to UBCO, while the proportion enrolling at UNBC has been declining.

FIGURE 23: TRENDS IN TRADITIONAL TRANSFER STUDENTS

(A) TRADITIONAL TRANSFERS, AS A SUBSET OF ALL MOBILE STUDENTS



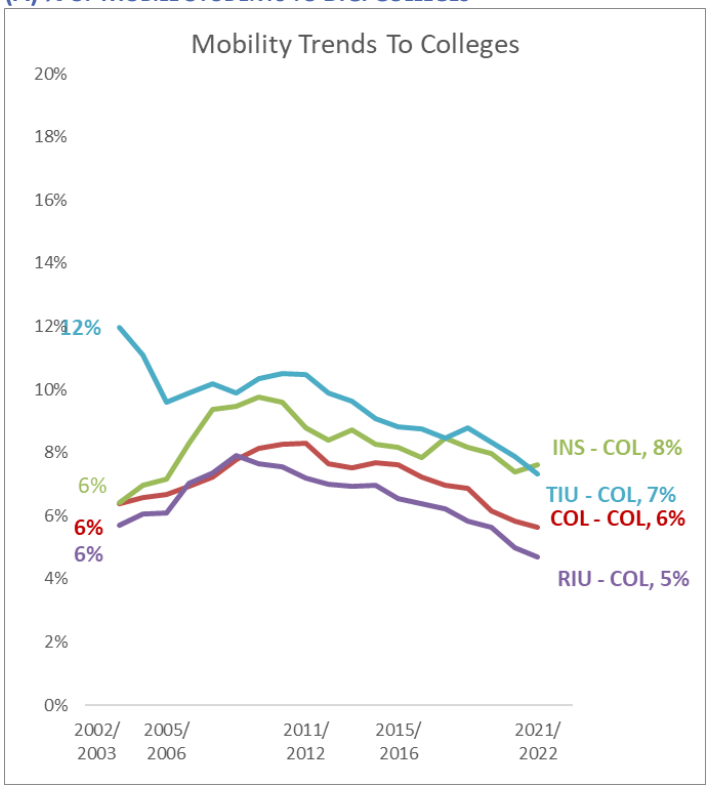
(B) TRADITIONAL TRANSFER STUDENTS BY DESTINATION UNIVERSITY



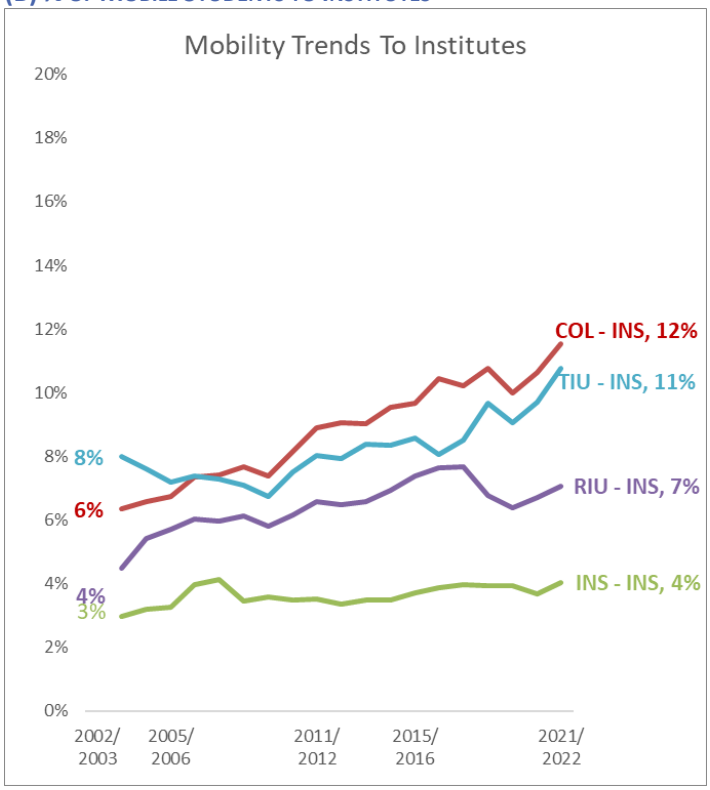
Student Mobility Between Institution Types: Among all mobile students since 2003/2004 (or roughly 33,000 to 57,000 per year), it is evident that a growing share is now moving to Institutes, while fewer are moving to B.C. Colleges, RIUs and TIUs. See **Figure 24**. The growing share of mobile students entering Institutes likely reflects the growing demand for further education in part-time or short career-oriented programs or micro credentials, often following completion of a certificate, diploma or degree program at another institution (**Figure 24B**). Although mobile students may be seeking any credential, such as a certificate, diploma or Bachelor's degree, the declining mobility trends to RIUs reflects a growing shift in students taking advantage of completing a Bachelor's degree at other institution types, such as TIUs, Colleges, and Institutes (**Figure 24C**)..

FIGURE 24: STUDENT MOBILITY TRENDS TO DESTINATION INSTITUTION TYPES

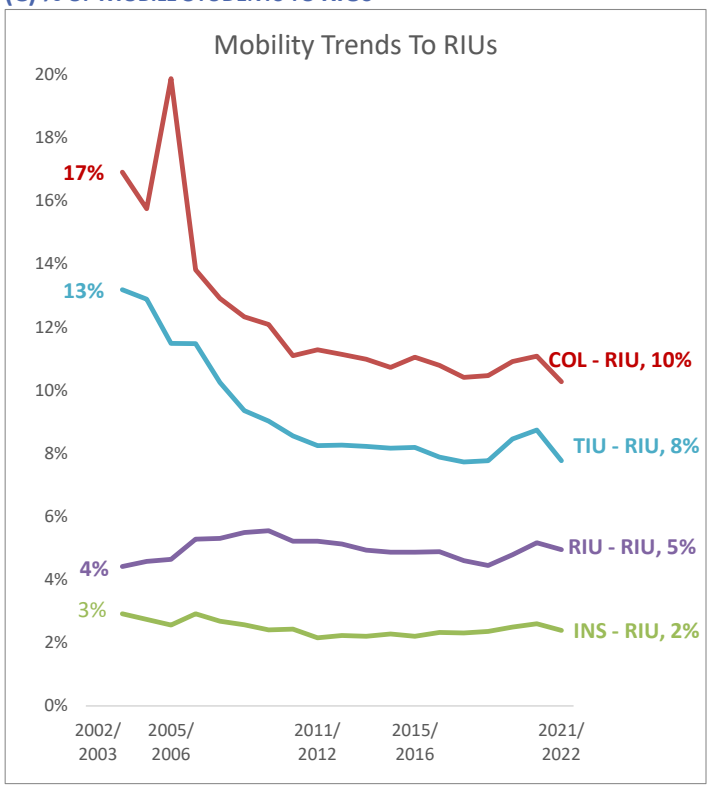
(A) % OF MOBILE STUDENTS TO B.C. COLLEGES



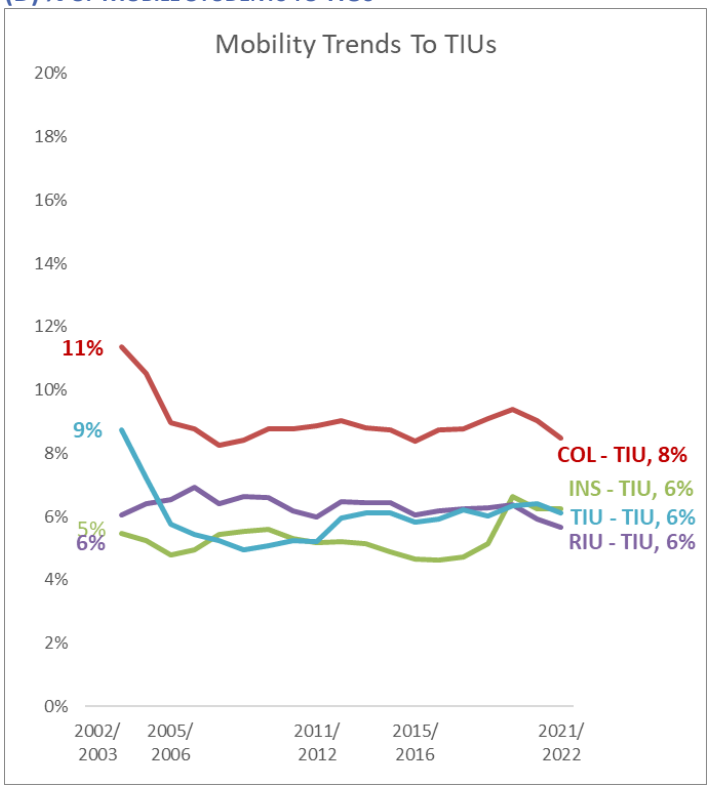
(B) % OF MOBILE STUDENTS TO INSTITUTES



(C) % OF MOBILE STUDENTS TO RIUS



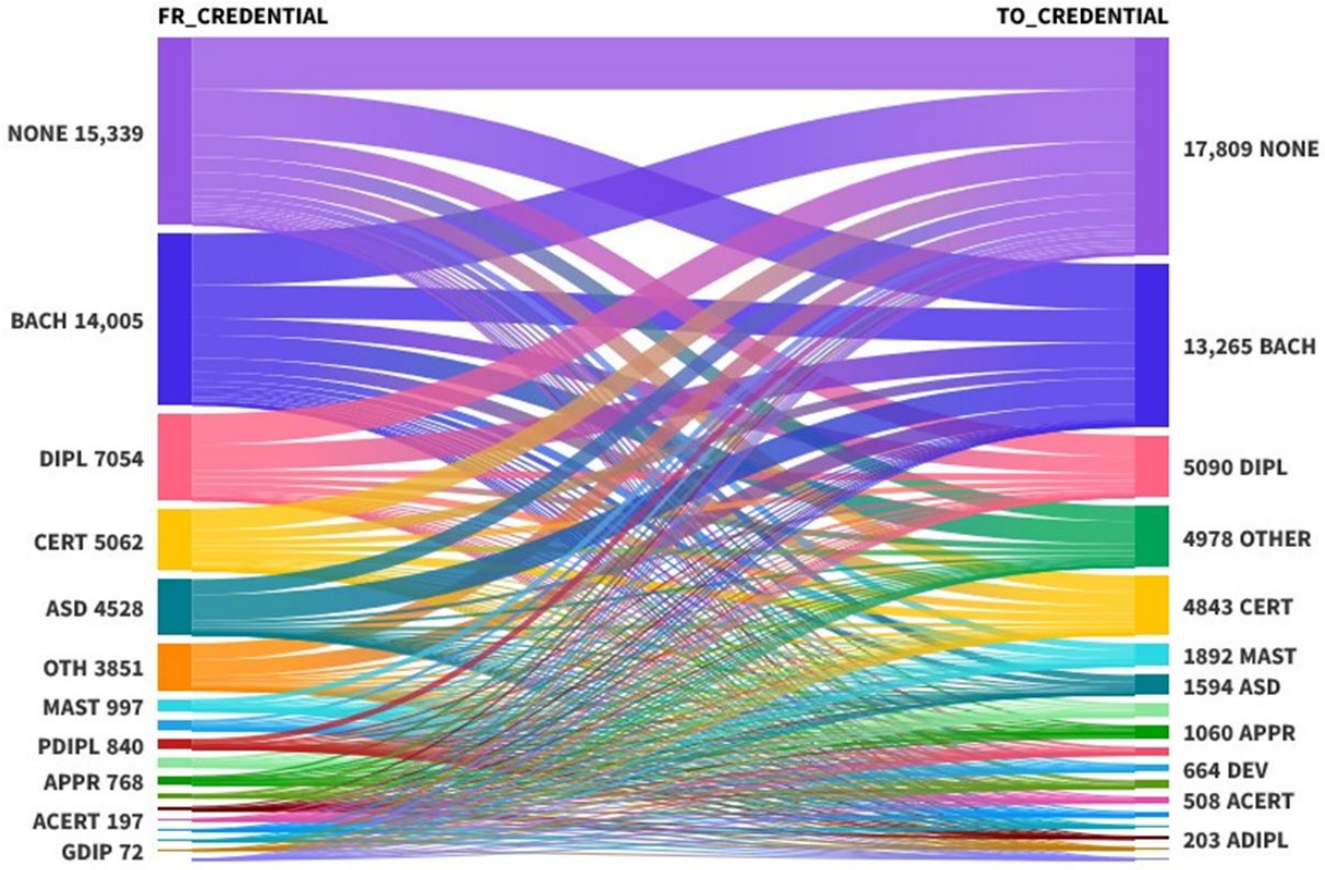
(D) % OF MOBILE STUDENTS TO TIUS



What are the trends in popular mobile student pathways between B.C. public post-secondary credentials and programs?

Student Mobility Between Post-Secondary Credentials (2021/2022): Mobile students frequently switch the credential(s) they are seeking when they switch institutions. The extent to which students switch credentials when they move between institutions is visually evident in the Sankey diagram shown in **Figure 25** for 49,539 mobile students of 2021/2022. The credential categories are abbreviated[12] for simplicity and the diagram reveals that most mobile students switch between no credential category, Bachelor's degrees, Diplomas or Certificates. The relatively large number of students moving between credential category "None" is an artifact of the way students are categorized in post-secondary institutions, with "None" frequently used to indicate that the student has not yet formally declared their credential program, as is often the case for university transfer students who are not pursuing an assoicate degree, certificate or diploma at a college before transferring to a university. This pattern of student mobility indicates that undeclared students are the most likely candidates to switch institutions, in addition to those moving to or from a Bachelor's Degree, Diploma or Certificate.

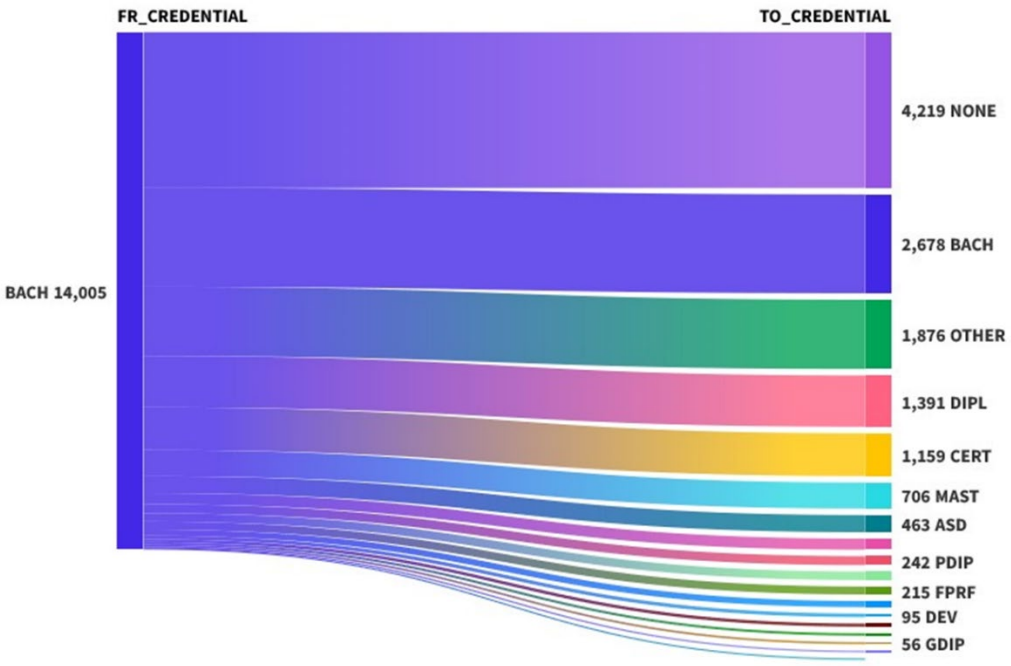
FIGURE 25: STUDENT MOBILITY BETWEEN CREDENTIALS SOUGHT (2021/2022)



[12] Credential categories include the following: DEV-Developmental, ACERT-Advanced Certificate, ADIPL-Advanced Diploma, APR-Apprenticeship, ASD-Associate Degree, BACH-Bachelor's Degree, CERT-Certificate, DIPL-Diploma, FPRF-First Professional Degree, NONE-None, OTH- Other, PCERT-Post-Degree Certificate, PDIPL-Post-Degree Diploma, SHORT-Short Certificate, DOCT-Doctorate, GCERT-Graduate Certificate, MAST-Master's Degree.

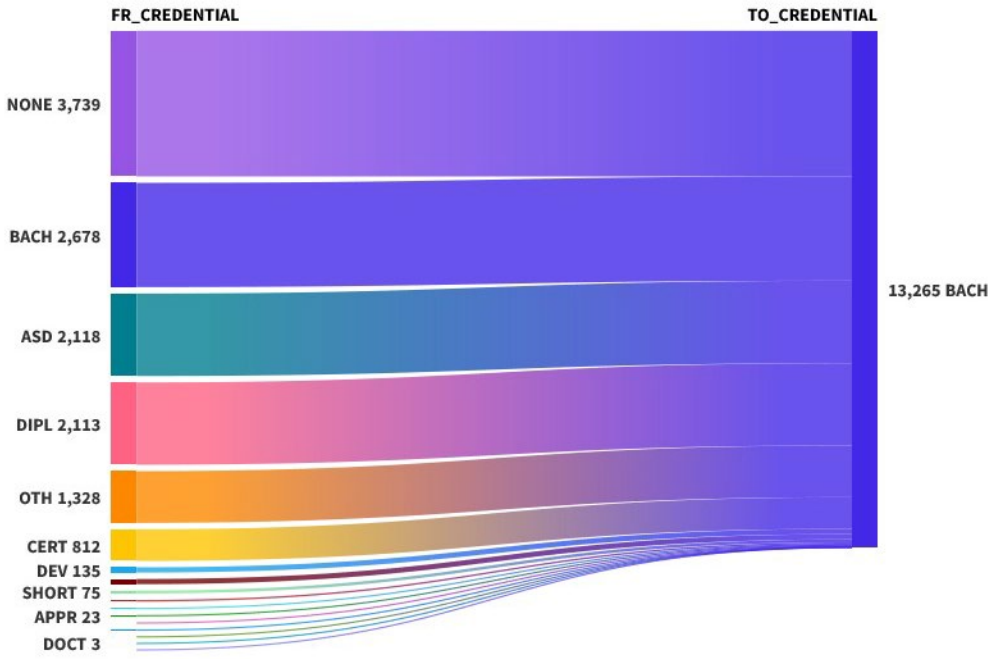
Student Mobility *from* a Bachelor's Degree: The Sankey diagram in **Figure 26** shows the credentials students sought at the destination institution, among the subset of 14,005 mobile students who originated in a Bachelor's degree at their previous institution. Roughly 20% of these mobile Bachelor's students continued in a Bachelor's degree at the destination institution, although many of the students entering credential category "None" may be undeclared Bachelor's degree seekers. Roughly 5% of the mobile students moved from a Bachelor's degree to a Master's degree.

FIGURE 26: STUDENT MOBILITY FROM BACHELOR'S DEGREES (2021/2022)



Student Mobility *into* a Bachelor's Degree: Among those 13,265 mobile students seeking a Bachelor's degree at their destination institution, the Sankey diagram in **Figure 27** shows the credentials of origin, prior to switching institutions. This diagram shows that 20% of those students moving into a Bachelor's program were previously enrolled in a Bachelor's degree program, 16% were previously enrolled in an Associate Degree and 16% in a Diploma program.

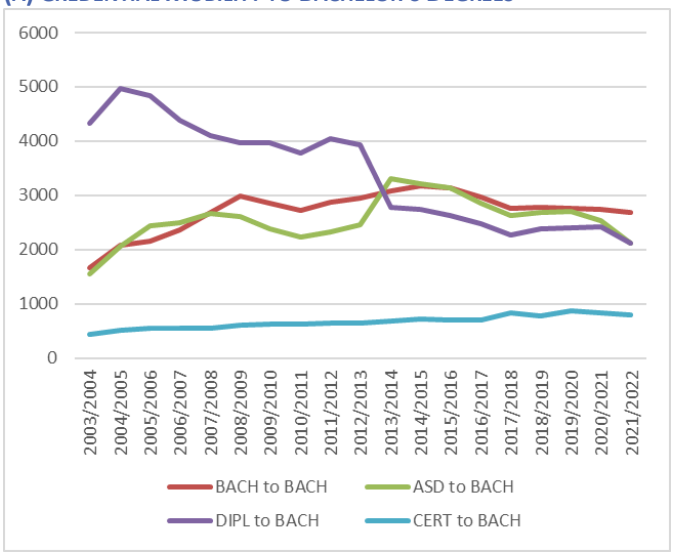
FIGURE 27: STUDENT MOBILITY INTO BACHELOR'S DEGREES (2021/2022)



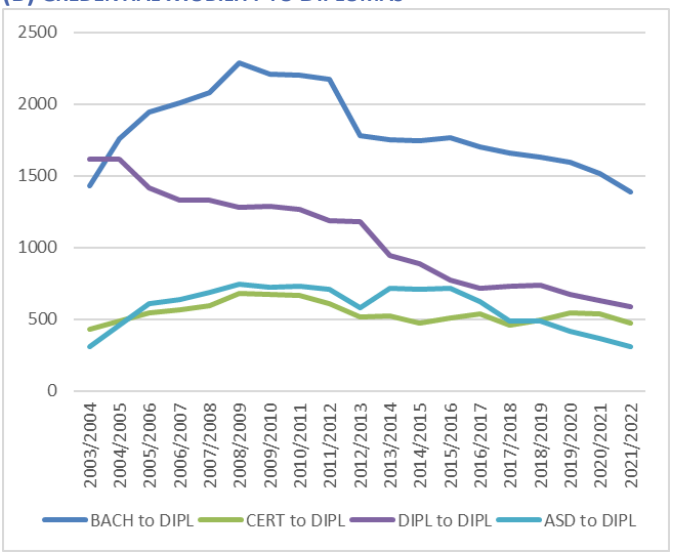
Student Mobility Trends Between Credentials: Students switch institutions and credential categories as they seek to achieve their education goals, but changes in institutional mandates, with Bachelor's degrees now offered in most institutions in the province, appear to have affected the patterns of student mobility over time. The trends in student mobility into selected credential categories are shown in **Figure 28**. It is evident that fewer students are switching institutions from Diplomas to Bachelor's degrees, and this may be due to credential laddering opportunities, allowing students to move from a Diploma to a Bachelor's degree at their home institution (see **Figure 28A**). There is a general decline in mobile students entering diplomas (**28B**), but increases in mobile students entering certificate programs (**Figure 28C**) and Master's degree programs (**Figure 28D**). The growing mobility trend into certificates may be indicative of the general growing demand for certificates and microcredentials.

FIGURE 28: TRENDS IN STUDENT MOBILITY BETWEEN CREDENTIAL CATEGORIES

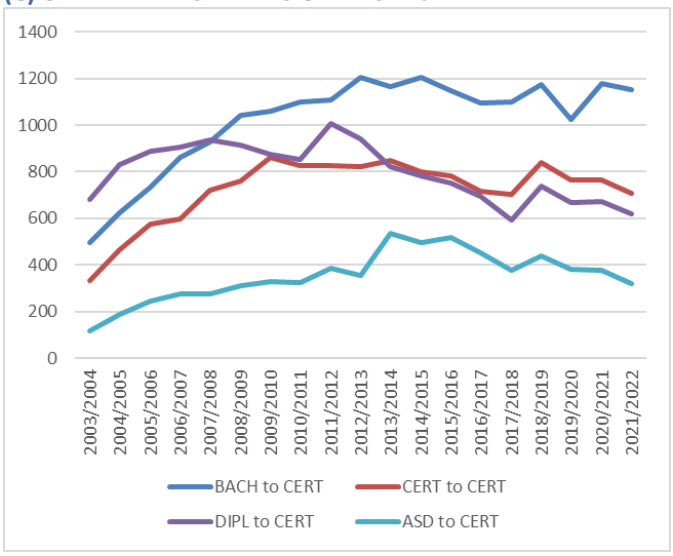
(A) CREDENTIAL MOBILITY TO BACHELOR'S DEGREES



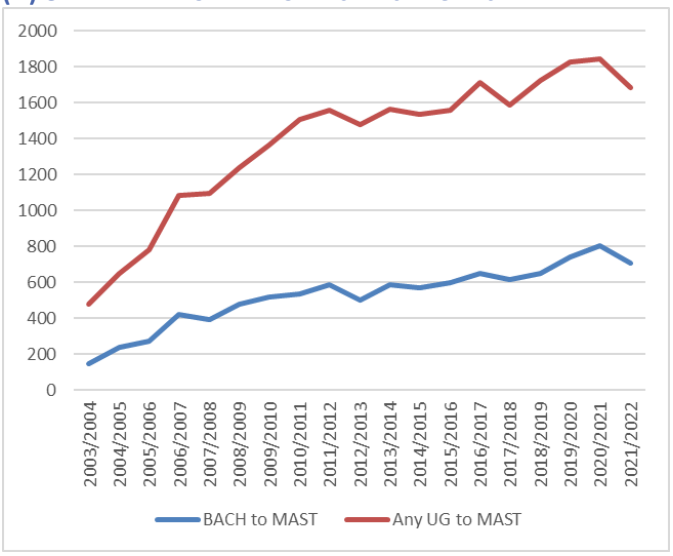
(B) CREDENTIAL MOBILITY TO DIPLOMAS



(C) CREDENTIAL MOBILITY TO CERTIFICATES

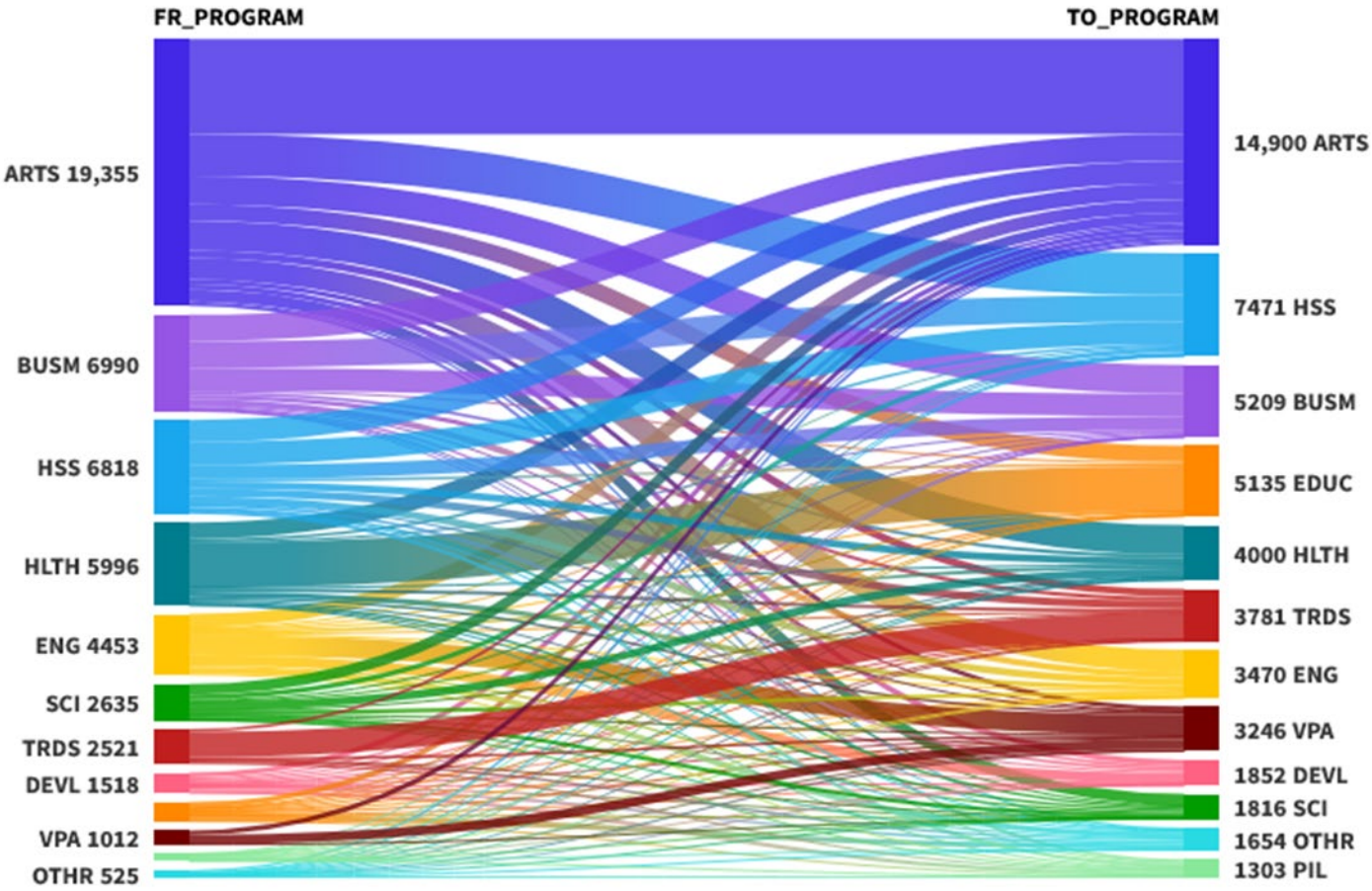


(D) CREDENTIAL MOBILITY TO MASTER'S DEGREES



Student Mobility Patterns Between Programs (2021/2022): When students switch institutions,the majority switch to a different program in the process. Each of the twelve program areas in this analysis is comprised of post-secondary programs that are grouped by their subject similarity, as derived from the the Classification of Instructional Program Codes, thus forming twelve BC CIP Clusters.[13] The current program mobility patterns of all 49,538 students who switched institutions in 2021/2022 are provided in **Figure 29**, including the majority who switched program(s) and the minority who remained in the same program. This Sankey diagram reveals the myriad of popular pathways between programs in 2021/2022, with the largest share of all mobile students moving out of Arts programs (49%) into Arts programs (30%), and this is consistent with the size of this large program area.

FIGURE 29: SANKEY DIAGRAM OF STUDENT MOBILITY PATTERNS BETWEEN PROGRAMS, AMONG 49,538 STUDENTS WHO SWITCHED INSTITUTIONS IN 2021/2022

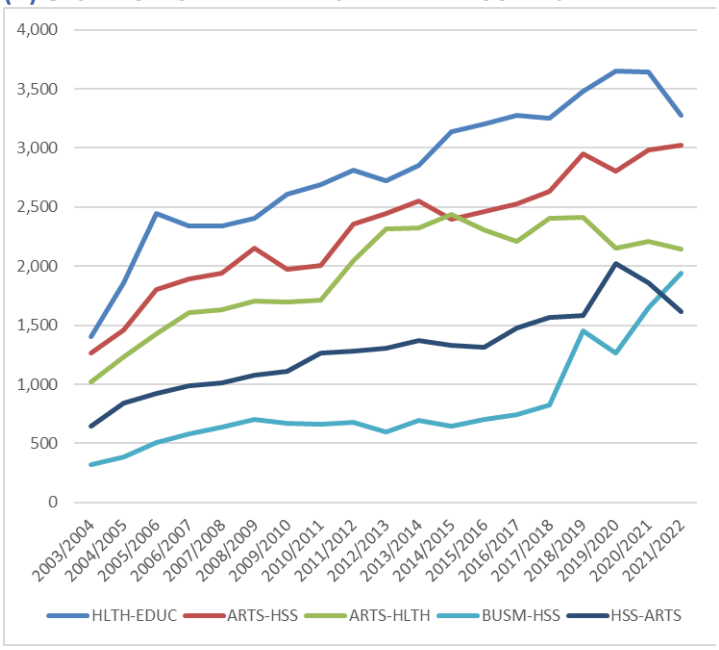


[13] The BC CIP Clusters are ARTS, BUSM-Business and Management, DEVL-Developmental Programs, EDUC-Education, ENG-Engineering and Applied Sciences, HLTH-Health, HSS-Human and Social Services, OTHR-Other, PIL-Personal Improvement and Leisure, SCI-Science, TRDS-Trades, VPA-Visual and Performing Arts.

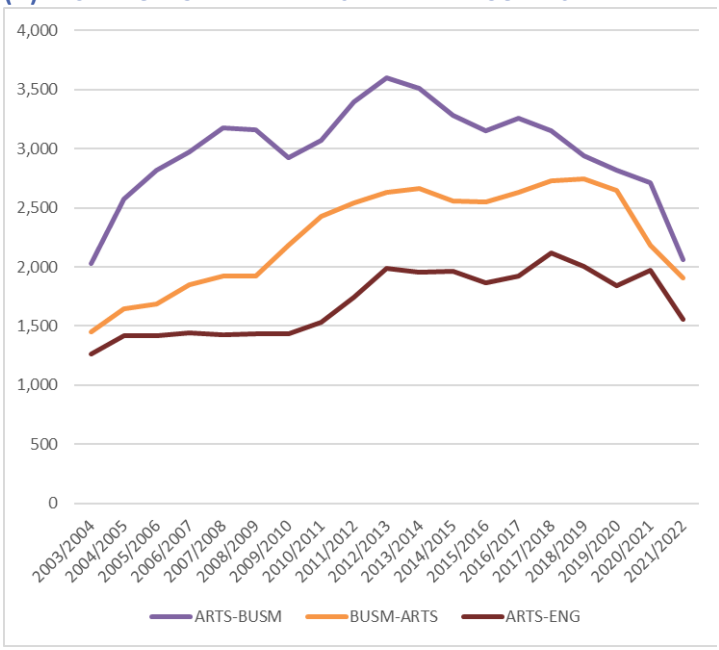
Student Mobility Trends Between Programs: Figure 30 shows the trend in program mobillity among students who switched institutions. These popular mobile pathways were taken by at least 1,500 students in at least one time period between 2003/2004 and 2021/2022. These trends in mobile pathways between programs are separated into growing pathways (Figure 30A) and declining pathways (Figure 30B). Among the popular program pathways of mobile students, the steepest growth is seen in students moving from Arts to Human and Social Services (+28% in the last ten years), while the steepest decline (-39% over the last ten years) is seen in the movement of mobile students from Arts to Business and Management. Students may take a variety of pathways between programs, with only the most popular ones shown here.

FIGURE 30: TRENDS IN POPULAR PROGRAM PATHWAYS OF MOBILE STUDENTS

(A) GROWING MOBILE PATHWAYS BETWEEN PROGRAMS



(A) DECLINING MOBILE PATHWAYS BETWEEN PROGRAMS

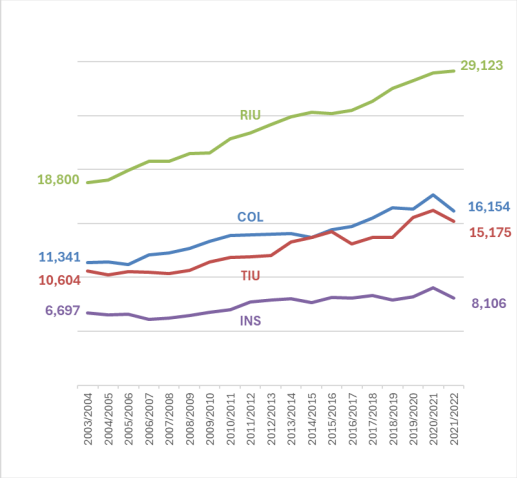


What are the trends in total credentials awarded in B.C. public post-secondary institutions, by credential category and program?

The number of post-secondary credentials awarded in the B.C. public post-secondary system has grown by 45% over the last nineteen years, from 47,442 in 2003/2004 to 68,558 in 2021/2022[14]. The trends in credentials awarded across the system varies by institution type, study level, credential category and program.

Institution Type: RIUs have seen the largest increase in credentials awarded over nineteen years (+55%), while TIUs and Colleges saw slightly slower growth at +43% and +42% respectively, or double the growth in credentials awarded at Institutes (+21%). See **Figure 31**. Over the last two decades, the proportion of credentials[14] awarded by each of the institution types has remained relatively unchanged, with RIUs currently awarding 42% of all post-secondary credentials, Colleges (24%), TIUs (22%) and Institutes (12%).

FIGURE 31: TRENDS IN CREDENTIALS AWARDED, BY INSTITUTION TYPE



Study Level: The rate of growth in the number of credentials awarded at the undergraduate level (+40%) is roughly half the rate of growth of graduate degrees awarded (+89%) (see **Figure 32**). With the expansion of Bachelor's degree offerings around the province, the number of Bachelor's degrees awarded has grown more steeply (+67%) than the growth in all awarded undergraduate credentials combined (+40%) (see **Figure 32B**). Many of the smaller undergraduate credentials have also seen significant growth over the last decade, including Advanced Certificates, Advanced Diplomas, Post-Degree Diplomas and First Professional Degrees (see **Figure 32C**).

Credential Category: Each of the institution types award a range of credential categories, and the proportion of awarded credentials in each institution type has changed over time, consistent with changes to respective institutional mandates.

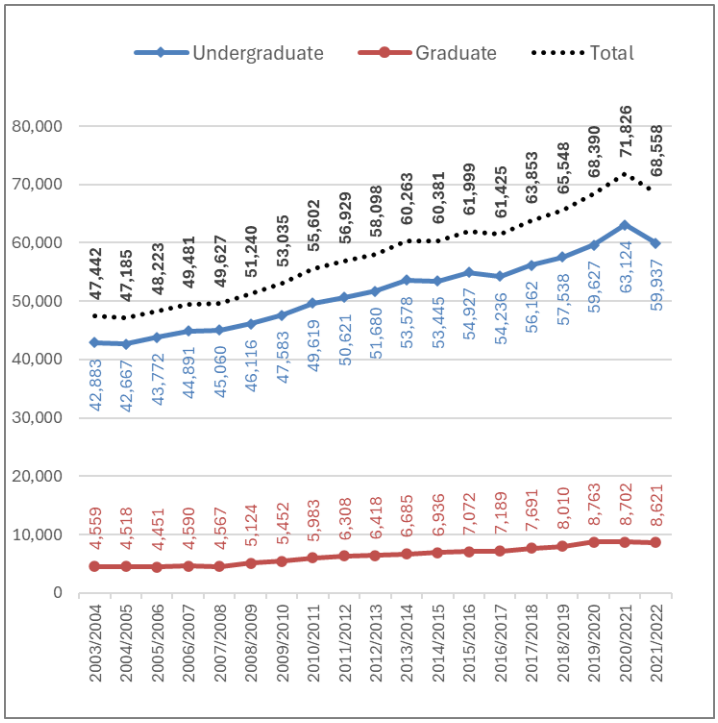
- Currently, RIUs primarily award Bachelor's degrees (69%), followed by Master's degrees (18%), Certificates (3%) and First Professional Degrees (3%).
- TIUs primarily award Bachelor's degrees (34%), Certificates (22%) and Diplomas (20%), in addition to a growing share of Master's degrees (9%).
- B.C. Colleges and Institutes primarily award Certificates (39%) and Diplomas (33%), in addition to a growing share of Bachelor's degrees (9%).
- For each of four popular credential categories (Bachelor's degrees, Master's degrees, Certificates and Diplomas) the change in distribution of institution types awarding these credentials is provided in **Figure 33**.

Program: The distribution of credentials awarded by program is shown in **Figure 34**. Arts and Sciences programs combined saw a 45% increase in credentials awarded over the last two decades and this is similar to the growth in credentials awarded across all programs combined. Several program areas saw larger increases over the two decades, including: Engineering and Applied Sciences (+75%), followed by Business and Management (+63%), Health (+63%) and Human and Social Services (+54%). This reflects rising demand in the labor market over the time period. Several program areas saw smaller than the 45% average increase in credentials awarded, including Visual and Performing Arts (+15%) and Education (+10%).

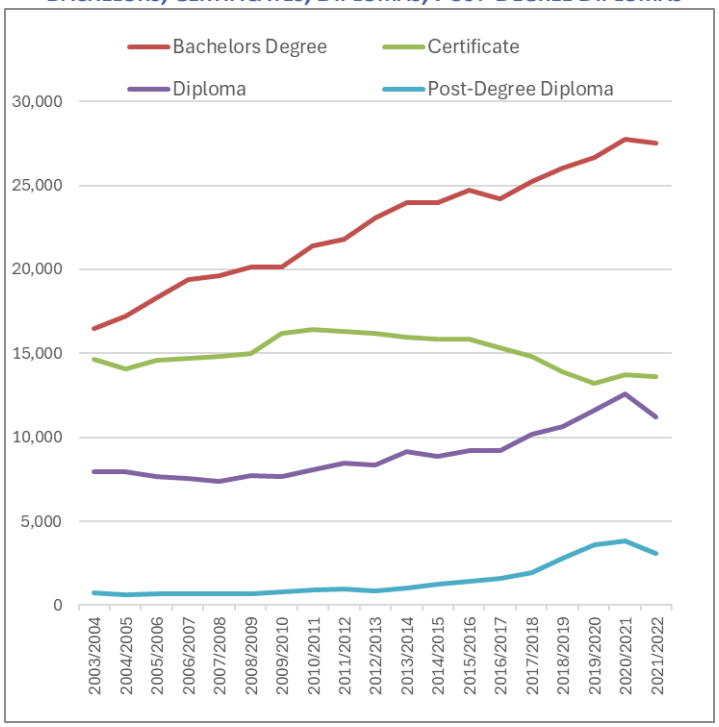
[14] Credential counts exclude the following: Short Certificates and credentials categorized as "Other" or "None"; credentials for which students must make an application to an external agency for certification (i.e., Apprenticeships and Recommendation for Certification for teaching); and any credentials at the Developmental level, such as high school diplomas or completion of career/college preparation programs).

FIGURE 32: TRENDS IN CREDENTIALS AWARDED, BY STUDY LEVEL AND CREDENTIAL CATEGORY

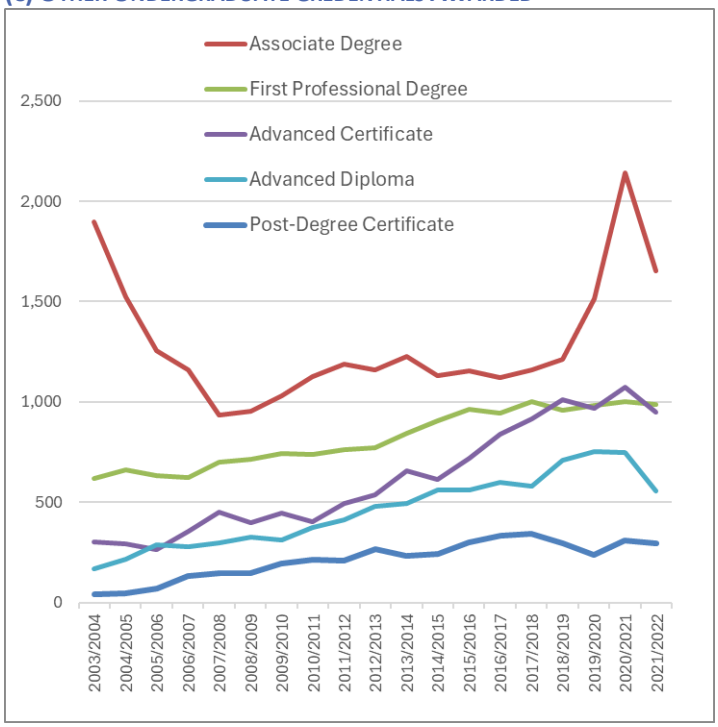
(A) TOTAL CREDENTIALS AWARDED, BY STUDY LEVEL



(B) UNDERGRADUATE CREDENTIALS AWARDED: BACHELORS, CERTIFICATES, DIPLOMAS, POST-DEGREE DIPLOMAS



(C) OTHER UNDERGRADUATE CREDENTIALS AWARDED



(D) GRADUATE CREDENTIALS AWARDED

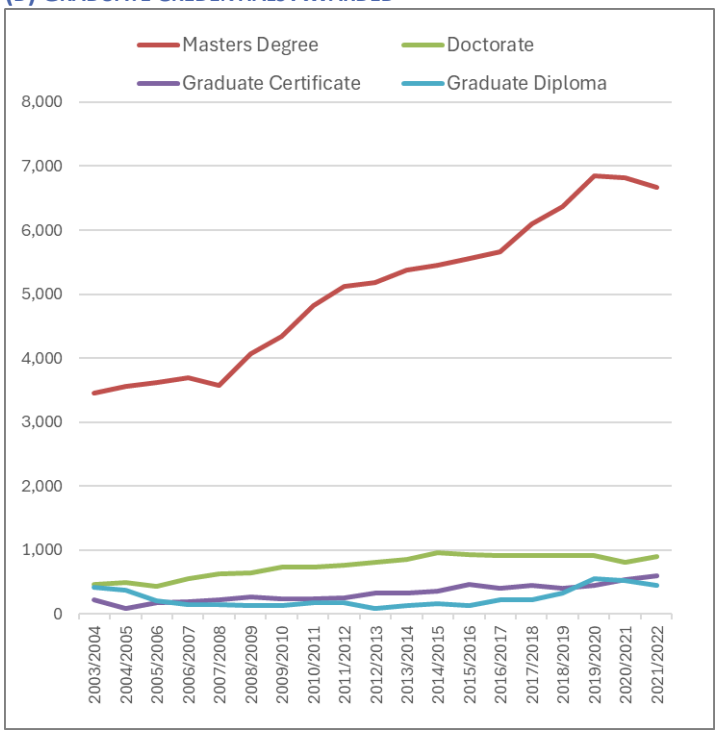
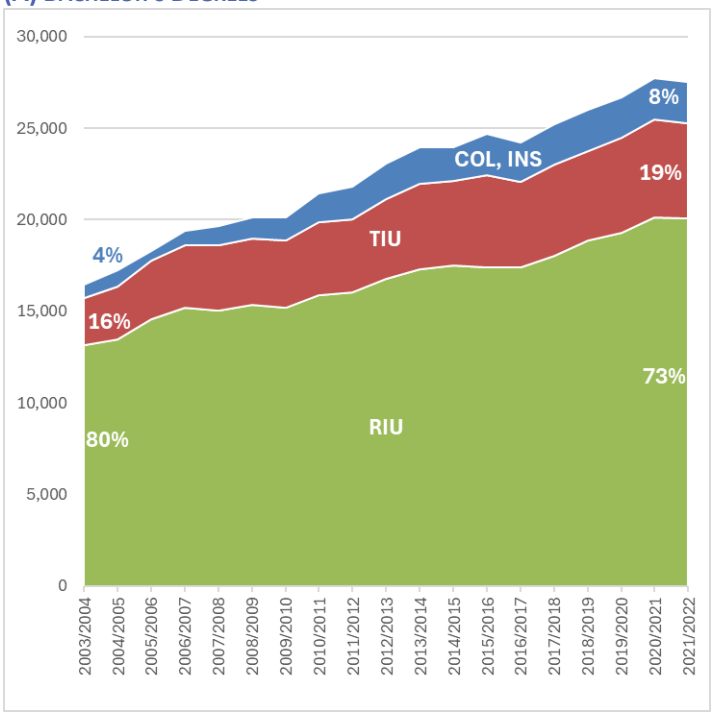
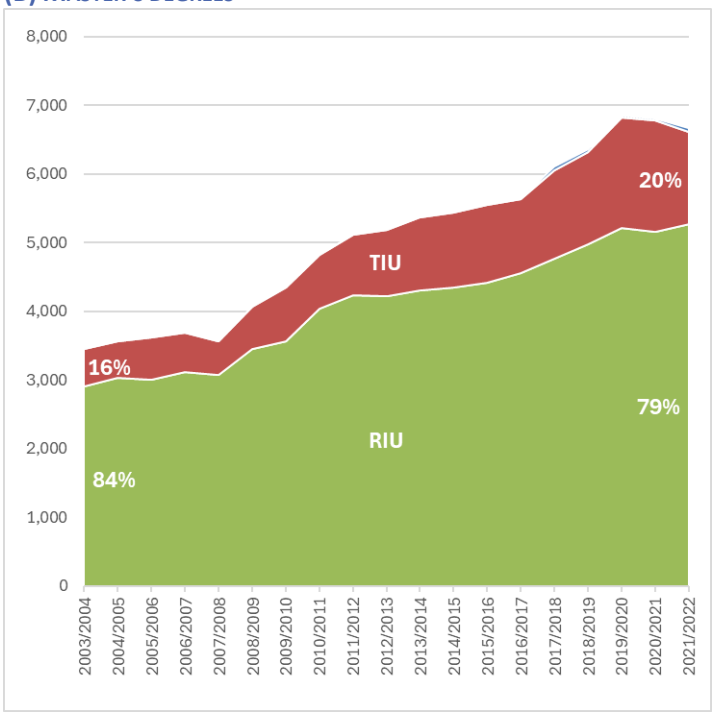


FIGURE 33: DISTRIBUTION OF CREDENTIALS AWARDED, BY INSTITUTION TYPE AND SELECTED CREDENTIAL CATEGORIES

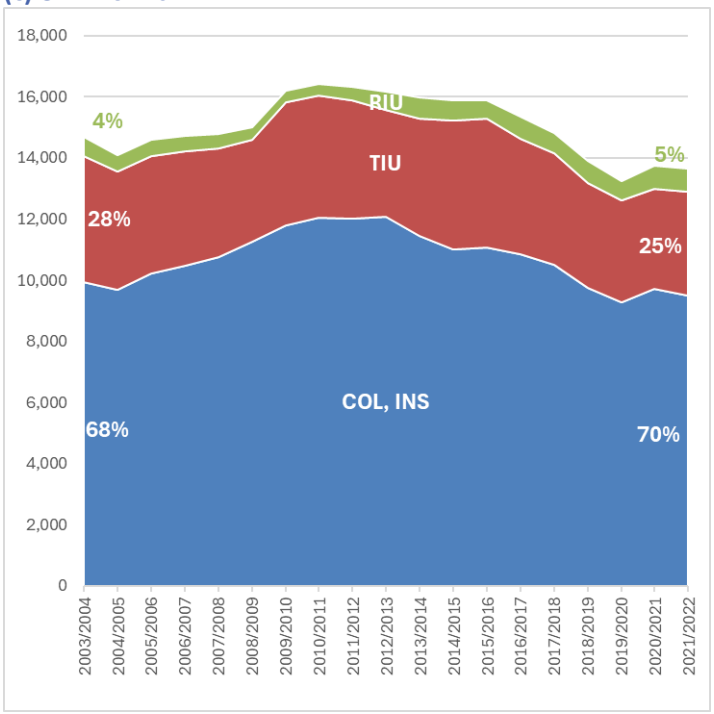
(A) BACHELOR'S DEGREES



(B) MASTER'S DEGREES



(C) CERTIFICATES



(D) DIPLOMAS

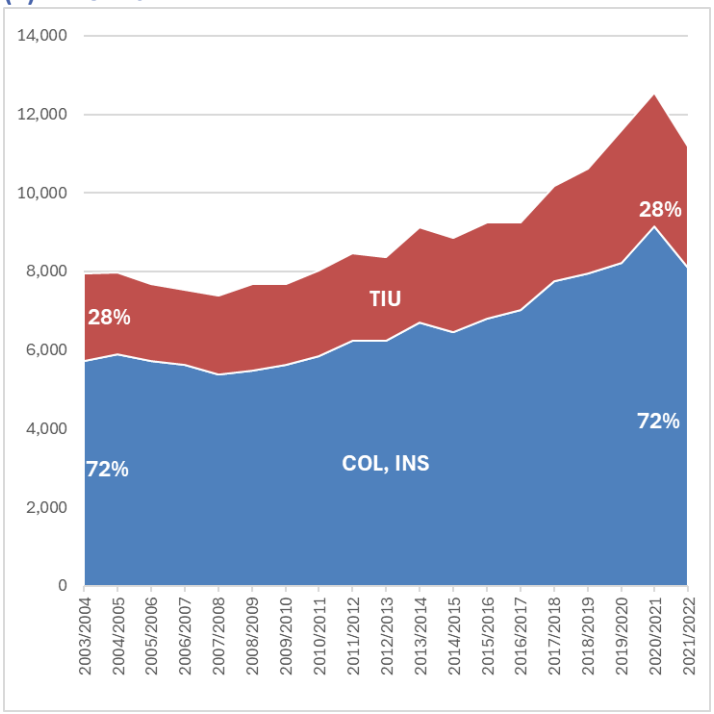
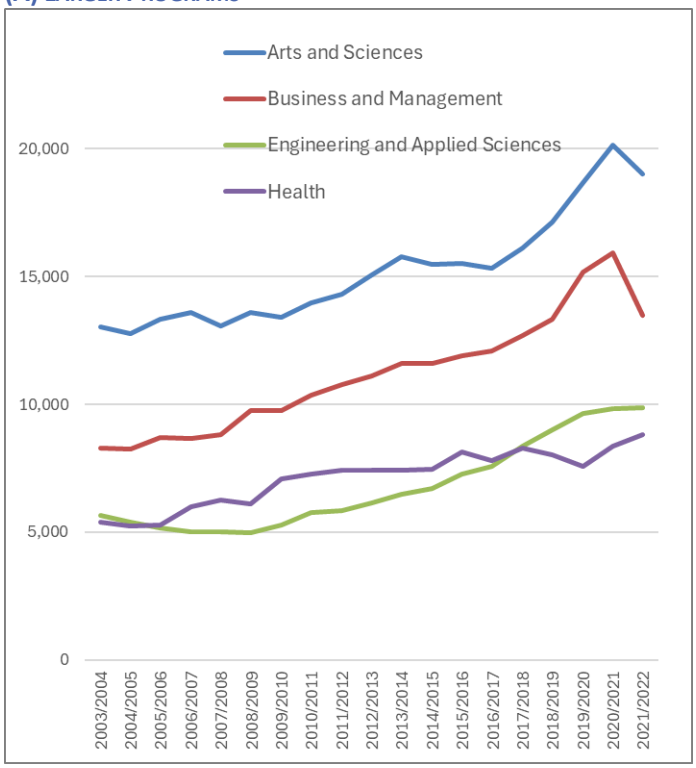
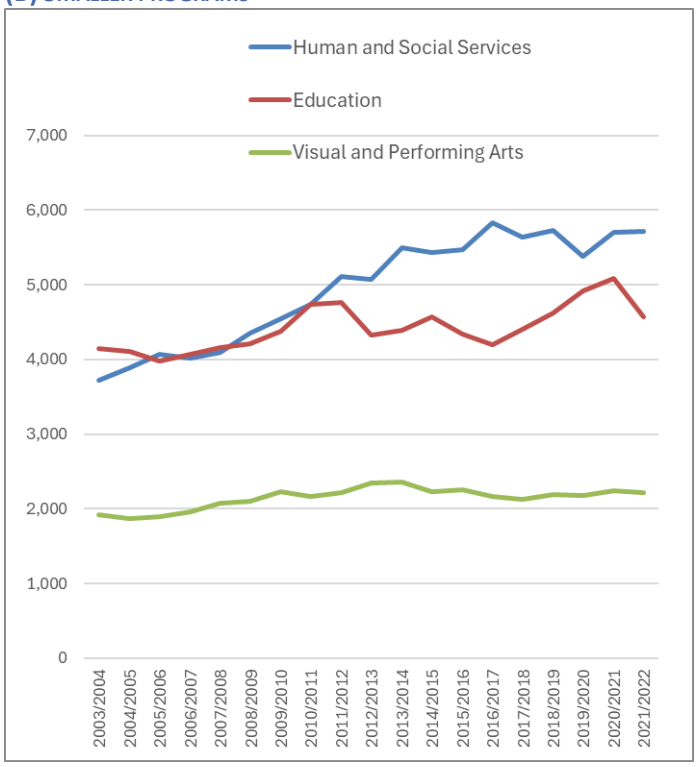


FIGURE 34: TRENDS IN CREDENTIALS AWARDED, BY PROGRAM

(A) LARGER PROGRAMS



(B) SMALLER PROGRAMS



What are the trends in Bachelor's degree completion rates in the B.C. public post-secondary system?

The Student Transitions Project provides annual updates on post-secondary credential completion rates for various student sub-populations in STP Fast Fact #17[15]. Similar to the STP Fast Facts methodology, the Bachelor's degree completion rates provided here are derived from the grade 12 graduates of 2001/2002 to 2017/2018 who enrolled in a B.C. public post-secondary Bachelor's degree program within one year of high school graduation. The cumulative proportion of these Bachelor's degree entrants who completed a Bachelor's degree within five, six or seven years of first entry is calculated for each of the immediate entry cohorts to reveal the trends in Bachelor's degree completion rates.

Over the last seventeen years, among grade 12 graduates of 2001/2002 to 2017/2018, the Bachelor's degree completion rates of immediate entry students into B.C. public post-secondary institutions has shown no improvement in the five-year degree completion rate (46%); however improvements in the six-year degree completion rate (from 61% to 65%) and the seven-year degree completion rate (68% to 71%) suggest that students have become more inclined to complete their Bachelor's degree, but it is taking them a bit longer to complete it now than seventeen years ago.

Bachelor's degree completion rates for selected student sub-populations are provided in **Figure 35** and reveal that many of these groups are showing improvements in their degree completion rates, but the completion rates for some sub-populations are lower than others.

- **International Students:** After five, six or seven years, international students consistently have higher Bachelor's degree completion rates than all immediate-entry students combined. The gap of 10 percentage points between these two groups is especially evident in the five-year Bachelor's degree completion rate (56% international versus 46% for all students).

- **Academic GPA:** High achieving immediate entry students with Academic GPA scores of 75% or higher have significantly higher Bachelor's degree completion rates at five, six and seven years (51%, 70% and 76%) than comparable rates (23%, 38% and 43%) among moderate achievers. The high achievers are more likely to complete their Bachelor's degree in five years (51%) than the moderate achievers in seven years (43%). Despite the gap between these two groups, the moderate achievers have show greater improvement in these rates over seventeen years, than high achievers.

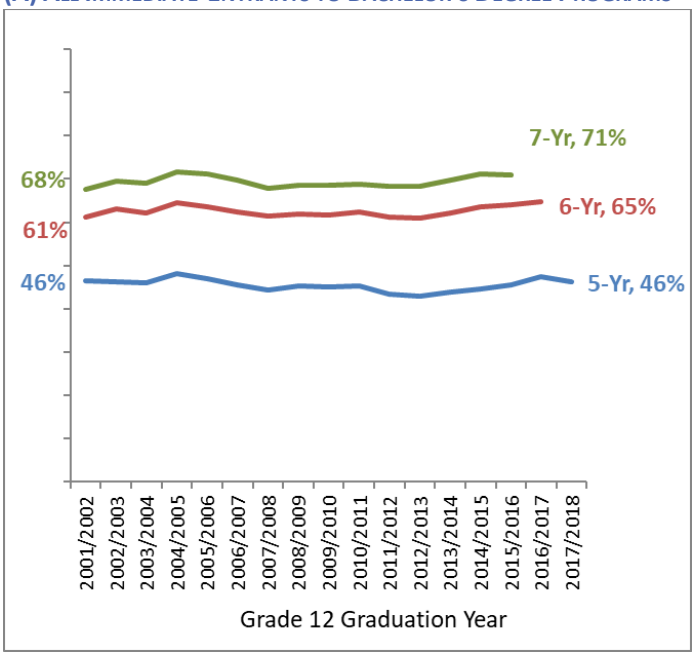
- **Indigenous Students:** The five, six and seven-year Bachelor's degree completion rates for Indigenous students have improved by roughly 15 percentage points over the last seventeen years, although these completion rates are roughly 20 percentage points lower than comparable rates for all immediate entry students combined. Nevertheless, the Bachelor's degree completion rates among the sub-group of high achieving Indigenous students are significantly better than the rates for all Indigenous immediate entry students at all GPA levels combined.

- **Gender:** Females have significantly higher Bachelor's degree completion rates at five, six and seven years (52%, 70%, 75%) than males (38%, 59% and 66%). It is also evident that females are showing gradual improvement in degree completion rates over the seventeen years, but males are showing a decline in five-year completion rates (from 41% to 38%), because they are taking slightly longer to complete their degree, albeit with higher completion rates at six and seven years than attained nearly two decades ago.

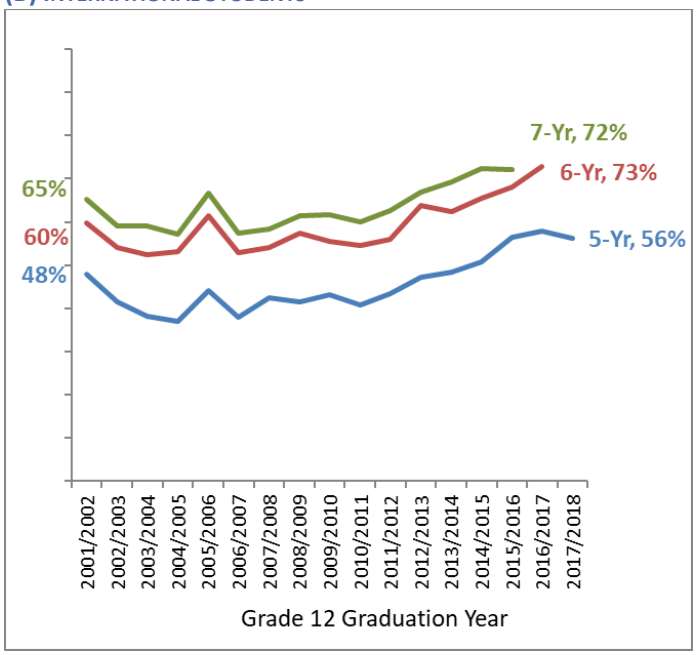
[15] The STP Fast Facts resource is updated annually. The link to the most recent edition is found on the STP website.

FIGURE 35: TRENDS IN BACHELOR'S DEGREE COMPLETION RATES OF SELECTED STUDENT GROUPS, AMONG IMMEDIATE ENTRY STUDENTS TO BACHELOR'S DEGREE PROGRAMS

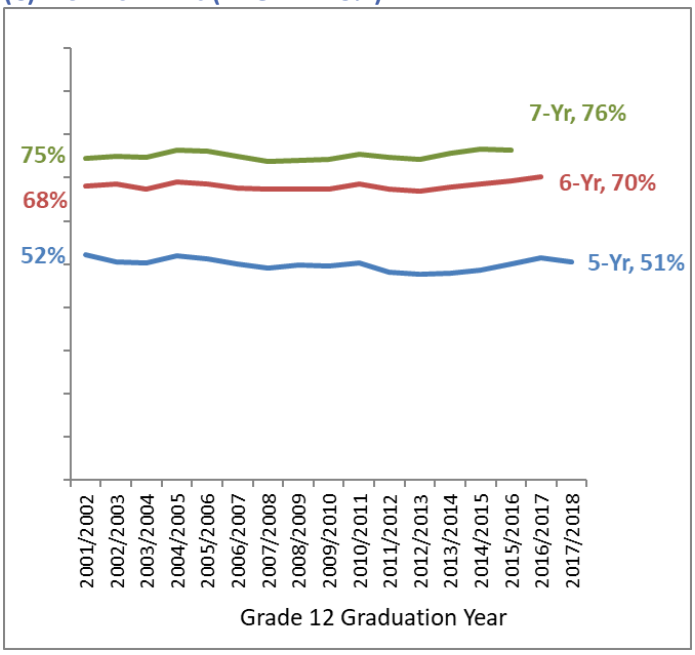
(A) ALL IMMEDIATE-ENTRANTS TO BACHELOR'S DEGREE PROGRAMS



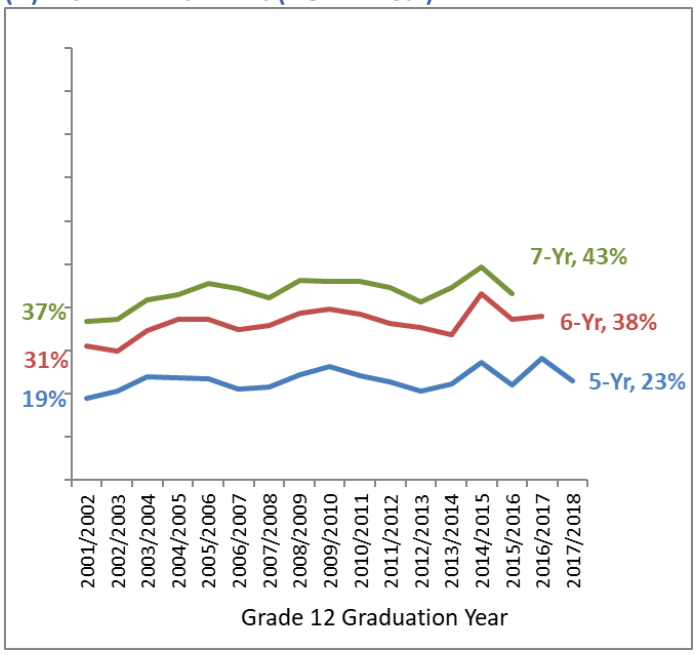
(B) INTERNATIONAL STUDENTS



(C) HIGH ACHIEVERS (APGA >= 75%)



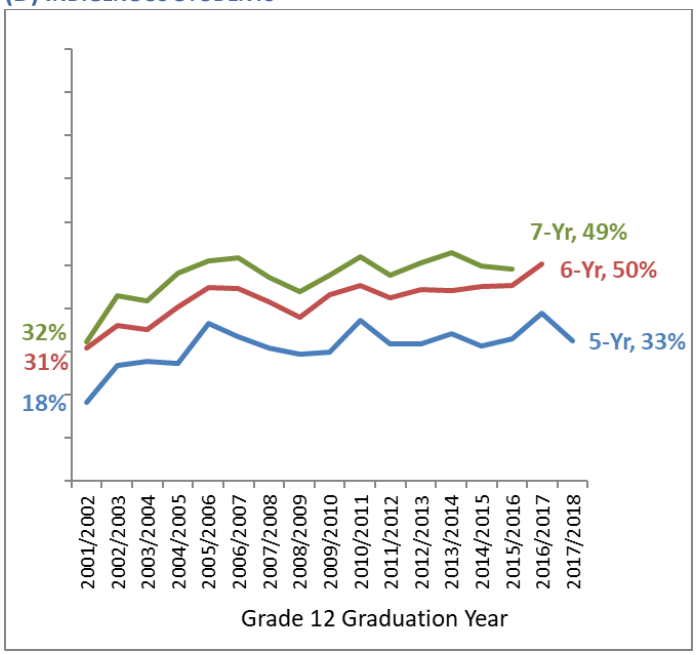
(D) MODERATE ACHIEVERS (AGPA < 75%)



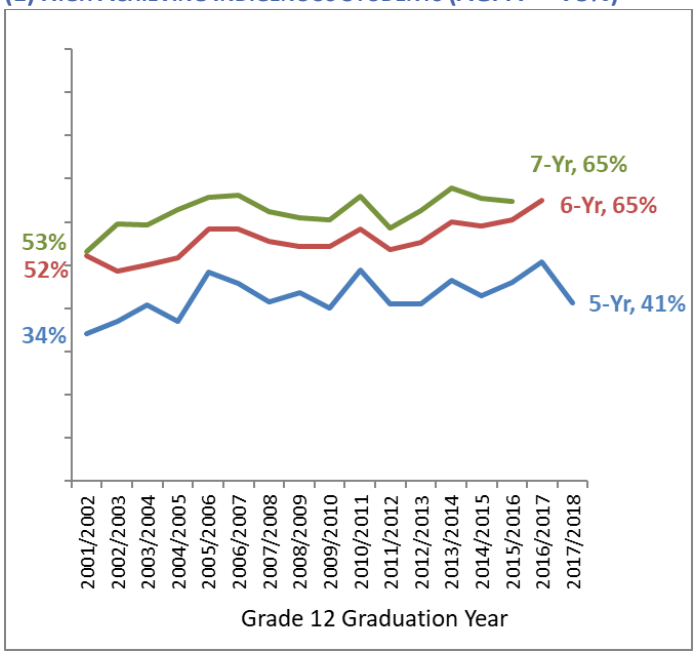
Note that 5-year, 6-year and 7-year degree completion rates are cumulative. Rate values displayed in the most recent time periods are shown for each of three recent years (2015/2016, 2016/2017 and 2017/2018), such that a 7-year rate displayed in 2017/2018 can be lower than the six-year rate in the previous year.

FIGURE 35, CONT.: TRENDS IN BACHELOR'S DEGREE COMPLETION RATES OF SELECTED STUDENT GROUPS, AMONG IMMEDIATE ENTRY STUDENTS TO BACHELOR'S DEGREE PROGRAMS

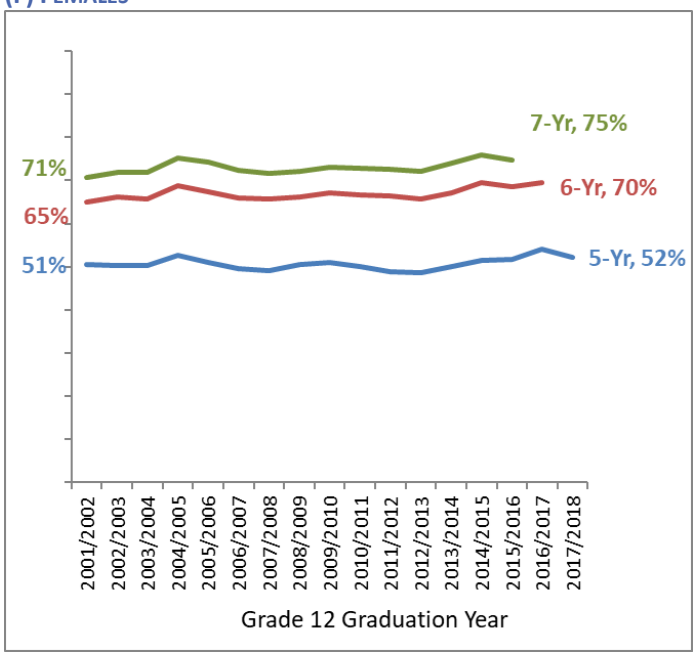
(D) INDIGENOUS STUDENTS



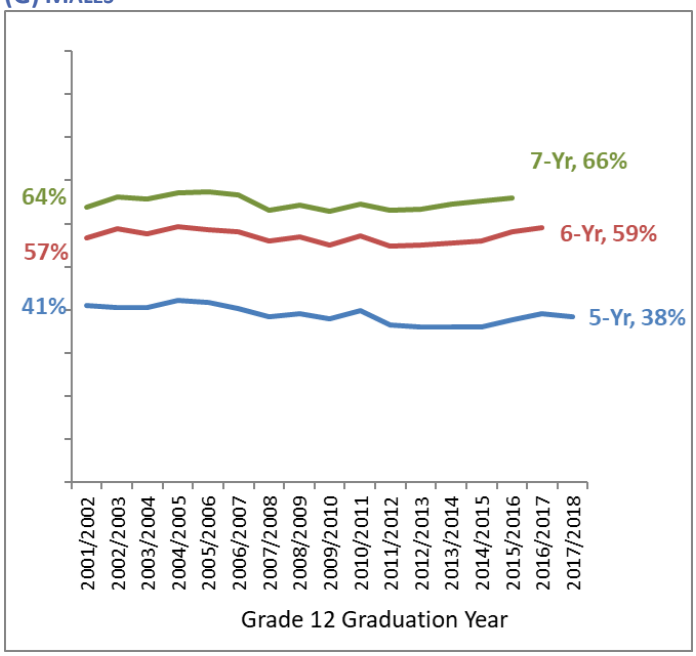
(E) HIGH ACHIEVING INDIGENOUS STUDENTS (AGPA >= 75%)



(F) FEMALES



(G) MALES



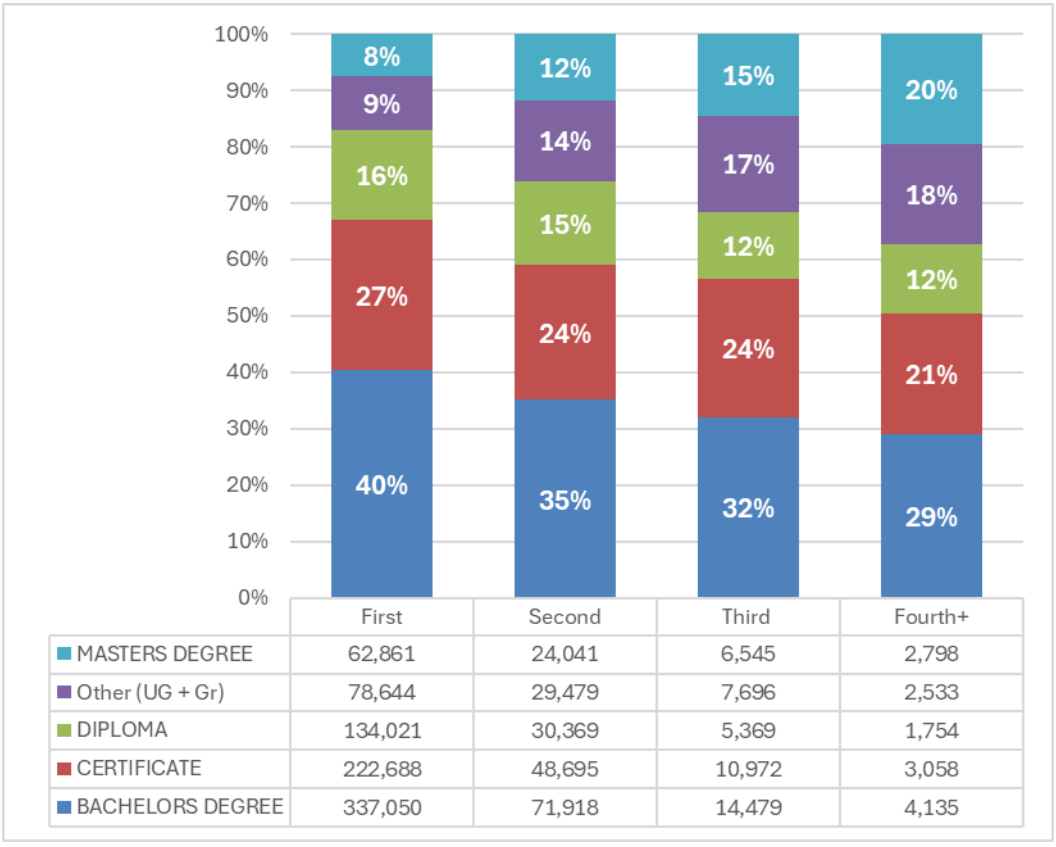
☑ What are the life-long learning paths of B.C. public post-secondary credential completers?

More than one million credentials were awarded to roughly 900,000 students in the B.C. public post-secondary system over nineteen years (2003/2004 to 2021/2022), and from this data it is possible to view the pathways of student credential completions to unravel the patterns of life-long learning paths. This analysis is restricted to the same subset of credentials awarded in the B.C. public post-secondary system used earlier in this report.[14]

Multiple credentials earned: Students earn multiple credentials over time, but the majority (76%) of the credential recipients earned just one credential in the B.C. public post-secondary system; 18% earned two credentials, 4% earned three and 1% earned four or more credentials. Since most students typically earn one credential in their lifetime in the STP, it is not surprising that roughly 75% of credentials awarded to B.C. public post-secondary students each year go to first-time credential recipients, 19% to students earning their second credential, 5% on their third, and fewer than 1% to students earning their fourth or subsequent credential.

Sequencing of credentials earned: Among all first-time credential recipients, the top three credentials earned were Bachelor's Degrees (40%), Certificates (27%), Diplomas (16%) and Masters degrees (8%). Students who completed multiple credentials over time are increasingly likely to earn a graduate-level credential as a subsequent credential, as shown for Master's Degree recipients in **Figure 36**, increasing from 8% of first-time credential recipients to 12%, 15% and 20% of students earning a Master's Degree as their second, third or fourth (and subsequent) credential.

FIGURE 36: DISTRIBUTION OF ALL CREDENTIALS AWARDED (2003/2004 TO 2021/2022) IN THE B.C. PUBLIC POST-SECONDARY SYSTEM, BY SEQUENCE OF CREDENTIAL EARNED (FIRST, SECOND, THIRD, FOURTH+)



	First	Second	Third	Fourth+
MASTERS DEGREE	62,861	24,041	6,545	2,798
Other (UG + Gr)	78,644	29,479	7,696	2,533
DIPLOMA	134,021	30,369	5,369	1,754
CERTIFICATE	222,688	48,695	10,972	3,058
BACHELORS DEGREE	337,050	71,918	14,479	4,135

A similar pattern is evident among the growing share of students earning a First Professional, Post-Baccalaureate and various Post-Degree credentials grouped into the category "Other (UG + Gr)" in **Figure 36.** Offsetting this pattern is a diminishing share of students earning a Bachelor's Degree, Certificate or Diploma as a subsequent credential, decreasing collectively from 83% of first-time credential recipients to 74%, 68% and 62% of students earning one of these three undergraduate credentials as a second, third or fourth (and subsequent) credential. These patterns are not unexpected, given that entry to higher-level credentials typically requires completion of a lower-level credential. Note that students who earned a Master's Degree as their first credential in **Figure 36** are the students who earned their Bachelor's degree outside of the B.C. public post-secondary system or prior to the STP's first cohort of post-secondary registrants in 2002/2003.

Combinations of Multiple Credentials Earned:

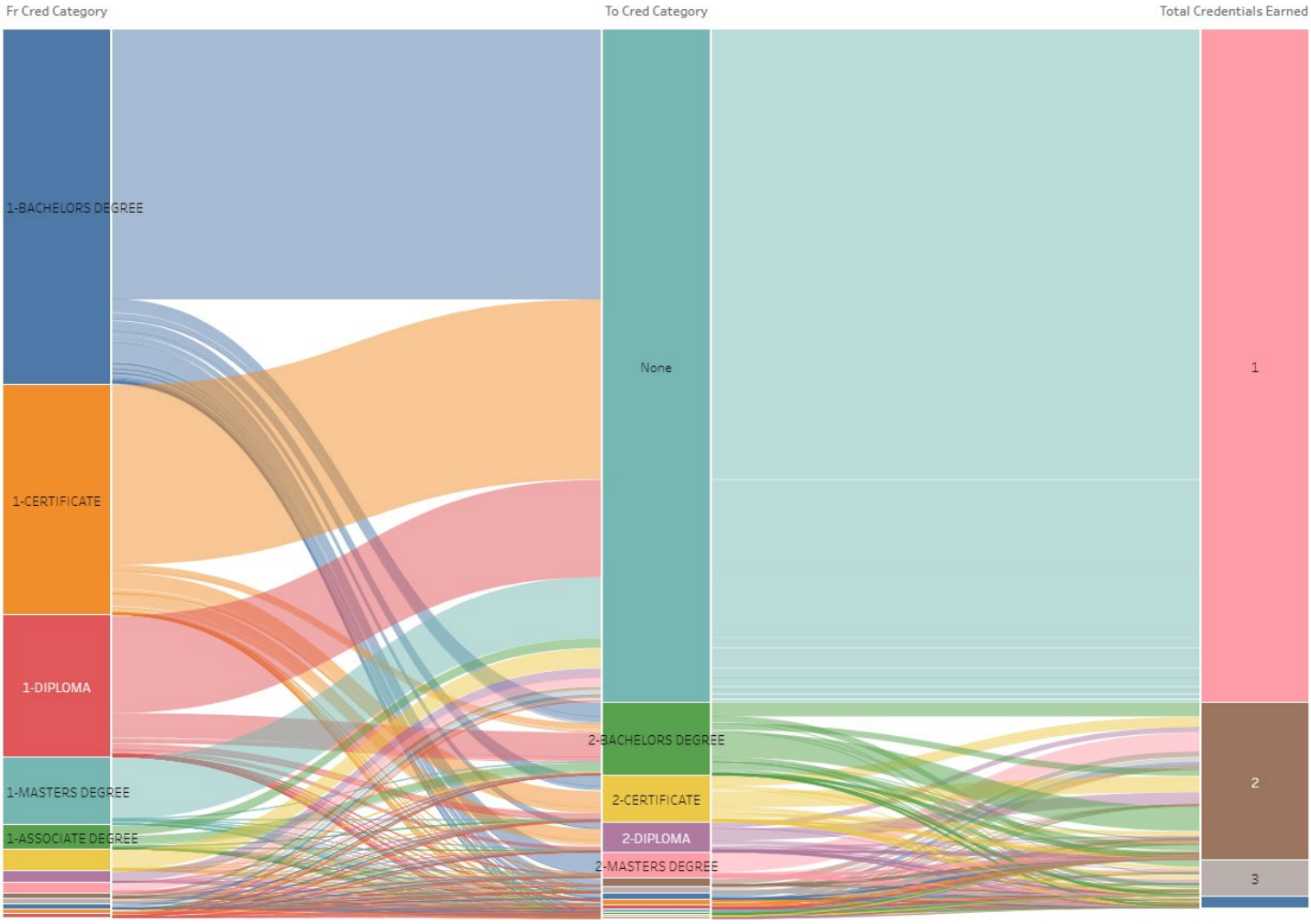
- As the number of credentials completed by students increases, the number of possible combinations of the 13 different credentials also expands, such that the credential completion patterns become increasingly complex. Based on the combinations of credentials earned by students between 2003/2004 and 2021/2022, there were 13 different credentials awarded to nearly 700,000 students; plus 160 different combinations of credential pairs to roughly 159,000 students; 572 credential triplets to roughly 33,000 students; 840 quads of credential combinations to approximately 6,000 students; and more than 6,000 quintuplets of credentials completed by more than 1,000 students who accumulated five or more credentials over the time period.
- **One Credential Earned:** Among those students who completed a single credential between 2003/2004 and 2021/2022, the largest group earned a Bachelor's degree (40%), followed by Certificate (28%), or Diploma (15%). This distribution is similar to that shown for first-time credential recipients in **Figure 36**, some of whom may subsequently earn additional credentials.
- **Two Credentials Earned:** Among those students who earned two credentials (simultaneously or sequentially) in this same time period, the top five most common pairs of credentials earned are listed below.
    - Diploma and Bachelor's Degree (15%),
    - Bachelor's Degree and Master's Degree (12%),
    - Certificate and Certificate (11%),
    - Bachelor's Degree and Bachelor's Degree (10%),
    - Certificate and Diploma (6%),
    - Other credential pairs, including 155 unique pairs of credentials (43%).
- Despite the myriad of multiple credential combinations earned over time, some relationships are evident between the number of credentials students accumulated and the types of credentials they earned.
    - The proportion of students earning a Bachelor's degree increases with the total number of credentials they have earned, increasing from 40% of nearly 700,000 single-credential completers, to 79% of nearly 33,000 students who completed three credentials, to 85% of the roughly 1,000 students who have completed five credentials.
    - Similarly, a larger proportion of students earned a Master's degree or some other advanced, professional or post-degree credential if they had completed multiple credentials, rather than one credential; and this is consistent with the fact that advanced credentials normally require an undergraduate degree for entry.
    - Unlike Bachelor's degrees and other advanced credentials, the proportion of students who earn an undergraduate Certificate or Diploma generally decreases as the number of credentials earned increases.

Flow of Students Between Credentials Earned: The credential completion pathways between credentials earned is shown in the Sankey diagram in **Figure 37** for all credential completers of 2003/2004 to 2021/2022. The completion pathways between the first two credentials earned are shown, flowing from the left to the center of the diagram. Students who completed just one credential terminate at "None" as their second credential and this leads to a total of one credential earned as shown on

the right side of the Sankey. The credential completion pathways for the remaining 25% of students who completed more than one credential are also shown in this diagram; however, the details for these completers are better viewed in **Figure 39** where the single-credential completers are removed.

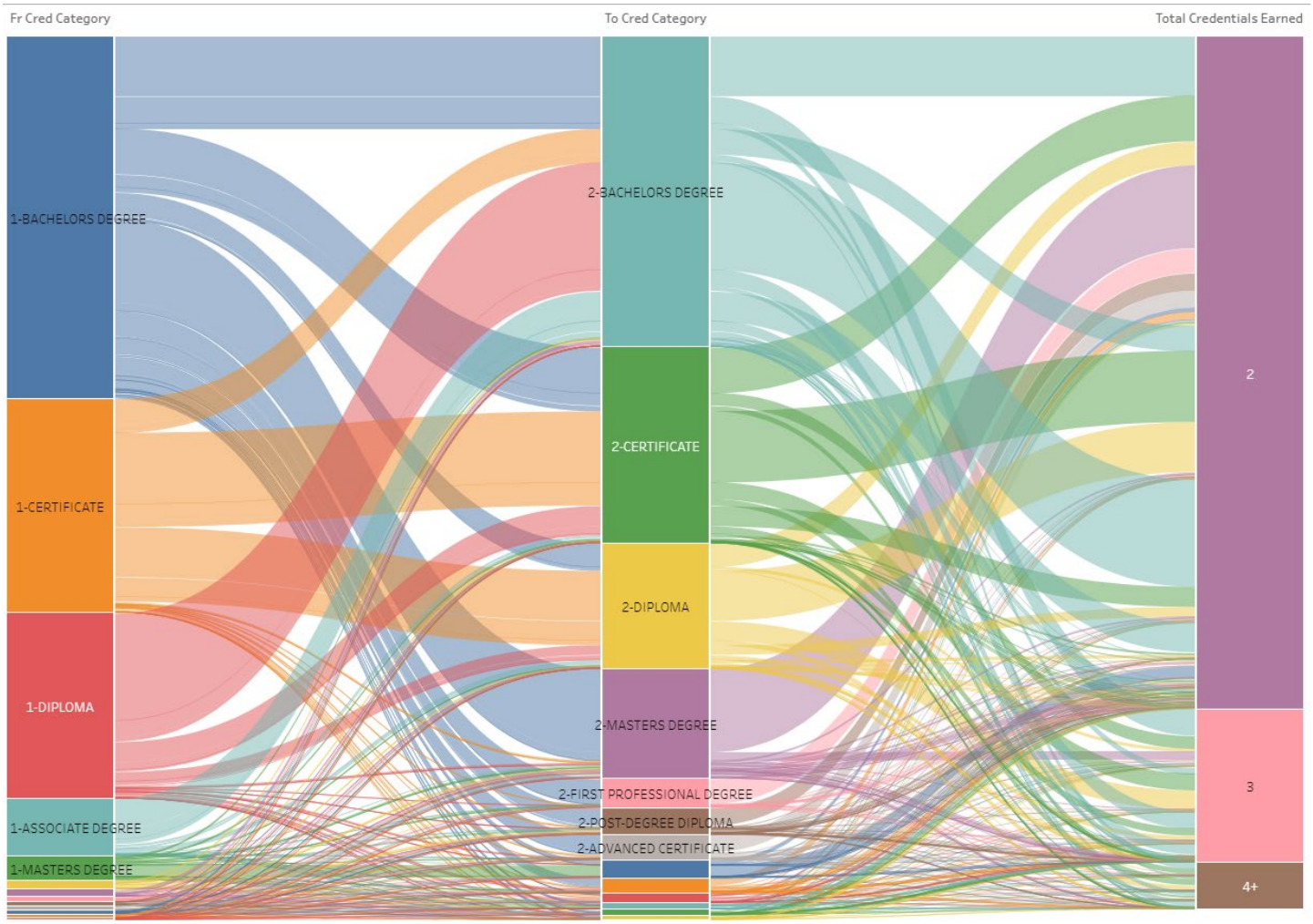
The credential pathways of students who completed two or more credentials between 2003/2004 to 2021/2022 are shown in **Figure 38**. Reading from the left to the center of the Sankey diagram shows the pathways of students between their first two completed credentials. The subsequent flow of these students beyond their second credential is shown on the right, with roughly 78% of these students earning two credentials in total, but the remaining students earned three or more credentials. The complex details of the credential pathways are not shown beyond this point.

FIGURE 37: SANKEY DIAGRAM OF THE LIFELONG LEARNING PATHWAYS OF ALL B.C. PUBLIC POST-SECONDARY CREDENTIAL COMPLETERS OF 2003/3004 TO 2021/2022



Note: Pathways between students' first two completed credentials are shown. Third and subsequent credentials are not shown.

FIGURE 38: SANKEY DIAGRAM OF THE LIFELONG LEARNING PATHWAYS OF STUDENTS WHO COMPLETED MULTIPLE CREDENTIALS IN THE B.C. PUBLIC POST-SECONDARY SYSTEM BETWEEN 2003/3004 TO 2021/2022



Note: Credential completion pathways are shown exclusively for students who completed multiple credentials. Students who completed one credential are excluded. Pathways between third and subsequent credentials are not shown.

Conclusion and Future Goals

This edition of Research Results provided a twenty-year review of STP research findings, including trends in student transitions, enrolments, mobility and credential completions, along with some interpretation of those trends. To conclude this report, we leave readers with some of the ideas and potential projects that the STP will consider pursuing over the next twenty years:

- Linking STP data with other system-wide datasets, such as applicant data from EducationPlanner BC, labour market and employment outcomes of post-secondary graduates, socio-economic indicators, and many other related data sources.
- Conducting a pan-Canadian analysis of student transitions and student mobility.
- Expanding the STP dataset to include private institutions.
- Exploring and developing the concept of "transition eligibility" and the impact of academic qualifications on student transitions and student outcomes. Preliminary STP research showed that differences in students' eligibility to transition can help explain differences in their transition rates and education outcomes, especially among vulnerable student sub-populations.
- Pursuing a distinctions-based approach[16] in the STP research and analysis to acknowledge the rights, interests and priorities of First Nations, Inuit and Metis peoples with respect to their distinct and unique cultures, histories, rights, laws and governments.
- Exploring the pursuit of STP research and analysis on the education outcomes of other demographic groups through an Equity, Diversity and Inclusion (EDI) lens.
- Performing predictive modeling of student transitions, student retention and student mobility.
- Integrating K-12 enrolment projections with student transitions data to estimate the long-range number of forthcoming transitions from grade 12 graduation to B.C. public post-secondary education.

Additional information is available in various formats to post-secondary institutions seeking more detailed information on the topics covered in this report.

Recent STP Research Results, Highlights 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*

A collection of all public STP research outputs since the inception of the STP are also available through the ERIC Institute of Education Sciences. A link to this ERIC repository is also provided on the STP website.

The STP strives to address new and emerging topics, while continuing to address recurring themes at various levels of detail. We welcome input from readers and appreciate receiving suggestions that may help the Student Transitions Project continue in its efforts to contribute to knowledge, planning and decision making in B.C.'s education systems.

[16] *Distinctions-Based Approach Primer*, Province of British Columbia, December 2023. https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/distinctions_based_approach_primer.pdf

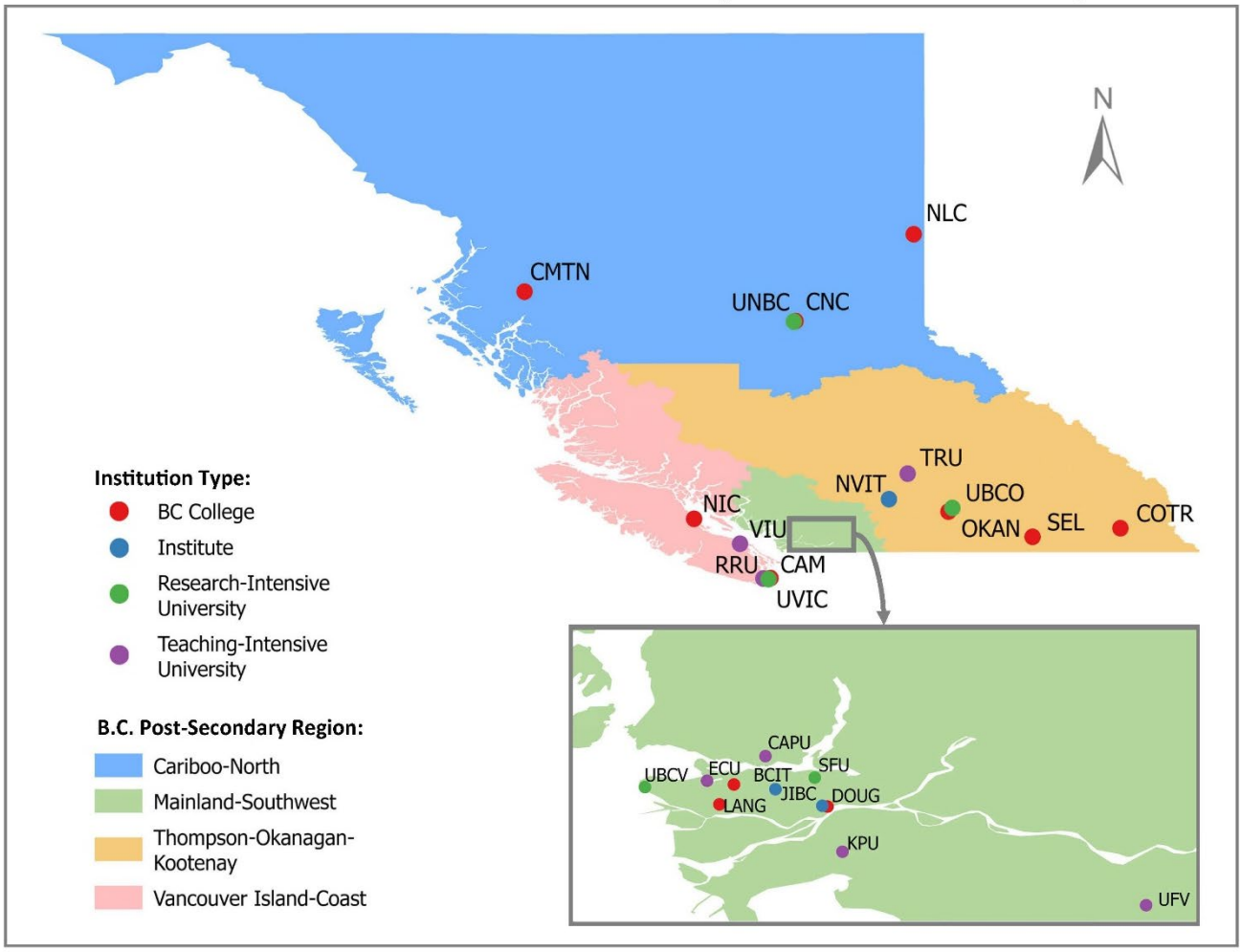
Appendix

A. Map of the B.C. Public Post-Secondary System with 2022/2023 Total Enrolment, by Institution Type and Region

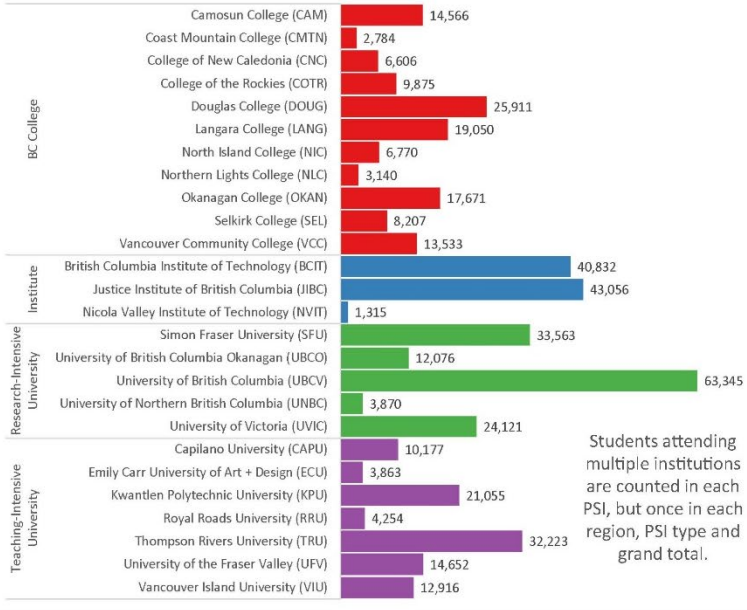
B. History of Changes in B.C. Public Post-Secondary Institution Types, 2002/2003 To 2022/2023

C. 20 Years of the Student Transitions Project – Supporting Data Tables

APPENDIX A: MAP OF THE B.C. PUBLIC POST-SECONDARY SYSTEM WITH 2022/2023 TOTAL ENROLMENT, BY INSTITUTION TYPE AND REGION



Total B.C. Public Post-Secondary Enrolment in Academic Year 2022/2023 = 432,260 Students



APPENDIX B: HISTORY OF CHANGES IN B.C. PUBLIC POST-SECONDARY INSTITUTION TYPES, 2002/2003 TO 2022/2023

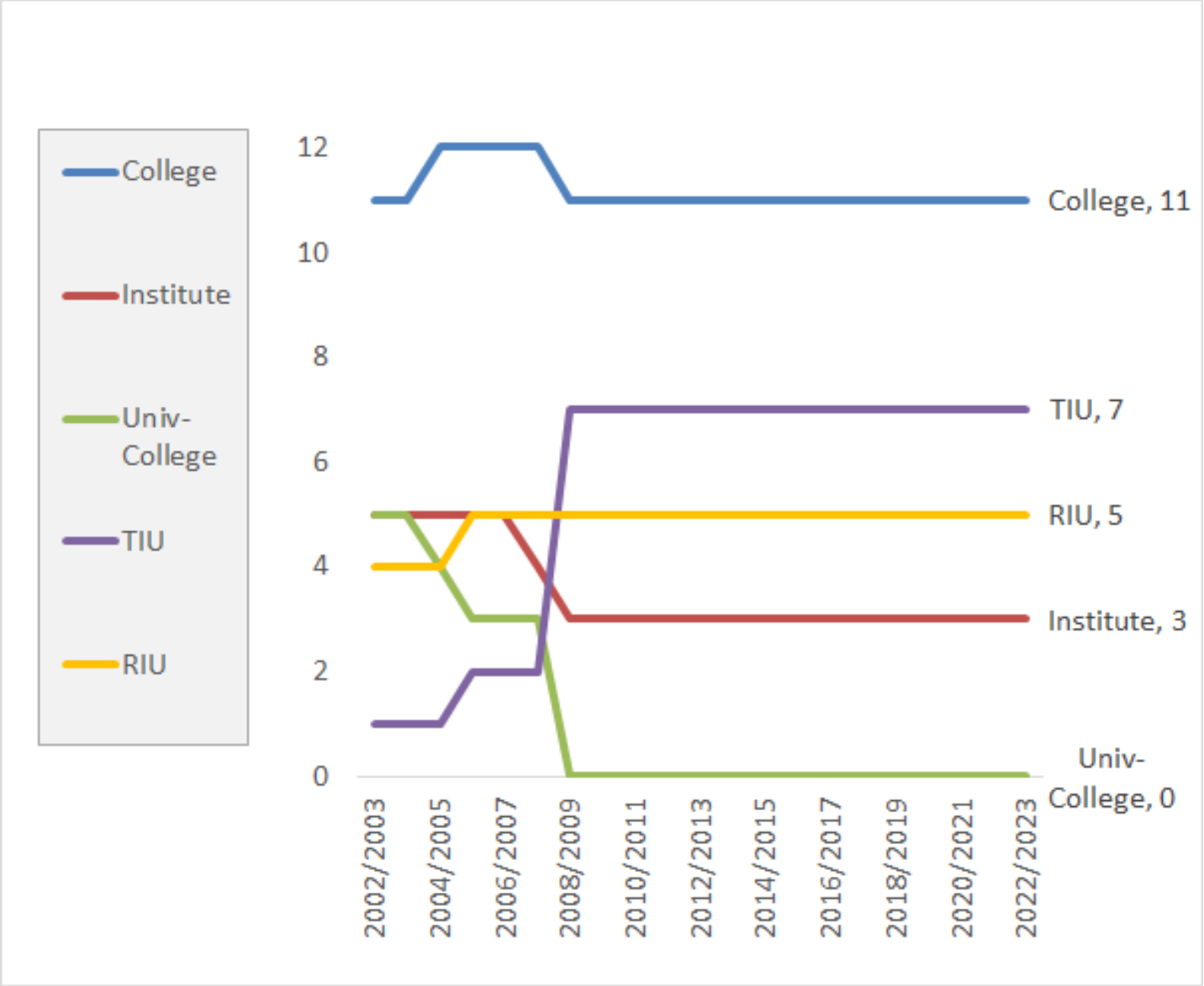
FIGURE B1: CHANGES IN B.C. PUBLIC POST-SECONDARY INSTITUTION TYPES OVER 20 YEARS

PSI Type	Institution	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
B.C. Colleges	CAM	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	CMTN	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	CNC	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	COTR	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	DOUG	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	LANG	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	NIC	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	NLC	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	OKAN	UC	UC	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	SEL	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	VCC	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Institutes	BCIT	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
	JIBC	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
	IIG	I	I	I	I	I	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	NVIT	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
RIUs	SFU	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
	UBCO	--	--	--	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
	UBCV	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
	UNBC	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
	UVIC	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
TIUs	CAPU	C	C	C	C	C	C	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
	ECU	I	I	I	I	I	I	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
	KPU	UC	UC	UC	UC	UC	UC	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
	RRU	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
	TRU	UC	UC	UC	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
	UFV	UC	UC	UC	UC	UC	UC	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
	VIU	UC	UC	UC	UC	UC	UC	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T

Legend:

- C — College
- I — Institute
- R — RIU
- T — TIU
- UC — Univ-College

FIGURE B2: CHANGES IN THE NUMBER OF B.C. PUBLIC POST-SECONDARY INSTITUTIONS, BY INSTITUTION TYPE, OVER 20 YEARS



Note: The B.C. public post-secondary system is comprised of 25 institutions, with two campuses of the University of British Columbia (UBCO and UBCV) counting as a single institution; however, to highlight the expansion of RIU choices for students with the establishment of the UBCO campus in Kelowna in 2005/2006, the information in Appendix B shows UBCO and UBCV as separate RIUs.

APPENDIX C: 20 YEARS OF THE STUDENT TRANSITIONS PROJECT - SUPPORTING DATA TABLES

LIST OF TABLES:

Appendix C Notes:

a) All counts provided are unique student counts, but with unduplicated values provided in subtotal and grand total rows.

b) The sum of values across rows will often exceed the subtotal or grand total, because …
   Students may enrol in multiple institutions and programs simultaneously.
   Students may earn multiple credentials simultaneously at multiple institutions.
   Students may continue or move between multiple institutions simultaneously.

c) Cell values are masked with "---" for all values of 10 or less.

d) For some measures, such as student mobilty and credentials awarded, the full 20-year range of data is not available, thus the maximum available years of data are provided

e) The % change over each of the first and second decade is provided in most tables.

f) When measures are provided as percentages, instead of student counts, the % change is provided as a trend direction only (up, down or no change).

g) Where relevant, a % distribution within sub-groups of table rows is provided (i.e. institutions within institution types) on the right-hand side of some tables.

h) Credentials awarded tables show counts of credentials awarded, rather than the number of students earning credentials.

Table C1: Transitions and Transition Rates to B.C. Public Post-Secondary Education, by Grade 12 Graduation Year -- Time of Entry, Study Level, PSI Type, iGPAs,

Gr12 Transitions to B.C. Public Post-Sec. ↓	Gr12 Grad Year 2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	20-Year Trend	% Change or Trend Yr 01-10	Yr 10-20	All 20 Yrs
# Gr12 Grads	**41,973**	**42,987**	**40,897**	**42,323**	**43,588**	**42,402**	**43,253**	**43,729**	**44,924**	**44,530**	**45,129**	**44,714**	**43,571**	**42,686**	**42,454**	**42,613**	**43,543**	**43,675**	**43,718**	**44,131**		**+6%**	**-1%**	**+5%**
# Entrants by Time of Entry:																								
Immediate Entry	21,539	22,174	20,669	21,501	22,437	22,138	22,897	23,749	24,027	23,923	24,056	23,724	23,077	22,701	22,457	22,400	22,785	22,561	22,651	22,776		+11%	-5%	+6%
1-Yr Delay	4,843	4,770	4,430	4,622	4,795	4,809	5,063	4,619	4,778	4,579	4,416	4,335	4,415	4,174	4,033	3,916	3,832	3,709	3,661	3,823		-5%	-17%	-21%
2-Yr Delay	2,038	2,079	1,882	2,041	2,197	2,080	2,013	1,974	1,968	1,739	1,820	1,808	1,743	1,656	1,696	1,538	1,531	1,481	1,478			-15%	-15%	-27%
No Trans within 3 Yrs	13,553	13,964	13,916	14,159	14,159	13,375	13,280	13,387	14,151	14,289	14,837	14,847	14,336	14,155	14,268	14,759	15,395	15,924				+5%	+11%	+17%
Transition Rates, by Time of Entry:																								
Immediate Entry	51%	52%	51%	51%	51%	52%	53%	54%	53%	54%	53%	53%	53%	53%	53%	53%	52%	52%	52%	52%		↑	↓	↑
1-Yr Delay	12%	11%	11%	11%	11%	11%	12%	11%	11%	10%	10%	10%	10%	10%	9%	9%	9%	8%	8%	9%		↓	↓	↓
2-Yr Delay	5%	5%	5%	5%	5%	5%	5%	5%	4%	4%	4%	4%	4%	4%	4%	4%	4%	3%	3%			↓	↓	↓
No Trans within 3 Yrs	32%	32%	34%	33%	32%	32%	31%	31%	31%	32%	33%	33%	33%	33%	34%	35%	35%	36%				↓	↓	↓
Immediate Entry, by Study Level:																								
Undergraduate	20,486	21,121	19,520	20,326	21,270	21,009	21,769	22,398	22,786	22,731	22,952	22,783	22,136	21,870	21,714	21,613	22,013	21,840	22,137	22,353		+11%	-2%	+9%
Developmental	1,053	1,053	1,149	1,173	1,167	1,129	1,128	1,351	1,241	1,192	1,104	941	941	831	743	787	772	721	514	423		+13%	-65%	-60%
Graduate				---																				
Total Immed. Entry	**21,539**	**22,174**	**20,669**	**21,501**	**22,437**	**22,138**	**22,897**	**23,749**	**24,027**	**23,923**	**24,056**	**23,724**	**23,077**	**22,701**	**22,457**	**22,400**	**22,785**	**22,561**	**22,651**	**22,776**		+11%	-5%	+6%
Developmental %	4.9%	4.7%	5.6%	5.5%	5.2%	5.1%	4.9%	5.7%	5.2%	5.0%	4.6%	4.0%	4.1%	3.7%	3.3%	3.5%	3.4%	3.2%	2.3%	1.9%		↑	↓	↓
Immediate Entry, by Institution Type:																								
RIU	7,160	7,460	7,148	8,005	8,557	8,880	9,052	9,302	9,154	9,039	9,403	9,443	9,191	9,262	9,334	9,169	9,436	9,372	10,042	10,230		+26%	+13%	+43%
COL	6,791	7,020	6,326	6,123	6,274	6,309	6,369	6,666	7,057	7,116	7,245	7,185	6,811	6,635	6,236	6,317	6,126	6,211	5,880	5,741		+5%	-19%	-15%
TIU	6,582	6,651	6,109	6,305	6,383	5,856	6,268	6,644	6,701	6,632	6,183	5,878	5,792	5,550	5,641	5,653	5,901	5,491	5,329	5,241		+1%	-21%	-20%
INS	1,006	1,043	1,086	1,068	1,223	1,093	1,208	1,137	1,115	1,136	1,225	1,218	1,283	1,254	1,246	1,261	1,322	1,487	1,400	1,564		+13%	+38%	+55%
BC System	**21,539**	**22,174**	**20,669**	**21,501**	**22,437**	**22,138**	**22,897**	**23,749**	**24,027**	**23,923**	**24,056**	**23,724**	**23,077**	**22,701**	**22,457**	**22,400**	**22,785**	**22,561**	**22,651**	**22,776**		+11%	-5%	+6%
1Yr & 2Yr Delayed Entry, by Institution Type:																								
RIU	624	703	683	782	884	812	813	788	823	788	736	755	833	845	782	781	868	868				+26%	+10%	+39%
COL	3,068	3,106	2,812	2,996	3,110	3,160	3,253	3,021	3,103	2,861	2,883	2,757	2,642	2,481	2,461	2,245	2,218	2,160				-7%	-25%	-30%
TIU	2,304	2,174	2,019	2,055	2,136	2,172	2,315	2,067	2,071	1,915	1,788	1,778	1,818	1,730	1,755	1,639	1,541	1,433				-17%	-25%	-38%
INS	885	866	798	830	862	745	695	717	749	754	829	853	865	774	731	789	736	729				-15%	-3%	-18%
BC System	**6,881**	**6,849**	**6,312**	**6,663**	**6,992**	**6,889**	**7,076**	**6,593**	**6,746**	**6,318**	**6,236**	**6,143**	**6,158**	**5,830**	**5,729**	**5,454**	**5,363**	**5,190**				-8%	-18%	-25%
Average iGPAs:																								
All Gr12 Graduates	77.6	77.9	78.0	78.4	78.7	76.9	76.9	76.9	77.0	77.4	77.6	78.0	78.6	79.1	79.4	79.6	79.9	80.4	81.1	81.7		-0%	+4%	+4%
Immed. Entrants	80.3	80.6	80.8	81.0	81.3	79.4	79.2	79.3	79.3	79.6	79.8	80.2	80.8	81.3	81.5	81.7	81.9	82.6	83.4	84.2		-1%	+4%	+3%
% of Students with High iGPAs (≥75%)																								
All Gr12 Graduates	61%	61%	62%	63%	65%	56%	56%	56%	56%	58%	59%	61%	63%	65%	67%	68%	69%	71%	73%	75%		↓	↑	↑
Immed. Entrants	74%	74%	75%	75%	77%	69%	67%	68%	68%	69%	70%	72%	74%	76%	77%	78%	78%	80%	83%	85%		↓	↑	↑

Table C2: Immediate Entry Transition Rates to B.C. Public Post-Secondary Education, by Grade 12 Graduation Year and Demographic Characteristic

Gr12 Grad Transition Rates to B.C. Public Post-Sec. ↓	Gr12 Grad Year																				Trend Direction		
	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	20-Year Trend	Yr 01-10	Yr 10-20	All 20 Yrs
All BC Gr12 Grads	**51%**	**52%**	**51%**	**51%**	**51%**	**52%**	**53%**	**54%**	**53%**	**54%**	**53%**	**53%**	**53%**	**53%**	**53%**	**53%**	**52%**	**52%**	**52%**	**52%**		↑	↓	↑
by Gender																								
Female	54%	54%	53%	53%	54%	54%	55%	56%	55%	56%	55%	56%	55%	56%	55%	55%	54%	54%	55%	55%		↑	↓	↑
Male	48%	49%	48%	49%	49%	50%	51%	53%	52%	52%	51%	50%	51%	51%	51%	50%	50%	49%	49%	49%		↑	↓	↑
by Indigenous Status																								
Non-Indigenous Students	52%	52%	51%	51%	52%	53%	54%	55%	54%	55%	54%	54%	54%	54%	54%	54%	53%	53%	53%	53%		↑	↓	↑
Indigenous Students	43%	41%	43%	41%	40%	43%	42%	42%	41%	43%	42%	41%	42%	39%	40%	41%	42%	41%	38%	39%		↓	↓	↓
by Resident Status																								
Resident (Domestic Proxy)	52%	52%	51%	51%	52%	53%	53%	55%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	53%		↑	↓	↑
Non-Resident (Int'l Proxy)	38%	36%	36%	36%	34%	36%	40%	39%	38%	33%	34%	34%	34%	34%	33%	31%	30%	30%	30%	35%		↓	↑	↓
by Primary Language at Home																								
Other Language	69%	69%	67%	66%	67%	68%	69%	70%	68%	67%	67%	66%	65%	64%	63%	61%	59%	58%	58%	59%		↓	↓	↓
English	47%	47%	46%	47%	47%	48%	48%	50%	49%	49%	49%	49%	48%	49%	49%	49%	49%	49%	49%	48%		↑	↓	↑
by English Language Learner (ELL) in Grad Year																								
Non-ELL	51%	51%	50%	51%	51%	52%	53%	54%	53%	54%	53%	53%	53%	53%	53%	53%	52%	52%	52%	52%		↑	↓	↑
ELL	66%	60%	60%	58%	55%	58%	62%	62%	58%	54%	54%	53%	50%	53%	48%	51%	49%	46%	48%	48%		↓	↓	↓
by Disability or Diverse Ability Status																								
Gifted	67%	71%	69%	69%	70%	72%	67%	70%	71%	69%	70%	69%	67%	68%	70%	63%	66%	65%	67%	66%		↑	↓	↓
No Special Needs	51%	51%	50%	51%	51%	52%	53%	55%	54%	54%	54%	54%	54%	54%	54%	54%	53%	53%	53%	53%		↑	↓	↑
Special Needs	33%	32%	33%	33%	34%	36%	37%	38%	40%	41%	39%	38%	39%	38%	40%	39%	40%	39%	37%	39%		↑	↓	↑
by iGPA Level																								
High Achiever	62%	62%	61%	61%	61%	64%	64%	66%	64%	64%	63%	63%	62%	62%	61%	60%	59%	59%	59%	59%		↑	↓	↓
Moderate Achiever	35%	34%	33%	34%	34%	37%	39%	40%	40%	40%	39%	38%	37%	37%	36%	36%	37%	34%	32%	31%		↑	↓	↓
by AGPA Level																								
High Achiever	71%	72%	70%	70%	70%	70%	69%	72%	70%	69%	68%	67%	67%	67%	66%	65%	63%	63%	63%	63%		↓	↓	↓
Moderate Achiever	60%	59%	61%	60%	61%	60%	63%	65%	64%	63%	64%	62%	61%	62%	61%	62%	61%	54%	49%	45%		↑	↓	↓
No AGPA	36%	35%	35%	35%	36%	37%	38%	39%	39%	39%	41%	41%	42%	43%	42%	42%	43%	36%	33%	31%		↑	↓	↓
by BC Region of High School																								
Mainland/Southwest	58%	58%	56%	56%	57%	57%	58%	59%	58%	58%	58%	57%	57%	57%	57%	57%	56%	56%	56%	56%		↑	↓	↓
Vancouver Isl. Coast	44%	44%	45%	44%	44%	45%	46%	48%	47%	47%	47%	47%	48%	48%	47%	45%	46%	45%	45%	45%		↑	↓	↑
Cariboo-North	46%	46%	45%	48%	45%	47%	46%	48%	47%	48%	46%	45%	44%	45%	43%	43%	42%	42%	39%	39%		↑	↓	↓
Thomp-Okan-Koot	40%	40%	40%	40%	40%	43%	43%	45%	44%	46%	45%	45%	45%	46%	45%	47%	47%	45%	43%	43%		↑	↓	↑

Table C3: Immediate Entry Transition Rates to B.C. Public Post-Secondary Education, by Grade 12 Graduation Year, College Region and School District

Gr12 Grad Transition Rates to B.C. Public Post-Sec. ↓	Gr12 Grad Year																				Trend Direction		
	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	20-Year Trend	Yr 01-10	Yr 10-20	All 20 Yrs
All BC Gr12 Grads (All Districts)	**51%**	**52%**	**51%**	**51%**	**51%**	**52%**	**53%**	**54%**	**53%**	**54%**	**53%**	**53%**	**53%**	**53%**	**53%**	**53%**	**52%**	**52%**	**52%**	**52%**				
Camosun																								
061 Greater Victoria	45%	46%	47%	46%	48%	46%	50%	51%	49%	49%	50%	48%	50%	50%	48%	45%	48%	46%	50%	51%				
062 Sooke	37%	35%	31%	36%	31%	37%	37%	41%	40%	36%	42%	43%	41%	45%	48%	41%	38%	39%	39%	43%				
063 Saanich	46%	47%	53%	47%	51%	50%	50%	49%	47%	51%	51%	48%	47%	47%	49%	48%	48%	48%	52%	51%				
064 Gulf Islands^	27%	41%	28%	37%	26%	41%	24%	29%	37%	23%	43%	32%	36%	34%	44%	37%	29%	27%	32%	27%				
093 CSF*	29%	21%	38%	80%	53%	38%	33%	52%	35%	46%	65%	68%	60%	50%	67%	67%	55%	25%	37%	59%				
Public Schools	**43%**	**43%**	**45%**	**45%**	**45%**	**46%**	**46%**	**48%**	**47%**	**46%**	**49%**	**46%**	**48%**	**49%**	**48%**	**46%**	**46%**	**45%**	**47%**	**49%**				
Independent Schools	**42%**	**51%**	**46%**	**43%**	**44%**	**40%**	**49%**	**45%**	**44%**	**47%**	**46%**	**51%**	**47%**	**44%**	**48%**	**39%**	**45%**	**40%**	**48%**	**47%**				
Camosun Total	**43%**	**44%**	**45%**	**44%**	**45%**	**45%**	**47%**	**48%**	**46%**	**46%**	**49%**	**46%**	**48%**	**48%**	**48%**	**45%**	**46%**	**44%**	**47%**	**49%**				
Capilano																								
044 North Vancouver	63%	61%	57%	58%	58%	57%	60%	60%	59%	57%	61%	54%	54%	53%	53%	52%	49%	52%	51%	56%				
045 West Vancouver	52%	54%	53%	52%	54%	48%	46%	50%	49%	45%	44%	43%	43%	42%	40%	39%	39%	45%	41%	43%				
046 Sunshine Coast	36%	38%	36%	33%	31%	40%	39%	42%	40%	47%	41%	43%	42%	36%	43%	34%	37%	33%	40%	31%				
048 Sea to Sky	45%	43%	37%	39%	44%	43%	40%	48%	41%	42%	43%	41%	43%	41%	37%	43%	40%	35%	40%	39%				
064 Gulf Islands^	--	--	--	--	--	--	--	--	--	--	40%	33%	--	33%	40%	43%	--	40%	--	--				
093 CSF*	--	56%	20%	20%	50%	25%	45%	78%	17%	64%	25%	38%	53%	100%	44%	50%	60%	50%	55%	50%				
Public Schools	**55%**	**55%**	**51%**	**53%**	**53%**	**52%**	**52%**	**55%**	**53%**	**52%**	**53%**	**50%**	**51%**	**49%**	**48%**	**49%**	**46%**	**50%**	**49%**	**51%**				
Independent Schools	**53%**	**51%**	**50%**	**47%**	**55%**	**46%**	**49%**	**45%**	**48%**	**43%**	**46%**	**37%**	**40%**	**34%**	**38%**	**31%**	**33%**	**35%**	**36%**	**38%**				
Capilano Total	**55%**	**55%**	**51%**	**52%**	**53%**	**51%**	**52%**	**54%**	**52%**	**51%**	**52%**	**48%**	**49%**	**47%**	**46%**	**46%**	**44%**	**47%**	**46%**	**49%**				
Coast Mountain																								
050 Haida Gwaii	51%	51%	31%	34%	52%	48%	53%	53%	37%	68%	60%	66%	57%	61%	56%	75%	58%	61%	48%	56%				
052 Prince Rupert	55%	58%	62%	66%	66%	60%	57%	64%	74%	57%	60%	53%	55%	55%	52%	53%	54%	52%	46%	42%				
054 Bulkley Valley	28%	39%	38%	43%	35%	40%	36%	42%	42%	37%	36%	38%	42%	38%	38%	28%	26%	33%	33%	33%				
082 Coast Mountains	55%	51%	49%	58%	52%	52%	51%	61%	53%	55%	53%	56%	52%	53%	47%	52%	48%	52%	40%	50%				
092 Nisga'a	49%	56%	44%	75%	63%	67%	43%	73%	56%	82%	83%	69%	70%	--	43%	100%	79%	44%	39%	--				
Public Schools	**48%**	**50%**	**49%**	**56%**	**52%**	**52%**	**48%**	**57%**	**52%**	**52%**	**52%**	**51%**	**53%**	**49%**	**47%**	**49%**	**45%**	**49%**	**42%**	**44%**				
Independent Schools	**35%**	**33%**	**35%**	**39%**	**30%**	**28%**	**29%**	**42%**	**51%**	**44%**	**26%**	**38%**	**28%**	**32%**	**35%**	**33%**	**26%**	**29%**	**22%**	**37%**				
Coast Mountain Total	**47%**	**49%**	**47%**	**55%**	**51%**	**50%**	**47%**	**56%**	**52%**	**52%**	**50%**	**51%**	**50%**	**48%**	**46%**	**47%**	**44%**	**47%**	**40%**	**43%**				
Douglas																								
040 New Westminster	56%	57%	52%	47%	54%	60%	56%	62%	65%	60%	62%	57%	62%	59%	55%	55%	50%	57%	62%	61%				
041 Burnaby	69%	71%	70%	67%	70%	71%	69%	69%	69%	71%	66%	67%	67%	66%	67%	66%	64%	63%	64%	66%				
042 Maple Rdg.-Pitt Mdws.	41%	43%	37%	42%	45%	43%	45%	45%	42%	46%	44%	46%	41%	48%	42%	43%	47%	46%	46%	47%				
043 Coquitlam	60%	62%	59%	61%	56%	59%	61%	61%	60%	59%	59%	58%	59%	56%	57%	57%	56%	57%	58%	60%				
093 CSF*	--	--	--	--	67%	80%	50%	100%	57%	60%	80%	80%	80%	80%	63%	50%	81%	53%	48%	55%				
Public Schools	**60%**	**61%**	**58%**	**58%**	**58%**	**60%**	**60%**	**60%**	**59%**	**60%**	**58%**	**58%**	**58%**	**58%**	**57%**	**57%**	**56%**	**57%**	**58%**	**59%**				
Independent Schools	**55%**	**63%**	**60%**	**65%**	**65%**	**65%**	**68%**	**69%**	**67%**	**68%**	**71%**	**68%**	**65%**	**66%**	**66%**	**62%**	**62%**	**60%**	**61%**	**62%**				
Douglas Total	**60%**	**61%**	**58%**	**59%**	**59%**	**60%**	**61%**	**61%**	**60%**	**60%**	**59%**	**59%**	**59%**	**58%**	**58%**	**57%**	**57%**	**57%**	**58%**	**60%**				
Fraser Valley																								
033 Chilliwack	41%	40%	38%	41%	39%	43%	41%	41%	41%	40%	38%	37%	39%	42%	39%	40%	46%	43%	43%	42%				
034 Abbotsford	47%	47%	47%	48%	46%	44%	45%	47%	47%	47%	49%	49%	48%	50%	53%	49%	51%	54%	52%	52%				
075 Mission	44%	31%	33%	38%	34%	37%	39%	41%	34%	36%	41%	39%	41%	45%	38%	44%	46%	49%	38%	42%				
078 Fraser-Cascade	40%	42%	47%	32%	40%	41%	47%	53%	45%	46%	31%	39%	39%	38%	50%	44%	49%	41%	32%	34%				
093 CSF*	56%	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--				
Public Schools	**45%**	**43%**	**42%**	**44%**	**43%**	**44%**	**43%**	**45%**	**44%**	**45%**	**44%**	**45%**	**45%**	**48%**	**48%**	**46%**	**50%**	**51%**	**48%**	**48%**				
Independent Schools	**41%**	**41%**	**40%**	**41%**	**37%**	**36%**	**40%**	**39%**	**41%**	**37%**	**41%**	**39%**	**40%**	**42%**	**46%**	**45%**	**45%**	**43%**	**39%**	**42%**				
Fraser Valley Total	**45%**	**43%**	**42%**	**44%**	**42%**	**42%**	**43%**	**45%**	**44%**	**44%**	**44%**	**44%**	**44%**	**47%**	**47%**	**46%**	**49%**	**50%**	**47%**	**47%**				

Gr12 Grad Transition Rates to B.C. Public Post-Sec. ↓	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	20-Year Trend	Trend Direction Yr 01-10	Yr 10-20	All 20 Yrs
Gr12 Grad Year																								
Kwantlen																								
035 Langley	43%	42%	40%	40%	45%	41%	44%	46%	45%	43%	40%	41%	42%	44%	43%	46%	45%	44%	47%	47%		↓	↑	↑
036 Surrey	54%	53%	53%	53%	56%	58%	60%	59%	60%	61%	61%	61%	60%	62%	63%	63%	61%	62%	63%	62%		↑	↑	↑
037 Delta	55%	56%	56%	56%	57%	54%	57%	62%	60%	61%	63%	59%	57%	59%	60%	61%	60%	58%	59%	60%		↑	↓	↑
038 Richmond	73%	71%	73%	70%	73%	74%	74%	76%	77%	74%	72%	71%	72%	70%	71%	68%	68%	67%	67%	66%		↑	↓	↓
093 CSF*	--	29%	22%	25%	46%	37%	57%	66%	63%	41%	24%	63%	50%	41%	63%	66%	45%	35%	45%	56%		↑	↑	↑
Public Schools	**57%**	**56%**	**56%**	**56%**	**58%**	**59%**	**60%**	**62%**	**61%**	**61%**	**61%**	**61%**	**60%**	**61%**	**61%**	**61%**	**60%**	**60%**	**61%**	**60%**		↑	↓	↑
Independent Schools	**50%**	**48%**	**50%**	**46%**	**53%**	**48%**	**52%**	**52%**	**53%**	**50%**	**54%**	**50%**	**50%**	**53%**	**56%**	**61%**	**55%**	**55%**	**58%**	**54%**		↑	↑	↑
Kwantlen Total	**56%**	**56%**	**56%**	**55%**	**58%**	**58%**	**60%**	**61%**	**61%**	**60%**	**60%**	**60%**	**59%**	**60%**	**61%**	**61%**	**60%**	**59%**	**60%**	**60%**		↑	↓	↑
New Caledonia																								
028 Quesnel	46%	42%	41%	43%	45%	47%	51%	49%	48%	47%	48%	48%	46%	47%	44%	49%	44%	42%	38%	37%		↑	↓	↓
057 Prince George	53%	49%	52%	51%	50%	52%	51%	51%	51%	53%	51%	50%	47%	47%	49%	49%	48%	48%	48%	44%		↓	↓	↓
091 Nechako Lakes	29%	33%	35%	42%	42%	48%	47%	44%	48%	46%	41%	34%	44%	41%	45%	37%	39%	38%	40%	34%		↑	↓	↑
093 CSF*	67%	50%	88%	43%	--	44%	63%	50%	83%	67%	67%	89%	40%	67%	50%	50%	80%	60%	--	44%		→	↓	↓
Public Schools	**48%**	**46%**	**47%**	**48%**	**48%**	**50%**	**50%**	**49%**	**50%**	**50%**	**49%**	**47%**	**46%**	**46%**	**48%**	**46%**	**46%**	**45%**	**45%**	**41%**		↑	↓	↓
Independent Schools	**73%**	**29%**	**30%**	**63%**	**41%**	**48%**	**51%**	**57%**	**61%**	**58%**	**52%**	**47%**	**52%**	**39%**	**37%**	**49%**	**38%**	**45%**	**40%**	**41%**		↓	↓	↓
New Caledonia Total	**48%**	**45%**	**47%**	**48%**	**48%**	**50%**	**50%**	**49%**	**50%**	**50%**	**49%**	**47%**	**46%**	**46%**	**47%**	**47%**	**46%**	**45%**	**45%**	**41%**		↑	↓	↓
North Island																								
049 Central Coast	30%	29%	33%	26%	52%	63%	64%	50%	44%	14%	70%	53%	33%	83%	55%	39%	60%	44%	38%	16%		↓	↑	↓
070 Pacific Rim	59%	51%	51%	53%	43%	51%	42%	48%	58%	57%	56%	48%	49%	47%	54%	51%	47%	46%	46%	44%		↓	↓	↓
071 Comox Valley	41%	42%	39%	36%	43%	44%	47%	51%	48%	53%	49%	45%	52%	49%	47%	46%	43%	42%	46%	43%		↑	↓	↑
072 Campbell River	45%	39%	45%	40%	40%	46%	42%	47%	50%	49%	43%	50%	52%	42%	45%	44%	46%	53%	47%	44%		↑	↓	↓
084 Vancouver Island W.	41%	55%	47%	48%	55%	35%	48%	42%	31%	86%	35%	56%	50%	50%	50%	60%	60%	54%	39%	40%		↑	↓	↓
085 Vancouver Island N.	47%	47%	48%	49%	50%	40%	43%	38%	44%	49%	45%	48%	48%	42%	38%	44%	48%	49%	41%	49%		↑	↓	↑
093 CSF*	100%	50%	50%	50%	43%	67%	29%	71%	33%	50%	60%	50%	56%	46%	56%	53%	71%	77%	50%	58%		↓	↑	↓
Public Schools	**47%**	**43%**	**44%**	**41%**	**43%**	**46%**	**44%**	**48%**	**50%**	**53%**	**48%**	**48%**	**51%**	**47%**	**47%**	**47%**	**45%**	**47%**	**46%**	**44%**		↑	↓	↓
Independent Schools	**27%**	**32%**	**23%**	**26%**	**18%**	**51%**	**48%**	**53%**	**49%**	**30%**	**40%**	**37%**	**36%**	**30%**	**41%**	**33%**	**33%**	**38%**	**40%**	**27%**		↑	↓	↑
North Island Total	**46%**	**43%**	**44%**	**41%**	**43%**	**46%**	**44%**	**48%**	**50%**	**52%**	**48%**	**48%**	**51%**	**46%**	**47%**	**46%**	**45%**	**46%**	**46%**	**43%**		↑	↓	↓
Northern Lights																								
059 Peace River South	35%	46%	39%	42%	37%	33%	39%	40%	41%	37%	37%	38%	27%	38%	32%	26%	27%	33%	24%	30%		↑	↓	↓
060 Peace River North	35%	41%	32%	31%	28%	31%	32%	29%	30%	33%	29%	30%	29%	34%	30%	31%	34%	31%	30%	30%		↓	↓	↓
081 Fort Nelson	48%	48%	57%	36%	55%	46%	47%	49%	50%	61%	43%	49%	33%	60%	33%	34%	42%	34%	28%	29%		↑	↓	↓
087 Stikine	33%	25%	63%	57%	71%	33%	100%	--	--	50%	71%	67%	83%	25%	80%	50%	78%	20%	100%	57%		↑	↑	↑
Public Schools	**37%**	**43%**	**37%**	**37%**	**34%**	**33%**	**37%**	**35%**	**36%**	**38%**	**35%**	**35%**	**28%**	**38%**	**31%**	**30%**	**33%**	**32%**	**28%**	**30%**		↑	↓	↓
Independent Schools	**56%**	**38%**	**50%**	**--**	**25%**	**18%**	**38%**	**38%**	**36%**	**29%**	**11%**	**47%**	**43%**	**43%**	**32%**	**35%**	**22%**	**20%**	**24%**	**36%**		↓	↑	↓
Northern Lights Total	**37%**	**43%**	**37%**	**37%**	**34%**	**33%**	**37%**	**35%**	**36%**	**37%**	**34%**	**35%**	**29%**	**38%**	**31%**	**30%**	**33%**	**32%**	**27%**	**30%**		↑	↓	↓
Okanagan																								
019 Revelstoke	29%	28%	28%	31%	35%	42%	31%	40%	29%	30%	31%	42%	46%	35%	54%	29%	47%	38%	45%	44%		↑	↑	↑
022 Vernon	38%	35%	33%	33%	34%	38%	38%	38%	42%	46%	41%	41%	40%	42%	48%	47%	44%	43%	39%	41%		↑	↓	↑
023 Central Okanagan	36%	42%	39%	38%	44%	43%	44%	49%	45%	49%	49%	50%	48%	49%	49%	50%	51%	49%	48%	47%		↑	↓	↑
053 Okan. Similkameen	42%	40%	38%	36%	38%	40%	38%	39%	47%	51%	45%	56%	47%	54%	47%	48%	55%	49%	50%	38%		↑	↓	↓
058 Nicola-Similkameen^	13%	18%	22%	16%	31%	52%	40%	38%	37%	41%	51%	33%	17%	19%	36%	38%	38%	24%	17%	26%		↑	↓	↑
067 Okanagan Skaha	32%	33%	33%	36%	40%	45%	41%	42%	42%	46%	46%	46%	48%	47%	44%	51%	48%	47%	44%	39%		↑	↓	↑
083 N. Okan.-Shuswap	35%	33%	37%	37%	31%	43%	43%	40%	42%	40%	39%	40%	40%	44%	39%	45%	47%	42%	40%	40%		↑	↓	↑
093 CSF*	70%	33%	45%	73%	78%	38%	50%	50%	75%	60%	64%	31%	54%	56%	53%	33%	68%	36%	40%	61%		↓	↑	↓
Public Schools	**36%**	**37%**	**36%**	**36%**	**39%**	**42%**	**42%**	**44%**	**44%**	**47%**	**46%**	**47%**	**46%**	**47%**	**47%**	**48%**	**50%**	**47%**	**45%**	**43%**		↑	↓	↑
Independent Schools	**35%**	**43%**	**41%**	**35%**	**38%**	**41%**	**40%**	**41%**	**36%**	**40%**	**40%**	**46%**	**38%**	**47%**	**45%**	**55%**	**44%**	**44%**	**45%**	**48%**		↑	↑	↑
Okanagan Total	**36%**	**37%**	**36%**	**36%**	**39%**	**42%**	**42%**	**44%**	**44%**	**47%**	**45%**	**47%**	**45%**	**47%**	**47%**	**49%**	**49%**	**46%**	**45%**	**44%**		↑	↓	↑

Gr12 Grad Transition Rates to B.C. Public Post-Sec. ↓	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	20-Year Trend	Trend Direction Yr 01-10	Yr 10-20	All 20 Yrs
Rockies																								
005 Southeast Kootenay	36%	32%	36%	39%	40%	36%	37%	43%	38%	40%	40%	42%	44%	43%	31%	39%	38%	40%	35%	38%		↑	↓	↑
006 Rocky Mountain	31%	28%	34%	32%	30%	33%	34%	30%	34%	31%	29%	22%	22%	31%	31%	31%	28%	25%	29%	26%		↓	↓	↓
008 Kootenay Lake^	27%	30%	23%	37%	25%	35%	40%	41%	34%	38%	36%	48%	33%	33%	33%	27%	23%	11%	67%	6%		↑	↓	↓
Public Schools	**33%**	**31%**	**34%**	**37%**	**35%**	**35%**	**36%**	**38%**	**36%**	**37%**	**36%**	**37%**	**36%**	**38%**	**31%**	**36%**	**34%**	**36%**	**33%**	**33%**		↑	↓	↓
Independent Schools	--	--	--	--	--	--	--	--	**67%**	**47%**	**14%**	**13%**	**42%**	**27%**	**45%**	**36%**	**36%**	**13%**	**41%**	**40%**			↓	
Rockies Total	**33%**	**31%**	**34%**	**37%**	**35%**	**35%**	**36%**	**38%**	**36%**	**37%**	**36%**	**36%**	**37%**	**38%**	**31%**	**36%**	**34%**	**35%**	**33%**	**33%**		↑	↓	↓
Selkirk																								
008 Kootenay Lake^	42%	41%	36%	38%	40%	46%	45%	42%	43%	51%	47%	48%	49%	49%	46%	49%	44%	40%	41%	42%		↑	↓	↓
010 Arrow Lakes	36%	43%	41%	56%	40%	56%	48%	52%	50%	66%	56%	67%	54%	65%	43%	48%	48%	46%	45%	45%		↑	↓	↑
020 Kootenay-Columbia	59%	55%	58%	55%	56%	59%	64%	63%	58%	61%	60%	56%	52%	57%	59%	57%	52%	57%	51%	53%		↑	↓	↓
051 Boundary	34%	37%	35%	41%	28%	37%	39%	49%	37%	47%	37%	37%	48%	44%	45%	46%	47%	39%	42%	43%		↑	↓	↑
093 CSF*	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	67%	60%				
Public Schools	**48%**	**47%**	**46%**	**46%**	**45%**	**50%**	**52%**	**52%**	**49%**	**55%**	**52%**	**51%**	**51%**	**52%**	**51%**	**52%**	**48%**	**47%**	**45%**	**46%**		↑	↓	↓
Independent Schools	--	--	--	--	--	**100%**	**50%**	--	**100%**	**50%**	**43%**	**39%**	**56%**	**100%**	**50%**	--	**30%**	**100%**	**100%**	**25%**			↓	
Selkirk Total	**48%**	**47%**	**46%**	**46%**	**45%**	**50%**	**52%**	**52%**	**49%**	**55%**	**52%**	**51%**	**51%**	**52%**	**51%**	**52%**	**47%**	**47%**	**45%**	**46%**		↑	↓	↓
Thompson Rivers																								
027 Cariboo-Chilcotin	47%	47%	40%	44%	40%	49%	44%	43%	46%	41%	37%	43%	42%	38%	41%	38%	44%	37%	34%	37%		↓	↓	↓
058 Nicola-Similkameen^	53%	37%	54%	41%	47%	45%	38%	48%	39%	40%	53%	49%	41%	41%	38%	42%	55%	50%	49%	54%		↓	↑	↑
073 Kamloops-Thompson	51%	52%	51%	46%	44%	47%	47%	48%	50%	48%	49%	43%	46%	49%	48%	47%	50%	47%	44%	45%		↓	↓	↓
074 Gold Trail	32%	30%	35%	41%	37%	36%	39%	39%	32%	35%	32%	29%	29%	33%	29%	36%	34%	22%	35%	27%		↑	↓	↓
Public Schools	**49%**	**48%**	**48%**	**44%**	**42%**	**47%**	**45%**	**47%**	**47%**	**45%**	**46%**	**43%**	**44%**	**46%**	**45%**	**44%**	**49%**	**45%**	**43%**	**44%**		↓	↓	↓
Independent Schools	**44%**	**55%**	**48%**	**48%**	**55%**	**39%**	**54%**	**44%**	**44%**	**45%**	**40%**	**36%**	**37%**	**39%**	**43%**	**42%**	**39%**	**39%**	**37%**	**33%**		↑	↓	↓
Thompson Rivers Total	**49%**	**48%**	**48%**	**45%**	**43%**	**47%**	**45%**	**46%**	**47%**	**45%**	**45%**	**43%**	**44%**	**45%**	**45%**	**44%**	**48%**	**44%**	**42%**	**43%**		↓	↓	↓
Vancouver Island																								
047 Powell River	52%	56%	47%	44%	52%	43%	50%	57%	46%	47%	43%	44%	48%	52%	47%	46%	54%	52%	43%	27%		↓	↓	↓
068 Nanaimo-Ladysmith	46%	49%	48%	53%	47%	48%	50%	51%	49%	47%	48%	52%	50%	52%	47%	51%	51%	52%	45%	41%		↑	↓	↓
069 Qualicum	41%	36%	40%	35%	40%	44%	37%	42%	40%	47%	44%	48%	45%	46%	44%	40%	39%	49%	37%	45%		↑	↓	↑
079 Cowichan Valley	39%	42%	42%	40%	41%	41%	41%	44%	43%	41%	39%	39%	41%	43%	42%	40%	45%	40%	39%	38%		↑	↓	↓
093 CSF*	40%	22%	67%	--	75%	67%	55%	50%	75%	57%	67%	53%	50%	54%	50%	50%	77%	36%	91%	50%		↑	↓	↑
Public Schools	**46%**	**47%**	**47%**	**47%**	**46%**	**47%**	**47%**	**49%**	**46%**	**47%**	**46%**	**48%**	**49%**	**50%**	**47%**	**48%**	**50%**	**49%**	**43%**	**42%**		↑	↓	↓
Independent Schools	**28%**	**33%**	**33%**	**34%**	**33%**	**33%**	**34%**	**39%**	**41%**	**34%**	**33%**	**34%**	**33%**	**37%**	**34%**	**33%**	**38%**	**35%**	**35%**	**32%**		↑	↓	↑
Vancouver Island Total	**44%**	**45%**	**45%**	**45%**	**44%**	**45%**	**45%**	**47%**	**45%**	**45%**	**44%**	**46%**	**46%**	**48%**	**45%**	**45%**	**48%**	**47%**	**42%**	**40%**		↑	↓	↓
Vancouver/ Langara																								
039 Vancouver	67%	69%	65%	65%	66%	65%	65%	66%	65%	63%	64%	62%	64%	61%	60%	59%	57%	55%	57%	55%		↓	↓	↓
093 CSF*	67%	65%	38%	72%	55%	73%	86%	80%	53%	57%	47%	69%	40%	67%	63%	53%	78%	62%	30%	45%		↓	↓	↓
Public Schools	**69%**	**71%**	**67%**	**67%**	**69%**	**68%**	**69%**	**69%**	**68%**	**66%**	**66%**	**66%**	**67%**	**64%**	**64%**	**63%**	**61%**	**60%**	**62%**	**60%**		↓	↓	↓
Independent Schools	**57%**	**60%**	**59%**	**55%**	**55%**	**53%**	**51%**	**55%**	**52%**	**53%**	**52%**	**47%**	**54%**	**48%**	**48%**	**48%**	**46%**	**41%**	**45%**	**44%**		↓	↓	↓
Vancouver/Langara Total	**67%**	**69%**	**65%**	**65%**	**66%**	**65%**	**66%**	**66%**	**65%**	**63%**	**64%**	**62%**	**64%**	**61%**	**60%**	**59%**	**57%**	**55%**	**57%**	**55%**		↓	↓	↓
Province of B.C.																								
Public Schools	**52%**	**52%**	**51%**	**51%**	**52%**	**53%**	**53%**	**55%**	**54%**	**54%**	**54%**	**54%**	**54%**	**54%**	**54%**	**53%**	**53%**	**53%**	**53%**	**53%**		↑	↓	↑
Independent Schools	**47%**	**50%**	**49%**	**48%**	**49%**	**47%**	**49%**	**50%**	**49%**	**48%**	**49%**	**46%**	**47%**	**47%**	**48%**	**48%**	**46%**	**44%**	**46%**	**46%**		↑	↓	↓
Grand Total All Schools	**51%**	**52%**	**51%**	**51%**	**51%**	**52%**	**53%**	**54%**	**53%**	**54%**	**53%**	**53%**	**53%**	**53%**	**53%**	**53%**	**52%**	**52%**	**52%**	**52%**		↑	↓	↑

*CSF=Conseil scolaire francophone

^ Three school districts span multiple college regions, including Kootenay Lake, Nicola Similkameen and Gulf Islands.

Table C4: Number of Immediate Entry Students to Post-Secondary Institutions, by Institution Type and Grade 12 Graduation Year

# Immed. Entry ↓	Gr12 Grad Year 2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	20-Year Trend	% Change Yr 01-10	% Change Yr 10-20	% Change All 20 Yrs	% Share Within PSI Type 2001/2002	% Share Within PSI Type 2020/2021
Total	**21,539**	**22,174**	**20,669**	**21,501**	**22,437**	**22,138**	**22,897**	**23,749**	**24,027**	**23,923**	**24,056**	**23,724**	**23,077**	**22,701**	**22,457**	**22,400**	**22,785**	**22,561**	**22,651**	**22,776**		**+11%**	**-5%**	**+6%**		
RIU	**7,160**	**7,460**	**7,148**	**8,005**	**8,557**	**8,880**	**9,052**	**9,302**	**9,154**	**9,039**	**9,403**	**9,443**	**9,191**	**9,262**	**9,334**	**9,169**	**9,436**	**9,372**	**10,042**	**10,230**		**+26%**	**+13%**	**+43%**	**100%**	**100%**
SFU	2,103	2,186	2,169	2,387	2,461	3,090	2,853	2,665	2,731	2,475	2,732	3,166	2,884	2,984	3,125	2,874	3,008	2,557	2,700	3,210		+18%	+30%	+53%	29%	31%
UBCO				454	720	700	679	791	854	1,072	1,032	943	726	825	870	948	906	961	1,086	1,045			-3%		0%	10%
UBCV	3,524	3,535	3,244	3,246	3,360	3,288	3,338	3,611	3,402	3,403	3,569	3,122	3,284	3,239	3,291	3,342	3,441	3,684	4,012	3,410		-3%	+0%	-3%	49%	33%
UNBC	347	376	346	361	327	301	342	314	294	352	343	312	259	319	303	322	309	307	313	275		+1%	-22%	-21%	5%	3%
UVIC	1,186	1,363	1,389	1,557	1,689	1,501	1,840	1,921	1,873	1,737	1,727	1,900	2,038	1,895	1,745	1,683	1,772	1,863	1,931	2,290		+46%	+32%	+93%	17%	22%
COL	**6,791**	**7,020**	**6,326**	**6,123**	**6,274**	**6,309**	**6,369**	**6,666**	**7,057**	**7,116**	**7,245**	**7,185**	**6,811**	**6,635**	**6,236**	**6,317**	**6,126**	**6,211**	**5,880**	**5,741**		**+5%**	**-19%**	**-15%**	**100%**	**100%**
CAM	742	813	783	757	794	838	855	873	911	837	961	823	822	800	805	807	801	807	809	780		+13%	-7%	+5%	11%	14%
CMTN	178	234	226	269	259	239	194	263	215	197	204	156	187	149	139	116	108	110	86	90		+11%	-54%	-49%	3%	2%
CNC	516	452	430	441	424	503	434	441	471	488	434	412	434	367	380	346	307	292	245	269		-5%	-45%	-48%	8%	5%
COTR	268	261	274	273	264	246	213	256	232	235	237	204	191	208	155	196	182	179	191	172		-12%	-27%	-36%	4%	3%
DOUG	1,338	1,303	1,156	1,202	1,223	1,192	1,276	1,338	1,450	1,553	1,617	1,844	1,537	1,514	1,436	1,479	1,390	1,510	1,419	1,339		+16%	-14%	+0%	20%	23%
LANG	1,369	1,478	1,178	1,263	1,292	1,130	1,213	1,283	1,572	1,432	1,507	1,553	1,558	1,606	1,467	1,431	1,344	1,467	1,422	1,498		+5%	+5%	+9%	20%	26%
NIC	417	368	371	323	322	391	352	387	442	470	435	389	407	319	334	312	339	300	303	293		+13%	-38%	-30%	6%	5%
NLC	199	250	199	188	194	170	188	173	199	208	160	183	113	165	95	116	130	114	105	88		+5%	-58%	-56%	3%	2%
OKAN	972	1,113	1,029	665	822	893	873	911	944	1,038	1,013	1,048	952	936	896	983	990	894	800	759		+7%	-27%	-22%	14%	13%
SEL	375	337	321	320	291	324	369	353	284	291	285	264	272	246	255	252	214	218	214	211		-22%	-27%	-44%	6%	4%
VCC	417	411	359	422	389	383	402	388	337	367	392	309	338	325	274	279	321	320	286	242		-12%	-34%	-42%	6%	4%
TIU	**6,582**	**6,651**	**6,109**	**6,305**	**6,383**	**5,856**	**6,268**	**6,644**	**6,701**	**6,632**	**6,183**	**5,878**	**5,792**	**5,550**	**5,641**	**5,653**	**5,901**	**5,491**	**5,329**	**5,241**		**+1%**	**-21%**	**-20%**	**100%**	**100%**
CAPU	1,002	1,112	921	885	929	835	955	986	1,101	1,060	952	873	799	687	686	744	685	683	701	681		+6%	-36%	-32%	15%	13%
ECU	87	84	101	94	149	137	135	177	158	141	146	168	156	149	173	160	141	162	178	202		+62%	+43%	+132%	1%	4%
KPU	2,387	2,265	2,140	2,157	2,240	1,882	2,000	2,067	2,212	2,322	2,015	1,881	1,902	1,844	1,869	1,929	1,984	1,529	1,460	1,428		-3%	-39%	-40%	36%	27%
RRU		---			---									---		---	---	---	---	---						
TRU	1,131	1,102	1,018	990	953	972	987	986	889	883	874	876	847	838	882	798	860	781	846	806		-22%	-9%	-29%	17%	15%
UFV	1,129	1,228	1,111	1,315	1,281	1,217	1,350	1,496	1,492	1,410	1,417	1,367	1,344	1,276	1,312	1,304	1,421	1,514	1,431	1,442		+25%	+2%	+28%	17%	28%
VIU	846	859	818	864	830	813	841	932	849	816	779	713	744	754	719	717	807	819	712	681		-4%	-17%	-20%	13%	13%
INS	**1,006**	**1,043**	**1,086**	**1,068**	**1,223**	**1,093**	**1,208**	**1,137**	**1,115**	**1,136**	**1,225**	**1,218**	**1,283**	**1,254**	**1,246**	**1,261**	**1,322**	**1,487**	**1,400**	**1,564**		**+13%**	**+38%**	**+55%**	**100%**	**100%**
BCIT	948	999	1,010	978	1,129	1,013	1,104	1,026	967	1,000	1,038	1,061	1,128	1,080	1,079	1,082	1,102	1,241	1,151	1,333		+5%	+33%	+41%	94%	85%
IIG	---	---	---	---	---																				0%	0%
JIBC	45	35	55	53	79	68	78	85	117	108	146	139	133	149	140	146	168	201	205	201		+140%	+86%	+347%	4%	13%
NVIT	---	---	18	33	12	12	26	26	31	28	41	18	22	25	27	33	52	45	44	30		+180%	+7%	+200%	1%	2%

Table C5: Number of 1-Year & 2-Year Delayed Entry Students to Post-Secondary Institutions, by Institution Type and Grade 12 Graduation Year

# Delayed Entry ↓	Gr12 Grad Year 2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	18-Year Trend	% Change Yr 01-10	% Change Yr 10-20	% Change All 20 Yrs	% Share Within PSI Type 2001/2002	% Share Within PSI Type 2018/2019
Total	**6,881**	**6,849**	**6,312**	**6,663**	**6,992**	**6,889**	**7,076**	**6,593**	**6,746**	**6,318**	**6,236**	**6,143**	**6,158**	**5,830**	**5,729**	**5,454**	**5,363**	**5,190**				**-8%**	**-18%**	**-25%**		
RIU	**624**	**703**	**683**	**782**	**884**	**812**	**813**	**788**	**823**	**788**	**736**	**755**	**833**	**845**	**782**	**781**	**868**	**868**				**+26%**	**+10%**	**+39%**	**100%**	**100%**
SFU	136	194	165	144	239	203	156	163	174	201	182	200	245	237	199	210	225	187				+48%	**-7%**	+38%	22%	22%
UBCO		---	50	82	92	101	108	135	119	100	92	81	97	99	98	100	112	113					**+13%**	+126%	0%	13%
UBCV	228	261	222	222	263	234	253	227	262	236	186	214	225	244	210	201	207	253				+4%	**+7%**	+11%	37%	29%
UNBC	46	37	43	59	43	50	35	32	41	32	37	33	30	41	34	40	41	32				-30%	**+0%**	-30%	7%	4%
UVIC	214	202	203	275	247	224	261	231	227	219	239	227	236	224	241	230	283	283				+2%	**+29%**	+32%	34%	33%
COL	**3,068**	**3,106**	**2,812**	**2,996**	**3,110**	**3,160**	**3,253**	**3,021**	**3,103**	**2,861**	**2,883**	**2,757**	**2,642**	**2,481**	**2,461**	**2,245**	**2,218**	**2,160**				**-7%**	**-25%**	**-30%**	**100%**	**249%**
CAM	613	619	537	569	547	587	587	530	573	493	500	507	459	412	417	396	416	413				-20%	-16%	-33%	20%	48%
CMTN	68	109	100	96	96	98	94	72	72	56	81	70	59	57	43	41	36	30				-18%	-46%	-56%	2%	3%
CNC	197	202	179	175	185	206	200	177	215	173	178	162	180	165	181	178	134	120				-12%	-31%	-39%	6%	14%
COTR	171	146	154	132	120	147	124	140	118	115	130	100	92	113	101	78	90	100				-33%	-13%	-42%	6%	12%
DOUG	475	493	472	460	517	522	537	539	515	524	517	502	466	469	480	393	461	404				+10%	-23%	-15%	15%	47%
LANG	357	335	288	354	298	341	385	311	339	324	347	320	339	314	311	277	292	310				-9%	-4%	-13%	12%	36%
NIC	185	199	160	168	186	171	221	205	170	170	161	155	157	153	144	137	103	117				-8%	-31%	-37%	6%	13%
NLC	114	124	112	136	140	103	131	132	125	109	101	79	81	59	54	52	55	47				-4%	-57%	-59%	4%	5%
OKAN	511	502	425	521	611	608	609	541	599	522	537	523	528	507	449	442	389	375				+2%	-28%	-27%	17%	43%
SEL	155	173	141	137	147	130	132	133	137	113	102	119	98	95	103	89	89	85				-27%	-25%	-45%	5%	10%
VCC	222	204	244	248	263	247	233	241	240	262	229	220	183	137	178	162	153	159				+18%	-39%	-28%	7%	18%
TIU	**2,304**	**2,174**	**2,019**	**2,055**	**2,136**	**2,172**	**2,315**	**2,067**	**2,071**	**1,915**	**1,788**	**1,778**	**1,818**	**1,730**	**1,755**	**1,639**	**1,541**	**1,433**				**-17%**	**-25%**	**-38%**	**100%**	**165%**
CAPU	327	331	319	324	297	332	353	320	299	271	242	225	219	200	197	220	211	186				-17%	-31%	-43%	14%	21%
ECU	32	40	32	33	40	55	47	28	40	31	37	31	37	29	27	28	30	36				-3%	+16%	+13%	1%	4%
KPU	666	589	559	602	608	581	608	515	506	501	462	465	457	442	422	398	319	321				-25%	-36%	-52%	29%	37%
RRU	---	---	---		---	---		---				---	---	---	---		---	---								0%
TRU	449	395	330	359	410	345	399	370	344	320	382	336	396	389	424	368	326	324				-29%	+1%	-28%	19%	37%
UFV	413	416	384	337	389	447	484	430	511	454	363	431	424	390	379	362	376	346				+10%	-24%	-16%	18%	40%
VIU	416	402	394	400	389	411	424	403	371	338	302	289	283	278	301	263	277	218				-19%	-36%	-48%	18%	25%
INS	**885**	**866**	**798**	**830**	**862**	**745**	**695**	**717**	**749**	**754**	**829**	**853**	**865**	**774**	**731**	**789**	**736**	**729**				**-15%**	**-3%**	**-18%**	**100%**	**84%**
BCIT	807	780	725	747	766	652	598	594	618	618	707	731	728	641	566	572	553	590				-23%	-5%	-27%	91%	68%
IIG	---	---																							0%	0%
JIBC	68	78	59	77	92	79	82	101	107	118	109	104	125	117	149	189	160	131				+74%	+11%	+93%	8%	15%
NVIT	---	---	14	---	---	14	15	22	24	18	13	18	12	16	16	28	23	---				+125%	-56%	+0%	1%	1%

Table C6: B.C. Public Post-Secondary Enrolment Trends, by Academic Year

Unique Enrolment Counts, by Post-Sec Dimensions ↓	Academic Year																				% Change or Trend		
	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	20-Year Trend	Yr 01-10	Yr 10-20	All 20 Yrs
Total Headcount	**370,031**	**375,104**	**385,067**	**397,985**	**410,859**	**415,704**	**427,416**	**438,282**	**440,426**	**442,483**	**431,654**	**431,966**	**425,988**	**426,981**	**428,710**	**437,999**	**450,835**	**424,570**	**418,636**	**420,063**		**+20%**	**-5%**	**+14%**
by Institution Type:																								
College	129,544	134,636	141,195	149,865	157,380	158,708	164,746	168,964	169,038	164,641	154,684	153,813	149,033	149,098	146,660	146,771	149,829	130,520	122,560	122,033		**+27%**	**-26%**	**-6%**
Institute	68,839	73,826	75,617	75,235	76,427	75,521	74,303	72,599	72,298	76,207	71,620	72,286	71,858	71,726	72,069	73,920	82,685	75,293	77,125	78,817		**+11%**	**+3%**	**+14%**
RIU	89,631	92,329	95,634	101,949	104,084	106,491	109,651	114,066	117,079	119,374	120,418	122,207	122,786	124,525	127,478	129,375	131,234	133,112	135,584	136,497		**+33%**	**+14%**	**+52%**
TIU	100,559	93,524	91,990	90,429	91,517	93,962	97,682	100,989	100,151	100,370	102,020	100,403	98,012	96,746	97,662	103,309	104,639	101,044	98,145	97,217		**-0%**	**-3%**	**-3%**
by BC Region:																								
CNO	21,584	23,804	26,347	28,106	29,445	28,873	30,247	30,476	30,400	28,600	26,308	26,125	24,609	22,527	19,924	19,338	18,857	16,520	15,918	15,322		**+33%**	**-46%**	**-29%**
MSW	232,696	234,337	240,661	242,718	249,610	254,130	259,977	266,218	269,280	272,439	266,730	265,036	260,622	262,122	264,464	272,630	281,351	270,799	270,237	270,501		**+17%**	**-1%**	**+16%**
TOK	58,762	60,148	60,853	68,278	71,716	72,521	75,999	78,871	77,640	80,188	77,819	80,314	79,931	81,330	83,208	85,765	88,796	80,359	79,686	79,675		**+36%**	**-1%**	**+36%**
VIS	67,776	67,552	67,701	69,070	69,400	69,606	70,539	72,232	72,442	71,017	70,382	70,198	69,759	69,675	69,714	69,563	71,830	66,172	61,723	62,178		**+5%**	**-12%**	**-8%**
by Study Level:																								
Undergraduate	315,701	322,801	327,478	331,022	341,389	354,011	362,290	370,252	372,853	377,055	368,873	369,796	367,368	374,779	379,021	386,372	399,177	374,670	373,109	373,812		**+19%**	**-1%**	**+18%**
Graduate	16,793	17,182	17,682	18,398	19,191	19,525	20,835	21,922	23,113	23,976	24,078	24,465	24,845	24,899	25,470	26,487	27,285	27,833	28,600	29,385		**+43%**	**+23%**	**+75%**
Developmental	47,140	44,975	49,702	59,330	60,677	52,593	55,613	57,578	55,414	51,153	47,898	46,515	41,998	34,549	31,202	31,948	31,099	27,901	22,410	21,307		**+9%**	**-58%**	**-55%**
by New/Continuing Status																								
Continuing Students	265,576	282,321	291,717	298,195	310,751	318,306	333,012	347,997	354,501	357,935	353,068	356,965	350,675	349,962	354,105	363,389	370,462	362,015	358,629	355,117		**+35%**	**-1%**	**+34%**
New Students	212,027	185,273	181,693	191,615	188,049	186,474	186,549	183,857	178,512	176,763	169,250	164,164	166,772	169,211	167,190	169,802	176,013	152,801	147,886	155,437		**-17%**	**-12%**	**-27%**
by Program (CIP Cluster):																								
Arts	114,684	113,430	110,990	110,188	108,574	108,666	108,991	114,540	116,440	117,321	115,591	113,329	111,039	111,126	113,247	115,831	117,399	117,488	114,224	109,806		**+2%**	**-6%**	**-4%**
Bus. & Mgmt.	46,760	48,395	50,917	53,119	55,055	56,680	58,939	59,829	62,073	62,970	64,067	63,863	63,389	66,119	69,547	73,236	74,956	72,950	69,978	68,200		**+35%**	**+8%**	**+46%**
Eng. & ApSc.	38,612	39,473	39,419	40,556	39,810	41,095	41,032	42,718	44,695	46,218	46,413	46,939	48,398	49,259	51,740	53,895	55,424	52,858	54,795	56,563		**+20%**	**+22%**	**+46%**
Human & Soc. Serv.	26,695	30,859	32,825	32,210	34,760	36,058	37,228	39,044	39,599	44,770	40,035	41,489	39,907	40,195	40,405	42,335	50,621	46,337	51,135	54,066		**+68%**	**+21%**	**+103%**
Health	30,235	32,471	34,561	31,673	34,348	34,259	35,047	35,286	35,139	35,342	35,441	37,181	37,203	37,803	37,532	37,696	38,536	36,258	38,383	37,831		**+17%**	**+7%**	**+25%**
Trades	31,532	35,683	36,974	39,066	39,228	42,806	45,485	44,170	41,475	40,710	39,999	40,220	41,495	41,405	39,595	38,375	38,484	32,432	30,884	31,900		**+29%**	**-22%**	**+1%**
Science	11,027	11,918	12,740	13,490	14,466	15,373	15,453	16,110	16,531	16,807	17,495	17,414	17,520	18,308	19,486	20,817	20,864	20,552	21,100	21,567		**+52%**	**+28%**	**+96%**
Developmental	47,115	44,982	49,703	59,348	60,683	52,576	55,597	57,542	55,355	51,113	47,864	46,646	42,108	34,890	31,439	31,968	31,259	28,010	22,378	20,875		**+8%**	**-59%**	**-56%**
Education	16,195	16,228	16,417	16,189	15,457	15,268	16,106	15,846	16,094	15,277	14,948	14,442	13,786	13,204	13,756	14,042	14,268	14,072	14,063	13,491		**-6%**	**-12%**	**-17%**
Pers. Imp. & Leisure	24,343	19,988	20,012	22,012	26,321	30,151	31,517	31,373	30,075	28,471	24,881	24,540	23,200	25,092	22,739	21,684	21,915	14,180	13,257	15,466		**+17%**	**-46%**	**-36%**
Visual & Perf. Arts	12,303	12,400	12,940	13,159	13,799	15,062	15,532	15,909	15,714	14,700	14,304	14,076	13,798	14,677	13,832	13,212	13,053	11,934	11,710	12,072		**+19%**	**-18%**	**-2%**
Other	4,030	3,940	4,024	4,088	4,091	3,940	4,130	4,358	4,285	4,455	3,925	4,052	3,970	3,755	3,800	3,785	3,748	3,642	2,610	2,812		**+11%**	**-37%**	**-30%**

Table C7: B.C. Public Post-Secondary Enrolment, by Institution Type, Institution and Academic Year

Unique Count ↓	Academic Year																				20-Year Trend	% Change			% Share Within PSI Type	
	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022		Yr 01-10	Yr 10-20	All 20 Yrs	2001/ 2002	2020/ 2021
Total	**370,031**	**375,104**	**385,067**	**397,985**	**410,859**	**415,704**	**427,416**	**438,282**	**440,426**	**442,483**	**431,654**	**431,966**	**425,988**	**426,981**	**428,710**	**437,999**	**450,835**	**424,570**	**418,636**	**420,063**		**+20%**	**-5%**	**+14%**		
RIU	**89,631**	**92,329**	**95,634**	**101,949**	**104,084**	**106,491**	**109,651**	**114,066**	**117,079**	**119,374**	**120,418**	**122,207**	**122,786**	**124,525**	**127,478**	**129,375**	**131,234**	**133,112**	**135,584**	**136,497**		**+33%**	**+14%**	**+52%**	**100%**	**100%**
SFU	24,975	25,441	26,787	27,980	28,656	30,046	31,293	32,625	33,652	34,027	33,704	33,902	33,515	33,361	34,029	34,145	34,326	34,006	34,217	33,696		+36%	-1%	+35%	28%	25%
UBCO			58	3,598	4,225	4,986	5,548	6,336	7,256	8,122	8,489	8,636	8,391	8,552	8,914	9,285	10,108	10,858	11,773	12,107			+49%		0%	9%
UBCV	41,251	43,147	45,014	46,252	46,834	47,243	48,149	49,728	50,092	51,058	51,823	52,708	53,839	55,409	57,089	58,488	59,027	60,429	61,509	62,627		+24%	+23%	+52%	46%	46%
UNBC	4,261	4,280	4,254	4,131	4,276	4,177	4,332	4,183	4,266	4,226	4,152	4,020	3,793	3,593	3,800	3,833	4,045	3,891	3,993	3,725		-1%	-12%	-13%	5%	3%
UVIC	19,736	20,025	20,183	20,669	20,841	20,771	21,039	21,859	22,442	22,623	22,842	23,502	23,831	24,101	24,145	24,150	24,230	24,446	24,612	24,807		+15%	+10%	+26%	22%	18%
COL	**129,544**	**134,636**	**141,195**	**149,865**	**157,380**	**158,708**	**164,746**	**168,964**	**169,038**	**164,641**	**154,684**	**153,813**	**149,033**	**149,098**	**146,660**	**146,771**	**149,829**	**130,520**	**122,560**	**122,033**		**+27%**	**-26%**	**-6%**	**100%**	**100%**
CAM	16,504	16,647	16,962	17,347	18,035	18,324	18,753	19,371	19,672	19,335	18,375	18,388	18,542	19,344	19,463	19,124	21,471	16,980	14,167	14,010		+17%	-28%	-15%	13%	11%
CMTN	2,346	3,813	5,288	5,644	6,538	6,444	6,883	7,427	6,981	5,655	5,330	5,255	5,106	4,681	4,129	3,760	3,387	2,512	2,320	2,180		+141%	-61%	-7%	2%	2%
CNC	6,772	6,738	7,646	9,189	9,638	10,050	9,808	9,898	10,317	9,932	8,937	9,507	8,559	8,478	8,155	8,631	8,292	7,263	6,795	6,561		+47%	-34%	-3%	5%	5%
COTR	9,042	9,836	9,163	9,874	11,000	12,206	12,168	12,618	12,546	12,808	10,800	10,687	10,178	9,860	10,210	10,507	10,836	7,708	8,385	9,096		+42%	-29%	+1%	7%	7%
DOUG	16,753	16,965	18,348	20,264	21,446	22,618	24,643	25,584	26,318	24,715	23,670	24,093	23,910	23,879	24,433	25,270	25,361	25,044	24,473	24,515		+48%	-1%	+46%	13%	20%
LANG	18,735	18,644	18,494	17,945	18,733	18,736	19,589	20,893	21,409	21,363	20,510	20,414	20,411	22,140	22,919	22,759	22,800	21,257	19,678	18,687		+14%	-13%	-0%	14%	15%
NIC	10,326	9,821	9,068	9,402	9,543	9,708	9,504	9,813	9,858	9,296	9,070	8,829	8,485	8,368	8,047	8,040	8,212	7,196	6,751	6,619		-10%	-29%	-36%	8%	5%
NLC	8,706	9,563	9,823	9,941	9,656	8,892	9,943	9,568	9,454	9,338	8,358	7,731	7,538	6,072	4,121	3,380	3,403	3,028	3,047	3,010		+7%	-68%	-65%	7%	2%
OKAN	9,754	10,134	13,848	18,101	19,500	18,843	19,950	21,315	20,565	20,395	19,395	19,215	19,191	19,641	20,567	20,625	21,368	17,686	16,408	16,933		+109%	-17%	+74%	8%	14%
SEL	8,779	10,783	10,081	11,111	12,310	12,196	12,194	11,396	10,728	10,965	10,125	11,531	12,055	12,579	11,335	10,902	10,582	8,525	8,599	8,578		+25%	-22%	-2%	7%	7%
VCC	23,544	23,636	24,521	23,228	23,017	23,039	23,743	23,497	23,646	23,093	22,038	19,951	16,734	15,616	14,701	15,161	15,516	14,423	13,050	12,756		-2%	-45%	-46%	18%	10%
TIU	**100,559**	**93,524**	**91,990**	**90,429**	**91,517**	**93,962**	**97,682**	**100,989**	**100,151**	**100,370**	**102,020**	**100,403**	**98,012**	**96,746**	**97,662**	**103,309**	**104,639**	**101,044**	**98,145**	**97,217**		**-0%**	**-3%**	**-3%**	**100%**	**100%**
CAPU	9,563	9,610	9,066	8,828	10,457	12,918	13,654	14,068	14,409	14,483	14,497	13,631	12,193	11,188	9,819	10,184	10,542	9,875	10,350	9,745		+51%	-33%	+2%	10%	10%
ECU	3,249	3,521	3,806	3,994	4,015	3,997	4,195	4,523	4,759	4,351	4,145	3,921	3,817	4,012	3,892	3,565	3,575	3,410	3,402	3,663		+34%	-16%	+13%	3%	4%
KPU	22,012	17,073	16,334	16,041	17,079	17,365	17,629	18,546	18,864	19,244	19,239	19,403	19,451	19,410	19,831	22,835	21,684	20,889	19,821	20,981		-13%	+9%	-5%	22%	22%
RRU	2,931	2,915	2,830	2,899	3,062	3,039	3,190	3,430	3,523	3,879	3,772	3,766	3,963	4,157	4,324	4,439	4,439	4,584	4,705	4,670		+32%	+20%	+59%	3%	5%
TRU	31,589	29,564	27,680	25,653	24,761	24,524	26,116	27,178	26,417	27,655	28,823	29,897	29,728	30,399	31,931	34,194	35,651	35,114	34,081	32,420		-12%	+17%	+3%	31%	33%
UFV	13,967	13,340	13,868	14,244	14,133	14,179	14,658	15,481	15,214	14,959	15,701	14,621	14,350	14,302	14,692	15,106	15,886	15,110	15,041	14,373		+7%	-4%	+3%	14%	15%
VIU	19,437	19,401	20,106	20,208	19,279	19,154	19,499	19,114	18,261	17,191	17,566	16,840	16,068	14,823	14,791	14,758	14,572	13,842	12,341	12,736		-12%	-26%	-34%	19%	13%
INS	**68,839**	**73,826**	**75,617**	**75,235**	**76,427**	**75,521**	**74,303**	**72,599**	**72,298**	**76,207**	**71,620**	**72,286**	**71,858**	**71,726**	**72,069**	**73,920**	**82,685**	**75,293**	**77,125**	**78,817**		**+11%**	**+3%**	**+14%**	**100%**	**100%**
BCIT	44,234	45,999	45,569	45,122	44,508	45,012	44,432	43,156	42,973	42,836	43,137	43,414	44,305	45,460	45,828	45,950	45,652	43,556	43,549	40,566		-3%	-5%	-8%	64%	51%
IIG	268	348	394	466	651																				0%	0%
JIBC	24,796	28,115	30,325	30,172	31,828	30,812	29,587	29,104	28,801	32,738	27,896	28,105	26,787	25,849	25,794	27,478	36,500	31,037	32,834	37,744		+32%	+15%	+52%	36%	48%
NVIT	381	626	700	774	775	962	1,224	1,244	1,361	1,475	1,414	1,521	1,457	1,285	1,224	1,285	1,515	1,478	1,388	1,343		+287%	-9%	+252%	1%	2%

Table C8: B.C. Public Post-Secondary Enrolment Trends, by Academic Year and Demographic Characteristics

Unique Enrolment Counts, by Demographic Groups ↓	Academic Year																				% Change		
	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	20-Year Trend	Yr 01-10	Yr 10-20	All 20 Yrs
Total Headcount	**370,031**	**375,104**	**385,067**	**397,985**	**410,859**	**415,704**	**427,416**	**438,282**	**440,426**	**442,483**	**431,654**	**431,966**	**425,988**	**426,981**	**428,710**	**437,999**	**450,835**	**424,570**	**418,636**	**420,063**		**+20%**	**-5%**	**+14%**
by Gender:																								
Females	201,174	201,160	205,920	214,082	220,695	222,147	227,168	231,368	232,578	235,420	228,524	228,344	223,538	223,898	225,609	231,056	236,976	225,061	223,412	221,327		**+17%**	**-6%**	**+10%**
Males	166,781	172,237	177,973	182,970	189,277	192,579	198,729	205,321	206,149	205,678	202,068	202,622	200,397	201,227	201,195	204,421	210,161	194,618	190,672	191,925		**+23%**	**-7%**	**+15%**
Other or Unknown	2,388	2,053	1,480	1,232	1,166	1,258	1,799	1,838	1,935	1,607	1,280	1,202	2,261	2,039	2,070	2,720	3,947	5,161	4,818	7,179		**-33%**	**+347%**	**+201%**
% Female	**54.4%**	**53.6%**	**53.5%**	**53.8%**	**53.7%**	**53.4%**	**53.1%**	**52.8%**	**52.8%**	**53.2%**	**52.9%**	**52.9%**	**52.5%**	**52.4%**	**52.6%**	**52.8%**	**52.6%**	**53.0%**	**53.4%**	**52.7%**		**-2%**	**-1%**	**-3%**
by International Status																								
Domestic Students	352,707	356,437	365,104	377,546	389,614	393,671	403,156	410,791	410,314	410,442	396,761	393,107	381,310	376,868	369,839	367,411	375,460	346,251	340,999	340,134		**+16%**	**-17%**	**-4%**
International Students	17,687	19,011	20,364	20,892	21,630	22,454	24,697	27,964	30,553	32,492	35,329	39,257	45,252	50,565	59,218	71,063	77,754	80,135	78,581	81,004		**+84%**	**+149%**	**+358%**
% International	**5.0%**	**5.3%**	**5.6%**	**5.5%**	**5.6%**	**5.7%**	**6.1%**	**6.8%**	**7.4%**	**7.9%**	**8.9%**	**10.0%**	**11.9%**	**13.4%**	**16.0%**	**19.3%**	**20.7%**	**23.1%**	**23.0%**	**23.8%**		**+58%**	**+201%**	**+375%**
by Indigenous Status																								
Indigenous Students	16,889	18,261	19,121	19,875	21,198	22,231	24,585	26,185	26,857	27,173	27,339	27,903	27,177	27,501	27,172	27,807	28,460	25,271	25,217	25,714		**+61%**	**-5%**	**+52%**
Non-Indigenous	353,142	356,843	365,946	378,110	389,661	393,473	402,831	412,097	413,569	415,310	404,315	404,063	398,811	399,480	401,538	410,192	422,375	399,299	393,419	394,349		**+18%**	**-5%**	**+12%**
Indigenous Students, by Idenity Group:																								
Not Specified	9,813	10,147	10,506	10,344	10,735	11,052	11,310	11,368	10,989	10,898	10,487	10,576	10,195	10,156	9,922	9,907	10,061	8,699	8,661	8,968		**+11%**	**-18%**	**-9%**
First Nations	6,872	7,796	8,203	8,881	9,591	10,044	11,644	12,521	12,960	13,095	13,273	13,499	12,974	13,056	12,778	13,145	13,528	11,655	11,379	11,424		**+91%**	**-13%**	**+66%**
Metis	755	875	987	1,285	1,429	1,717	2,164	2,735	3,225	3,456	3,661	3,891	4,049	4,207	4,383	4,561	4,723	4,558	4,679	4,703		**+358%**	**+36%**	**+523%**
Inuit	53	71	80	79	109	122	162	227	248	250	285	293	313	329	337	344	391	370	387	356		**+372%**	**+42%**	**+572%**
Multiple Identities	19	28	38	52	62	102	127	170	201	227	320	323	322	341	349	422	505	530	694	807		**+1095%**	**+256%**	**+4147%**
% Indigenous Students, by Institution Type																								
COL	5.8%	6.3%	6.5%	6.5%	6.8%	7.4%	7.9%	8.4%	8.4%	8.5%	8.7%	8.9%	8.8%	8.6%	8.2%	8.2%	7.8%	7.1%	7.5%	7.6%		**+47%**	**-11%**	**+31%**
INS	2.8%	3.2%	3.1%	3.7%	4.0%	4.0%	4.5%	4.6%	5.1%	5.3%	5.5%	5.7%	5.5%	5.9%	6.1%	6.5%	6.8%	6.7%	6.3%	6.2%		**+89%**	**+16%**	**+119%**
RIU	2.3%	2.4%	2.5%	2.7%	2.7%	2.7%	2.8%	2.7%	2.9%	2.9%	2.9%	3.1%	3.1%	3.2%	3.3%	3.4%	3.5%	3.5%	3.8%	3.9%		**+26%**	**+32%**	**+66%**
TIU	6.4%	6.7%	6.8%	6.5%	6.3%	6.2%	6.7%	6.8%	7.0%	7.0%	7.5%	7.6%	7.6%	7.8%	7.9%	7.6%	7.6%	7.2%	7.3%	7.5%		**+9%**	**+8%**	**+18%**
B.C. System	**4.6%**	**4.9%**	**5.0%**	**5.0%**	**5.2%**	**5.3%**	**5.8%**	**6.0%**	**6.1%**	**6.1%**	**6.3%**	**6.5%**	**6.4%**	**6.4%**	**6.3%**	**6.3%**	**6.3%**	**6.0%**	**6.0%**	**6.1%**		**+35%**	**-0%**	**+34%**
% Indigenous Students, by B.C. Region																								
CNO	16.2%	17.5%	18.7%	19.2%	20.7%	21.9%	22.9%	24.1%	23.9%	24.4%	24.1%	24.9%	24.0%	24.5%	23.9%	24.5%	23.5%	20.0%	19.2%	19.2%		**+50%**	**-21%**	**+18%**
MSW	2.2%	2.4%	2.4%	2.6%	2.7%	2.7%	2.9%	2.9%	3.0%	3.2%	3.4%	3.5%	3.5%	3.6%	3.6%	3.6%	3.8%	3.6%	3.6%	3.7%		**+43%**	**+16%**	**+66%**
TOK	7.7%	7.9%	7.7%	6.6%	6.5%	7.2%	8.0%	8.3%	8.7%	8.7%	9.3%	9.3%	9.2%	9.7%	9.6%	9.7%	9.7%	9.5%	9.6%	9.9%		**+14%**	**+13%**	**+29%**
VIS	6.7%	6.9%	6.8%	6.6%	6.5%	6.8%	7.1%	7.5%	7.7%	7.8%	8.1%	8.1%	8.0%	8.0%	8.4%	8.5%	8.2%	8.3%	9.2%	9.2%		**+17%**	**+18%**	**+38%**
B.C. System	**4.6%**	**4.9%**	**5.0%**	**5.0%**	**5.2%**	**5.3%**	**5.8%**	**6.0%**	**6.1%**	**6.1%**	**6.3%**	**6.5%**	**6.4%**	**6.4%**	**6.3%**	**6.3%**	**6.3%**	**6.0%**	**6.0%**	**6.1%**		**+35%**	**-0%**	**+34%**

Table C9: New Student Enrolment Trends in the B.C. Public Post-Secondary System, by Academic Year

Unique Counts of New Students ↓	Academic Year																				20-Year Trend	% Change		
	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022		Yr 01-10	Yr 10-20	All 20 Yrs
Total New Students	**212,027**	**185,273**	**181,693**	**191,615**	**188,049**	**186,474**	**186,549**	**183,857**	**178,512**	**176,763**	**169,250**	**164,164**	**166,772**	**169,211**	**167,190**	**169,802**	**176,013**	**152,801**	**147,886**	**155,437**		**-17%**	**-12%**	**-27%**
by Institution Type:																								
COL	88,084	77,436	78,005	88,271	86,335	83,823	83,510	81,354	78,370	75,537	69,001	67,103	64,031	65,006	63,695	62,623	63,848	51,051	47,401	50,250		-14%	-33%	-43%
INS	45,121	41,626	39,799	37,894	37,864	36,196	34,238	31,981	31,608	33,084	30,900	30,513	36,584	38,017	35,317	34,912	42,970	35,647	36,191	39,084		-27%	+18%	-13%
RIU	23,078	25,039	25,981	27,666	27,665	28,700	29,987	30,846	30,940	31,038	30,623	31,656	31,589	32,422	33,287	32,834	33,686	33,778	33,205	34,100		+34%	+10%	+48%
TIU	61,066	45,318	41,662	39,252	39,624	41,399	42,336	43,071	40,876	40,221	41,536	37,598	37,260	36,420	37,733	42,175	39,266	35,177	33,821	35,517		-34%	-12%	-42%
by BC Region:																								
CNO	13,250	13,557	14,663	14,827	14,944	13,059	13,338	12,258	12,124	11,685	10,330	10,035	9,379	8,184	7,912	7,657	7,193	5,787	5,261	5,581		-12%	-52%	-58%
MSW	130,373	111,089	109,463	107,038	109,062	109,857	110,322	109,574	106,847	106,075	102,285	97,199	101,322	104,576	103,060	104,689	108,370	97,159	96,284	101,425		-19%	-4%	-22%
TOK	30,252	29,880	29,118	41,095	36,583	36,425	36,009	35,586	33,506	34,170	32,057	32,851	32,280	32,939	33,193	34,955	35,256	29,175	28,159	29,144		+13%	-15%	-4%
VIS	41,279	33,366	30,747	30,866	29,334	29,061	28,750	28,175	27,623	26,507	26,066	25,575	25,345	25,002	24,519	24,023	26,797	22,081	19,424	20,609		-36%	-22%	-50%
by Study Level:																								
Undergraduate	178,090	155,850	148,422	149,674	146,712	153,336	152,293	148,990	145,821	145,786	140,188	136,848	141,664	148,456	147,497	148,834	155,161	134,092	131,668	138,364		-18%	-5%	-22%
Graduate	3,720	3,801	3,713	4,075	4,096	3,969	4,627	4,837	5,164	5,297	5,091	5,368	5,579	5,556	5,667	6,312	6,770	6,814	7,065	7,549		+42%	+43%	+103%
Developmental	33,087	27,983	31,806	40,363	39,396	31,259	31,827	32,050	29,447	27,176	25,460	23,375	20,857	16,268	15,134	15,618	15,109	12,788	9,938	10,225		-18%	-62%	-69%
by Gender:																								
Females	113,224	97,135	95,180	101,821	99,844	99,483	98,055	96,420	94,012	93,832	89,227	86,281	86,134	87,252	86,961	88,348	90,504	79,551	77,893	79,106		-17%	-16%	-30%
Males	96,813	86,498	85,448	88,889	87,390	86,115	87,139	86,075	83,102	81,928	79,264	77,175	78,930	80,574	78,938	79,560	82,496	69,304	66,599	71,305		-15%	-13%	-26%
Other or Unknown	2,101	1,747	1,156	998	893	964	1,432	1,426	1,444	1,051	813	753	1,758	1,437	1,332	1,942	3,070	4,008	3,437	5,118		-50%	+387%	+144%
% Female	**53.4%**	**52.4%**	**52.4%**	**53.1%**	**53.1%**	**53.3%**	**52.6%**	**52.4%**	**52.7%**	**53.1%**	**52.7%**	**52.6%**	**51.6%**	**51.6%**	**52.0%**	**52.0%**	**51.4%**	**52.1%**	**52.7%**	**50.9%**		-1%	-4%	-5%
by International Status:																								
Domestic	202,182	175,909	172,187	182,050	178,651	176,505	174,858	170,888	165,126	163,253	154,582	147,471	146,649	147,276	140,127	136,540	145,766	124,481	119,165	120,066		-19%	-26%	-41%
International	9,950	9,441	9,572	9,648	9,457	10,035	11,758	13,059	13,452	13,573	14,725	16,752	20,232	21,998	27,117	33,341	31,340	29,070	28,914	35,673		+36%	+163%	+259%
New International Students, by Institution Type:																								
COL	3,252	2,841	2,691	2,707	2,572	2,689	2,706	2,844	2,792	2,787	3,289	4,402	5,711	6,708	9,132	10,621	9,453	7,818	7,456	9,413		-14%	+238%	+189%
INS	1,009	700	954	641	669	729	1,103	1,134	1,342	967	1,152	1,280	1,873	2,477	2,794	2,660	3,966	3,793	6,525	8,772		-4%	+807%	+769%
RIU	3,142	3,981	4,076	4,340	4,143	4,372	5,061	5,912	6,247	6,680	6,521	7,649	8,397	8,611	9,258	9,675	10,186	10,251	8,616	9,663		+113%	+45%	+208%
TIU	2,708	2,041	1,976	2,090	2,199	2,348	3,021	3,308	3,193	3,285	3,926	3,587	4,472	4,545	6,419	10,812	8,069	7,642	7,099	9,417		+21%	+187%	+248%
by Indigenous Status																								
Indigenous Students	10,248	9,539	9,402	9,671	9,951	9,929	10,809	10,951	10,734	10,784	10,811	10,452	10,254	10,623	10,501	10,519	11,064	8,817	9,136	9,178		+5%	-18%	-14%
Non-Indigenous	201,779	175,734	172,291	181,944	178,098	176,545	175,740	172,906	167,778	165,979	158,439	153,712	156,518	158,588	156,689	159,283	164,949	143,984	138,750	146,259		-18%	-13%	-29%

Table C10: New Students to B.C. Public Post-Secondary Institutions, by Institution Type, Institution and Academic Year

Unique Count ↓	Academic Year																				20-Year Trend	% Change			% Share Within PSI Type	
	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022		Yr 01-10	Yr 10-20	All 20 Yrs	2001/ 2002	2020/ 2021
Tot. New	**212,027**	**185,273**	**181,693**	**191,615**	**188,049**	**186,474**	**186,549**	**183,857**	**178,512**	**176,763**	**169,250**	**164,164**	**166,772**	**169,211**	**167,190**	**169,802**	**176,013**	**152,801**	**147,886**	**155,437**		**-17%**	**-12%**	**-27%**		
RIU	**23,700**	**25,570**	**26,379**	**30,419**	**28,084**	**29,012**	**30,240**	**31,064**	**31,075**	**31,198**	**30,778**	**31,804**	**31,718**	**32,638**	**33,274**	**32,847**	**33,686**	**33,775**	**33,198**	**34,085**		**+32%**	**+9%**	**+44%**	**100%**	**100%**
SFU	6,019	6,659	7,221	7,521	7,125	8,287	8,402	8,412	8,327	7,858	7,601	8,065	7,769	7,983	8,414	7,758	8,075	7,465	8,010	7,925		+31%	+1%	+32%	25%	23%
UBCO			49	3,472	1,744	1,909	1,939	2,175	2,492	2,854	2,565	2,539	2,160	2,521	2,715	2,822	3,116	3,205	3,428	3,402			+19%		0%	10%
UBCV	11,622	12,339	12,658	12,555	12,457	12,346	12,673	13,180	12,732	13,105	13,337	13,409	14,032	14,670	14,759	14,967	14,800	15,624	14,583	15,354		+13%	+17%	+32%	49%	45%
UNBC	1,586	1,532	1,402	1,308	1,408	1,275	1,454	1,269	1,402	1,327	1,273	1,240	1,163	1,075	1,325	1,252	1,367	1,135	1,195	1,050		-16%	-21%	-34%	7%	3%
UVIC	4,620	5,199	5,230	5,744	5,556	5,413	5,950	6,134	6,206	6,147	6,101	6,636	6,690	6,477	6,163	6,141	6,421	6,423	6,053	6,431		+33%	+5%	+39%	19%	19%
COL	**88,113**	**77,448**	**78,027**	**88,286**	**86,321**	**83,815**	**83,497**	**81,347**	**78,363**	**75,533**	**69,000**	**67,097**	**64,024**	**65,006**	**63,685**	**62,606**	**63,840**	**51,077**	**47,395**	**50,219**		**-14%**	**-34%**	**-43%**	**100%**	**100%**
CAM	10,515	9,375	8,890	8,798	8,686	8,629	8,422	8,411	8,379	8,163	7,620	7,594	7,509	8,290	8,192	7,500	10,326	6,944	5,019	5,524		-22%	-32%	-47%	12%	11%
CMTN	1,330	2,598	3,641	3,439	3,906	3,216	3,205	3,172	2,678	2,138	2,135	1,986	2,196	1,681	1,553	1,392	1,266	896	803	792		+61%	-63%	-40%	2%	2%
CNC	3,282	3,294	4,166	5,019	5,050	4,766	4,226	3,976	4,173	4,008	3,446	3,651	3,241	3,277	3,536	3,771	3,322	2,737	2,080	2,542		+22%	-37%	-23%	4%	5%
COTR	4,504	4,698	4,045	4,366	4,884	5,344	4,832	4,769	4,573	4,718	4,131	4,060	3,823	3,643	3,638	3,920	4,016	2,520	3,171	3,683		+5%	-22%	-18%	5%	7%
DOUG	8,134	8,407	9,808	11,566	12,325	13,073	13,927	14,110	13,806	12,860	11,811	11,609	10,826	10,908	11,317	11,730	11,032	10,523	10,264	10,830		+58%	-16%	+33%	9%	22%
LANG	15,375	10,462	9,777	9,272	9,794	9,120	9,471	9,804	9,575	9,080	8,598	8,567	8,937	10,160	10,338	9,150	8,847	7,591	7,150	7,314		-41%	-19%	-52%	17%	15%
NIC	9,226	6,586	5,329	5,366	5,156	4,933	4,607	4,430	4,564	4,047	3,928	3,589	3,465	3,299	3,269	3,323	3,159	2,601	2,707	2,619		-56%	-35%	-72%	10%	5%
NLC	7,205	6,282	5,630	5,253	4,710	3,932	4,580	3,926	3,958	4,283	3,573	3,213	2,823	2,190	1,540	1,272	1,303	1,057	1,222	1,233		-41%	-71%	-83%	8%	2%
OKAN	4,134	4,203	7,546	17,531	14,240	13,781	13,156	12,859	11,618	11,247	10,078	9,788	9,687	9,662	9,937	9,764	10,022	7,355	6,620	7,387		+172%	-34%	+79%	5%	15%
SEL	7,600	7,455	5,672	5,632	5,905	5,419	5,011	4,621	3,865	3,978	3,408	4,396	4,534	4,871	3,853	3,921	3,665	2,721	3,039	2,822		-48%	-29%	-63%	9%	6%
VCC	17,782	14,866	14,222	12,826	12,321	12,330	12,755	11,907	11,789	11,593	10,826	9,108	7,449	7,387	6,851	7,198	7,160	6,351	5,551	5,690		-35%	-51%	-68%	20%	11%
TIU	**61,066**	**45,318**	**41,662**	**39,252**	**39,623**	**41,398**	**42,336**	**43,071**	**40,878**	**40,221**	**41,533**	**37,597**	**37,258**	**36,416**	**37,732**	**42,172**	**39,261**	**35,174**	**33,825**	**35,655**		**-34%**	**-11%**	**-42%**	**100%**	**100%**
CAPU	7,800	4,824	4,092	3,907	5,637	7,701	7,748	7,688	7,355	7,502	7,457	6,313	5,301	4,778	4,242	4,705	4,622	3,520	3,960	4,081		-4%	-46%	-48%	13%	11%
ECU	2,040	1,952	2,058	2,122	2,058	1,959	2,199	2,305	2,347	1,993	1,890	1,646	1,640	1,710	1,656	1,521	1,525	1,353	1,538	1,690		-2%	-15%	-17%	3%	5%
KPU	14,824	7,841	7,235	6,692	7,368	7,118	7,064	7,304	7,037	6,859	6,626	6,465	6,631	6,662	7,505	9,808	6,612	6,909	6,823	7,758		-54%	+13%	-48%	24%	22%
RRU	1,300	1,096	941	1,183	1,256	1,393	1,365	1,421	1,430	1,610	1,378	1,449	1,488	1,532	1,536	1,546	1,585	1,625	1,730	1,526						
TRU	13,980	13,274	11,489	9,973	9,575	9,649	10,575	10,710	10,433	10,772	11,309	11,411	11,391	11,712	12,554	14,042	13,833	12,783	11,313	11,420		-23%	+6%	-18%	23%	32%
UFV	5,804	5,368	5,554	5,603	5,031	4,844	4,955	5,900	5,283	4,931	5,875	4,000	4,658	4,658	4,979	5,184	5,806	4,635	4,605	4,759		-15%	-3%	-18%	10%	13%
VIU	15,986	11,361	10,614	10,024	8,917	8,927	8,635	7,999	7,208	6,730	7,200	6,480	6,348	5,548	5,480	5,594	5,457	4,559	4,006	4,591		-58%	-32%	-71%	26%	13%
INS	**45,121**	**41,626**	**39,798**	**37,894**	**37,863**	**36,195**	**34,235**	**31,982**	**31,607**	**33,083**	**30,900**	**30,510**	**36,555**	**37,907**	**35,175**	**34,774**	**42,756**	**35,599**	**36,056**	**39,067**		**-27%**	**+18%**	**-13%**	**100%**	**100%**
BCIT	27,036	24,329	22,365	21,107	20,208	20,133	18,766	17,028	17,224	16,912	16,979	16,875	17,600	17,822	17,884	17,756	18,184	15,705	15,314	15,156		-37%	-10%	-44%	60%	39%
IIG	203	281	284	330	485																				0%	0%
JIBC	18,158	17,286	17,358	16,603	17,320	15,970	15,042	14,576	13,924	15,666	13,425	13,015	18,338	19,689	16,853	16,564	24,214	19,512	20,245	23,663		-14%	+51%	+30%	40%	61%
NVIT	246	447	461	481	441	597	742	680	736	814	762	834	854	712	666	710	848	726	702	550		+231%	-32%	+124%	1%	1%

Table C11: Student Mobility Trends within the B.C. Public Post-Secondary System, by Academic Year

Unique Student Count ↓	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	19-Year Trend	% Change or Trend: Yr 02-10	Yr 10-20	All 19 Yrs
		Academic Year																						
Mobile Students		**32,455**	**40,347**	**47,933**	**48,464**	**51,919**	**54,324**	**54,851**	**55,745**	**57,400**	**57,021**	**56,861**	**55,988**	**56,365**	**56,529**	**57,178**	**58,789**	**56,376**	**54,017**	**49,538**		**+77%**	**-14%**	**+53%**
Move		22,411	22,548	24,638	21,043	21,968	21,846	20,957	21,213	21,707	21,374	20,703	20,219	20,119	20,610	20,284	21,103	19,814	17,828	16,822		-3%	-23%	-25%
Return		11,370	13,902	15,761	16,970	16,937	17,546	17,761	17,301	17,566	17,506	17,523	17,006	16,528	16,363	16,612	17,216	18,063	16,800	14,869		+54%	-15%	+31%
Stopout Move			4,944	8,071	10,330	12,376	13,562	14,318	14,919	15,463	15,353	15,546	15,550	16,296	15,969	16,320	16,770	15,304	15,746	14,443		+213%	-7%	+192%
Stopout Return			458	967	1,558	2,155	2,738	3,160	3,686	4,014	3,990	4,301	4,304	4,476	4,615	4,981	4,836	4,266	4,538	4,158		+776%	+4%	+808%
New/Continuing Students		**227,899**	**231,468**	**233,764**	**242,516**	**245,724**	**254,916**	**267,033**	**272,476**	**277,386**	**279,530**	**283,522**	**286,002**	**290,800**	**297,863**	**310,072**	**316,731**	**313,193**	**314,655**	**314,181**		**+22%**	**+13%**	**+38%**
New to STP		92,662	83,878	79,720	79,706	76,585	79,136	80,167	77,610	76,031	75,647	75,714	76,697	78,115	80,582	85,345	83,837	78,544	77,846	83,775		-18%	+10%	-10%
Continue		135,237	140,977	144,161	150,213	154,432	159,193	168,709	175,843	181,672	184,361	187,556	188,724	191,296	195,659	202,595	210,556	214,585	214,963	210,052		+34%	+16%	+55%
Stopout Continue			6,613	9,883	12,597	14,707	16,587	18,157	19,023	19,683	19,522	20,252	20,581	21,389	21,622	22,132	22,338	20,064	21,846	20,354		+198%	+3%	+208%
Academic Credit Registrants		**241,270**	**250,571**	**259,107**	**268,270**	**274,978**	**286,040**	**298,762**	**305,435**	**311,570**	**313,286**	**317,397**	**319,658**	**325,341**	**332,314**	**344,531**	**351,698**	**345,624**	**346,181**	**343,776**		**+29%**	**+10%**	**+42%**
Note: Students may take multiple pathways, such as move and continue, but are counted once in the subtotals and totals.																								
Mobility Rate		13.5%	16.1%	18.5%	18.1%	18.9%	19.0%	18.4%	18.3%	18.4%	18.2%	17.9%	17.5%	17.3%	17.0%	16.6%	16.7%	16.3%	15.6%	14.4%		↑	↓	↑
Mobility Between PSI Types:																								
COL - COL		2,068	2,658	3,205	3,362	3,752	4,216	4,463	4,600	4,764	4,360	4,267	4,293	4,300	4,076	3,988	4,045	3,466	3,145	2,791		+130%	-41%	+35%
COL - INS		2,058	2,657	3,230	3,566	3,845	4,167	4,052	4,552	5,099	5,161	5,134	5,344	5,450	5,897	5,835	6,322	5,632	5,741	5,714		+148%	+12%	+178%
COL - RIU		5,488	6,357	9,525	6,698	6,704	6,698	6,629	6,184	6,475	6,349	6,246	6,003	6,227	6,100	5,954	6,153	6,151	5,987	5,087		+18%	-21%	-7%
COL - TIU		3,687	4,249	4,305	4,253	4,292	4,571	4,813	4,890	5,095	5,146	5,003	4,898	4,729	4,949	5,015	5,346	5,298	4,883	4,196		+38%	-18%	+14%
INS - COL		2,086	2,808	3,438	4,025	4,867	5,140	5,349	5,346	5,045	4,794	4,951	4,618	4,611	4,439	4,830	4,798	4,493	3,989	3,773		+142%	-25%	+81%
INS - INS		968	1,286	1,565	1,928	2,147	1,866	1,962	1,934	2,021	1,907	1,988	1,941	2,085	2,183	2,268	2,306	2,213	1,978	2,001		+109%	-1%	+107%
INS - RIU		947	1,106	1,230	1,414	1,396	1,399	1,323	1,359	1,240	1,271	1,256	1,278	1,246	1,315	1,323	1,388	1,409	1,407	1,186		+31%	-4%	+25%
INS - TIU		1,774	2,118	2,295	2,394	2,824	3,003	3,067	2,954	2,980	2,979	2,928	2,741	2,635	2,619	2,702	3,032	3,734	3,382	3,098		+68%	+4%	+75%
RIU - COL		1,846	2,438	2,922	3,405	3,819	4,289	4,197	4,204	4,130	3,995	3,943	3,895	3,690	3,611	3,551	3,432	3,176	2,697	2,323		+124%	-44%	+26%
RIU - INS		1,457	2,182	2,741	2,914	3,094	3,327	3,191	3,439	3,777	3,695	3,742	3,871	4,162	4,321	4,386	3,979	3,594	3,616	3,503		+159%	-7%	+140%
RIU - RIU		1,435	1,848	2,228	2,562	2,755	2,985	3,044	2,909	2,998	2,926	2,808	2,729	2,748	2,765	2,633	2,617	2,701	2,795	2,454		+109%	-18%	+71%
RIU - TIU		1,967	2,587	3,127	3,361	3,330	3,610	3,625	3,453	3,434	3,696	3,670	3,601	3,415	3,493	3,576	3,696	3,596	3,195	2,801		+75%	-18%	+42%
TIU - COL		3,887	4,470	4,601	4,785	5,278	5,373	5,666	5,859	6,005	5,635	5,471	5,077	4,962	4,945	4,845	5,173	4,690	4,262	3,631		+54%	-40%	-7%
TIU - INS		2,593	3,070	3,444	3,574	3,786	3,858	3,703	4,188	4,609	4,518	4,770	4,666	4,839	4,554	4,856	5,689	5,096	5,231	5,328		+78%	+16%	+105%
TIU - RIU		4,279	5,198	5,505	5,561	5,320	5,081	4,948	4,767	4,734	4,713	4,674	4,571	4,615	4,457	4,418	4,566	4,769	4,721	3,847		+11%	-19%	-10%
TIU - TIU		2,841	2,909	2,758	2,643	2,730	2,699	2,795	2,921	2,986	3,405	3,488	3,427	3,278	3,343	3,550	3,546	3,574	3,466	3,036		+5%	+2%	+7%
Total Mobile Students		**32,455**	**40,347**	**47,933**	**48,464**	**51,919**	**54,324**	**54,851**	**55,745**	**57,400**	**57,021**	**56,861**	**55,988**	**56,365**	**56,529**	**57,178**	**58,789**	**56,376**	**54,017**	**49,538**		**+77%**	**-14%**	**+53%**
Mobile Students, by Tfr. Type		**32,455**	**40,347**	**47,933**	**48,464**	**51,919**	**54,324**	**54,851**	**55,745**	**57,400**	**57,021**	**56,861**	**55,988**	**56,365**	**56,529**	**57,178**	**58,789**	**56,376**	**54,017**	**49,538**		**+77%**	**-14%**	**+53%**
Traditional Transfers		5,454	5,864	5,719	4,665	4,178	4,695	4,371	4,517	4,749	4,861	4,904	4,700	4,802	5,074	4,639	4,878	5,047	5,100	4,024		-13%	-15%	-26%
Other Mobile		27,001	34,483	42,214	43,799	47,741	49,629	50,480	51,228	52,651	52,160	51,957	51,288	51,563	51,455	52,539	53,911	51,329	48,917	45,514		+95%	-14%	+69%
Traditional Tfr % of Mobile		**16.8%**	**14.5%**	**11.9%**	**9.6%**	**8.0%**	**8.6%**	**8.0%**	**8.1%**	**8.3%**	**8.5%**	**8.6%**	**8.4%**	**8.5%**	**9.0%**	**8.1%**	**8.3%**	**9.0%**	**9.4%**	**8.1%**		↑	↓	↑
Traditional Transfers to ...		**5,454**	**5,864**	**5,719**	**4,665**	**4,178**	**4,695**	**4,371**	**4,517**	**4,749**	**4,861**	**4,904**	**4,700**	**4,802**	**5,074**	**4,639**	**4,878**	**5,047**	**5,100**	**4,024**		**-13%**	**-15%**	**-26%**
SFU	--	2,225	2,490	2,224	1,825	2,092	2,054	1,930	2,080	2,275	2,292	2,315	2,306	2,276	2,501	2,139	2,306	2,443	2,540	1,951		+2%	-14%	-12%
UBCV	--	1,506	1,683	1,500	1,125	600	1,156	1,048	958	1,009	1,157	1,102	1,108	1,248	1,270	1,176	1,043	1,055	1,029	990		-33%	-2%	-34%
UVIC	--	1,360	1,317	1,587	1,239	1,176	988	913	907	868	880	977	846	857	816	868	1,003	1,039	1,026	669		-36%	-23%	-51%
UNBC	--	382	393	361	292	248	237	201	258	190	215	199	186	143	215	191	191	179	177	131		-50%	-31%	-66%
UBCO	--		---	70	195	69	268	283	315	412	323	320	259	281	281	271	346	338	332	289		+489%	-30%	+313%

Table C12: Credentials Awarded in the B.C. Public Post-Secondary System, by Institution Type, Institution and Academic Year

# of Credent'ls	Academic Year																			19-Year Trend	% Change			% Share Within PSI Type	
	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022		Yr 02-10	Yr 10-20	All 19 Yrs	2002/ 2003	2020/ 2021
Total Credentials	**47,442**	**47,185**	**48,223**	**49,481**	**49,627**	**51,240**	**53,035**	**55,602**	**56,929**	**58,098**	**60,263**	**60,381**	**61,999**	**61,425**	**63,853**	**65,548**	**68,390**	**71,826**	**68,558**		**+20%**	**+20%**	**+45%**		
RIU	**18,800**	**19,027**	**19,925**	**20,774**	**20,756**	**21,471**	**21,533**	**22,873**	**23,382**	**24,151**	**24,886**	**25,335**	**25,164**	**25,475**	**26,345**	**27,498**	**28,265**	**28,981**	**29,123**		**+24%**	**+25%**	**+55%**	**100%**	**100%**
SFU	5,305	5,509	5,570	5,889	5,583	6,034	5,880	6,179	6,432	6,833	7,171	7,232	7,071	6,966	7,153	7,487	7,739	7,920	7,769		+21%	+21%	+46%	28%	27%
UBCO			469	610	671	754	936	1,168	1,305	1,458	1,605	1,655	1,765	1,660	1,727	1,731	1,926	2,214	2,360		+178%	+81%	+403%	0%	8%
UBCV	8,869	8,762	9,173	9,416	9,549	9,787	9,871	10,392	10,377	10,663	10,738	11,090	11,032	11,359	11,963	12,565	12,886	13,077	13,183		+17%	+27%	+49%	47%	45%
UNBC	726	746	738	754	835	899	833	822	751	785	822	726	745	755	696	777	716	761	757		+3%	+1%	+4%	4%	3%
UVIC	3,900	4,010	3,975	4,105	4,118	3,997	4,013	4,312	4,517	4,412	4,550	4,632	4,551	4,735	4,806	4,938	4,998	5,009	5,054		+16%	+12%	+30%	21%	17%
COL	**11,341**	**11,403**	**11,191**	**12,090**	**12,260**	**12,677**	**13,324**	**13,886**	**13,925**	**14,023**	**14,068**	**13,694**	**14,443**	**14,730**	**15,491**	**16,440**	**16,363**	**17,626**	**16,154**		**+23%**	**+16%**	**+42%**	**100%**	**100%**
CAM	1,726	1,745	1,841	1,896	2,179	2,141	2,344	2,391	2,375	2,561	2,779	2,731	2,737	2,776	2,839	2,706	2,196	1,276	1,701		+38%	-28%	-1%	15%	11%
CMTN	303	356	407	431	472	359	440	388	270	239	237	234	180	221	321	248	305	357	313		-11%	+16%	+3%	3%	2%
CNC	817	765	750	777	853	930	1,047	989	1,005	911	867	806	798	784	728	859	1,073	1,314	1,018		+23%	+1%	+25%	7%	6%
COTR	585	538	575	539	534	498	655	572	604	479	490	558	570	615	622	664	565	761	651		+3%	+8%	+11%	5%	4%
DOUG	1,741	1,490	1,468	1,543	1,468	1,518	1,570	1,699	1,875	1,992	2,277	2,273	2,407	2,320	2,592	2,881	3,100	3,505	3,170		+8%	+69%	+82%	15%	20%
LANG	959	1,087	825	1,043	897	1,042	975	1,193	1,200	1,234	1,192	1,148	1,462	1,578	1,959	2,515	2,343	3,123	2,521		+25%	+110%	+163%	8%	16%
NIC	418	431	389	394	406	481	561	615	579	541	513	576	580	597	601	648	683	750	658		+39%	+14%	+57%	4%	4%
NLC	318	315	344	399	438	474	517	568	443	436	429	425	515	639	617	581	611	521	467		+39%	+5%	+47%	3%	3%
OKAN	1,382	1,523	1,128	1,564	1,556	1,811	1,792	1,907	1,866	1,994	1,943	1,865	1,901	1,909	1,974	2,087	2,115	2,379	2,118		+35%	+14%	+53%	12%	13%
SEL	585	653	737	716	642	655	691	674	703	692	602	618	757	719	814	751	872	871	841		+20%	+20%	+44%	5%	5%
VCC	2,507	2,500	2,727	2,788	2,815	2,768	2,732	2,890	3,005	2,944	2,739	2,460	2,536	2,572	2,424	2,500	2,500	2,769	2,696		+20%	-10%	+8%	22%	17%
TIU	**10,604**	**10,260**	**10,504**	**10,498**	**10,367**	**10,629**	**11,424**	**11,849**	**11,899**	**12,035**	**13,293**	**13,702**	**14,259**	**13,122**	**13,716**	**13,722**	**15,548**	**16,210**	**15,175**		**+12%**	**+28%**	**+43%**	**100%**	**100%**
CAPU	2,041	1,364	1,224	1,266	1,495	1,789	1,550	1,596	1,760	1,702	1,769	1,924	1,765	1,746	1,653	1,537	1,641	2,217	1,959		-14%	+11%	-4%	19%	13%
ECU	279	271	319	354	338	315	355	369	372	403	408	397	408	387	434	380	457	437	441		+33%	+19%	+58%	3%	3%
KPU	1,903	1,927	1,987	1,935	1,613	1,572	2,057	2,244	2,103	2,113	2,530	2,893	3,156	2,330	2,460	2,590	3,515	3,052	3,158		+11%	+50%	+66%	18%	21%
RRU	1,021	889	1,064	1,061	1,007	1,055	1,125	1,079	1,129	1,318	1,402	1,292	1,344	1,321	1,450	1,351	1,383	1,531	1,528		+11%	+35%	+50%	10%	
TRU	2,149	2,178	2,148	2,024	2,133	2,087	2,307	2,277	2,269	2,202	2,587	2,625	2,682	2,622	2,689	2,757	3,135	3,322	3,134		+6%	+38%	+46%	20%	21%
UFV	1,517	1,689	1,632	1,610	1,670	1,644	1,738	1,871	1,973	2,027	2,200	2,124	2,395	2,237	2,217	2,369	2,630	2,999	2,346		+30%	+19%	+55%	14%	15%
VIU	1,694	1,942	2,130	2,248	2,111	2,167	2,292	2,413	2,293	2,270	2,397	2,447	2,509	2,479	2,813	2,738	2,787	2,652	2,609		+35%	+14%	+54%	16%	17%
INS	**6,697**	**6,495**	**6,603**	**6,119**	**6,244**	**6,463**	**6,754**	**6,994**	**7,723**	**7,889**	**8,016**	**7,650**	**8,133**	**8,098**	**8,301**	**7,888**	**8,214**	**9,009**	**8,106**		**+15%**	**+5%**	**+21%**	**100%**	**100%**
BCIT	5,631	5,610	5,537	5,265	5,500	5,481	5,693	5,950	6,429	6,607	6,653	6,582	7,025	6,953	7,190	6,894	7,202	8,045	6,962		+14%	+8%	+24%	84%	86%
IIG	25	37	50																					0%	0%
JIBC	998	790	938	791	688	872	950	915	1,101	1,126	1,141	896	923	1,004	878	762	754	694	793		+10%	-28%	-21%	15%	10%
NVIT	43	58	78	63	56	110	111	129	193	156	222	172	185	141	233	232	258	270	351		+349%	+82%	+716%	1%	4%

Table C13: Credentials Awarded in the B.C. Public Post-Secondary System, by Study Level, Credential Category and Program, by Academic Year

# of Credentials ↓	Academic Year																				19-Year Trend	% Change			% Share Within Study Lev. or Pgm	
	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022		Yr 02-10	Yr 10-20	All 19 Yrs	2002/ 2003	2020/ 2021
Total Credentials		**47,442**	**47,185**	**48,223**	**49,481**	**49,627**	**51,240**	**53,035**	**55,602**	**56,929**	**58,098**	**60,263**	**60,381**	**61,999**	**61,425**	**63,853**	**65,548**	**68,390**	**71,826**	**68,558**		**+20%**	**+20%**	**+45%**		
Undergraduate		**42,883**	**42,667**	**43,772**	**44,891**	**45,060**	**46,116**	**47,583**	**49,619**	**50,621**	**51,680**	**53,578**	**53,445**	**54,927**	**54,236**	**56,162**	**57,538**	**59,627**	**63,124**	**59,937**		**+18%**	**+18%**	**+40%**	**100%**	**100%**
Advanced Certificate		304	295	264	357	450	400	446	403	494	536	657	615	718	837	915	1,011	968	1,073	948		+63%	+92%	+212%	1%	2%
Advanced Diploma		167	215	290	281	299	327	315	374	415	478	495	564	564	602	581	712	752	750	555		+43%	+34%	+91%	0%	1%
Associate Degree		1,898	1,524	1,256	1,158	934	955	1,032	1,126	1,190	1,159	1,229	1,133	1,155	1,122	1,162	1,214	1,516	2,140	1,655		-37%	+39%	-13%	4%	3%
Bachelors Degree		16,457	17,227	18,309	19,378	19,634	20,134	20,136	21,415	21,806	23,049	23,966	23,979	24,701	24,207	25,220	26,005	26,683	27,728	27,548		+33%	+26%	+67%	38%	46%
Certificate		14,674	14,081	14,586	14,729	14,796	15,011	16,212	16,414	16,334	16,169	15,979	15,870	15,874	15,335	14,829	13,908	13,234	13,742	13,636		+11%	-17%	-7%	34%	23%
Diploma		7,971	7,977	7,680	7,531	7,392	7,719	7,686	8,040	8,464	8,379	9,138	8,859	9,237	9,237	10,179	10,633	11,623	12,569	11,199					19%	19%
First Professional Degree		619	662	635	626	700	714	746	740	764	771	844	906	963	944	1,002	959	985	1,001	986		**+23%**	**+29%**	**+59%**	1%	2%
Post-Degree Certificate		44	49	70	131	148	150	194	215	210	266	234	245	301	332	345	294	239	311	296		+377%	+41%	+573%	0%	0%
Post-Degree Diploma		749	637	682	700	707	706	816	892	944	873	1,036	1,274	1,414	1,620	1,929	2,802	3,627	3,810	3,114		+26%	+230%	+316%	2%	5%
Graduate		**4,559**	**4,518**	**4,451**	**4,590**	**4,567**	**5,124**	**5,452**	**5,983**	**6,308**	**6,418**	**6,685**	**6,936**	**7,072**	**7,189**	**7,691**	**8,010**	**8,763**	**8,702**	**8,621**		+38%	+37%	+89%	**100%**	**100%**
Doctorate		470	497	441	554	627	651	735	729	766	811	848	957	928	910	921	912	911	816	898		+63%	+17%	+91%	10%	10%
Graduate Certificate		220	92	178	199	221	269	237	244	250	331	336	363	462	398	444	403	453	543	595		+14%	+138%	+170%	5%	7%
Graduate Diploma		421	371	207	149	151	136	138	183	177	93	128	168	130	226	223	334	550	532	457		-58%	+158%	+9%	9%	5%
Masters Degree		3,448	3,558	3,625	3,688	3,568	4,068	4,342	4,827	5,115	5,183	5,373	5,448	5,552	5,655	6,103	6,361	6,849	6,811	6,671		+48%	+30%	+93%	76%	77%
Cred. Awarded by Program		**47,442**	**47,185**	**48,223**	**49,481**	**49,627**	**51,240**	**53,035**	**55,602**	**56,929**	**58,098**	**60,263**	**60,381**	**61,999**	**61,425**	**63,853**	**65,548**	**68,390**	**71,826**	**68,558**		**+20%**	**+20%**	**+45%**	**100%**	**100%**
Arts and Sciences		13,030	12,763	13,313	13,600	13,083	13,590	13,404	13,953	14,324	15,069	15,784	15,496	15,507	15,340	16,099	17,139	18,667	20,141	19,018		+10%	+33%	+46%	27%	28%
Bus, and Management		8,274	8,243	8,688	8,647	8,816	9,752	9,749	10,368	10,771	11,093	11,586	11,594	11,909	12,087	12,681	13,347	15,195	15,943	13,489		+24%	+25%	+55%	17%	20%
Eng. and Applied Sciences		5,638	5,396	5,176	5,019	5,020	4,984	5,260	5,777	5,828	6,149	6,487	6,714	7,257	7,564	8,378	8,999	9,638	9,834	9,875		+3%	+69%	+75%	12%	14%
Health		5,404	5,235	5,266	5,990	6,234	6,088	7,067	7,270	7,419	7,412	7,424	7,463	8,119	7,795	8,290	8,007	7,575	8,360	8,804		+37%	+19%	+63%	11%	13%
Human & Soc. Services		3,722	3,885	4,073	4,017	4,095	4,353	4,551	4,732	5,116	5,070	5,493	5,438	5,467	5,826	5,638	5,731	5,382	5,707	5,716		+37%	+12%	+54%	8%	8%
Education		4,141	4,102	3,977	4,067	4,154	4,206	4,381	4,733	4,759	4,330	4,394	4,568	4,338	4,199	4,401	4,618	4,921	5,084	4,570		+15%	-4%	+10%	9%	7%
Visual and Perf. Arts		1,918	1,869	1,895	1,957	2,080	2,106	2,224	2,165	2,211	2,344	2,362	2,234	2,256	2,159	2,126	2,192	2,175	2,236	2,215					4%	3%
Trades		5,297	5,668	5,818	6,171	6,119	6,150	6,374	6,575	6,476	6,615	6,720	6,827	7,130	6,443	6,231	5,515	4,837	4,521	4,846		**+22%**	**-25%**	**-9%**	11%	7%
Personal Impr. & Leisure		---	---	---		12			14	---	---		35	15	11	---				18		-67%	+500%	+100%	0%	0%
Other		---	15	---	13	14	11	25	15	22	14	13	12	---	---					---		+144%	-68%	-22%	0%	0%

Note: Excludes Apprenticeship, None, Other, Recommendation for Certification and Short Certificate. Any credential type at the Developmental level is also excluded.

Table C14: Bachelor's Degrees Awarded in the B.C. Public Post-Secondary System, by Institution Type, Institution and Academic Year

# of Bach. Deg.	Academic Year																			19-Year Trend	% Change			% Share Within PSI Type	
	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022		Yr 02-10	Yr 10-20	All 19 Yrs	2002/ 2003	2020/ 2021
Total Bach. Deg.		**16,457**	**17,227**	**18,309**	**19,378**	**19,634**	**20,134**	**20,136**	**21,415**	**21,806**	**23,049**	**23,966**	**23,979**	**24,701**	**24,207**	**25,220**	**26,005**	**26,683**	**27,728**	**27,548**		**+33%**	**+26%**	**+67%**		
RIU		**13,168**	**13,474**	**14,567**	**15,185**	**15,060**	**15,337**	**15,215**	**15,881**	**16,029**	**16,755**	**17,306**	**17,485**	**17,422**	**17,377**	**18,016**	**18,891**	**19,310**	**20,113**	**20,071**		**+22%**	**+25%**	**+52%**	**100%**	**100%**
SFU		3,389	3,852	4,129	4,311	4,161	4,441	4,290	4,473	4,624	4,986	5,240	5,221	5,115	4,839	5,016	5,122	5,162	5,445	5,362		+36%	+16%	+58%	26%	27%
UBCO				469	610	639	698	866	1,075	1,148	1,263	1,422	1,472	1,565	1,479	1,504	1,476	1,610	1,856	2,004		+145%	+75%	+327%	0%	10%
UBCV		6,059	5,860	6,185	6,384	6,416	6,343	6,298	6,477	6,375	6,590	6,697	6,801	6,871	7,133	7,560	8,065	8,358	8,443	8,375		+5%	+31%	+38%	46%	42%
UNBC		627	624	609	650	660	691	632	637	540	610	626	567	580	565	500	581	543	599	541		-14%	+0%	-14%	5%	3%
UVIC		3,093	3,138	3,175	3,230	3,184	3,164	3,129	3,219	3,342	3,306	3,321	3,424	3,291	3,361	3,436	3,647	3,637	3,770	3,789		+8%	+13%	+23%	23%	19%
COL		**443**	**523**	**157**	**322**	**560**	**680**	**745**	**864**	**1,034**	**1,051**	**1,142**	**1,053**	**1,289**	**1,234**	**1,224**	**1,304**	**1,247**	**1,243**	**1,315**		**+133%**	**+27%**	**+197%**	**100%**	**100%**
CAM					---	19	47	73	114	131	153	212	179	215	213	198	211	232	124	170			+30%		0%	13%
CMTN																									0%	0%
CNC																									0%	0%
COTR										---	---	---	---	---	---	---	---	---	11	---			+700%		0%	1%
DOUG					110	128	183	277	285	296	326	349	378	464	403	455	515	482	553	589			+99%		0%	45%
LANG						156	184	188	210	247	239	249	233	341	296	266	270	240	255	249			+1%		0%	19%
NIC					2	3	7	2	15	17	28	21	9	14	8	10	16	19	15	15			-12%		0%	1%
NLC																									0%	0%
OKAN		443	523	146	175	211	213	126	170	212	189	191	189	187	184	206	210	189	209	191			-10%		100%	15%
SEL						---	---		---	---	---	---	---	---	---	---	---	---	---	---			+200%		0%	1%
VCC				11	25	40	42	79	69	127	108	114	55	57	119	81	74	76	69	84			-34%		0%	6%
TIU		**2,576**	**2,891**	**3,214**	**3,444**	**3,536**	**3,622**	**3,648**	**3,968**	**4,000**	**4,390**	**4,678**	**4,616**	**5,021**	**4,703**	**5,010**	**4,834**	**5,168**	**5,353**	**5,220**		**+55%**	**+31%**	**+103%**	**100%**	**100%**
CAPU		128	137	158	165	225	269	209	218	259	338	422	459	452	450	465	434	458	433	523		+102%	+102%	+309%	5%	10%
ECU		270	270	319	354	326	308	334	355	355	386	392	380	375	356	405	344	420	383	370		+31%	+4%	+37%	10%	7%
KPU		247	298	368	386	419	419	530	602	603	709	810	905	1,115	875	988	955	1,115	1,092	1,050		+144%	+74%	+325%	10%	20%
RRU		217	239	262	335	361	363	330	340	312	352	368	324	346	360	377	357	313	275	294		+44%	-6%	+35%	8%	
TRU		757	802	794	802	841	858	878	899	938	893	936	886	940	884	872	881	910	1,100	1,036		+24%	+10%	+37%	29%	20%
UFV		472	525	616	644	654	650	680	729	762	872	899	870	1,040	984	1,035	1,030	1,097	1,162	1,068		+61%	+40%	+126%	18%	20%
VIU		485	620	697	758	710	755	687	825	771	840	851	792	753	794	868	833	855	908	879		+59%	+14%	+81%	19%	17%
INS		**270**	**339**	**371**	**427**	**478**	**495**	**528**	**702**	**743**	**853**	**840**	**825**	**969**	**893**	**970**	**976**	**958**	**1,019**	**942**		**+175%**	**+27%**	**+249%**	**100%**	**100%**
BCIT		270	339	371	427	474	479	511	678	727	832	805	782	911	835	895	916	893	955	868		+169%	+19%	+221%	100%	92%
IIG																									0%	0%
JIBC						---	---	---	---	---	---	---	---	33	31	50	32	33	40	44					0%	5%
NVIT							---	15	22	15	19	30	38	25	27	25	28	32	24	30			+100%		0%	3%

Table C15: Selected Credentials Awarded in the B.C. Public Post-Secondary System, by Credential Category, Institution Type and Academic Year

# of Credent'ls	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	19-Year Trend	% Change Yr 02-10	% Change Yr 10-20	% Change All 19 Yrs	% Share Within Credential 2002/ 2003	% Share Within Credential 2020/ 2021
	Academic Year																									
Bach. Degrees		**16,457**	**17,227**	**18,309**	**19,378**	**19,634**	**20,134**	**20,136**	**21,415**	**21,806**	**23,049**	**23,966**	**23,979**	**24,701**	**24,207**	**25,220**	**26,005**	**26,683**	**27,728**	**27,548**		**+33%**	**+26%**	**+67%**	**100%**	**100%**
COL, INS		713	862	528	749	1,038	1,175	1,273	1,566	1,777	1,904	1,982	1,878	2,258	2,127	2,194	2,280	2,205	2,262	2,257		+149%	+27%	+217%	4%	8%
TIU		2,576	2,891	3,214	3,444	3,536	3,622	3,648	3,968	4,000	4,390	4,678	4,616	5,021	4,703	5,010	4,834	5,168	5,353	5,220		+24%	+31%	+62%	16%	19%
RIU		13,168	13,474	14,567	15,185	15,060	15,337	15,215	15,881	16,029	16,755	17,306	17,485	17,422	17,377	18,016	18,891	19,310	20,113	20,071		+22%	+25%	+52%	80%	73%
Certificates (UG)		**14,674**	**14,081**	**14,586**	**14,729**	**14,796**	**15,011**	**16,212**	**16,414**	**16,334**	**16,169**	**15,979**	**15,870**	**15,874**	**15,335**	**14,829**	**13,908**	**13,234**	**13,742**	**13,636**		**+11%**	**-17%**	**-7%**	**100%**	**100%**
COL, INS		9,944	9,673	10,218	10,462	10,753	11,256	11,795	12,040	12,023	12,076	11,455	11,004	11,079	10,837	10,504	9,750	9,281	9,727	9,512		+21%	-21%	-4%	68%	70%
TIU		4,124	3,877	3,854	3,769	3,569	3,329	4,022	3,994	3,861	3,500	3,839	4,236	4,219	3,792	3,665	3,438	3,317	3,269	3,377		-6%	-13%	-18%	28%	25%
RIU		606	531	514	498	474	426	395	380	450	593	685	630	576	706	660	720	636	746	747		-26%	+66%	+23%	4%	5%
Diplomas (UG)		**7,971**	**7,977**	**7,680**	**7,531**	**7,392**	**7,719**	**7,686**	**8,040**	**8,464**	**8,379**	**9,138**	**8,859**	**9,237**	**9,237**	**10,179**	**10,633**	**11,623**	**12,569**	**11,199**		**+6%**	**+32%**	**+40%**	**100%**	**100%**
COL, INS		5,726	5,900	5,733	5,620	5,390	5,483	5,631	5,852	6,243	6,225	6,700	6,458	6,795	7,012	7,760	7,961	8,231	9,141	8,089		+9%	+30%	+41%	72%	72%
TIU		2,234	2,077	1,941	1,910	2,002	2,205	2,042	2,172	2,220	2,144	2,436	2,401	2,442	2,225	2,407	2,656	3,377	3,414	3,090		-1%	+39%	+38%	28%	28%
RIU		11	---	---	---	---	31	13	16	---	---	---	---	---	---	12	16	15	14	20					0%	0%