

STP RESEARCH RESULTS

Student Transitions into BC Public,
BC Private and Non-BC Institutions

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Introduction

About this Research

This report from the Student Transitions Project (STP) features selected research findings on the transitions of high school graduates into B.C. public, B.C. private and non-B.C. post-secondary institutions. This study was enabled by a linkage of encrypted Personal Education Numbers (PENs) between the STP2018 enrollment table¹ to two other data sources: applicants for Student Financial Assistance (SFA) and recipients of Passport to Education (PTE) tuition fee credits. Despite its limitations (see [page 8](#)), this special data linkage allowed the STP to identify some of the post-secondary institution destinations of students who did not initially enroll in the B.C. public post-secondary education system after high school graduation, but instead enrolled in an accredited post-secondary institution anywhere else in the world.

This report examines the post-secondary enrollment destinations, patterns and trends of the grade graduates of 2001/2002 to 2014/2015 into any **B.C. public**, **B.C. private** or **non-B.C.** institution in 2002/2003 through 2015/2016.

Readers of this current STP research report might be interested in reviewing the results from similar research conducted by the STP more than a decade ago (May 2010), entitled [Student transitions into Post-secondary Education Sectors – B.C. Public, B.C. Private and Non-B.C. Institutions](#).

This current study is a refresh of the 2010 research, but uses a larger and more recent data set comprised of fourteen cohorts of grade 12 graduates from 2001/2002 to 2014/2015. This updated report is available on the [STP website](#)².



Photo Source: <http://www.edgeip.com/images/FCK/Image/20179/05Carleton.jpg>

¹ The STP2018 enrollment table uses encrypted Personal Education Numbers to anonymously identify and quantify those students who graduated from B.C.'s K-12 education system and subsequently enrolled in any of B.C.'s 25 public post-secondary institutions.

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

How does the STP traditionally measure student transition rates? How can this study enhance those rates?

Each year, the STP collects secondary and post-secondary enrollment records and links the encrypted PEN's from these two data sources to obtain a longitudinal enrollment picture of students who enrolled in B.C.'s K-12 and/or B.C.'s public post-secondary system.

After merging the two data sets, the STP produces various outputs to report on the student transitions of high school graduates into B.C. public post-secondary education. The STP quantifies the number and proportion of students from each graduation cohort who subsequently enroll in one or more of B.C.'s twenty-five public post-secondary institutions. From these annual updates on student transition rates, the STP finds that over 50% of high school graduates enroll in the B.C. public post-secondary system within one year of grade 12 graduation. Over a longer time-period, the cumulative transition rate of each graduation cohort approaches 80% within ten years of graduation.

The STP continues to be a valuable resource to the province, school districts and post-secondary institutions for post-secondary planning, enrollment reporting, and student mobility studies, but it lacks any detailed student-level data on post-secondary enrollments in B.C. private institutions and non-B.C. institutions. As a result, **when the STP reports student transition rates, it normally provides information on transitions into B.C. public post-secondary education**, without the broader picture of post-secondary participation of B.C.'s secondary school graduates in B.C. private and non-B.C. institutions.



This report attempts to fill the missing gap in student transition rates by linking encrypted identifiers to two external data sources to help determine the B.C. private and non-B.C. post-secondary destinations of students who did not enroll in the B.C. public post-secondary system. The Student Financial Assistance (SFA) data source provides the post-secondary institution destinations of students who applied for and received student financial assistance. The Passport to Education (PTE)³ data source identifies the post-secondary institutions in which academically qualified B.C. high school graduates redeemed Passport to Education tuition fee credits. Although some students may attend non-B.C. or B.C. private institutions without applying for financial assistance or receiving/redeeming a Passport to Education, the SFA and PTE data sources do provide a meaningful view of the worldwide post-secondary destinations of B.C. high school graduates.

³ Passport to Education tuition fee credit program was phased out over a three-year period (2013/2014 to 2015/2016), although recipients of tuition fee credits have up to five years from September 30th of their high school graduation year to redeem their Passport to Education award at a designated college, university or career training school. In order to maintain consistent research results over the study period, this study focuses on the grade 12 graduation cohorts of 2001/2002 through 2014/2015.

Data Limitations and Interpretation

The results of this study must be interpreted with caution. The post-secondary institution destinations of students who enrolled in B.C. private and non-B.C. institutions are obtained from limited data sources. Please consider the following limitations when interpreting the findings presented in this report:

- (a) Any B.C. grade 12 graduate who did not enroll in a B.C. public post-secondary institution, may have enrolled elsewhere in the world, or not at all. The students registered in B.C. private or non-B.C. institutions were found by looking exclusively in the SFA and PTE data sources. Therefore, all B.C. private and non-B.C. post-secondary registrants identified in this study are limited exclusively to those who received Student Financial Assistance or Passport to Education tuition fee credits.
- (b) The post-secondary institution destinations and registration patterns of students who received Student Financial Assistance (SFA) or Passport to Education (PTE) tuition fee credits may be quite different from those who do not use these funding sources.
- (c) The SFA and PTE data sources offer unequal coverage of all B.C. grade 12 graduates, especially among students with different academic qualifications. For example, non-Aboriginal and high-achieving grade 12 graduates are equally as likely to use SFA as PTE to fund their post-secondary education, but moderate-achievers and Aboriginal students are less likely to qualify for PTE and are more likely to use SFA to fund their education.
- (d) Students may attend B.C. private or non-B.C. institutions without applying for financial assistance or receiving/redeeming Passport to Education tuition fee credits. Therefore, any post-secondary registrants in B.C. private or non-B.C. institutions, who are excluded from the SFA and PTE data sources, are reported as non-transitioners in this study.
- (e) Calculating student transition rates from the SFA and PTE supplemental data sources under-estimates the overall transition rates of B.C. secondary school graduates. This is because students who did not enroll in the B.C. public post-secondary system, and did not seek Student Financial Assistance, and did not receive/ redeem Passport to Education tuition credits, have no other post-secondary enrollment data from which the STP can identify their post-secondary destinations. These high school graduates may have enrolled in B.C. private or non-B.C. institutions, but their post-secondary education activity is unknown to the STP.
- (f) The Passport to Education tuition fee credit program was phased out over a three year period (2013/2014 to 2015/2016), although recipients of PTE tuition fee credits have up to five years from September 30th of their graduation year to redeem their Passport to Education award at a designated college, university or career training school. This causes a break in the consistent transition rate trends into B.C. private and non-B.C. institutions for grade 12 graduation cohorts after 2014/2015. Therefore, the STP does not recommend calculating overall transition rates for grade 12 graduation cohorts after 2014/2015 (from the sum of B.C. public, B.C. private and non-B.C. institutions) because this creates an artificial drop in the overall transition rate trend line.



- (g) By combining the three data sources (STP, SFA and PTE), the STP is able to calculate augmented student transition rates, thus demonstrating that overall student transition rates are higher than the rates traditionally reported by the STP into B.C. public post-secondary institutions exclusively. Of course, these overall transition rates are simply *minimum* rates and would certainly be higher if the post-secondary destinations of students who did not seek SFA or PTE funds were available.
- (h) Percentages stated in the tables, charts and text of this report are rounded. As a result, the sum of individual numbers may not precisely add up to the stated total.

Overview of Research Questions

This report is presented as a series of research questions and answers, beginning here with brief responses to each question, followed by a more detailed explanation and visual analysis in the Research Results section of the report, beginning on [page 13](#).

The report navigates through the myriad of questions on student transition rates into B.C. public, B.C. private and non-B.C. institutions and compares the results across different student academic qualifications, provincial regions, public/private origins and destinations, student characteristics and time of entry. Post-secondary student destinations are examined by sector, institution, program and credential and an investigation into the proportion of students who subsequently enroll in the B.C. public post-secondary system, after first enrolling elsewhere is also provided. The report concludes with a consideration for alternative data source and future research directions. Readers are reminded to review and understand the **Data Limitations** (see [page 8](#)) when interpreting or sharing the results.

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

STP Steering Committee Members

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

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

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

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

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

Special Thanks

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



For More Information

A wealth of additional information is also available to post-secondary institutions seeking more detailed information on student transitions specific to their region or institution.



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

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

Student Transition Rates

What proportion of B.C. grade 12 graduates enroll in any post-secondary education within one year of high school graduation? The overall immediate-entry transition rate is 56.8%, including 52.6% who enrolled in a B.C. public post-secondary institution, 1.2% in a B.C. private institution, and 2.9% in a non-B.C. institution, located anywhere else in Canada or the rest of the world. (Page 13).

What are the immediate-entry trends into B.C. Public, B.C. Private, Non-B.C. and Overall post-secondary education? Increasing, followed by decreasing, immediate-entry trends are evident in B.C. public, B.C. private and non-B.C. institutions. (Page 14).

What proportion of B.C. grade 12 graduates enroll in any post-secondary education within ten years of high school graduation? Within ten years of high school graduation, overall transition rates reach 83% to 84%, including B.C. public, B.C. private and non-B.C. transitions. (Page 15).

What are the cumulative ten-year transition rate trends into B.C. public, B.C. private and non-B.C. institutions? An increasing ten-year transition rate trend into B.C. public post-secondary education is evident, but this increase has been largely offset by declining long-run transition rates into B.C. private and non-B.C. institutions. (Page 16).

Academic Qualifications

Do academic qualifications affect whether and when students enroll in B.C. Public, B.C. Private and Non-B.C. institutions? The proportion of students who enroll in any post-secondary institution (B.C. public/private or non-B.C.) doubles from 47% for the lowest academic performers to 94% for the highest academic performers. Academic qualifications also impact time of entry, with high performers enrolling immediately and moderate achievers delaying their entry into post-secondary education (Page 17).

Do academic qualifications affect where students enroll – B.C. Public, B.C. Private or Non-B.C. institutions? Students who enroll in non-B.C. institutions tend to be those with high academic qualifications, whereas registrants in B.C. private institutions tend to have lower academic qualifications. (Page 19).

What are the average iGPA scores of students who enrolled immediately in B.C. public, B.C. private and non-B.C. institutions? Students with high academic performance in high school dominate the group of students transitioning to non-B.C. post-secondary institutions, whereas moderate achievers dominate the group who enroll in B.C. private institutions. (Page 20).

How do academic qualifications affect immediate-entry transition rate trends, by post-secondary sector destination? High achievers consistently show higher immediate-entry transition rates than moderate achievers, but this varies by destination sector. Students enrolling in B.C. private institutions are slightly more likely to be moderate achievers than high achievers. (Page 21).

Regional Variations

Does graduation high school location affect student transition rates into B.C. public, B.C. private and non-B.C. institutions? Grade 12 graduates from Lower Mainland high schools have the highest immediate-entry transition rates into B.C. public, B.C. private and non-B.C. institutions, but graduates from high schools close to the Alberta border have higher transition rates into non-B.C. institutions. (Page 23).

What are the post-secondary transition patterns of grade 12 graduates from school districts along the B.C./Alberta border? The immediate-entry transition rates into B.C. public post-secondary education for the group of six school districts located along the B.C./Alberta border are lower than the comparable rate for all other B.C. school districts (41.6% versus 52.6%). These school districts also have higher immediate-entry transition rates into Alberta institutions (3.7%) than other school districts (0.7%) (Page 24).

Public/Private Origins & Destinations

Are there any patterns in the public/private post-secondary destinations of graduates from public/independent schools? Among high-achievers, grade 12 graduates from private/independent schools have higher transition rates into B.C. private, non-B.C. private and non-B.C. public institutions (but lower transition rates into B.C. public post-secondary institutions), when compared to high-achieving graduates from public high schools. (Page 25).

Definitions

Grade 12 graduation cohort – the population of B.C. grade 12 graduates from B.C. public and independent secondary schools in an academic year. Only those graduates deemed eligible to graduate at the beginning of the school year, based on their completed courses and courses enrolled in, are included in the cohort.

B.C. Public Post-Secondary Institutions – authorized under provincial legislation to deliver post-secondary education and training in B.C. See list of 25 B.C. public post-secondary institutions on [page 44](#).

B.C. Private Post-Secondary Institutions – this includes private degree-granting institutions, as well as language training, theological or other private post-secondary training providers in the province of B.C. Visit the [Ministry of Advanced Education, Skills and Training](#) website for more information.

Non-B.C. Post-Secondary Institutions – this includes any public or private post-secondary institution outside of B.C., including other institutions within Canada or anywhere in the world.

Immediate-entry transition rate – the proportion of a grade 12 graduation cohort that enrolls in post-secondary education *within one-year* of high school graduation.

Delayed-entry transition rate – the proportion of a grade 12 graduation cohort that enrolls in post-secondary education *after one or more years* since high school graduation.

Student Characteristics

What are the patterns in student transitions to B.C. public, B.C. private and non-B.C. institutions, by student characteristics? Numerous transition patterns into B.C. public, B.C. private and non-B.C. institutions are evident when B.C.'s high school graduates are compared across demographic characteristics, such as gender, Aboriginal status, French Immersion, ESL, graduation region and international student status. (Page 26).



Time of Entry

What are the patterns in immediate versus delayed-entry for those who enroll within Canada versus outside of Canada? The dominant enrollment pattern for high school graduates enrolling in B.C. public and non-B.C. institutions is to enroll immediately, but B.C. private institution registrants tend to be delayed-entry students. The proportion of immediate-entry students, as opposed to delayed-entry students, in B.C. public institutions (74%) or non-B.C. institutions (64%) is higher than the share of immediate-entry students enrolling in B.C. private institutions (49%) or institutions outside of Canada (49%). (Page 29)

Post-Secondary Destinations

What are the most popular post-secondary institution destinations of B.C. high school graduates, anywhere in the world? The top three post-secondary institutions attended by B.C. grade 12 graduates in any sector (B.C. public, B.C. private or non-B.C.) are UBC, SFU and Kwantlen. Two non-B.C. post-secondary institutions, McGill and University of Toronto, rank 24th and 25th among a possible 1,504 institutions in B.C., the rest of Canada or anywhere in the world. (Page 30).

What are the most popular B.C. private institution destinations of B.C. high school graduates? A total of 318 B.C. private institutions were identified in this study that grade 12 graduates of 2001/2002 to 2014/2015 had attended by 2015/2016. Trinity Western University identified as the most popular B.C. private institution attended. (Page 31).

What are the city destinations of students who enrolled in B.C. private institutions? Most of the B.C. private institutions are located in the Lower Mainland and this is where the majority of students enrolled, with 33.7% in Vancouver, 14.9% in Surrey, 11.0% in Burnaby and 7.6% in Burnaby. (Page 32).

On average, how far from their high school do students travel to attend a B.C. private versus B.C. public post-secondary institution? On average, B.C. high school graduates who enrolled in a B.C. private institution relocated a greater distance from their graduation high school than students who enrolled in B.C. public post-secondary institutions (94 km versus 55 km). Students from regions outside of the Lower Mainland also traveled further from home to enroll in a B.C. private or B.C. public post-secondary institution, compared to students who graduated in the Lower Mainland. (Page 34).

What are the most popular non-B.C. institution destinations of B.C. high school graduates? A total of 1,159 unique non-B.C. institutions were identified in this study as a destination for B.C. high school graduates. The top three non-B.C. institutions were McGill, University of Toronto and University of Calgary. In general, the number of

immediate-entry students entering non-B.C. institutions tends to outnumber the delayed-entry students. (Page 35).

[What are the province and state destinations of students who enrolled in non-B.C. institutions within Canada or the USA?](#) Among the nearly 27,000 students who enrolled in non-B.C. institutions elsewhere in Canada (90%) or the United States (10%), the top three Canadian province destinations were Ontario (38%), Alberta (31%) and Quebec (13%). The top three USA destination states were California (2%), New York (2%) and Washington (1%). (Page 37).

[What are the city destinations of students who enrolled in non-B.C. institutions within Canada?](#) The top four non-B.C. city destinations within Canada were Toronto (14.0%), Montreal (13.2%), Calgary (13.2%) and Edmonton (10.2%), accounting for roughly half (50.6%) of students who first enrolled in a Canadian post-secondary institution outside of B.C. (Page 39).

Program/Credential Destinations

[In which programs do B.C. high school graduates enroll immediately – B.C. public, B.C. private and non-B.C. institutions?](#) Program information in this study was not consistently available from all data sources, but Arts and Sciences were popular program destinations. Variations in program distributions at B.C. public, B.C. private and non-B.C. institutions were evident. (Page 40).

[Which credentials do immediate-entry students seek at B.C. public, B.C. private and non-B.C. institutions?](#) Credentials information in this study was not consistently available from all data sources, but Diplomas were frequently sought by immediate-entry students in B.C. public and B.C. private institutions. (Page 41).

Return to B.C. Public Post-Sec

[What proportion of immediate-entry students to B.C. public, B.C. private and non-B.C. institutions subsequently enroll in a B.C. public post-secondary institution over the next five years?](#) About 90% of the students who initially enrolled in a B.C. public post-secondary institution returned to the B.C. public system within the next five years to continue their studies, but not necessarily in the same institution or program. Approximately 33% of those who began in a B.C. private institution and 25% who began in a non-B.C. institution eventually registered in the B.C. public post-secondary system within the next five years. (Page 42).

[How soon do immediate-entry students subsequently enroll in a B.C. public post-secondary institution, by first enrollment sector?](#) Students who begin their studies in the B.C. public post-secondary system and subsequently continue in the B.C. public system tend to return in the year following their immediate-entry year. Other students, who began in the B.C. private or non-B.C. institutions, have lower rates of enrollment in the B.C. public system over the next five years, and the timing of those enrollments is more evenly distributed over the five years. (Page 432).

Other Data Sources

[Are there other methods or sources available to identify post-secondary destinations of B.C. high school graduates?](#) Statistics Canada's Post-Secondary Information System (PSIS) and/or the centralized provincial admissions systems in Ontario and Alberta may be possible data sources for future exploration that might allow the STP to obtain more information on the post-secondary destinations of B.C. high school graduates who do not enroll in the B.C. public post-secondary system. (Page 45).

Research Results

What proportion of B.C. grade 12 graduates enroll in **any post-secondary education** within one year of high school graduation?

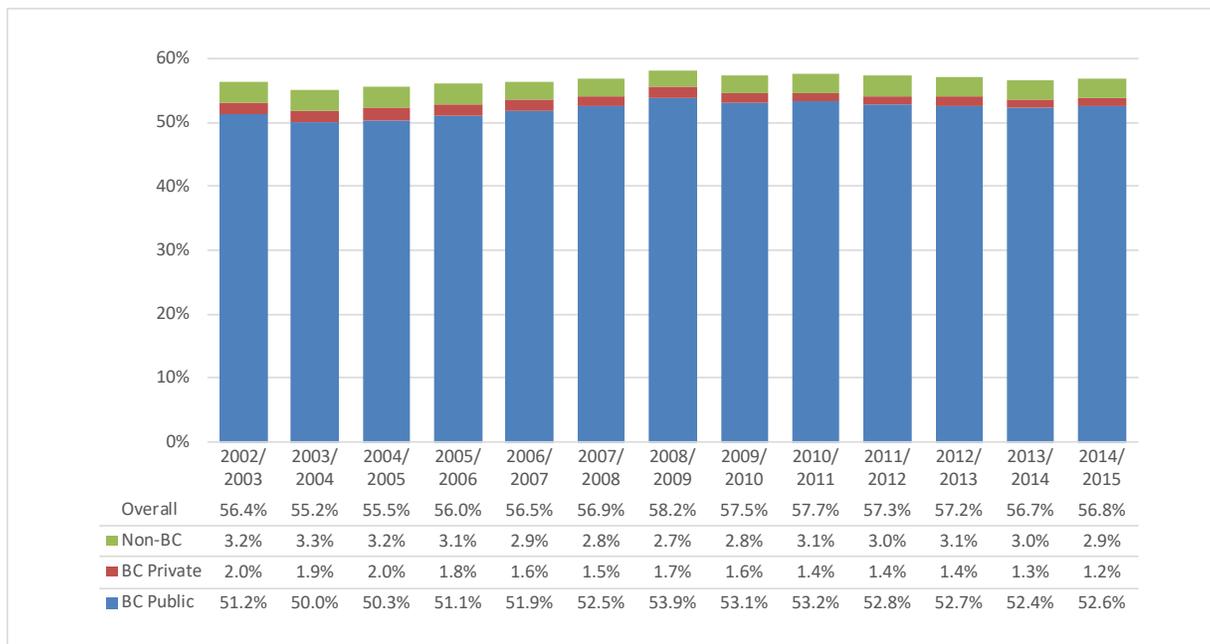
Based on the expanded STP data sources, the **overall immediate-entry transition rate⁴** of the 2014/2015 grade 12 graduation cohort is **56.8%**, including:

- 52.6% who enrolled in a B.C. public post-secondary institution,
- 1.2% in a B.C. private institution, and
- 2.9% in a non-B.C. institution located anywhere else in Canada or the rest of the world.

Given that the data sources available to the STP for determining the B.C. private and non-B.C. destinations do not capture all students, these immediate-entry transition rates into B.C. private and non-B.C. institutions should be considered as **minimum rates**, and are likely higher than reported here.⁵

As shown in **Figure 1**, the B.C. public post-secondary system is the primary post-secondary destination of B.C. high school graduates. Among those who do pursue post-secondary education outside of the B.C. public system, roughly twice as many enroll in non-B.C. institutions than B.C. private institutions.

FIGURE 1: IMMEDIATE-ENTRY TRANSITION RATES, BY SECTOR OF POST-SECONDARY INSTITUTION



⁴ See definitions on [page 7](#).

⁵ In this study, the post-secondary institution destinations are not identifiable for those students who did not enroll in a B.C. public post-secondary institution and additionally did not apply for Student Financial Assistance (SFA) nor receive any Passport to Education (PTE) tuition fee credits. It is possible that some of these students enrolled in B.C. private or non-B.C. institutions.

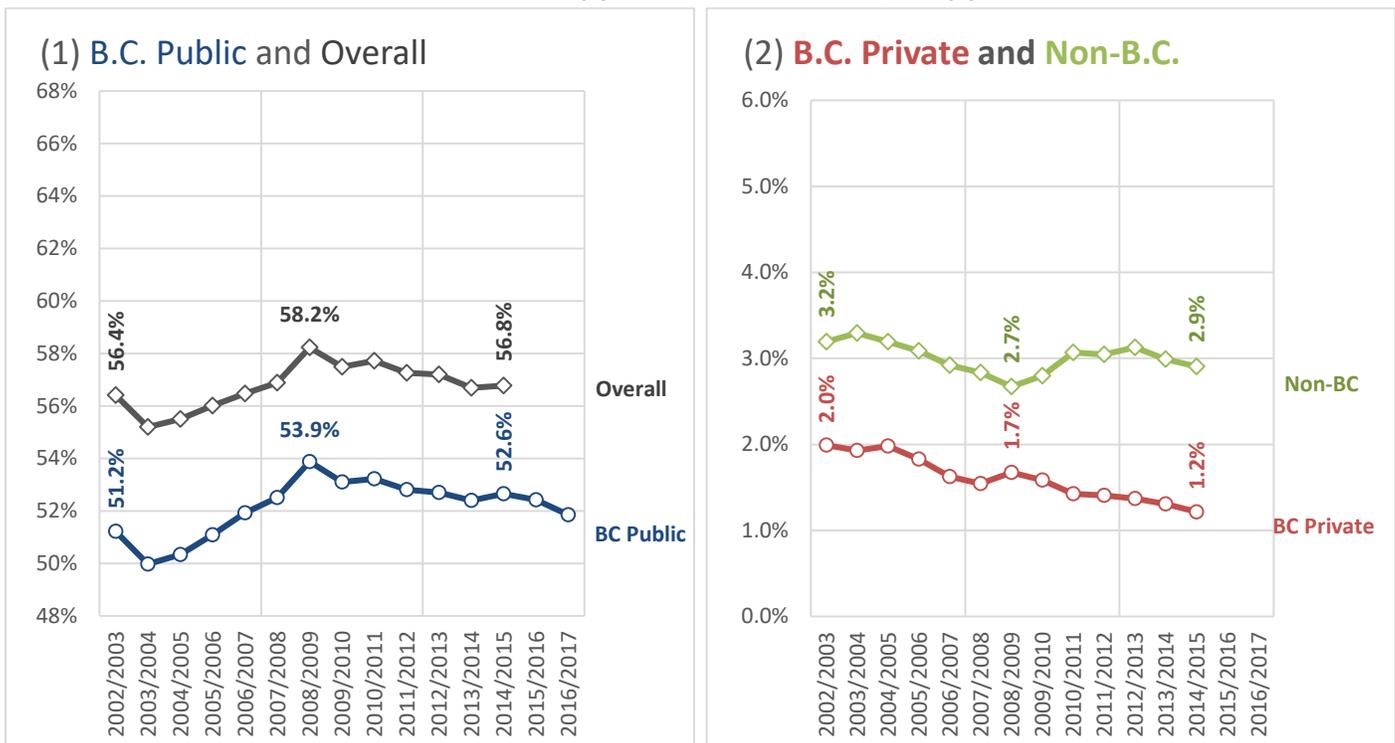
What are the immediate-entry trends into B.C. Public, B.C. Private, Non-B.C. and Overall post-secondary education?

As shown in **Figure 2**, overall immediate-entry transition rates steadily increased each year for the graduation cohorts of 2003/2004 to 2008/2009, ultimately reaching a peak of 58.2%. The steady growth during that five-year time-period was primarily driven by growth in the proportion of students entering B.C. public post-secondary institutions; and this growth was significant enough to offset small decreases in the proportion of grade 12 graduates entering non-B.C. and B.C. private institutions.

The trend in overall transition rates began to shift with the 2008/2009 grade 12 graduation cohort, when overall immediate-entry transition rates slowly declined and reached 56.8% for the 2014/2015 graduation cohort. Initially, these declining immediate-entry transition rates were mainly driven by declines to post-secondary education within B.C. (both public and private post-secondary). However, small increases in student transitions to non-B.C. institutions in 2009/2010 and 2010/2011 were not sufficient to sustain the previous growth in overall immediate-entry transition rates.

Over the last several years, from 2012/2013 to 2015/2016, the overall immediate-entry transition rates, as well as immediate-entry transitions into each sector (B.C. public⁶, B.C. private and non-B.C.) have continued to decline. See **page 20** to learn how academic qualifications affect these trends.

FIGURE 2: IMMEDIATE-ENTRY TRANSITION RATES INTO: (1) B.C. PUBLIC⁶ AND OVERALL, AND (2) B.C. PRIVATE AND NON-B.C. INSTITUTIONS



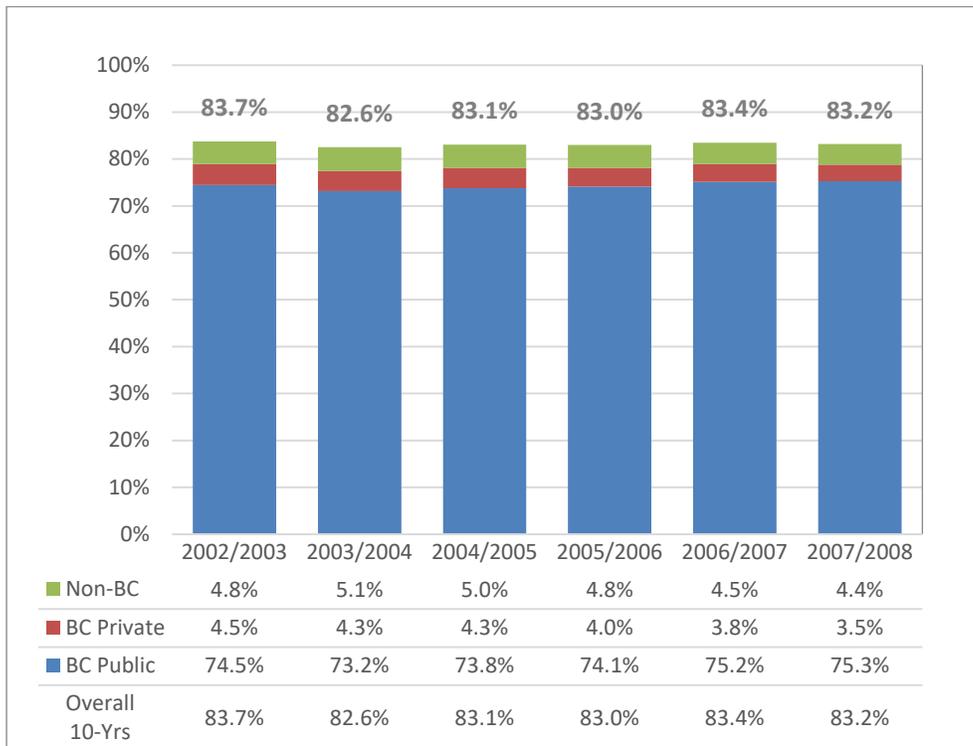
⁶ Due to a break in available data sources, the STP is unable to calculate reliable or consistent transition rates into B.C. Private and non-B.C. institutions for grade 12 graduation cohorts after 2014/2015. The STP has reliable and stable information on student transitions into B.C. public post-secondary education through 2016/2017 grade 12 graduates.

What proportion of B.C. grade 12 graduates enroll in any post-secondary education **within ten years** of high school graduation?

Looking ten years beyond grade 12 graduation for the 2002/03 to 2007/08 grade 12 graduation cohorts, it is evident that overall transition rates into any post-secondary education, reaches 83% to 84%. This includes transitions into B.C. public, B.C. private and non-B.C. institutions, with the most recently available overall transition rates after ten years reaching 83.2% for the 2007/2008 graduation cohort.

Among immediate-entry students of 2007/2008 (see [Figure 1 on page 11](#)), the transition rate into non-B.C. institutions (2.8%) was 1.3 percentage points higher than the transition rate into B.C. private institutions (1.5%). However, within ten years of grade 12 graduation (see [Figure 3](#)), the transition rate gap between non-B.C. (4.4%) and B.C. private institutions (3.5%) narrows to just 0.9 percentage points. This is because delayed-entry students who enroll outside of the B.C. public system are more inclined to enroll in B.C. private than non-B.C. institutions. Academic qualifications may also be a factor in the destinations of delayed-entry students.

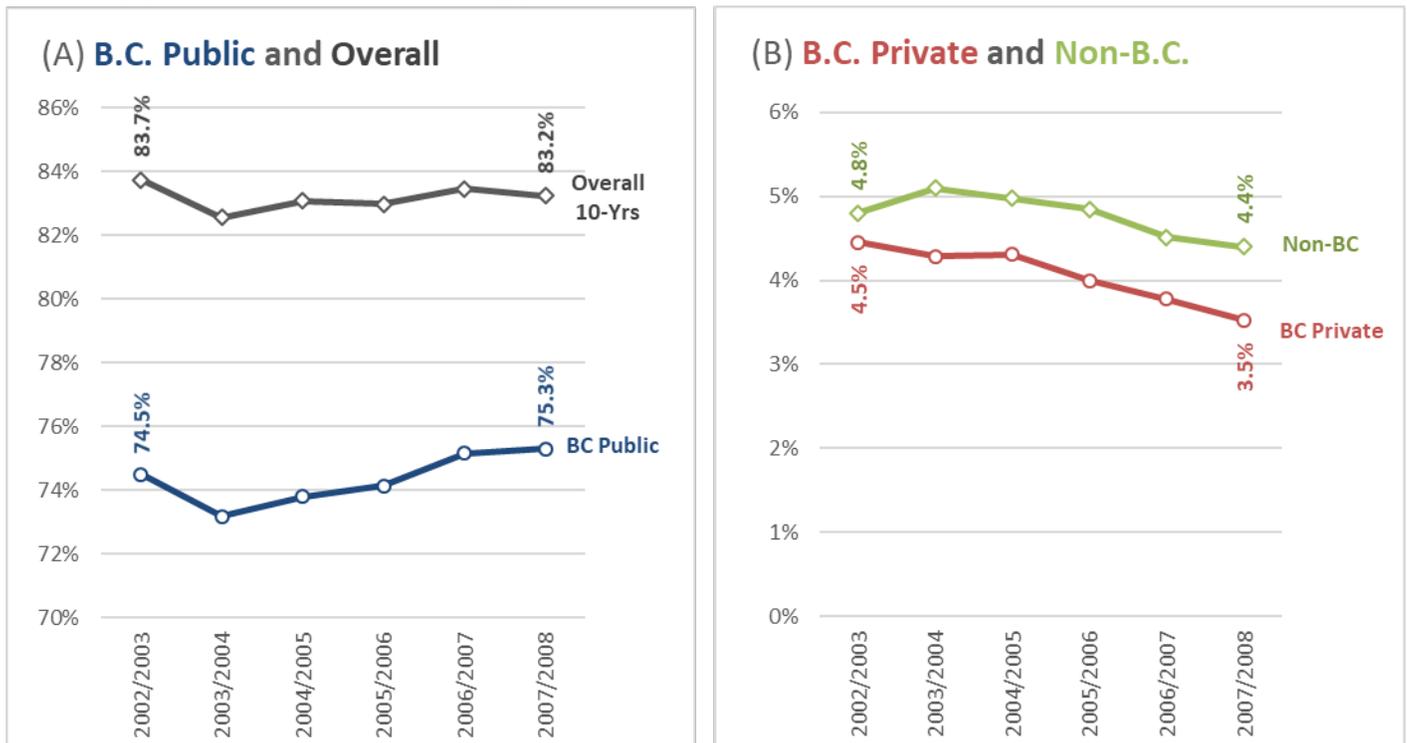
FIGURE 3: CUMULATIVE TEN-YEAR TRANSITION RATES, BY SECTOR OF POST-SECONDARY INSTITUTION



What are the cumulative ten-year transition rate trends into B.C. public, B.C. private and non-B.C. institutions?

Figure 4 below separates the ten-year transition rate trends to B.C. public, B.C. private and non-B.C. institutions. While ten-year overall transition rates have dropped slightly for graduation cohorts of 2003/2004 to 2007/2008, an increasing ten-year transition rate trend into B.C. public post-secondary education is evident, but this increase has been largely offset by declining long-run transition rates into B.C. private and non-B.C. institutions.

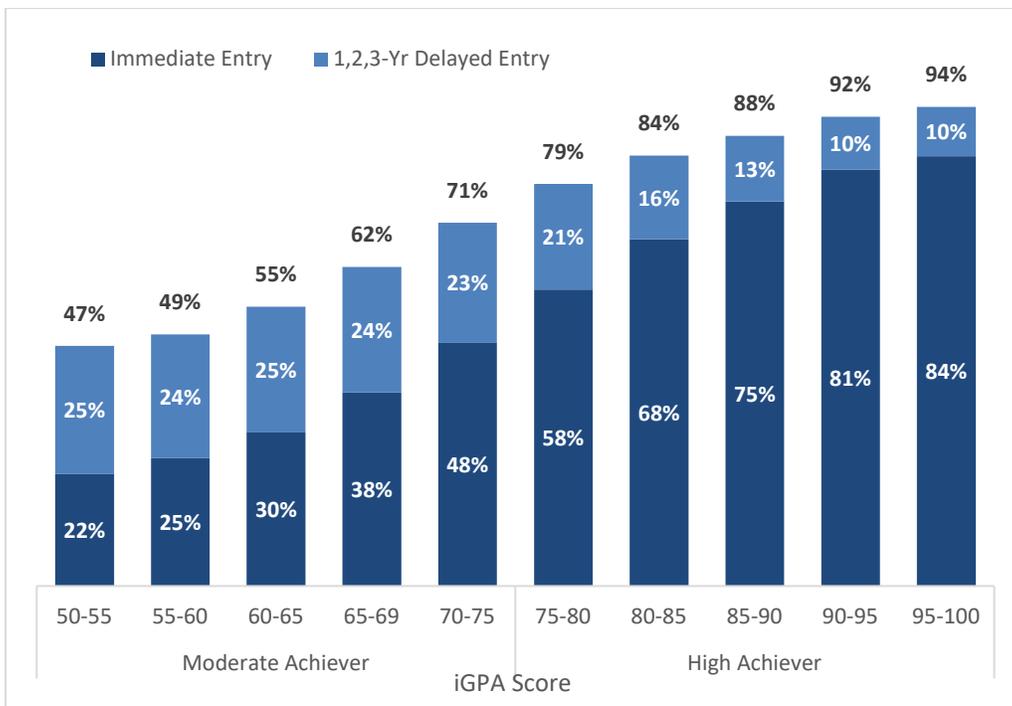
FIGURE 4: CUMULATIVE TEN-YEAR TRANSITION RATE TRENDS INTO:
(A) B.C. PUBLIC⁶ AND OVERALL, AND (B) B.C. PRIVATE AND NON-B.C. INSTITUTIONS



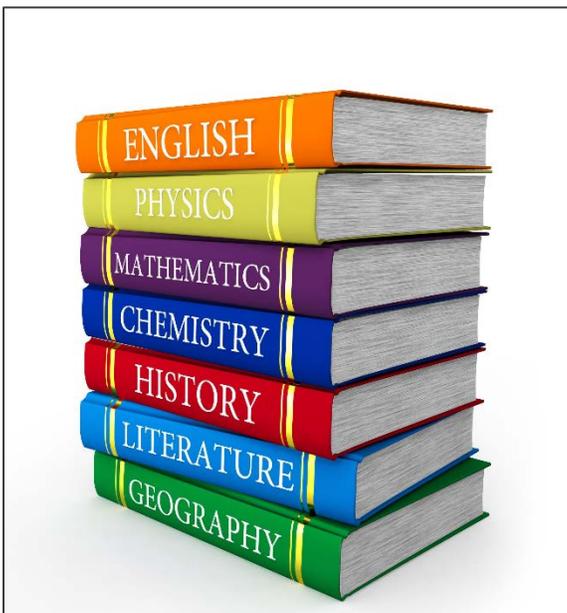
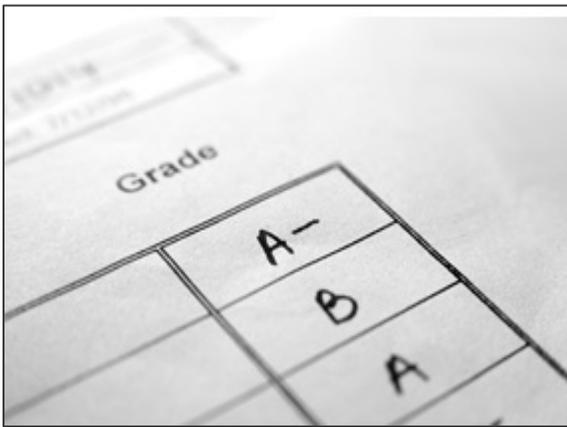
Do academic qualifications affect *whether* and *when* students enroll in B.C. Public, B.C. Private and Non-B.C. institutions?

High school academic performance makes a difference in *whether and when* students enroll in post-secondary education. As shown in **Figure 5**, the proportion of students who enroll in any post-secondary institution (B.C. public, B.C. private or non-B.C.) doubles from 47% for the lowest academic performers to 94% for the highest academic performers⁷. The collective population of grade 12 graduates from 2001/2002 to 2014/2015 with moderate academic performance had a tendency to delay their transition into post-secondary education, while the group of high achievers were much more likely to enroll immediately.

FIGURE 5: OVERALL TRANSITION RATES INTO POST-SECONDARY EDUCATION, BY iGPA AND TIME OF ENTRY, B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015



⁷ Academic performance for high school graduates is based on their Inclusive GPA (iGPA) score. See definitions in the inset box on the [page 19](#).



STP Measures of Secondary School Academic Performance (iGPA)

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

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

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

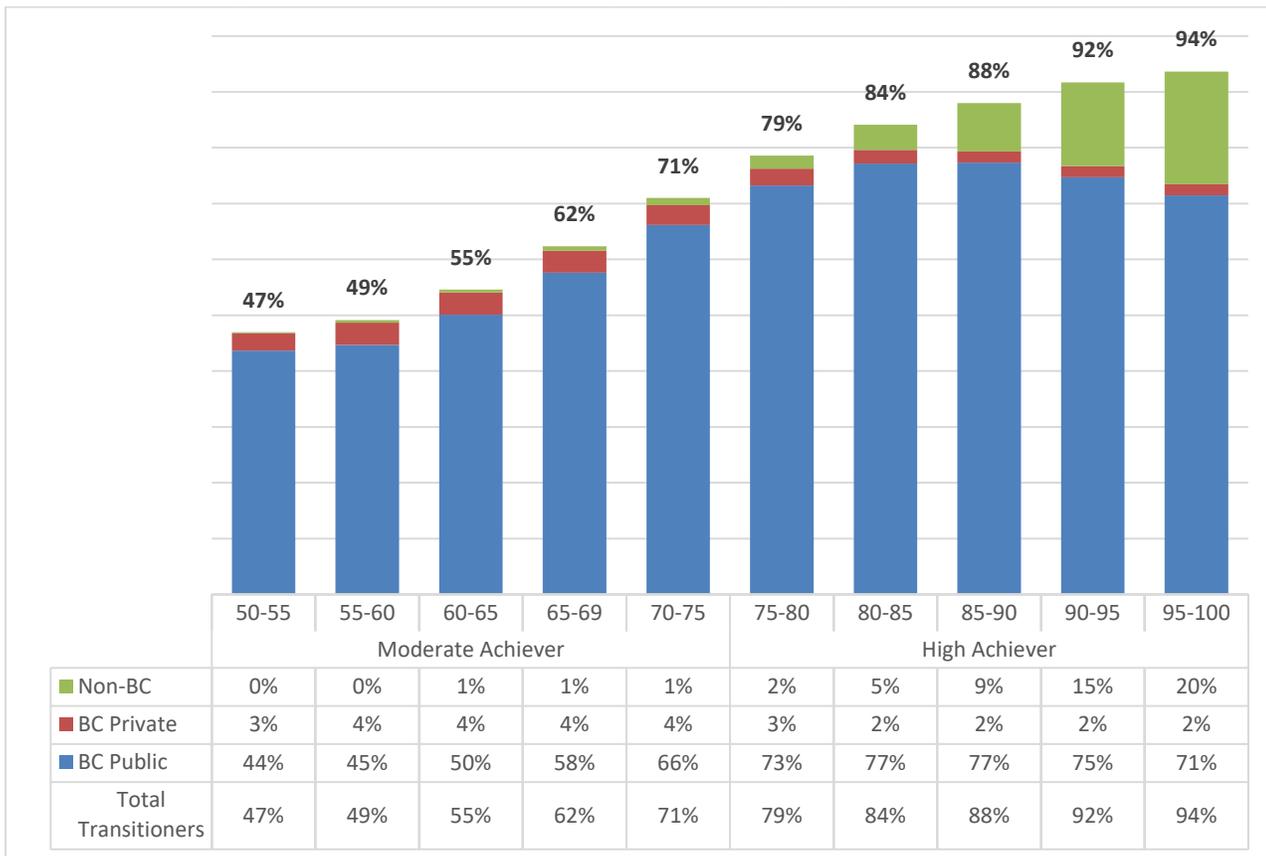
1) Planning 10	7) Skills and Fine Arts 10, 11, 12
2) Language Arts 10	8) Social Studies 10
3) Language Arts 11	9) Social Studies 11 or 12
4) Language Arts 12	10) Science 10
5) Math 10	11) Science 11 or 12
6) Math 11 or 12	12) Physical Education 10

* Note: These 2004 graduation requirements were applicable to all grade 12 graduates included in this study. Future grade 12 graduation cohorts will be evaluated for graduation from new 2018 [graduation requirements](#).

Do academic qualifications affect *where* students enroll – B.C. public, B.C. private or non-B.C. institutions?

High school academic performance also makes a difference in *where* students enroll for post-secondary education. **Figure 6** shows that students who enroll in non-B.C. institutions tend to be those with high academic qualifications, whereas students who enroll in B.C. private institutions tend to have lower academic qualifications. Immediate-entry, as well as students who delayed their transition into post-secondary education by up to three years are included.

FIGURE 6: OVERALL TRANSITION RATES INTO POST-SECONDARY EDUCATION, BY IGPA AND POST-SECONDARY DESTINATION – B.C. PUBLIC, B.C. PRIVATE OR NON-B.C. (B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015)

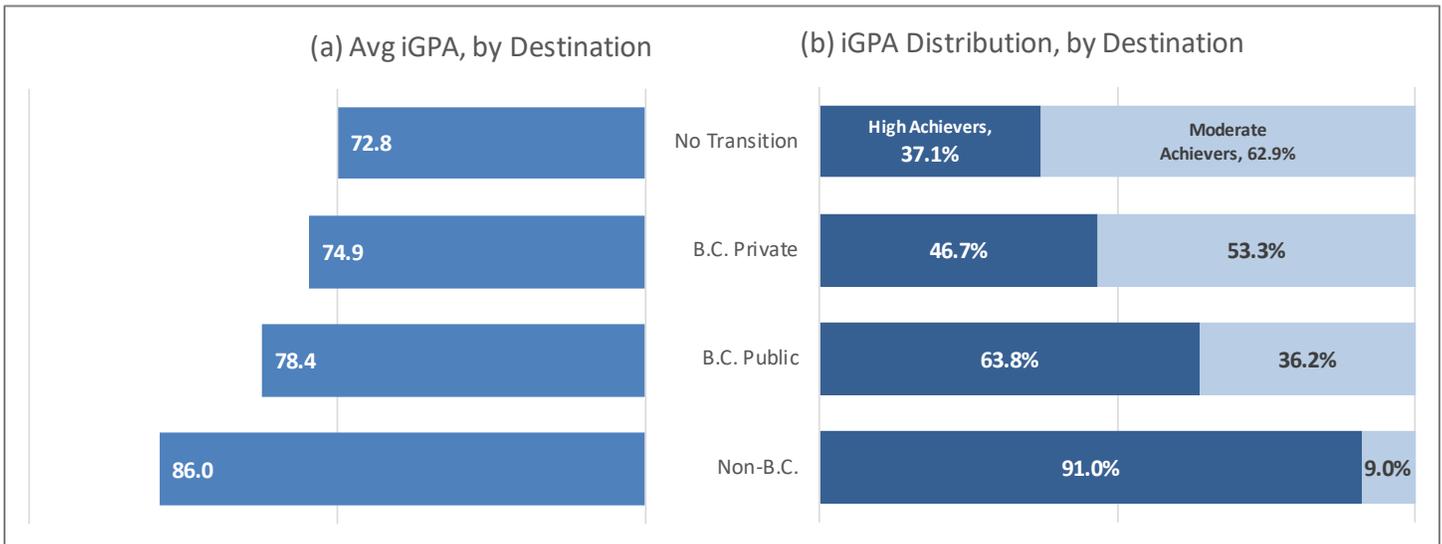


What are the **average iGPA scores** of students who enrolled immediately in B.C. public, B.C. private and non-B.C. institutions?

Student academic qualifications upon grade 12 graduation can affect whether students enroll and where they enroll for post-secondary education and this is evident in the average iGPA scores and shares of high- versus moderate-achievers enrolling in each of the institution sectors.

- **High achieving students**, with iGPA scores of 75% or higher upon grade 12 graduation, represent the largest portion (91.0%) of students who enrolled in non-B.C. post-secondary institutions, whereas **moderate achievers** (with iGPA scores below 75%) represent more than half (53.3%) of those students who enrolled in B.C. private institutions. See [Figure 7a](#).
- The average iGPA scores of grade 12 graduates entering non-B.C. institutions is roughly eleven percentage points higher than it is for those entering B.C. private institutions (86.0% versus 74.9%). See [Figure 7b](#).
- Students who have not yet transitioned to any post-secondary institution within four years of grade 12 graduation, are comprised of nearly two-thirds moderate achievers and one-third high achievers. Their average iGPA scores were the lowest among all grade 12 graduates (72.8%).

FIGURE 7: (A) AVERAGE iGPA SCORES AND (B) iGPA DISTRIBUTION, BY DESTINATION – GRADE 12 GRADS OF 2001/2002 TO 2014/2015, IMMEDIATE AND 1,2,3-YEAR DELAYED ENTRY



How do **academic qualifications** affect immediate-entry transition rate **trends**, by post-secondary sector destination?

Every year, high achievers consistently show higher immediate-entry transition rates than moderate achievers into post-secondary education, when all types of post-secondary education are combined (B.C. public, B.C. private and non-B.C.).

- **Figure 8a** shows that high achievers⁸ consistently achieve higher overall immediate-entry transition rates (67.1%) than moderate achievers (38.6%).
- Despite the significant immediate-entry transition gap between the two performance groups, the gap has narrowed by nearly four percentage points from 2002/2003 to 2014/2015. Over this time period, moderate achievers gradually increased their immediate-entry transition rate by nearly one percentage point (from 37.9% to 38.6%), while the transition rate of high achievers gradually declined by nearly three percentage points (from 70.0% to 67.1%).

Although high achievers consistently show higher immediate-entry transition rates into B.C. public and non-B.C. institutions than students with moderate academic qualifications, the reverse is evident for transition rates into B.C. private institutions.

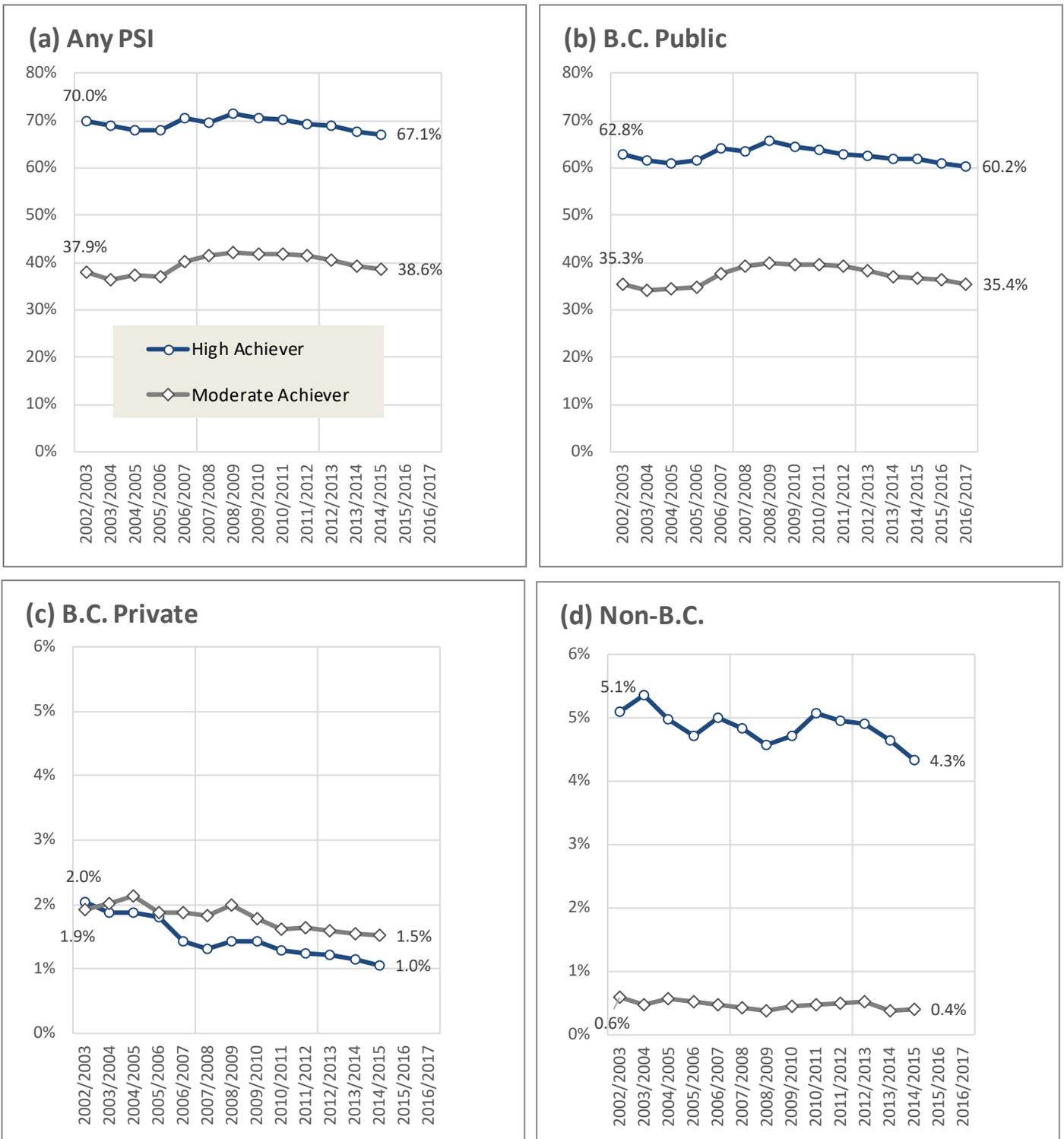
B.C. Public – High achievers are more likely to enroll in B.C. public institutions than moderate achievers and the gap between the two groups has narrowed by roughly two percentage points over the last decade or more. In addition, the immediate-entry transition rate has been declining for both groups, since 2008/2009. See **Figure 8b**.

B.C. Private – Unlike the academic profile of students enrolling in B.C. public and non-B.C. institutions, the students who enroll in B.C. private institutions are about equally likely to be moderate achievers as high achievers. The current narrow gap in the immediate-entry transition rate between these two academic groups is only one half of one percentage point; and the immediate-entry transition trend for both groups into B.C. private institutions has been steadily declining since 2002/2003. See **Figure 8c**.

Non-B.C. – Similar to the transitions into B.C. public post-secondary education, high achievers in this study were more inclined to enroll in non-B.C. institutions than moderate achievers. The proportion of moderate achievers enrolling in non-B.C. institutions remains below 1%, which is lower than the rate for high achievers, hovering between 4% and 5%. See **Figure 8d**.

⁸ High achievers have iGPA scores of 75% or higher; moderate achievers have iGPA scores between 50% and 75%.

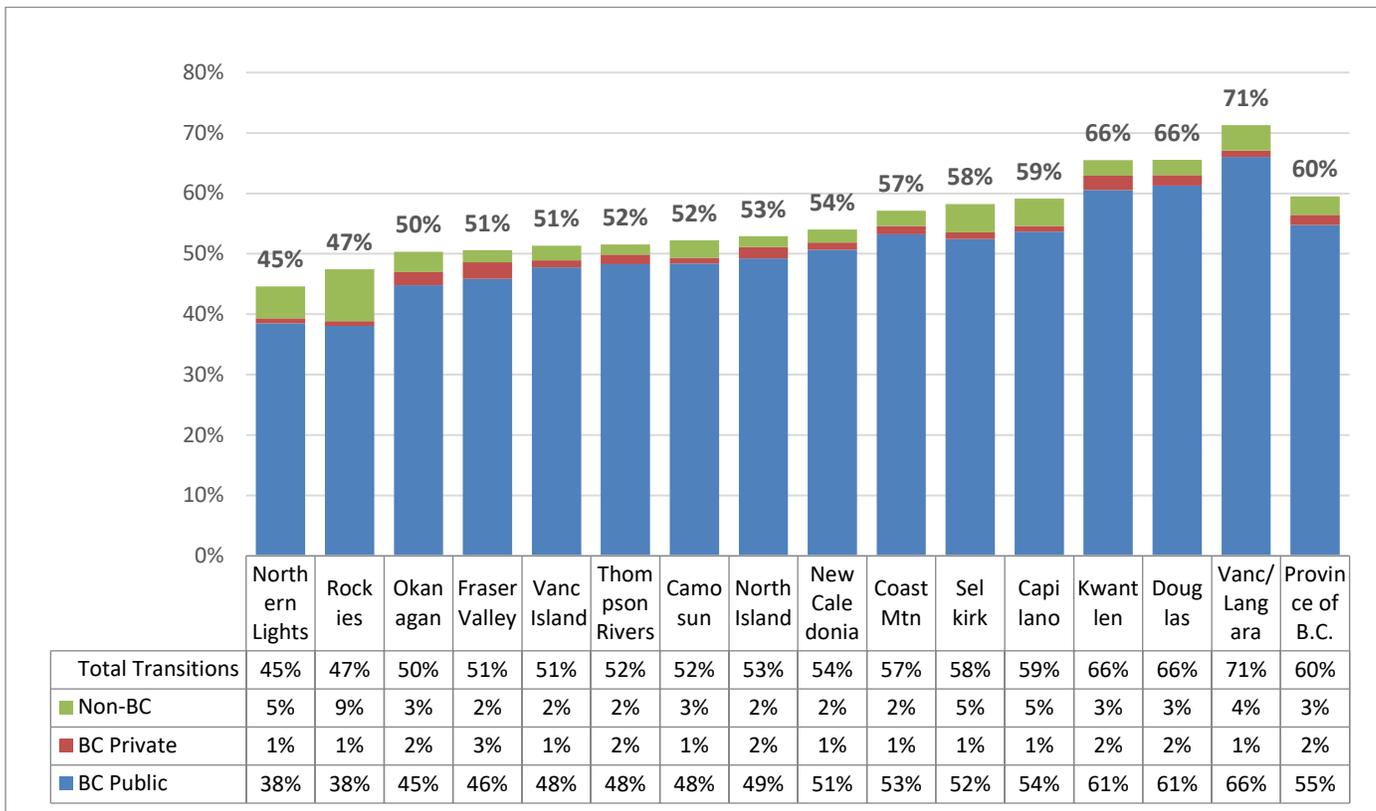
FIGURE 8: IMMEDIATE-ENTRY TRANSITION RATES OF MODERATE VS. HIGH ACHIEVERS INTO B.C. PUBLIC, B.C. PRIVATE, NON-B.C. INSTITUTIONS



Does graduation high school location affect student transition rates into B.C. public, B.C. private and non-B.C. institutions?

As shown in **Figure 9**, the overall immediate-entry transition rates into B.C. public, B.C. private and non-B.C. institutions are the highest for graduates from high schools in the Lower Mainland regions. By comparison, graduates from college regions⁹ located closer to the Alberta border (Northern Lights, Rockies and Selkirk) have higher immediate-entry transition rates into non-B.C. institutions, ranging from 5% to 9%. In addition, graduates from the Fraser Valley region have the highest immediate-entry transition rate to B.C. private institutions at 3%, likely due to their proximity to B.C.’s private Trinity Western University. Another look at the differences in immediate and delayed-entry transition rates in each of the four aggregated provincial regions¹⁰ of the province are provided later in this report on **page 28**.

FIGURE 9: IMMEDIATE-ENTRY TRANSITION RATES INTO B.C. PUBLIC, B.C. PRIVATE AND NON-B.C. POST-SECONDARY INSTITUTIONS, BY COLLEGE REGION OF GRADE 12 GRADUATION – GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015



⁹ The following maps define the [B.C. college regions](https://www2.gov.bc.ca/assets/gov/data/geographic/land-use/administrative-boundaries/college-regions/map_wall_college_regions_2018nov18.pdf) and the alignment of [school districts](https://www2.gov.bc.ca/assets/gov/data/geographic/land-use/administrative-boundaries/school-district-boundaries/map-wall-school-districts.pdf) with these regions.

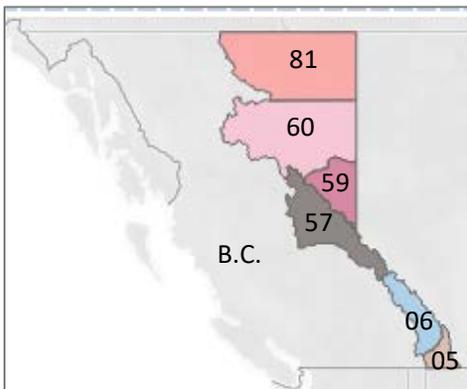
- B.C. College Regions: https://www2.gov.bc.ca/assets/gov/data/geographic/land-use/administrative-boundaries/college-regions/map_wall_college_regions_2018nov18.pdf
- School Districts with B.C. College Regions: <https://www2.gov.bc.ca/assets/gov/data/geographic/land-use/administrative-boundaries/school-district-boundaries/map-wall-school-districts.pdf>

¹⁰ The fifteen B.C. college regions are aggregated into four larger B.C. regions, as defined on **page 45** of this report.

What are the post-secondary transition patterns of grade 12 graduates from school districts along the B.C./Alberta border?

By taking a closer look at the transition rate patterns of the six B.C. school districts located along the B.C./Alberta border, it is evident that these school districts have lower immediate-entry transition rates (41.6%) into B.C. public post-secondary institutions, compared to students who graduated in other school districts in B.C. (52.6%).¹¹ It comes as no surprise that these same school districts have higher immediate-entry transition rates into Alberta post-secondary institutions (3.7%), compared to the other school districts located further from Alberta (0.7%). See [Figure 10](#) and [Figure 11](#).

FIGURE 10: IMMEDIATE-ENTRY TRANSITION RATES INTO B.C. PUBLIC VERSUS ALBERTA INSTITUTIONS FROM DISTRICTS #5, 6, 57, 59, 60, 81



SD #	School District Name	# Gr12 Grads	Immed to BC Public	BC Public Trans %	Immed to AB PSI	AB PSI Trans %
005	Southeast Kootenay	6,179	2,372	38.4%	382	6.2%
006	Rocky Mountain	3,541	1,072	30.3%	277	7.8%
057	Prince George	13,202	6,652	50.4%	155	1.2%
059	Peace River South	3,638	1,383	38.0%	182	5.0%
060	Peace River North	4,583	1,419	31.0%	171	3.7%
081	Fort Nelson	829	400	48.3%	18	2.2%
SD's Close to Alberta Border		31,972	13,298	41.6%	1,185	3.7%
All Other SD's		591,542	311,412	52.6%	3,850	0.7%

FIGURE 11: ALBERTA POST-SECONDARY INSTITUTION DESTINATIONS OF GRADUATES FROM B.C. SCHOOL DISTRICTS #5, 6, 57, 59, 60, 81



Top 10 Alberta Destinations	
UNIVERSITY OF ALBERTA	205
UNIVERSITY OF CALGARY	184
GRANDE PRAIRIE REGIONAL COLLEGE	152
UNIVERSITY OF LETHBRIDGE	132
SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY	104
LETHBRIDGE COLLEGE	86
MOUNT ROYAL UNIVERSITY	82
GRANT MACEWAN UNIVERSITY	42
RED DEER COLLEGE	25
Other Institutions	173
Immediate-Entry to Alberta Institutions	1,185

¹¹ These are average immediate-entry transition rates across fourteen grade 12 graduation cohorts, from 2001/2002 to 2014/2015.

Are there any patterns in the public/private post-secondary destinations of graduates from public/independent schools?

Given the influence of academic qualifications on post-secondary destinations, high-achievers and moderate-achievers are examined separately for this question.

High-Achievers: Grade 12 graduates from B.C. public secondary schools are more likely than independent school graduates (79.8% versus 63.9%) to enroll in B.C. public post-secondary institutions. As a result, independent school graduates have higher transition rates than public school graduates into other post-secondary destinations, including:

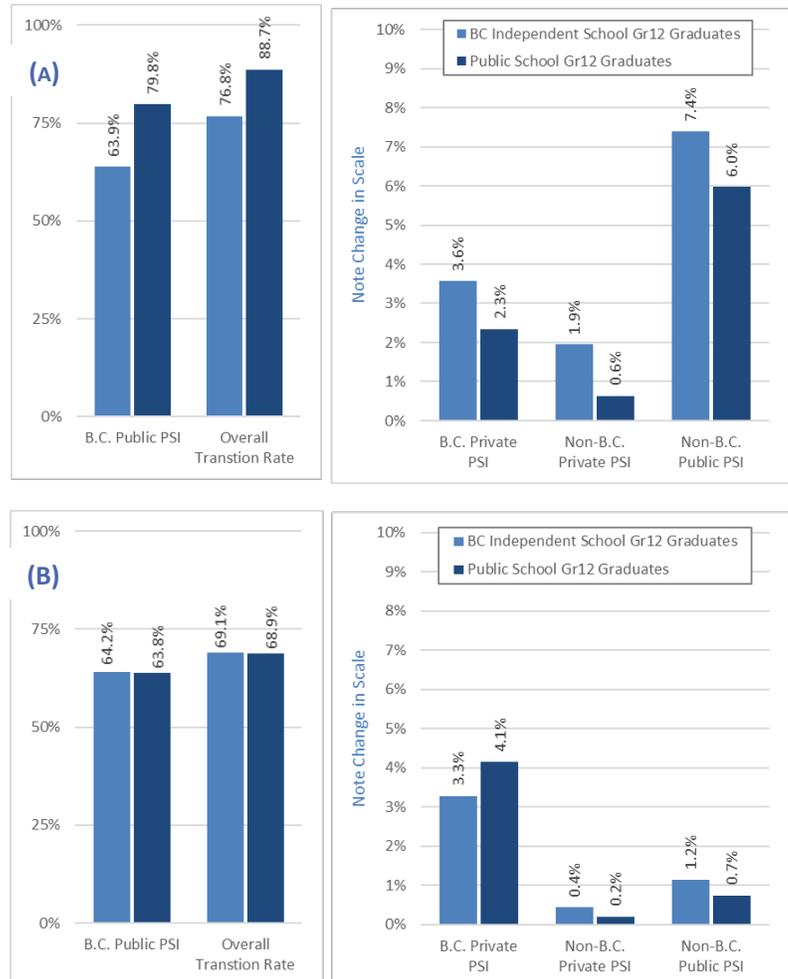
- B.C. private post-secondary education (3.6% versus 2.3%),
- Non-B.C. private post-secondary education (1.9% versus 0.6%), and
- Non-B.C. public post-secondary education (7.4% versus 6.0%).

Despite their higher transition rates into private and non-B.C. institutions, high-achieving independent school graduates (76.8%) do not achieve the same overall transition rates as public school graduates (88.7%) within 4 years of grade 12 graduation.¹²

Moderate Achievers: The post-secondary destinations of moderate achievers who graduated from B.C. public and independent schools are quite similar, with virtually identical transition rates into B.C. public institutions (about 64%) and overall transition rates (69% to 70%).

B.C. public school graduates have slightly higher transition rates into B.C. private institutions (4.1%), whereas moderate achieving independent school graduates have slightly higher transition rates into non-B.C. public (1.2% versus 0.7%) and private institutions (0.4% versus 0.2%). It is interesting to note that B.C. private post-secondary institutions took in a larger share of high achievers from independent secondary schools, but a larger share of moderate achievers from public secondary schools. Differences in academic requirements at different private post-secondary institutions could account for the differences in the academic quality of registrants.

FIGURE 12: POST-SECONDARY DESTINATIONS OF B.C. PUBLIC VS INDEPENDENT SCHOOL GRADUATES OF 2001/2002 TO 2014/2015 (IMMEDIATE AND 1,2,3-YEAR DELAY): (A) HIGH ACHIEVERS, (B) MODERATE ACHIEVERS.



¹² The limitations of the SFA and PTE data sources may be a factor in these results. High achieving independent school graduates may not be accessing financial aid to the same extent as public school graduates.

What are the patterns in student transitions to B.C. public, B.C. private and non-B.C. institutions, by student characteristics?

Student destinations vary across student characteristics and by time of entry, immediate-entry versus delayed-entry of one to three years after graduation. See [Figure 13](#) on the following page.

- As previously shown, the majority of grade 12 graduates enroll immediately in B.C. public post-secondary education. The next largest group enrolls in non-B.C. institutions and the smallest portion of graduates enroll in B.C. private institutions.
- While males and females have similar transition rates into B.C. public post-secondary education, **females** are more likely to enroll in B.C. private and non-B.C. institutions.
- **Aboriginal students** have higher transition rates into B.C. private institutions than non-Aboriginal students.
- Grade 12 graduates from high schools in the **Thompson-Okanagan-Kootenay region** have lower transition rates into B.C. public post-secondary education, compared to graduates from each of the other regions of B.C., but this is because they have higher transition rates into non-B.C. institutions, primarily to Alberta institutions, due to this region's proximity to the Alberta border.
- **International students**, based on non-resident status when enrolled in grade 12, tend to have lower transition rates into B.C. public post-secondary education than domestic students. This may be because these students return to their home country. Their low transition rates into B.C. public post-secondary education do not appear to be attributed to transitions into non-B.C. or B.C. private institutions because their transition rates to these other destinations are significantly lower than domestic students.
- Differences in transition rates by **primary language** spoken at home are also evident, with Punjabi and English-speaking graduates enrolling at higher rates into B.C. public post-secondary institutions; and Chinese, Mandarin and Korean students enrolling at higher rates in non-B.C. institutions.

When transitions to all destinations are aggregated, there are fewer differences in overall transition rates between different demographic groups, although differences in academic qualifications were ignored. Transitions of Aboriginal and international students remain lower than non-Aboriginal and domestic students, and some differences by language group remain, but generally the overall transition rates across demographic groups become more equal when all destination sectors are included. See [Figure 14](#).

What is an international student?

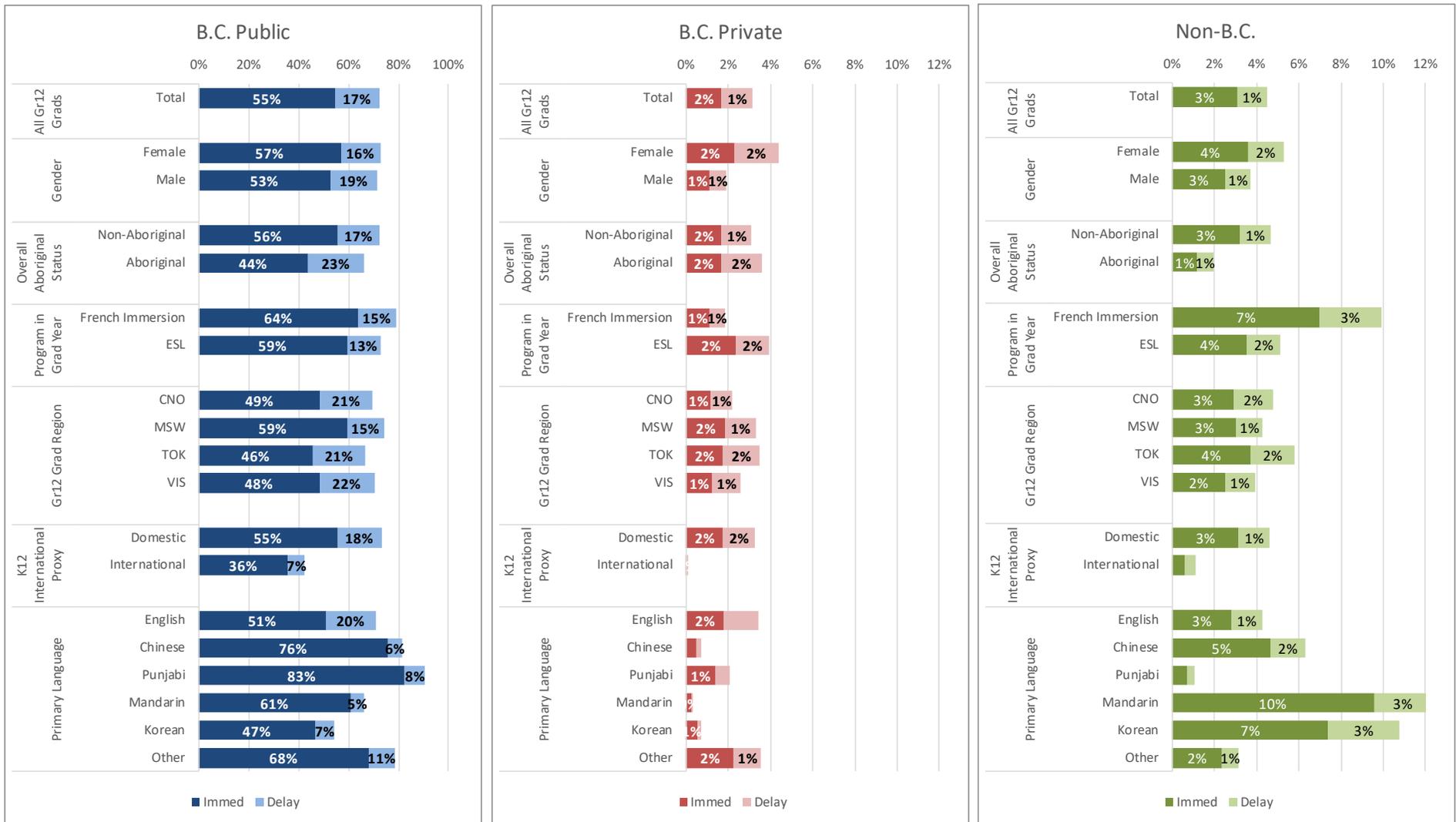
An **international student** is any non-Canadian citizen who does not have permanent residency status in Canada and is participating in a program of study at an education institution in Canada. International students are defined differently in each of two different post-secondary data sources provided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



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

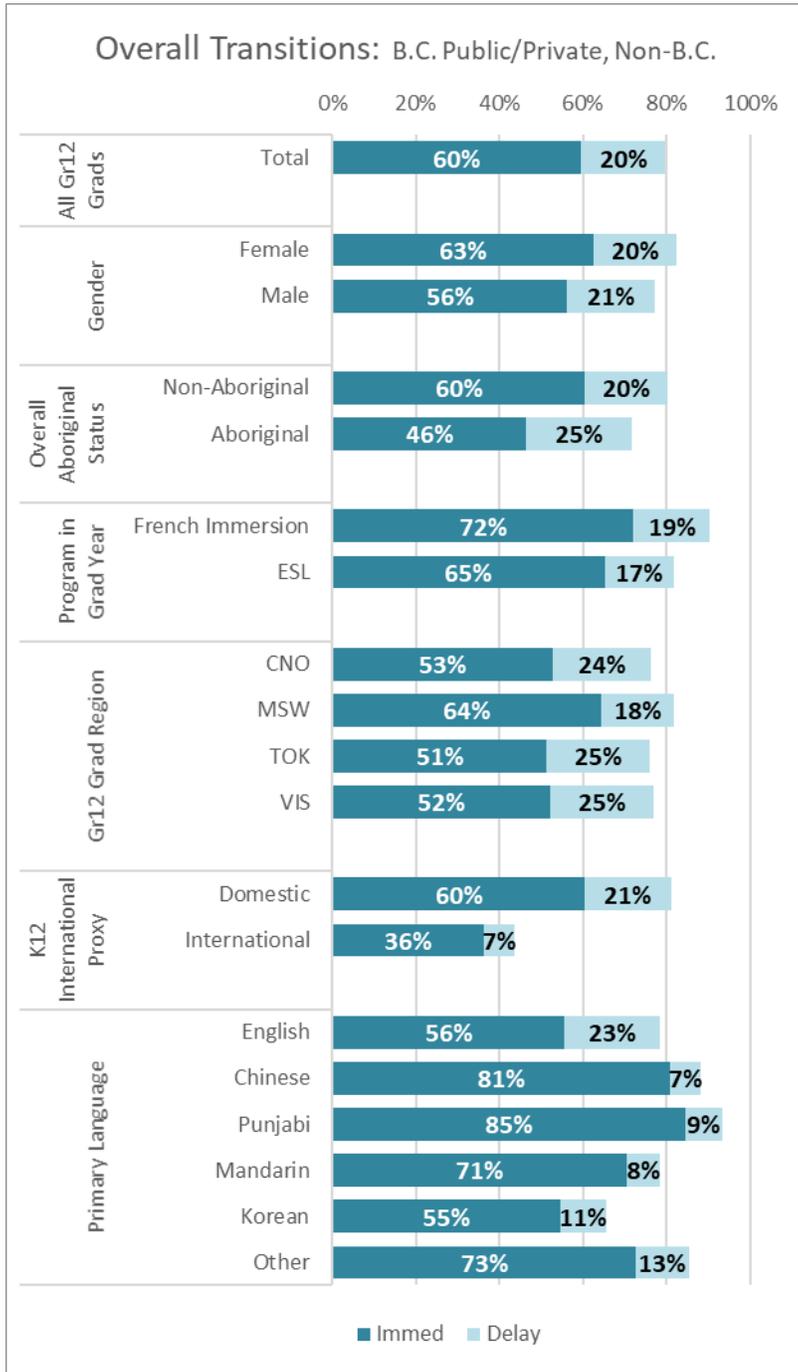
The **Research-Intensive Universities (RIUs)** identify international students according to the student visa status. The following visa status values are provided to the STP: Diplomat, Minister, Other, Student Visa, Visitor and International Exchange. International exchange students are *included* in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

FIGURE 13: IMMEDIATE AND DELAYED-ENTRY TRANSITIONS INTO B.C. PUBLIC, B.C. PRIVATE AND NON-B.C. INSTITUTIONS, BY STUDENT DEMOGRAPHIC CHARACTERISTICS¹³



¹³ The four Gr12 Grad Regions (CNO, MSW, TOK, VIS) are aggregations of B.C. school districts and B.C. college regions, as defined on page 45 of this report.

FIGURE 14: OVERALL IMMEDIATE AND DELAYED-ENTRY TRANSITIONS INTO COMBINED DESTINATIONS (B.C. PUBLIC, B.C. PRIVATE AND NON-B.C. INSTITUTIONS), BY STUDENT DEMOGRAPHIC CHARACTERISTICS



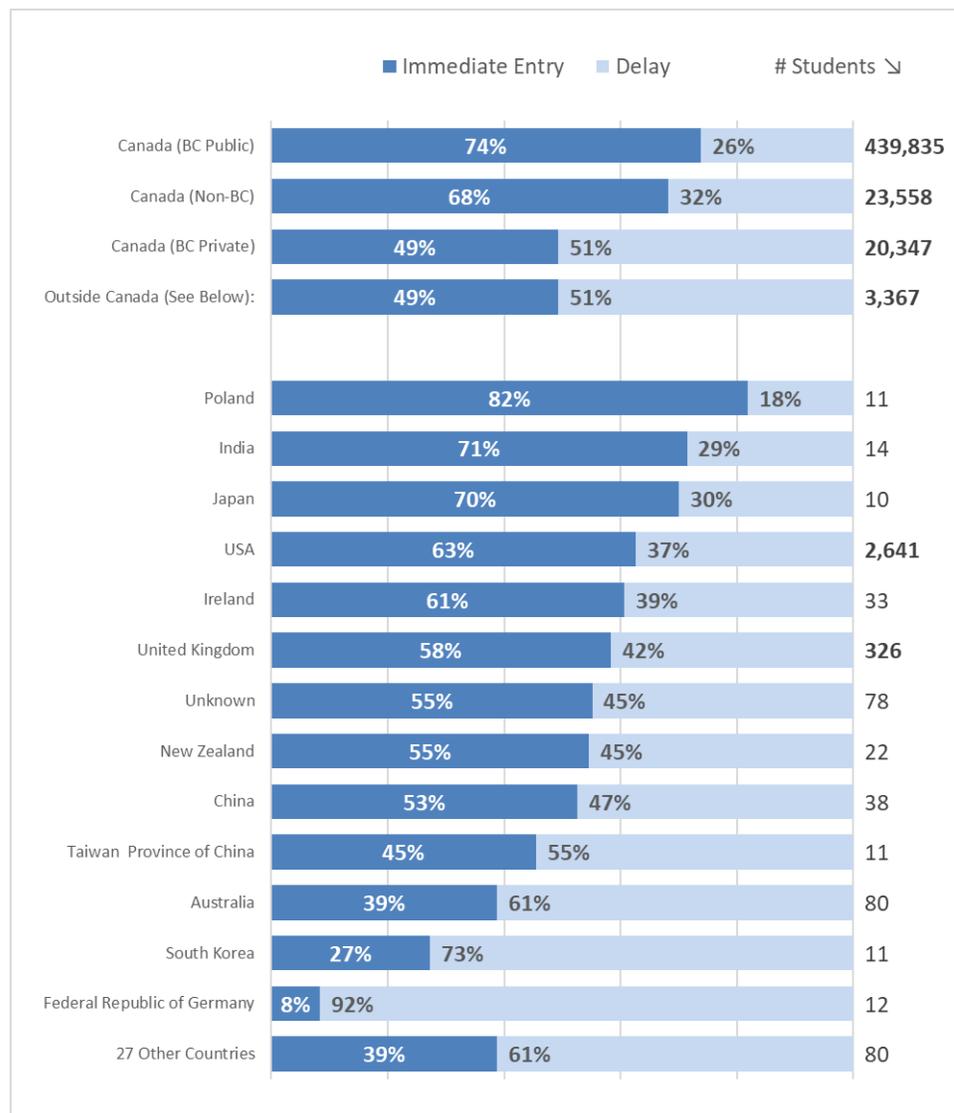
What are the patterns in immediate versus delayed-entry for those who enroll **within Canada versus outside of Canada**?

Among all high school graduates of 2001/2002 to 2014/2015 who enrolled in post-secondary education by 2015/2016, the vast majority (nearly 440,000 students or 90% of transitioners) enrolled in B.C. public post-secondary institutions. By comparison, significantly smaller shares enrolled in B.C. private institutions (20,347 or 4.2%) or public/private institutions in other Canadian provinces (23,558 or 4.8%).

The dominant enrollment pattern for high school graduates enrolling in **B.C. public and non-B.C. public** institutions is to enroll immediately, at 74% and 68% respectively. By comparison, entrants to **B.C. privates** or public/private institutions **outside of Canada**, are about equally as likely to have enrolled as immediate-entry students (49%) as they are to enroll as delayed-entry students (51%).

The distribution of students by time of entry (immediate versus delayed) is provided for the top country destinations in **Figure 15**. The United States and United Kingdom, two significant destinations for B.C. high school graduates, are dominated by immediate-entry students, at 63% and 58%. Delayed-entry is quite common for many of the other country destinations.

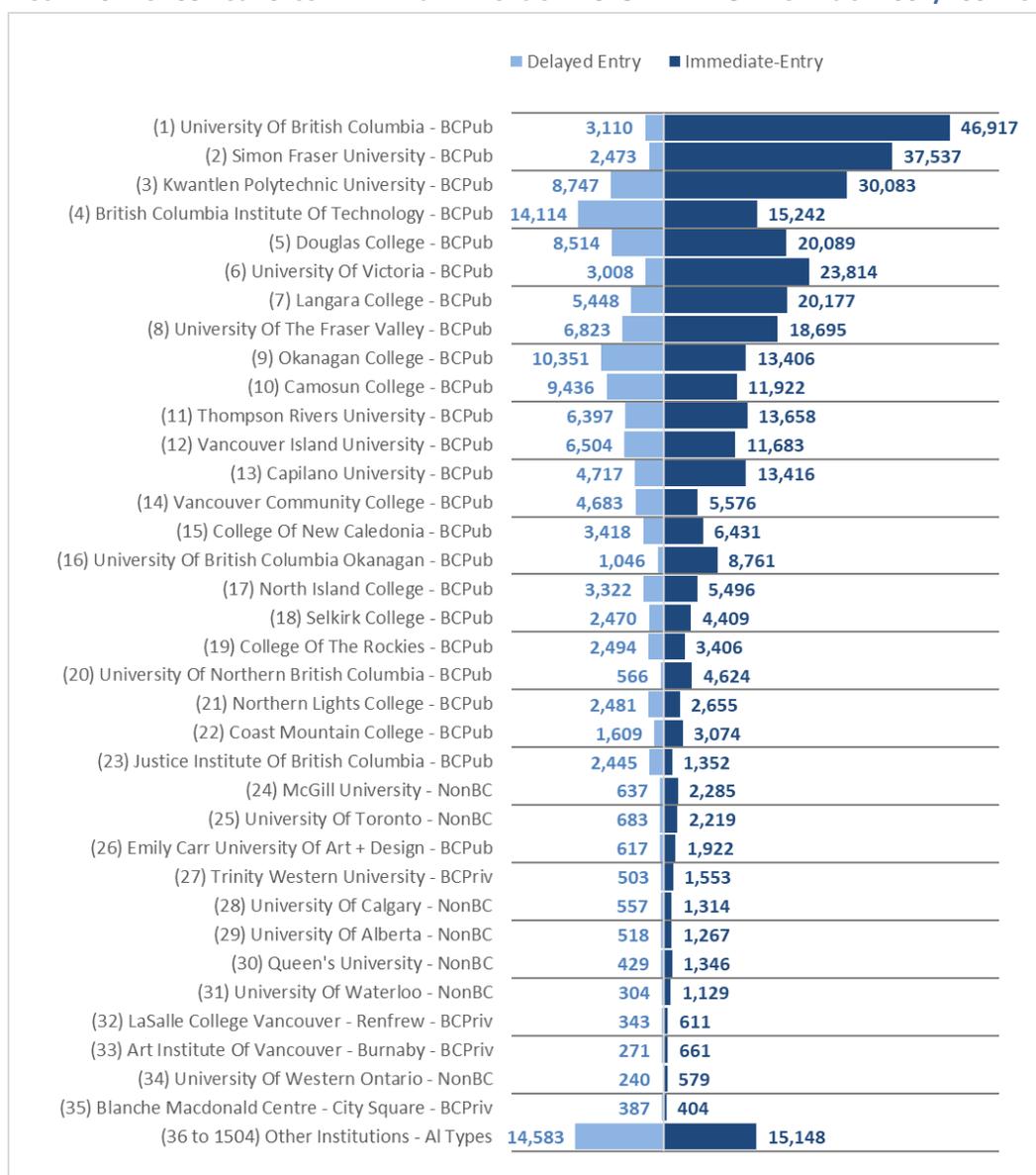
FIGURE 15: IMMEDIATE AND DELAYED-ENTRY POST-SECONDARY DESTINATIONS, BY INSTITUTION TYPE AND COUNTRY



What are the most popular post-secondary institution destinations of B.C. high school graduates, anywhere in the world?

By combining fourteen grade 12 graduation cohorts, from 2001/2002 to 2014/2015, nearly 487,000 students were identified through STP and external data linkages as immediate or delayed-entry transitioners to post-secondary education, by 2015/2016. This includes transitions to 1,504 post-secondary institutions in the B.C. public, B.C. private and non-B.C. post-secondary education systems. The top 35 destinations are shown in **Figure 16**. These 35 institutions represent 93.9% of all transitions into post-secondary education, with the top three institutions comprising 26.5% of the total enrollments, including UBC (10.3%), SFU (8.2%) and KPU (8.0%). Two non-B.C. institutions rank 24th (McGill University) and 25th (University of Toronto) in this list.

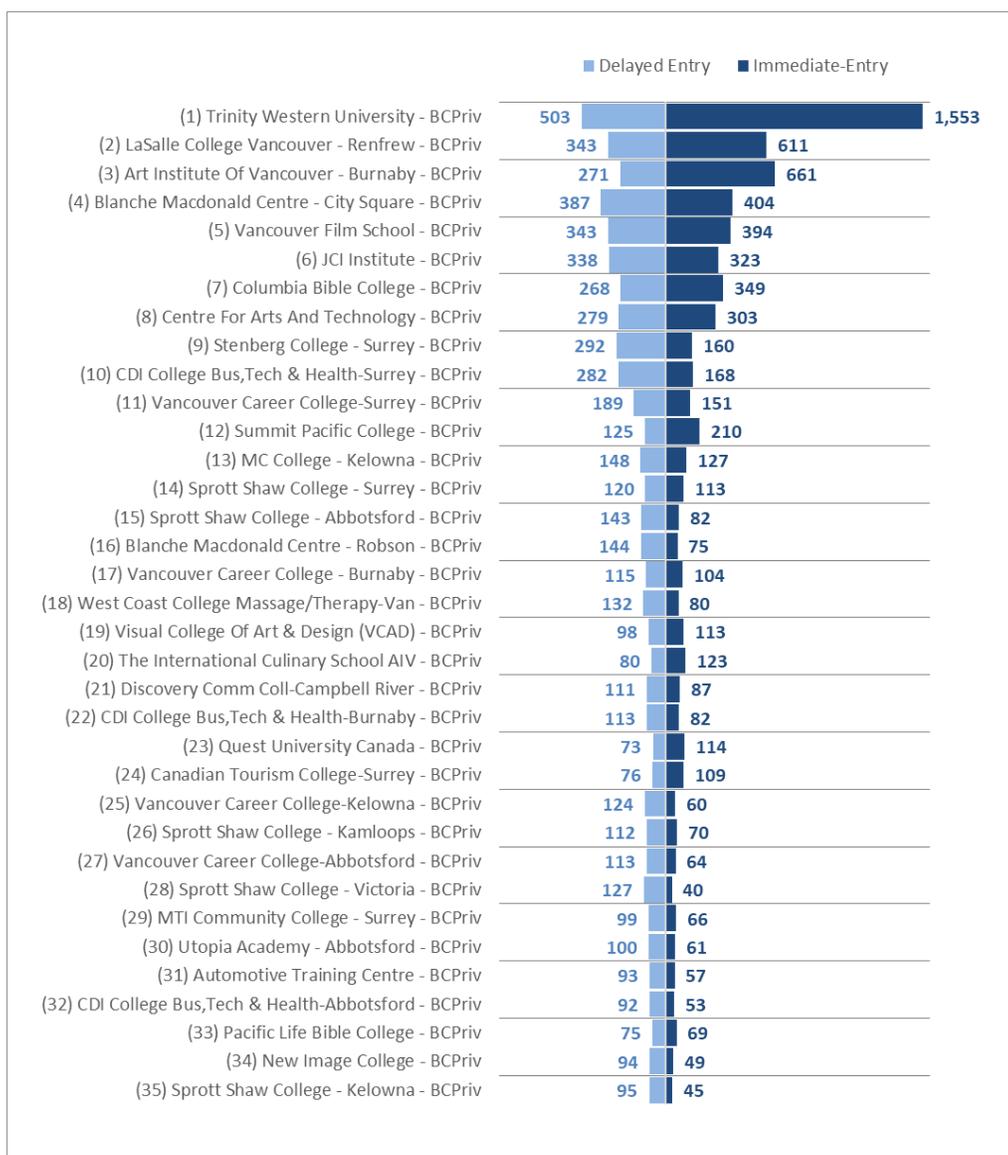
FIGURE 16: TOP 35 POST-SECONDARY DESTINATIONS OF B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015 – ALL INSTITUTION TYPES



What are the most popular B.C. private institution destinations of B.C. high school graduates?

Just over 10,000 students enrolled in B.C. private institutions by 2015/2016, from the fourteen grade 12 graduation cohorts of 2001/2002 to 2014/2015. The top 35 destinations¹⁴ are shown in **Figure 17**, representing 65% of all transitions into the 318 unique B.C. private institutions in this study. Enrollment in the top five institutions comprises 26.9% of the total enrollments in B.C. private institutions, including Trinity Western University (10.1%), LaSalle College Vancouver (4.7%), Art Institute of Vancouver (4.6%), Blanche Macdonald Centre (3.9%) and Vancouver Film School (3.6%).

FIGURE 17: TOP 35 B.C. PRIVATE POST-SECONDARY DESTINATIONS OF B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015¹⁴



¹⁴ These are B.C. private post-secondary institution destinations of B.C. high school graduates who did not enroll in B.C. public post-secondary institutions, but applied for Student Financial Aid or received/redeemed Passport to Education tuition fee credits to attend a B.C. private institution. See Data Limitations on [page 7](#) of this report.

What are the city destinations of students who enrolled in B.C. private institutions?

Roughly two-thirds of the students who enrolled in B.C. private institutions between 2002/2003 to 2015/2016 (after graduating from grade 12 between 2001/2002 to 2014/2015) attended private institutions in the Lower Mainland. This is where the majority of the B.C. private institutions are located, including the top destination cities: Vancouver (33.7%), Surrey (14.9%), Langley (11.0%), Burnaby (7.6%). See map in **Figure 18** and student counts by city and time of entry in **Figure 19**.

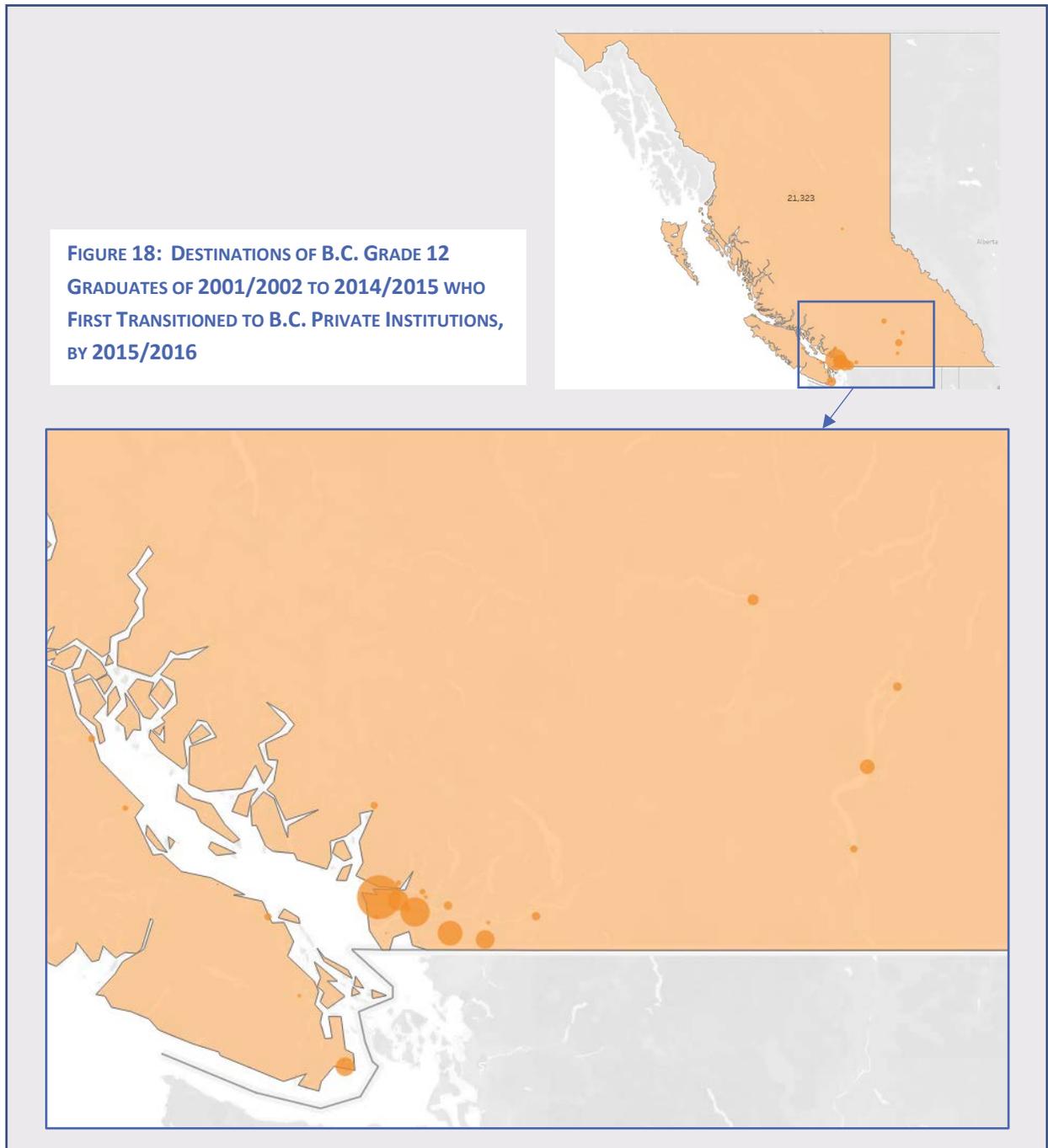
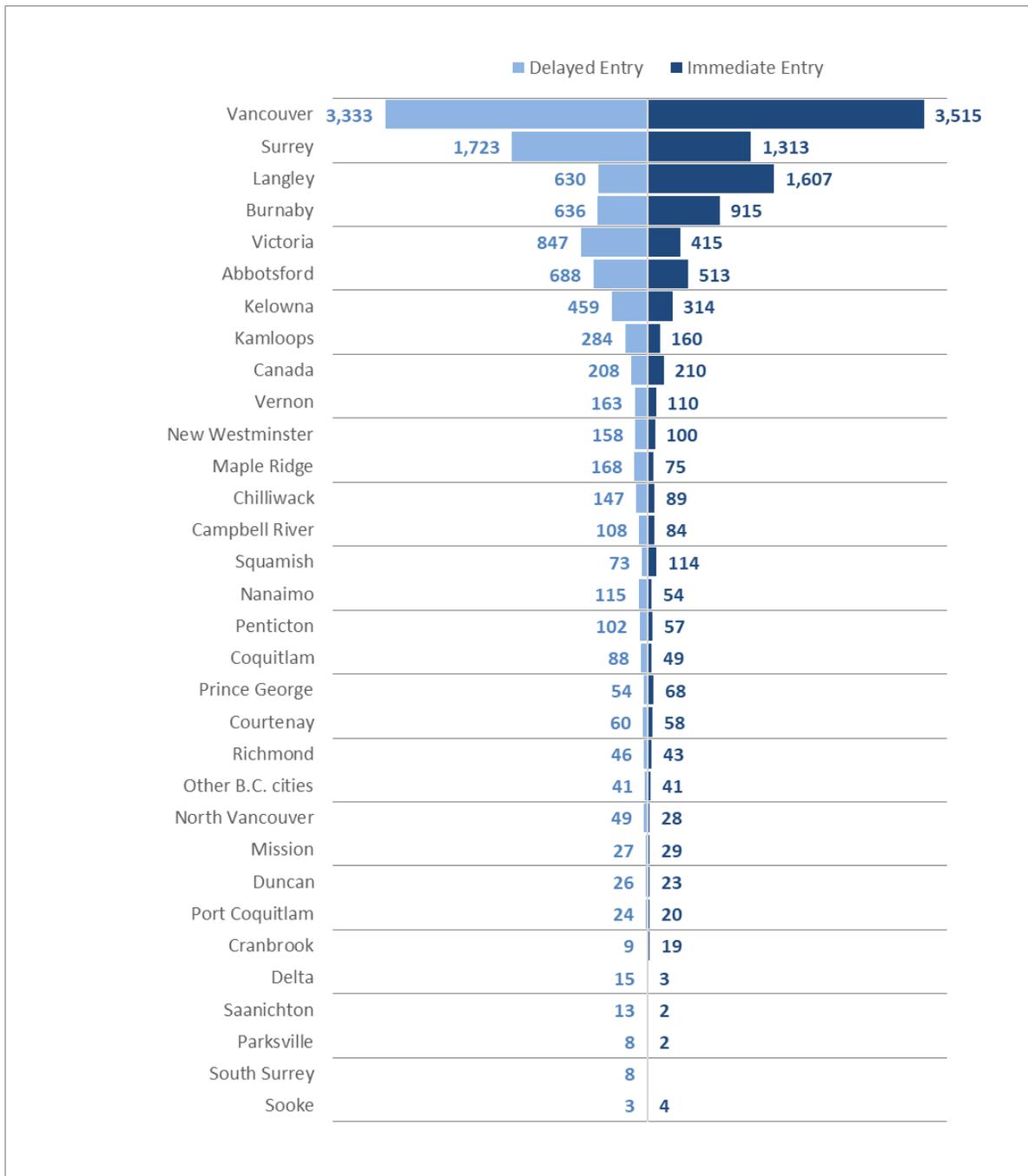


FIGURE 19: DISTRIBUTION OF REGISTRANTS IN B.C. PRIVATE INSTITUTIONS, BY CITY AND TIME OF ENTRY - B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015

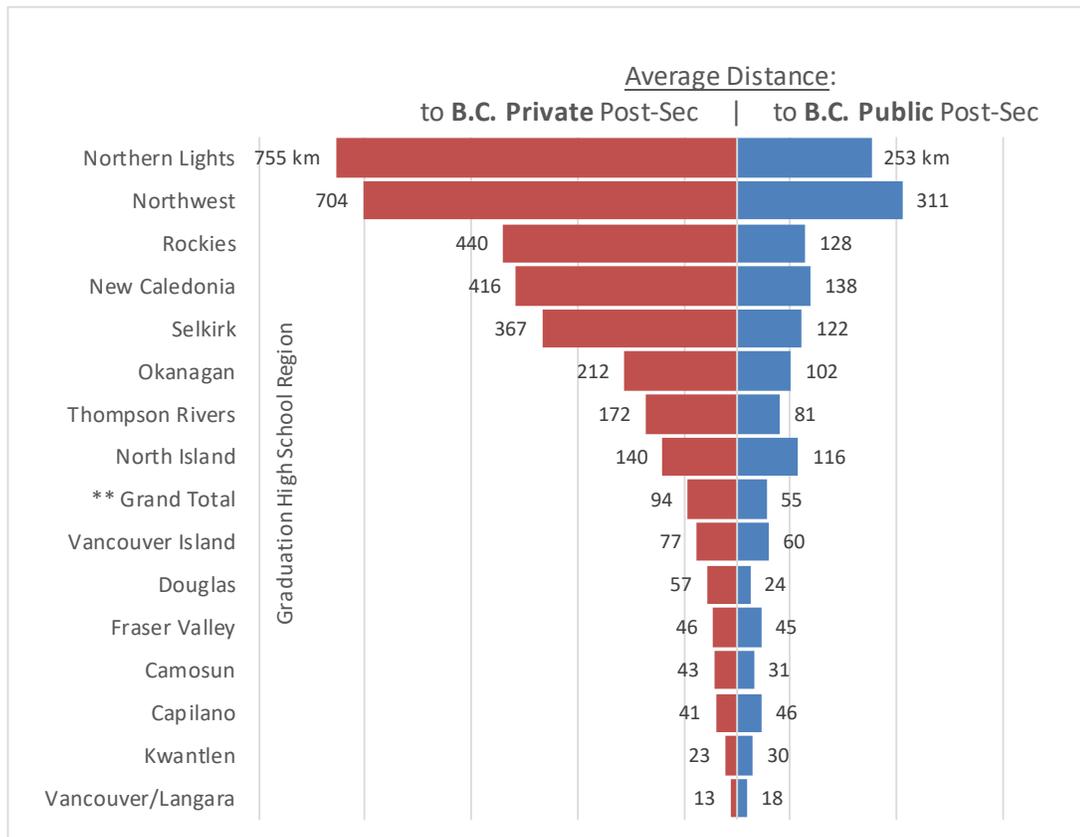


On average, how far from their high school do students travel to attend a **B.C. private** versus **B.C. public** post-secondary institution?

Among all high school graduates of 2001/2002 to 2014/2015 who enrolled in a B.C. public or B.C. private institution, the students who first entered a B.C. public institution enrolled closer to their graduation high school (55 km, on average) than students who enrolled in a B.C. private institution (94 km). Some regional variations are evident in the data. See **Figure 20**.

- The distance traveled to their first post-secondary institution was much greater for students who graduated from high schools outside the Lower Mainland than those within the Lower Mainland. Graduates from Northern Lights region high schools traveled the greatest distance, on average: 755 km to attend a B.C. private institution and 253 km to enroll in a B.C. public post-secondary institution.
- Grade 12 graduates from Lower Mainland high schools, who have greater access to a variety of public and private post-secondary institutions, were able to enroll in a B.C. public institution within an average distance of 18 to 45 km from their high school; or attend a B.C. private institution within 13 to 57 km of their graduation high school.
- With the exception of high school graduates from three Lower Mainland regions (Vancouver/Langara, Kwantlen, or Capilano), students who enrolled in B.C. private institutions traveled further to attend those institutions than the students who enrolled in B.C. public post-secondary institutions.

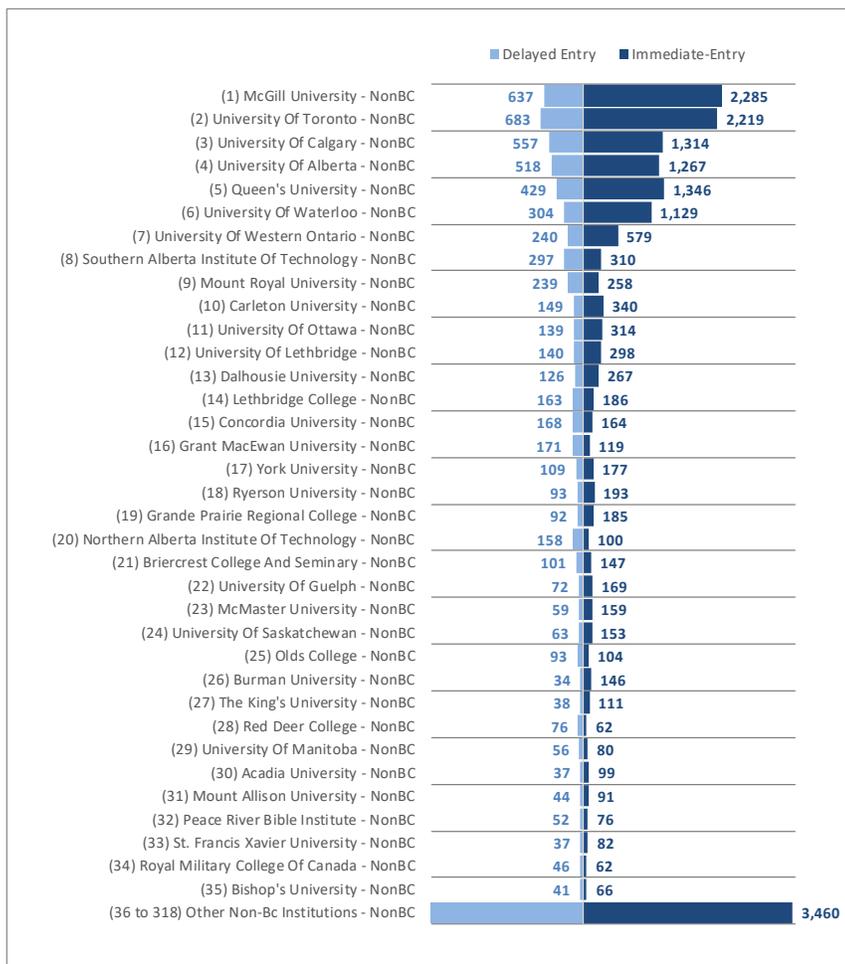
FIGURE 20: AVERAGE DISTANCE FROM GRADE 12 GRADUATION HIGH SCHOOL TO FIRST POST-SECONDARY INSTITUTION ATTENDED, B.C. PRIVATE VERSUS B.C. PUBLIC, IMMEDIATE & DELAYED-ENTRY STUDENTS



What are the most popular non-B.C. institution destinations of B.C. high school graduates?

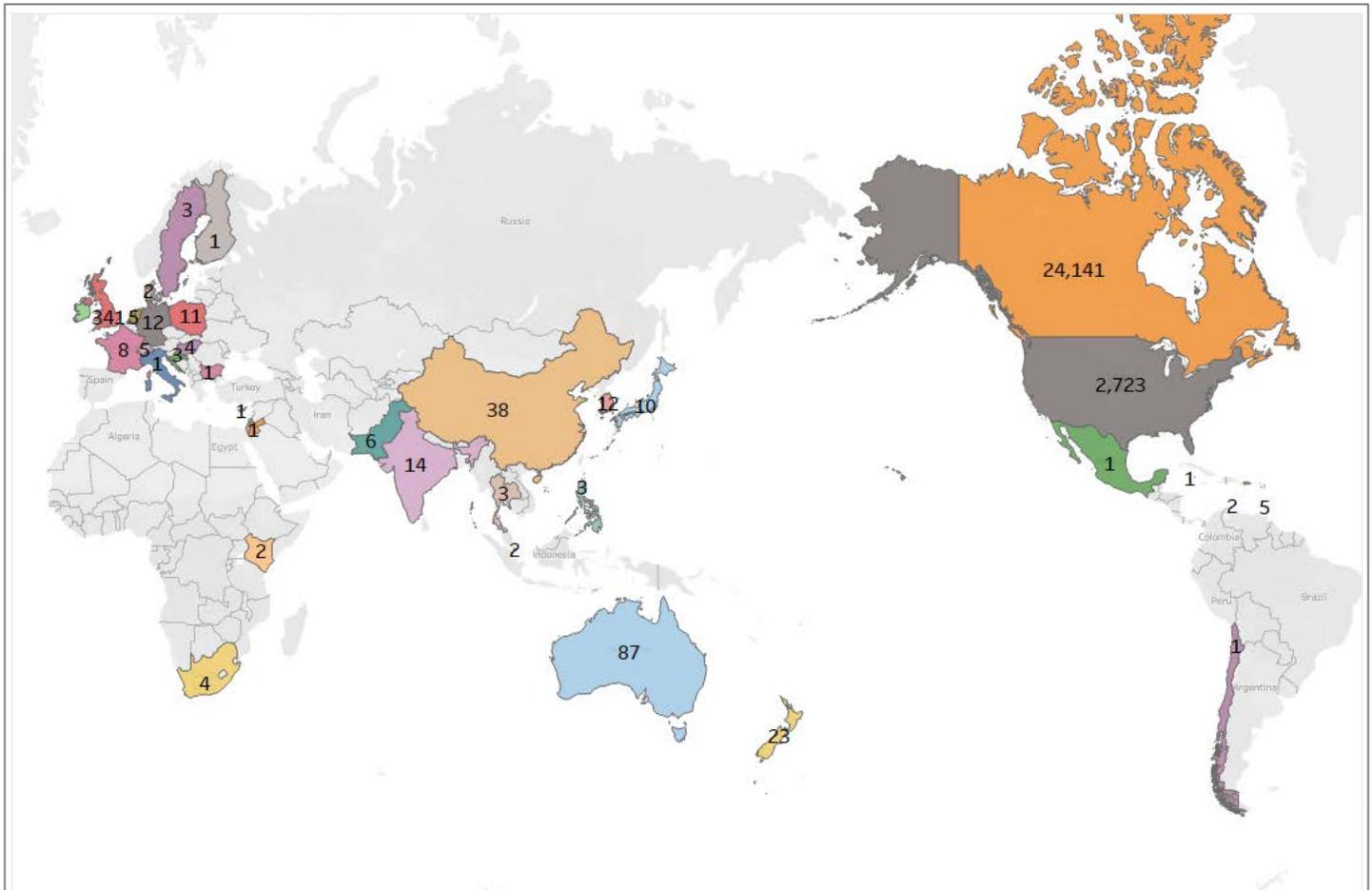
Nearly 27,000 students enrolled in non-B.C. institutions by 2015/2016, from the fourteen grade 12 graduation cohorts of 2001/2002 to 2014/2015. This includes transitions to 1,159 distinct institutions anywhere in the world outside of B.C. The top 35 institution destinations¹⁵ are shown in **Figure 21**, representing 77.7% of all transitions into non-B.C. institutions. Enrollment in the top three institutions comprises 28.6% of the total enrollment in non-B.C. institutions, including McGill University (10.9%), University of Toronto (10.8%) and University of Calgary (6.9%). A world map of all non-B.C. post-secondary destinations is provided in **Figure 22**. On average, B.C. high school graduates enrolling outside of B.C. relocate an average of 2,383 km away from their graduation high school. Graduates from some regions, including Rockies (515 km) and Northern Lights (700 km), do not travel very far from home to enroll in a non-B.C. institution, likely because many are attracted to nearby Alberta.

FIGURE 21: TOP 35 NON-B.C. POST-SECONDARY DESTINATIONS OF B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015¹⁵



¹⁵ These are non-B.C. post-secondary institution destinations of B.C. high school graduates who did not enroll in B.C. public post-secondary institutions, but applied for Student Financial Aid or received/redeemed Passport to Education tuition fee credits to attend a non-B.C. institution. See Data Limitations on [page 8](#) of this report.

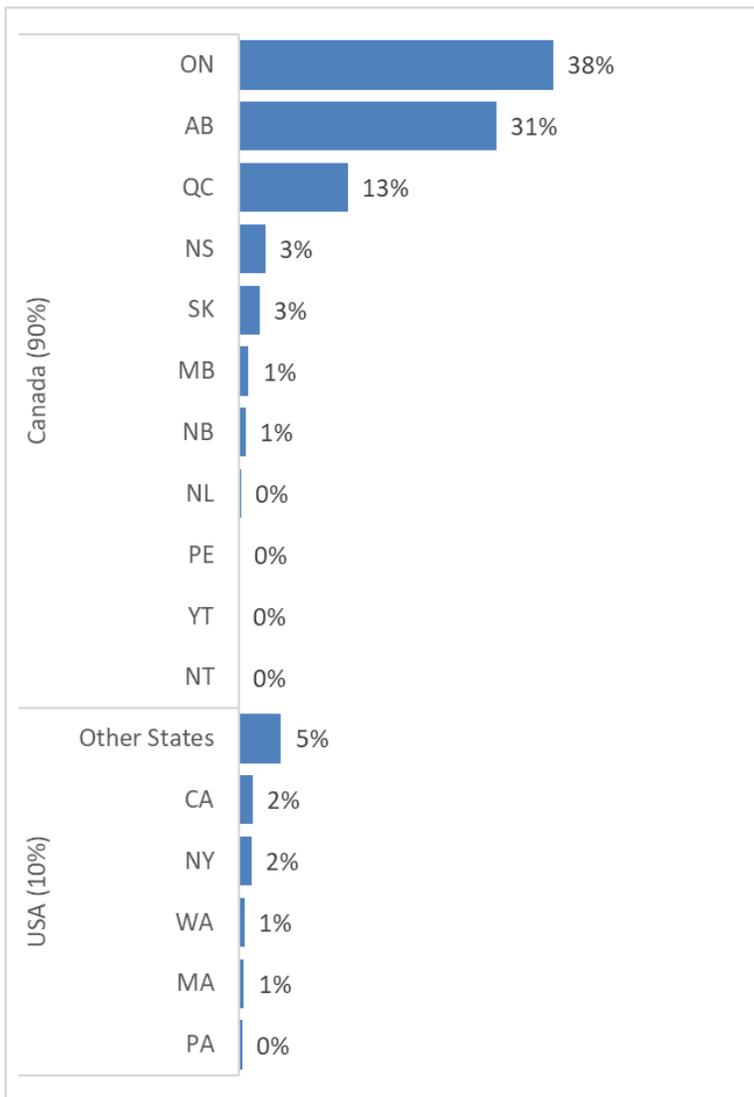
FIGURE 22: NON-B.C. POST-SECONDARY DESTINATIONS OF B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015



What are the **province** and **state** destinations of students who enrolled in non-B.C. institutions within **Canada** or the **USA**?

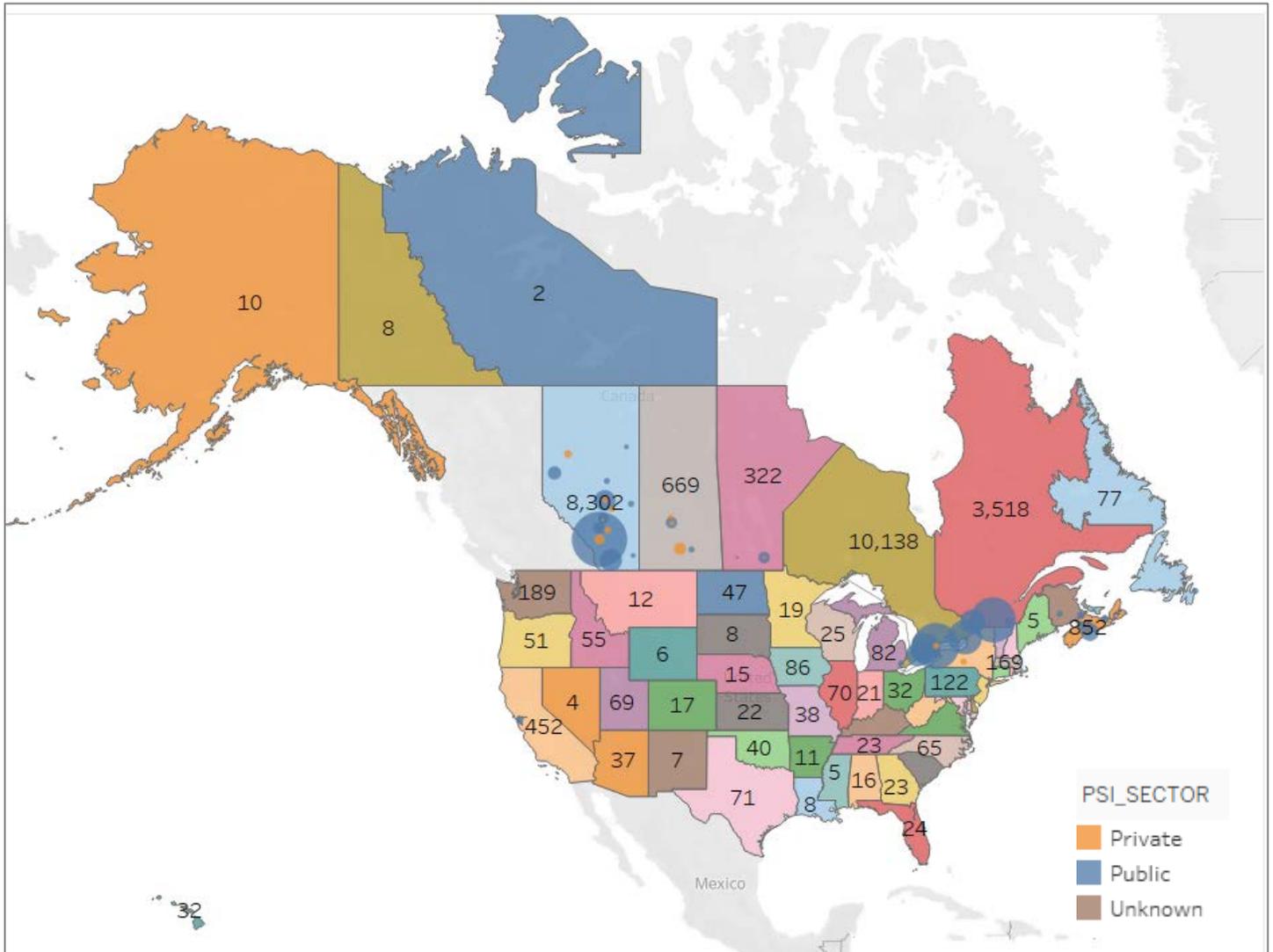
After graduating from grade 12 between 2001/2002 to 2014/2015, nearly 27,000 students enrolled in public and private institutions¹⁶ within Canada (excluding B.C.) or the United States, by 2015/2016. The majority (24,000 or 90%) of these students enrolled within Canada, while a smaller proportion (3,000 or 10%) enrolled in the United States. See [Figure 23](#) and map in [Figure 24](#).

FIGURE 23: CANADA (NON-B.C.) AND U.S.A. POST-SECONDARY DESTINATIONS OF B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015¹⁶



¹⁶ These are American and Canadian (non-B.C.) post-secondary institution destinations of B.C. high school graduates who did not enroll in B.C. public post-secondary institutions, but applied for Student Financial Aid or received/redeemed Passport to Education tuition fee credits to attend a B.C. private institution. See Data Limitations on [page 8](#) of this report.

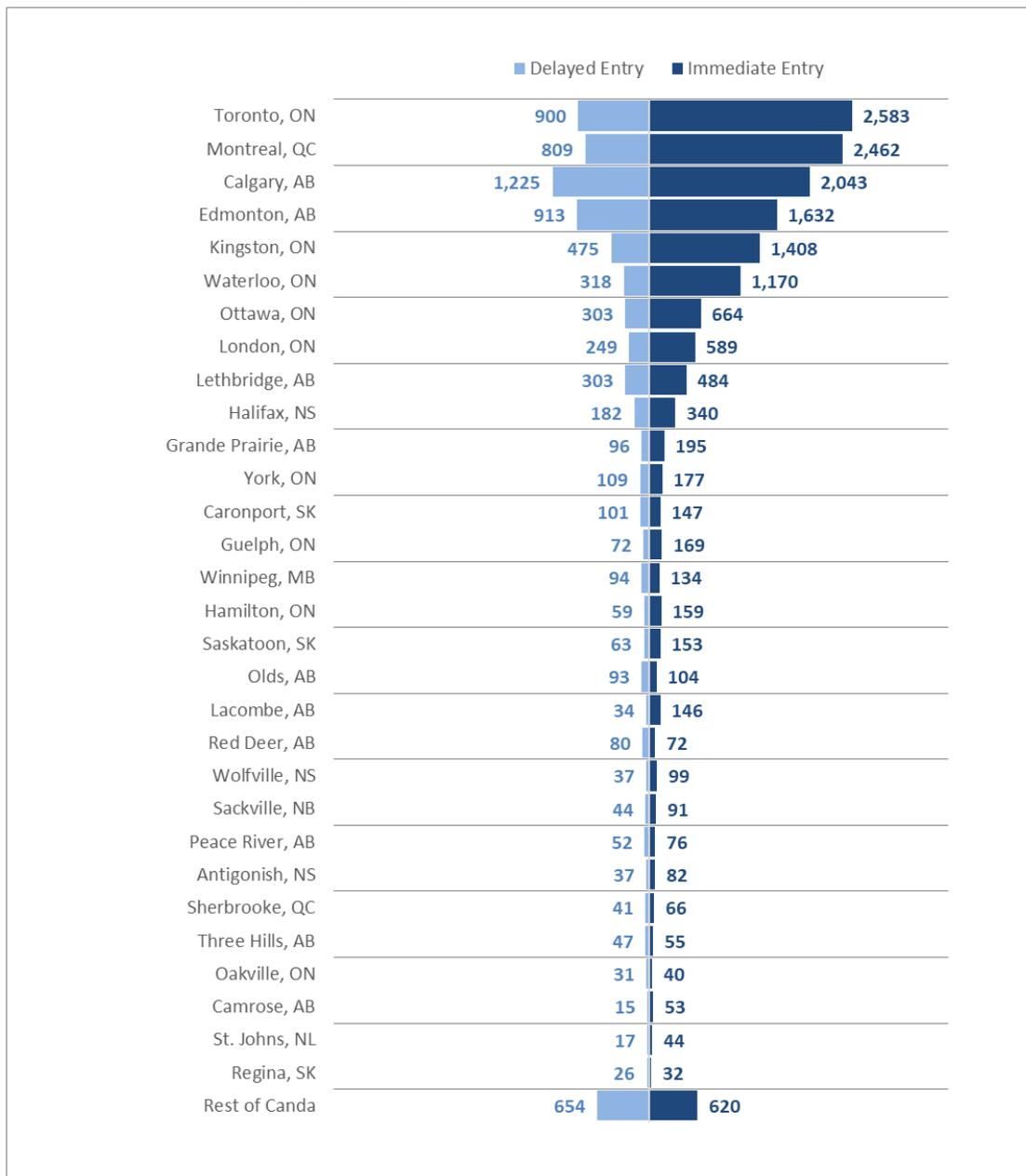
FIGURE 24: MAP OF NON-B.C. POST-SECONDARY DESTINATIONS OF B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015 WITH CANADA¹⁶



What are the city destinations of students who enrolled in non-B.C. institutions within Canada?

Nearly 25,000 students enrolled in Canadian public and private institutions¹⁵ outside of B.C. by 2015/2016, after graduating from grade 12 between 2001/2002 to 2014/2015. The top four Canadian city destinations of these students were Toronto (14.0%), Montreal (13.2%), Calgary (13.2%) and Edmonton (10.2%), with these 4 city destinations accounting for roughly half (50.6%) of these registrations in Canadian post-secondary institutions outside of B.C. See [Figure 25](#).

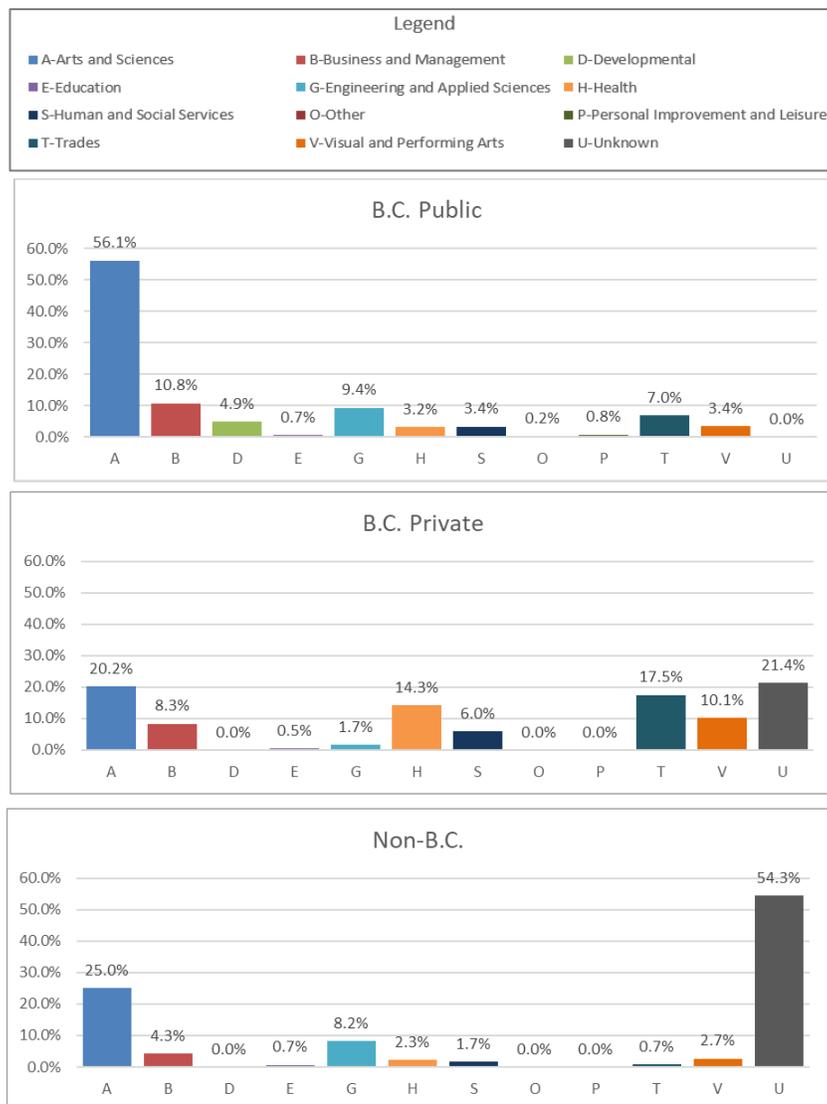
FIGURE 25: TOP 35 CANADIAN (NON-B.C.) POST-SECONDARY DESTINATIONS OF B.C. GRADE 12 GRADUATES OF 2001/2002 TO 2014/2015¹⁶



In which programs do B.C. high school graduates enroll immediately – B.C. public, B.C. private and non-B.C institutions?

Whether immediate-entry students enroll B.C. public, B.C. private or non-B.C. institutions, the largest shares at each destination enroll in Arts and Sciences programs (see [Figure 26](#)). Since program information was not consistently available from external data sources, the proportion of students enrolled in unknown programs is relatively high in non-B.C. and B.C. private institutions. In addition to Arts and Sciences at 20.2%, other popular programs in B.C. private institutions are Trades (17.5%), Health (14.3%), Visual and Performing Arts (10.1%), and Business (10.1%). By comparison, the three most popular program destinations of students enrolling outside of B.C. were Arts and Sciences (25.0%), Engineering (8.2%) and Business (4.3%).

FIGURE 26: PROGRAM DESTINATIONS OF IMMEDIATE-ENTRY STUDENTS IN B.C. PUBLIC, B.C. PRIVATE AND NON-B.C. INSTITUTIONS¹⁷



¹⁷ Post-secondary programs in B.C. private and non-B.C. institutions are derived from students who applied for Student Financial Aid or received/redeemed Passport to Education tuition fee credits to attend these institutions. Program cost and the socio-economic profile of students in these programs also affects the proportion of students seeking Student Financial Assistance. See Data Limitations on [page 8](#) of this report.

Which **credentials** do immediate-entry students seek at B.C. public, B.C. private and non-B.C institutions?

The external data sources used for this study do not provide complete information on credentials sought in B.C. private and non-B.C. institutions, although it is evident from the available data that registrants in B.C. private institutions predominantly seek a diploma. There is not enough consistent information in the sparse data obtained from non-STP sources to fully understand the range and distribution of credentials sought in non-B.C. institutions. For example, while we do know that some B.C. private institutions offer Bachelor's degrees, such as Trinity Western University, and the data linkage in this study accurately quantifies students enrolled at Trinity Western University, but the additional details of their credential and program information is not available. See [Figure 27](#).

FIGURE 27: PROGRAM DESTINATIONS OF IMMEDIATE-ENTRY STUDENTS IN B.C. PUBLIC, B.C. PRIVATE AND NON-B.C. INSTITUTIONS

Credential Sought	B.C. Public	B.C. Private	Non-B.C.	All Immed-Entry
DIPLOMA	19.4%	65.8%	8.4%	22.0%
CERTIFICATE	18.3%	14.8%	2.5%	16.9%
BACHELORS DEGREE	15.7%	0.0%	0.0%	13.5%
NONE	15.6%	0.0%	0.0%	13.4%
ASSOCIATE DEGREE	9.1%	0.0%	0.0%	7.8%
DEVELOPMENTAL CREDENTIAL	8.0%	0.0%	0.0%	6.8%
APPRENTICESHIP	6.8%	0.0%	0.0%	5.8%
Other/Unkown	7.1%	19.5%	89.1%	13.8%
Total	100.0%	100.0%	100.0%	100.0%

*Note that credential information in B.C. private and non-B.C. institutions is not complete.

What proportion of immediate-entry students to B.C. public, B.C. private and non-B.C. institutions **subsequently enroll** in a **B.C. public** post-secondary institution over the next five years?

After graduating from high school between 2001/2002 and 2014/2015, roughly 350,000 students made an immediate-entry transition to post-secondary education in a B.C. public, B.C. private or non-B.C. institution, with the largest group (92%) enrolling in the B.C. public system, and smaller proportions enrolling in B.C. private (3%) and non-B.C. (5%) institutions. See **Figure 28a**.

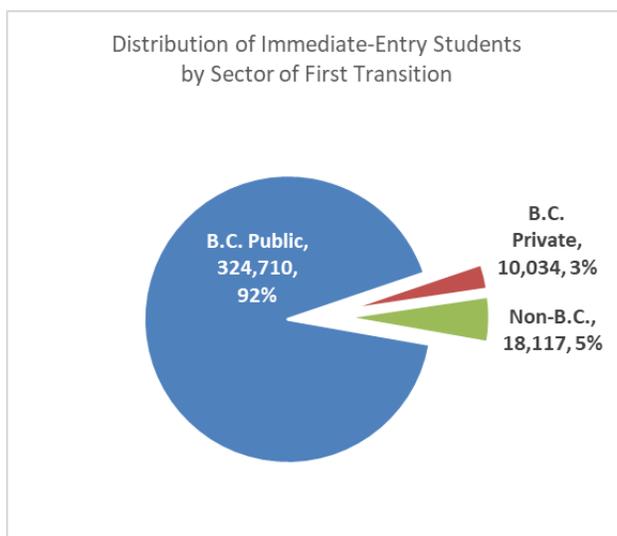
Over the next five years, a significant proportion (90%) of those who initially enrolled in a **B.C. public** post-secondary institution subsequently returned to the B.C. public system to continue their education, although not necessarily in the same institution or program.

By comparison, much smaller proportions of students who first enrolled immediately outside of the B.C. public system, eventually showed up in the B.C. public post-secondary system within the next five years, including about one-third (33%) of those who began in a **B.C. private** institution and one-quarter (25%) of those who began in a **non-B.C.** institution. See **Figure 28b**.

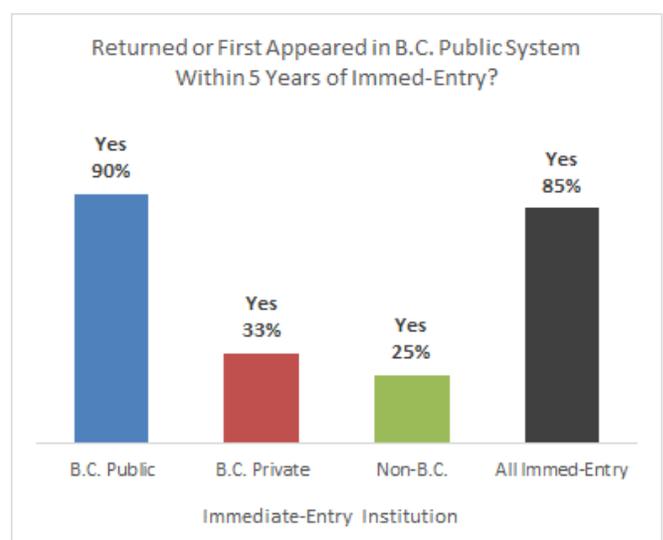
These findings suggest that students who first enroll in post-secondary education outside of the B.C. public post-secondary system still have a good chance of enrolling in the B.C. public system sometime over the next five years, but it may take some time before these students show up in the B.C. public system. See next page.

FIGURE 28: SUBSEQUENT ENROLLMENT PATTERNS OF IMMEDIATE-ENTRY STUDENTS TO B.C. PUBLIC, B.C. PRIVATE AND NON-B.C. INSTITUTIONS:

(A) DISTRIBUTION OF IMMEDIATE-ENTRY STUDENTS, BY INSTITUTION SECTOR DESTINATION



(B) DO IMMEDIATE-ENTRY STUDENTS SUBSEQUENTLY ENROLL IN B.C. PUBLIC POST-SECONDARY SYSTEM WITHIN THE NEXT FIVE YEARS?



How soon do immediate-entry students subsequently enroll in a B.C. public post-secondary institution, by first enrollment sector?

As previously shown, 90% of the 325,000 students who initially enrolled as immediate-entry students in the **B.C. public** post-secondary system¹⁸ continued in the B.C. public post-secondary system within the next five years. The rate of return to the B.C. public system was highest (82%) in the year following their immediate-entry year, with the return rate dropping significantly over the next few years (5%, 2%, 1%, 1%). In other words, most students who continue their education in the B.C. public system within five years of their immediate-entry year, tend to persist without a year of non-registration. See [Figure 29](#).

Among the roughly 10,000 immediate-entrants to post-secondary education in a **B.C. private** institution, a much smaller proportion (33%), subsequently enrolled in the B.C. public post-secondary system over the next five years. This implies that two-thirds (67%) did not appear in the B.C. public system within five years of first entering the B.C. private system. Of the third who did subsequently register in the B.C. public system over the next five years, the rate was highest (10%) in the year following their immediate-entry to a B.C. private institution, and gradually declined each year, the longer the period of time since grade 12 graduation (9%, 6%, 5%, 3% in each of the subsequent years). Since B.C. private institutions tend to attract delayed-entry students, note that these findings do not account for the potential for delayed-entry students to subsequently enroll in the B.C. public post-secondary system.

The likelihood of enrolling in the B.C. public post-secondary system was lowest (25%) for the 18,000 immediate-entry students who began their post-secondary education in a **non-B.C.** institution. The majority (75%) of this group did not make an appearance in the B.C. public post-secondary system within five years of their first transition to non-B.C. post-secondary education. Of the 25% of students who eventually enrolled in the B.C. public post-secondary system for the first time, the largest group (8%) came back to B.C. in the year following their immediate-entry to a non-B.C. institution, with smaller proportions returning in each of the subsequent years four years (6%, 3%, 5%, 3%).

Note: Due to data limitations, this study was not designed to assess persistence of students in the B.C. private or non-B.C. institutions. However, the longitudinal nature of the B.C. public post-secondary enrollment data allows the STP to measure the persistence and enrollment patterns of students who enrolled in the B.C. public post-secondary system during the study period.

FIGURE 29: NUMBER OF YEARS UNTIL STUDENTS APPEAR (AGAIN OR FOR THE FIRST TIME) IN THE B.C. PUBLIC SYSTEM, BY SECTOR OF FIRST ENTRY

First Entry Sector	# Entered	# Years Until Next/First Reg. in B.C. Public					Total Within 5 Years
		1 Year	2 Years	3 Years	4 Years	5 Years	
■ B.C. Public	324,710	82%	5%	2%	1%	1%	90%
■ B.C. Private	10,034	10%	9%	6%	5%	3%	33%
■ Non-B.C.	18,117	8%	6%	3%	5%	3%	25%
Total Immed-Entry	352,861	76%	5%	2%	1%	1%	85%

¹⁸ Includes immediate-entry students who graduated from grade 12 between 2001/2002 and 2014/2015.

B.C. Public Post-Secondary Institutions by Region

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

Cariboo-North Region (CNO)

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

Mainland-Southwest Region (MSW)

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

Thompson-Okanagan-

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

Vancouver Island/Coast Region (VIS)

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



COAST MOUNTAIN COLLEGE, TERRACE



JUSTICE INSTITUTE OF B.C., NEW WESTMINSTER



THOMPSON RIVERS UNIVERSITY, KAMLOOPS



SIMON FRASER UNIVERSITY, BURNABY

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

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

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

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

Teaching-Intensive Universities (TIUs)

– Capilano University, Emily Carr University of Art + Design, Kwantlen Polytechnic University, Royal Roads University, Thompson Rivers University, Vancouver Island University, University of the Fraser Valley.

Research-Intensive Universities (RIUs)

– Simon Fraser University, University of British Columbia (including University of British Columbia, Okanagan), University of Northern British Columbia, University of Victoria.

Are there **other methods or sources** available to identify post-secondary destinations of B.C. high school graduates?

Statistics Canada's Post-Secondary Information System (PSIS) might offer a possible data source for linkage with the STP in order to obtain more complete information on the non-B.C. public post-secondary destinations of B.C. high school graduates. PSIS is a national survey that enables Statistics Canada to provide detailed information on enrollments and graduates of Canadian public post-secondary institutions for statistical and research purposes. Unfortunately, the encrypted identifiers in the STP are not compatible for linkage with PSIS data.

Alternatively, the STP may wish to explore how the centralized post-secondary admissions systems in Ontario and Alberta might allow for data linkage or data sharing to help identify the post-secondary destinations of B.C.'s high school graduates in Alberta or Ontario post-secondary institutions.



Conclusion

This report explored the transitions of high school graduates into B.C. public, B.C. private and non-B.C. post-secondary institutions. This research was accomplished via a data linkage of encrypted Personal Education Numbers (PENs) between the STP2018 enrollment table and Student Financial Assistance (SFA) and Passport to Education (PTE) data sets. Despite some data limitations, this report has provided a broader picture of the post-secondary participation of B.C.'s secondary school graduates into the numerous post-secondary education options available to them, anywhere in the world.

This report addressed a variety of questions on student transition rates into B.C. public, B.C. private and non-B.C. institutions and compared the results across different student academic qualifications, provincial regions, public/private origins and destinations, student characteristics and time of entry. The report also explored in some detail, the post-secondary student destinations by sector, institution, program and credential.

Within ten years of high school graduation, this STP research revealed that overall transition rates into all institution sectors reaches at least 83% to 84%, thus suggesting that the vast majority of B.C. high school graduates see the value of post-secondary education after high school graduation. The STP acknowledges that these overall transition rates are likely higher than stated because students who enrolled in B.C. private or non-B.C. institutions without obtaining Student Financial Assistance or redeeming Passport to Education tuition fee credits are excluded from these statistics.

This research also revealed that many B.C. high school graduates maintain a connection to the B.C. public post-secondary system, even if their first post-secondary transition was outside of this system. Of those students who first sought post-secondary education in a B.C. private or non-B.C. post-secondary institution, a significant portion subsequently entered one of B.C.'s 25 public post-secondary institutions over the next five years: 25% from B.C. privates and 33% from non-B.C. institutions.

The STP hopes this report offers useful information to education planners in secondary schools, post-secondary institutions and government about the various post-secondary choices available to B.C. high school graduates, as well as some insight into where these students ultimately enroll for their post-secondary education – within B.C. or anywhere else in the world.