

STP RESEARCH RESULTS

Student Transitions
& Enrolment Trends

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Executive Summary

About this Research

This report features selected research findings from the most recent annual STP update in Fall of 2025, including B.C. grade 12 graduates up to 2023/2024 and B.C. public post-secondary registrants up to the end of academic year 2024/2025 and Fall 2025.

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. These STP Research Results focus on recurring and consistent trends, as well as significant changes (see [Research Results Legend](#) below). The following Quick Facts summarize the key findings, with more detailed information found in subsequent pages of this report.

Quick Facts

Student Transition Rates:

✔ [What is the trend in immediate entry and delayed entry transition rates into B.C. public post-secondary education?](#) The immediate entry transition rate of 2023/2024 grade 12 graduates is 51.3%, up slightly from last year's rate of 51.2%. Despite the upward trend over the last two years, the immediate-entry transition rate sits well below the high of 54.3% from 2008/2009. [\[Page 11\]](#)

✔ [What does the student transitions matrix reveal about student transitions of different graduation cohorts?](#) As the number of years since graduation increases, for any given graduation cohort or sub-population, the proportion of students who enrol in post-secondary education increases, while the proportion who have not yet transitioned to post-secondary education decreases. Although nearly half of a graduation cohort typically does not enrol immediately after high school, over the long-term a significant proportion of students do enrol in B.C. public post-secondary education, such as 75% of 2014/2015 grade 12 graduates within ten years of graduation. [\[Page 12\]](#)

○ [How does the STP measure academic performance of B.C. high school graduates?](#) The STP calculates Inclusive GPAs (iGPAs) from a defined set of courses required for graduation, as well as Academic GPAs (AGPAs) from a narrower set of four academic courses to measure the academic performance of grade 12 graduates and uses the information to determine how student performance affects subsequent student outcomes. [\[Page 13\]](#)

Research Results Legend

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

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

☑ What is the relationship between iGPA scores and: (a) Student transition rates, and (b) Institution type first entered? (a) Immediate entry transition rates to B.C. public post-secondary education generally increase with rising iGPA scores. (b) Immediate-entry transition rates to Research-Intensive Universities (RIUs) increases with iGPAs, whereas transition rates to Teaching-Intensive Universities (TIUs), Colleges and Institutes (or TCIs) gradually increase up to iGPA scores in the 76 to 80-range, but then decline beyond this iGPA level, as students with higher academic qualifications are more inclined to enrol in RIUs. [Page 14]

Post-Secondary Enrolment Trends:

◆ What are the total post-secondary enrolment trends over the last 10 years? What does STP predict for 2025/2026? The B.C. public post-secondary system has seen a modest 2.0% increase in headcount enrolment over the last decade ending in 2024/2025, but this has not been steady. New federal policies that limit the intake of international students are negatively impacting international enrolments, such that academic year 2024/2025 and Fall 2025 enrolments are declining. Based on data extrapolated from the latest Fall 2025 submission, total enrolment levels are predicted to fall below 400,000 students by the end of this academic year (2025/2026), or a reduction of 9% over 2024/2025. [Page 15]

◆ What are the total international enrolment trends over the last 10 years? What does STP predict for 2025/2026? The number of international students in the B.C. public post-secondary system doubled over the eight-year period, from 50,681 in 2015/2016 to its peak of 101,747 in 2023/2024. Recent federal policy constraints contributed to a 14% decline in international enrolments to 87,449 in 2024/2025. The STP predicts, based on a further reduction in Fall 2025 international headcount enrolment levels, that total international headcount enrolment will drop 5% to roughly 67,000 students by the end of the 2025/2026 academic year. [Page 16]

◆ What are the trends in new international students over the last 10 years? What does STP predict for 2025/2026? After a significant drop in new international students in academic year 2024/2025 (-37.8% over the previous year), a similar decline (-38.4%) is anticipated for 2025/2026. This predicted trend is based on the most recent data available for Fall 2025, indicating that total new international students in academic year 2025/2026 may decline to roughly 17,000 students, or the lowest level of the decade. [Page 17]

Special Thanks

The STP would like to thank 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.



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>

About the STP

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

STP Steering Committee Members

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

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

Nick Fantin, Director, Data Infrastructure & Operations, Ministry of Education & Child Care.

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

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

◆ **How are changes in international enrolments affecting B.C. public post-secondary institutions?** Each institution is placed in one of four quadrants on a chart, based on the respective rate of change in international enrolment (vertical axis) and the rate of change in total enrolment levels (horizontal axis). The majority of institutions were plotted in the lower-left Quadrant III, with a drop in Fall 2025 international enrolments, relative to Fall 2024, in addition to a drop in total enrolments, suggesting that these institutions were unable to maintain total enrolments by increasing domestic enrolments to account for the loss in international students. The RIUs in Quadrant IV were generally less affected because they were able to maintain or increase total enrolments, despite modest international enrolment declines. UBC Vancouver (UBCV) was categorized in Quadrant I since it achieved an increase in both international and total enrolments. The international enrolment challenges in RIUs are tempered by Federal policies exempting Masters and doctoral applicants from providing a Provincial Attestation Letter (PAL) with their study permit application; whereas other institution types are further challenged by more restrictive post-graduation work permit (PGWP) eligibility requirements for international students who complete a sub-bachelor's degree in selected program areas. [\[Page 18-20\]](#)

◆ **What are the international enrolment trends by institution? What does the STP predict for 2025/2026?** While the B.C. public post-secondary system saw a doubling of international enrolments between 2015/2016 and the enrolment peak in 2023/2024, this rate of growth varied across institution types. Beginning in 2024/2025, international enrolments began to decline, with Institutes seeing the largest rate of decline (-30%), followed by Colleges (-14%), TIUs (-13%) and RIUs (-8%). The projected international enrolment decreases are expected to continue more steeply in 2025/2026, compared to 2024/2025, in Institutes (-47%), Colleges (-34%) and TIUs (-30%); however, RIUs are expected to see a slowing in their international enrolment declines to -4%. [\[Page 21\]](#)

○ **What tools does the STP provide to the public to explore enrolment trends by year, institution, study level, program, etc.?** The STP has developed the [B.C. System Map with Enrolment Trends](#), an online interactive tool available on Tableau Public, where users may view a map of the B.C. public post-secondary system and 20-years of enrolment trends by institution, region, institution type, study level, credential sought, Indigenous status, field of study, gender, international status and new student status. [\[Page 22\]](#)

Introduction

Overview

Every year, the Student Transitions Project (STP) collects post-secondary enrolment and credential completion data from the twenty-five B.C. public post-secondary institutions and links this data to secondary school enrolment information via encrypted personal education numbers (PENs). Now comprising 23 complete academic years of K-12 and post-secondary enrolment records, the STP is used for tracking student transitions, student mobility and student success.¹

This report summarizes student transitions in B.C., from grade 12 graduation to B.C. public post-secondary education. These STP Research Results focus on recurring and consistent trends, as well as significant changes. Additional background and context pertaining to overall post-secondary and secondary school enrolment trends are also integrated throughout this report (see [Research Results Legend](#) on [page 4](#)). This report is available on the [STP website](#)².

○ **Time Context:** This report focuses on trends primarily over the last ten, although the Fall 2025 submission to the STP includes 23 years of data gathered from post-secondary institutions and the Ministry of Education, as follows:

- **B.C. K-12 enrolment data** for B.C. grade 12 graduates of 2001/2002 to 2023/2024;
- **B.C. public post-secondary enrolments** for academic years 2002/2003 to 2024/2025;
- **post-secondary credentials awarded** in B.C. public post-secondary institutions in academic years 2002/2003 to 2024/2025.

○ **Methodology:** In a way that protects the privacy of students and ensures their anonymity, the STP links the encrypted Personal Education Number (PENs) of B.C. grade 12 graduates to the PENs of B.C. public post-secondary registrants. Through this linkage, the STP is able to identify and quantify the number and proportion of grade 12 graduates who transition to B.C. public post-secondary education. This report includes a summary of information on student transitions, student academic performance, total post-secondary enrolments, and international student enrolment trends.

○ **Student Transitions:** The subset of students who transition to post-secondary education are sometimes called **transitioners**. Depending upon the timing of their first enrolment in B.C. public post-secondary education, these student



¹ The STP now has 23 years of B.C. K-12 enrolment data for grade 12 graduates of 2001/2002 to 2023/2024 and 23 complete years of B.C. public post-secondary enrolments for 2002/2003 to 2024/2025 registrants. Students who enrolled in post-secondary education outside of B.C. or in B.C. private institutions are excluded from this report.

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>

transitioners may be **immediate entry** students who enrolled within one year of high school graduation, or **delayed entry** students who waited a year or more before enrolling in the B.C. public post-secondary education system for the first time.

○ **Post-Secondary Enrolments:** Based on the 23 years of post-secondary enrolments, the STP is able to quantify and evaluate system-wide post-secondary enrolment trends in B.C. along various dimensions, such as:

- new/continuing students,
- domestic/international students,
- post-secondary institution, institution type, college region, B.C. region,
- study level (graduate, undergraduate, developmental), including continuing studies³,
- credential category and program, etc.

○ **Exclusions:** High school graduates who transition to B.C. private or non-B.C. post-secondary institutions are excluded from these research results; however, the STP recently updated their research on transitions into B.C. private and non-B.C. institutions in August of 2025.



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New STP Products



BRITISH COLUMBIA

Student Transitions Project

Research Overview

1

Research from the **Student Transitions Project (STP)** supports education planning, management and policy decisions in the secondary and public post-secondary education systems in the province of British Columbia. STP research builds awareness and understanding of a variety of research areas described below.

Recurring Research Topics:

Student Transitions
From B.C. high school graduation to B.C. public post-secondary education.

Student Mobility
Between B.C. public post-secondary institutions, regions, and sectors.

Student Enrolment
and enrolment trends in the B.C. public post-secondary system.

Credentials Awarded
to students in B.C. public post-secondary institutions.

Student Retention, Completion & Attrition
in the B.C. public post-secondary system.

Student Success
in B.C. public post-secondary education, including academic progress, performance and outcomes.

STP Fast Facts
Including a selection of key STP facts and broad indicators of student transitions, outcomes and mobility.

BC System Map
with post-secondary enrolments and 10-year trends by institution, region and PSI type.

Special Research Topics:

Student Cluster Studies
of international, domestic, and Indigenous students, academics and non-students, etc.

Student Transitions
from B.C. high school graduation to B.C. private and non-B.C. institutions.

Longitudinal Studies
of selected entry or exit cohorts to evaluate student outcomes and success over multiple years.

20 Years of STP
highlights the project's achievements and long-run success of students.

The Student Transitions Project recently developed two new products:

- (1) The Research Overview provides a summary of the range of research conducted by the STP.
- (2) The BC System Map with 20-years of Enrolment Trends is available on Tableau Public.

For more information, see [Appendix H and I](#).



BRITISH COLUMBIA

Student Transitions Project

BC Public Post-Secondary System

Map with Enrolment Trends

Headcount (BC System)

435,810

Headcount (PSI-Home Selected)

277,803

School Year? Academic Year or Fall Only? Study Level?

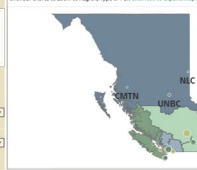
Enrolment Grouping? Total Enrolment

Enrol Group: Total

Click to view STP Fast Facts on: [tableau/public](#)

BC Public Post-Secondary System Map: Total
2004/2005 Academic Year, All Study Levels

Click here to zoom to Region, Type or PSI. Click icon to expand map size.



Headcount by Region: Total
2004/2005 Academic Year, All Study Levels

Region	Headcount
SEV	277,803
TKR	68,073
VIS	65,983
CHV	17,860

Headcount by PSI Type: Total
2004/2005 Academic Year, All Study Levels

PSI Type	Headcount
COL	113,028
RSU	82,161
TRU	125,421
UIC	105,857

Headcount by Institution: Total
2004/2005 Academic Year, All Study Levels

Click icon to expand map size.



³ Data submitted to the STP from Research-Intensive Universities does **not** include Continuing Studies enrolments.

Definitions

Credential Categories by Study Level

The post-secondary study levels and credential categories used by the STP across the B.C. public post-secondary system are listed below in descending order of entry qualifications for the study level and credential category.

Graduate

- Doctorate
- Master's Degree
- Graduate Diploma
- Graduate Certificate

Undergraduate

- Post-Degree Diploma
- Post-Degree Certificate
- First Professional Degree
- Bachelor's Degree
- Advanced Diploma
- Advanced Certificate
- Associate Degree
- Diploma
- Certificate
- Apprenticeship
- Short Certificate
- Other
- None

Developmental

The classification of credentials within this study level varies across institutions, but may include a variety of developmental certificates, short certificates, "other" or "none". The developmental study level is commonly used at B.C. colleges, institutes and teaching-intensive universities. Research-intensive universities do not submit any "developmental" student records to the STP.



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 three different data sources provided to the STP.

The **B.C. K-12** system does not provide an international student identifier to the STP, so the STP uses B.C. non-residents as a proxy for international students. This is not perfect because domestic residents of other Canadian provinces will also be included as international students.

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.

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 Post-Secondary Education and Future Skills. All post-secondary institutions in this report are assigned to their 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.

See the [B.C. System Map with Enrolment Trends](#) for a map of the B.C. public post-secondary system, with institutions identified by type and by region.

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

Mainland-Southwest Region (MSW) British Columbia

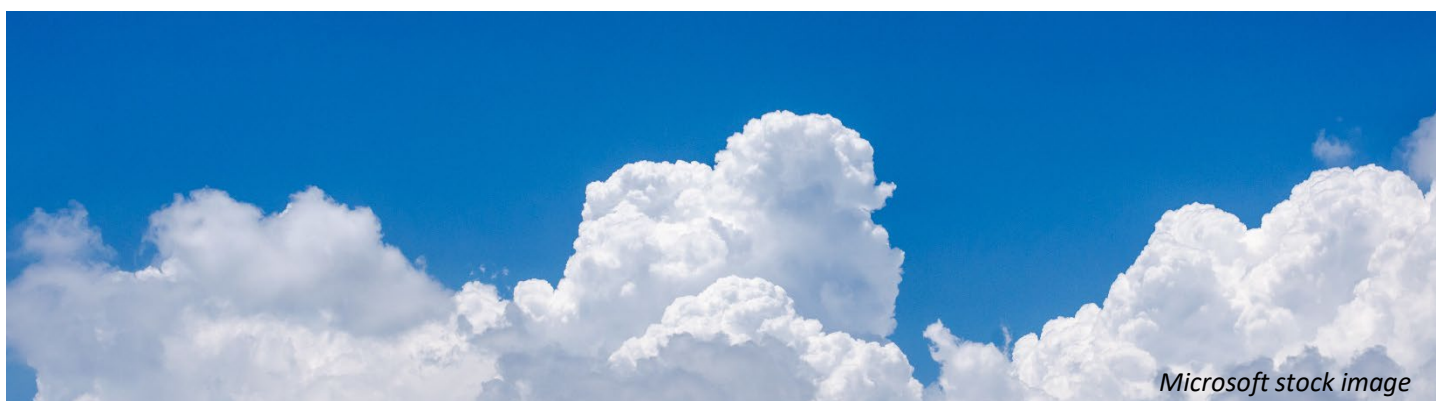
Institute of Technology (BCIT), Capilano University (CAPU), Douglas College (DOUG), Emily Carr University of Art + Design (ECU), Justice Institute of B.C. (JIBC), Kwantlen Polytechnic University (KPU), Langara College (LANG), Simon Fraser University (SFU), University of British Columbia, Vancouver (UBCV),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



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Research Results

☑ What is the trend in immediate entry and delayed entry transition rates into B.C. public post-secondary education?

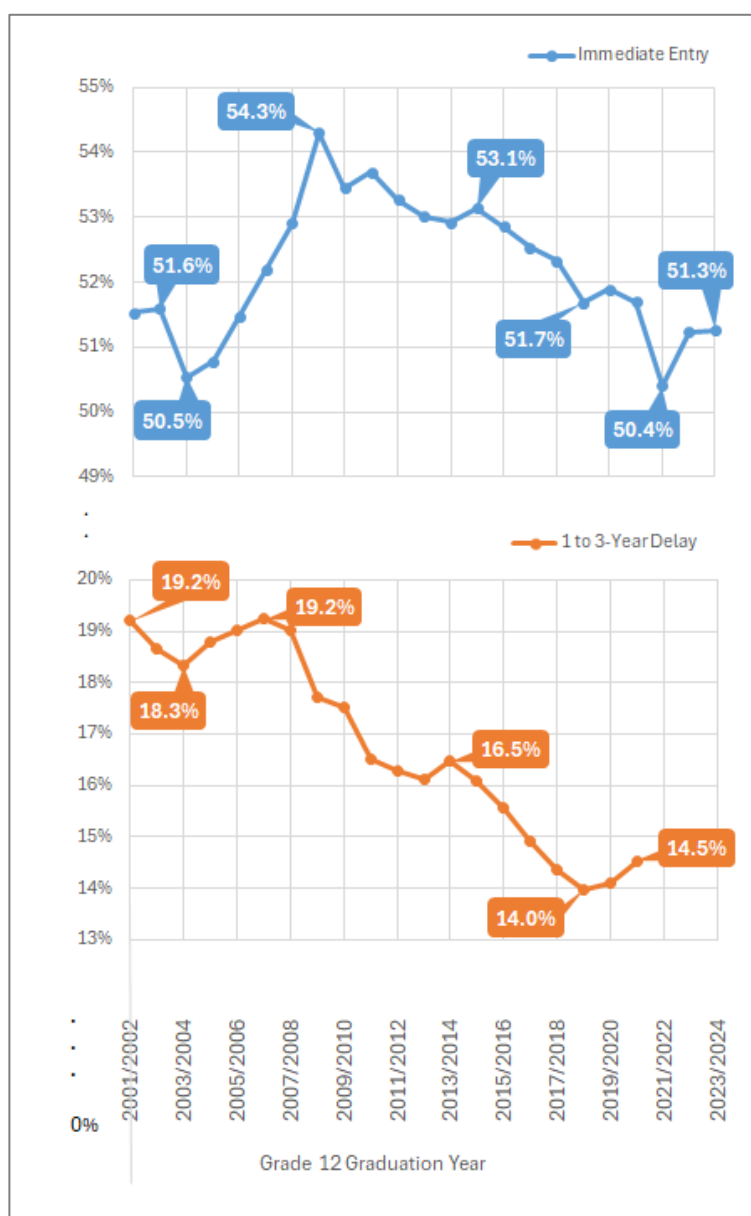
The Student Transitions Project measures student transition rates as the proportion of grade 12 graduates who enrolled in B.C. public post-secondary education after grade 12 graduation at different points in time.

Immediate entry: Immediate entry transition rates, or the proportion of grade 12 graduates who enrolled in post-secondary education within one year of grade 12 graduation, have declined steadily from a high of 54.3% in 2008/2009 to a low of 50.4% in 2021/2022, although remaining consistently above 50% every year. More recently however, the immediate-entry transition rate began to rise, reaching 51.2% and 51.3% for the 2022/2023 and 2023/2024 grade 12 graduation cohorts. This is a promising upward trend in transition rates after roughly thirteen years of steady declines interspersed with insignificant increases (see [Figure 1](#)).

Delayed Entry: The proportion of grade 12 graduates who delayed their transition into B.C. public post-secondary education for one, two or three years has declined more than 5 percentage points over the last 18 years, with this rate currently sitting at 14.5% for the 2020/2021 graduation cohort. Consistent with the recent two-year upward trend in immediate-entry transition rates, delayed-entry rates are following a similar pattern.

Cumulative Transition Rates: When immediate entry and delayed entry students are accounted for, cumulative transition rates show that more than three-quarters of the B.C. grade 12 graduates typically enrol in B.C. public post-secondary education within ten years of graduation.

FIGURE 1: TRENDS IN IMMEDIATE ENTRY AND DELAYED ENTRY TRANSITION RATES OF B.C. GRADE 12 GRADUATES, 2001/2002 TO 2023/2024



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

The student transitions matrix in [Figure 2](#) shows the number of grade 12 graduates in each of the last ten graduation cohorts and their time of first entry into the B.C. public post-secondary education system. Matrices for selected student sub-populations are also available on the public STP website, in addition to the STP SharePoint site for authorized users. A number of patterns are evident in the matrix at the provincial level below:

- The numbers in the main diagonal of the matrix show the relatively consistent and gradually declining **immediate entry** transition rate over the last decade.
- The additional diagonal cells to the right of the main diagonal show the **delayed entry** transition rates in subsequent years. The delayed entry rates are increasingly smaller as the number of years since graduation increases; and these rates are generally declining with each successive graduation cohort.
- The number and proportion of each graduation cohort that has not yet entered post-secondary education in B.C. is provided in the “**No Transition Yet**” column of the matrix.
- The **cumulative transition rate** provides the sum of all students from each cohort who have enrolled in post-secondary education up until present time. For example, 74.8% of 2014/2015 grade 12 graduates have enrolled in post-secondary education in B.C. within ten years of graduation, to the end of academic year 2024/2025.
- As the number of years since graduation increases, for any given graduation cohort, the proportion of students who enroll in post-secondary education increases, while the proportion who have not yet transitioned to post-secondary education decreases.

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

Grade 12 Grad Year	Post-Secondary School Year												No Transition Yet	Grand Total Gr12 Grads	Cumulative Transition Rate
	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025					
2014/2015	# of HS Grads	22,680	4,176	1,660	1,030	675	568	426	298	230	196	10,743	42,682	(10 years)	
	% of HS Grad Class	53.1%	9.8%	3.9%	2.4%	1.6%	1.3%	1.0%	0.7%	0.5%	0.5%	25.2%	100.0%	74.8%	
2015/2016	Count of HS Grads		22,438	4,031	1,705	871	706	527	391	320	262	11,202	42,453	(9 years)	
	% of HS Grad Class		52.9%	9.5%	4.0%	2.1%	1.7%	1.2%	0.9%	0.8%	0.6%	26.4%	100.0%	73.6%	
2016/2017	Count of HS Grads			22,387	3,924	1,543	893	681	480	437	301	11,971	42,617	(8 years)	
	% of HS Grad Class			52.5%	9.2%	3.6%	2.1%	1.6%	1.1%	1.0%	0.7%	28.1%	100.0%	71.9%	
2017/2018	Count of HS Grads				22,783	3,842	1,546	864	657	578	410	12,861	43,541	(7 years)	
	% of HS Grad Class				52.3%	8.8%	3.6%	2.0%	1.5%	1.3%	0.9%	29.5%	100.0%	70.5%	
2018/2019	Count of HS Grads					22,581	3,721	1,491	888	732	570	13,704	43,687	(6 years)	
	% of HS Grad Class					51.7%	8.5%	3.4%	2.0%	1.7%	1.3%	31.4%	100.0%	68.6%	
2019/2020	Count of HS Grads						22,681	3,668	1,522	974	734	14,135	43,714	(5 years)	
	% of HS Grad Class						51.9%	8.4%	3.5%	2.2%	1.7%	32.3%	100.0%	67.7%	
2020/2021	Count of HS Grads							22,815	3,889	1,619	903	14,909	44,135	(4 years)	
	% of HS Grad Class							51.7%	8.8%	3.7%	2.0%	33.8%	100.0%	66.2%	
2021/2022	Count of HS Grads								21,990	4,080	1,654	15,903	43,627	(3 years)	
	% of HS Grad Class								50.4%	9.4%	3.8%	36.5%	100.0%	63.5%	
2022/2023	Count of HS Grads									22,682	4,097	17,491	44,270	(2 years)	
	% of HS Grad Class									51.2%	9.3%	39.5%	100.0%	60.5%	
2023/2024	Count of HS Grads										23,496	22,337	45,833	(1 year)	
	% of HS Grad Class										51.3%	48.7%	100.0%	51.3%	

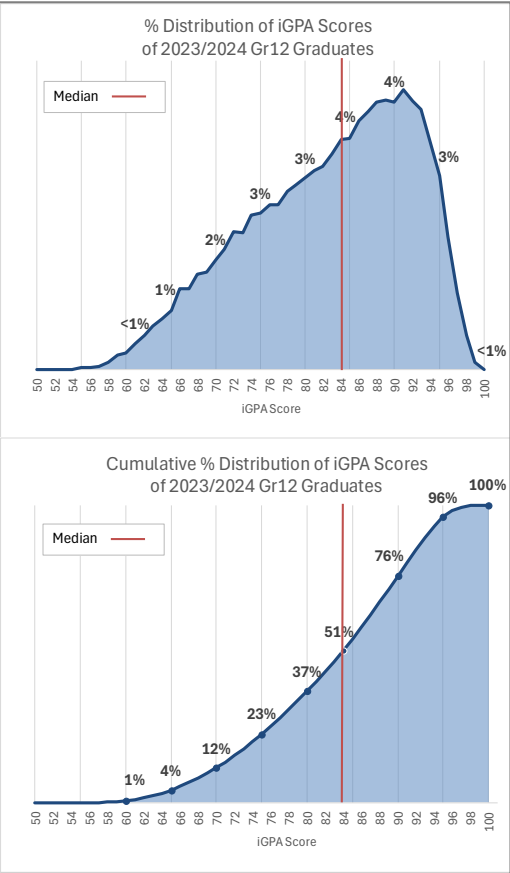
See the Appendix of this report for student transition rates by demographic characteristics ([Appendix A](#)) and by school district ([Appendix B](#)).

How does STP measure the academic performance of B.C. high school graduates?

As defined in the inset box on the right, the STP calculates iGPAs and AGPAs to measure the academic performance of grade 12 graduates and uses the information to determine how this performance affects subsequent student outcomes. See more details in last year’s report, [June 2025 Research Results](#).

The percentage distribution of iGPA scores of the 2023/2024 grade 12 graduation cohort is provided in [Figure 3](#) below. A score of 84 represents the middle point of the cohort’s academic performance, with roughly half of the graduates scoring above 84 and the other half scoring at or below 84.

FIGURE 3: IGPA DISTRIBUTIONS OF THE 2023/2024 GRADE 12 GRADUATION COHORT



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 graduation program also includes an Indigenous focused course, applicable to grade 12 graduates starting in 2023.

☑ What is the relationship between iGPA scores and: (a) Student transition rates, and (b) Institution type first entered?

(a) Student transition rates: The immediate-entry transition rate of 2023/2024 grade 12 graduates entering B.C. public post-secondary education increases with rising iGPAs, from transition rates below 50% (among graduates with iGPAs lower than 81), and increasing to a maximum 65% immediate-entry rate (for graduates with iGPAs of 94). See light grey line in [Figure 4](#).

(b) Institution type first entered: The immediate entry transition rate to RIUs increases with rising iGPA scores, whereas the transition rate to TCIs rises across lower and moderate iGPA scores, but then steadily declines with rising iGPA scores.

- For the cohort of 2023/2024 graduates, the transition rate to RIUs peaks at 56% among students with an iGPA of 99.
- The proportion of graduates who transition to TCIs within a year of graduation increases to 40%, peaking at iGPA scores 76 and 80, after which the proportion who enrolled in TCIs begins to decline. This change in trajectory can be attributed to the fact that a growing share of graduates above iGPA 80 are eligible to enrol in RIUs.
- At iGPA score 87, where the TCI and RIU lines cross, the immediate-entry transition rates to TCIs and RIUs are equal (29%). Students are equally as likely at an iGPA level of 87 to enrol in TCIs as RIUs. See [Figures 4 and 5](#).
- At iGPA score 90, roughly twice the proportion of grade 12 graduates enrolled immediately in RIUs (39%) than enrolled in TCIs (20%) and the gap between entrants to RIUs and TCIs continues to widen as iGPA scores increase.
- The total number of immediate entry students is comprised of transitioners to RIUs plus transitioners to TCIs, and the combined transition rate gradually rises as iGPA scores increase, peaking at 65% for students with iGPAs of 94, and averaging 51% across all iGPA scores, representing the overall immediate entry transition rate.
- The proportion of students who have not yet transitioned to B.C. public post-secondary education is also provided for reference, with the proportion of non-transitioners decreasing as iGPA scores rise.

FIGURE 4: IMMEDIATE ENTRY TRANSITION RATES TO RIUS VERSUS TCIs, BY iGPA

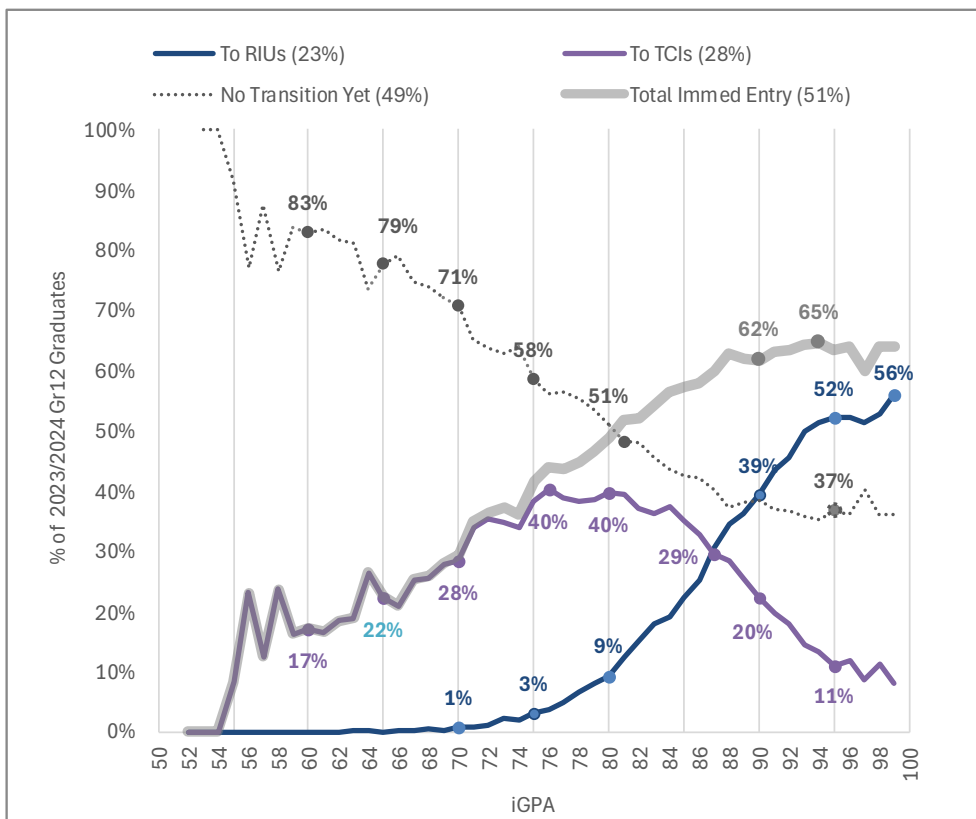
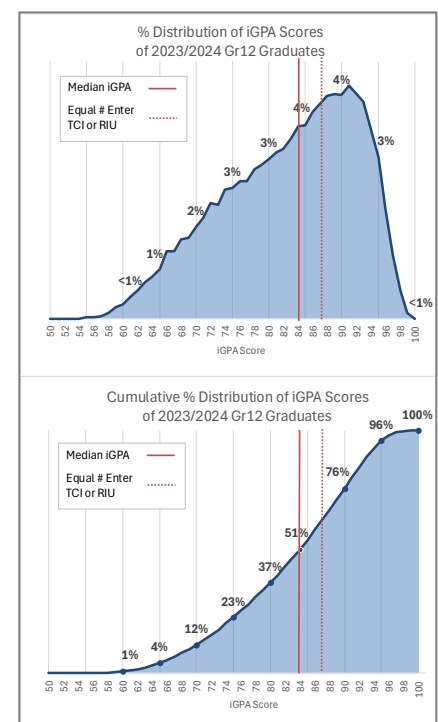


FIGURE 5: iGPA DISTRIBUTIONS OF 2023/2024 GRADE 12 GRADUATES, WITH REFERENCE LINES



◆ What are the total post-secondary enrolment trends over the last 10 years? What does STP predict for 2025/2026?

The B.C. public post-secondary system has seen a modest 2.0% increase in headcount enrolment over the last decade, including domestic and international students combined, from 427,118 students in 2015/2016 to 435,810 in 2024/2025, but this enrolment growth has not been steady (**Figure 6**). The initial three-year increase of roughly 5.5% to 450,790 students by 2018/2019 was completely eliminated during the pandemic when total enrolments dropped 7.2% over the next two years to 418,219 by 2020/2021, primarily attributed to international enrolment declines (see [next page](#)). Enrolments subsequently began to recover over the next three years, re-approaching 450,000 students by 2023/2024. This enrolment peak was short-lived, however, as new federal policies negatively impacted international enrolments, thus initiating the next phase of enrolment decline in B.C., beginning in 2024/2025.

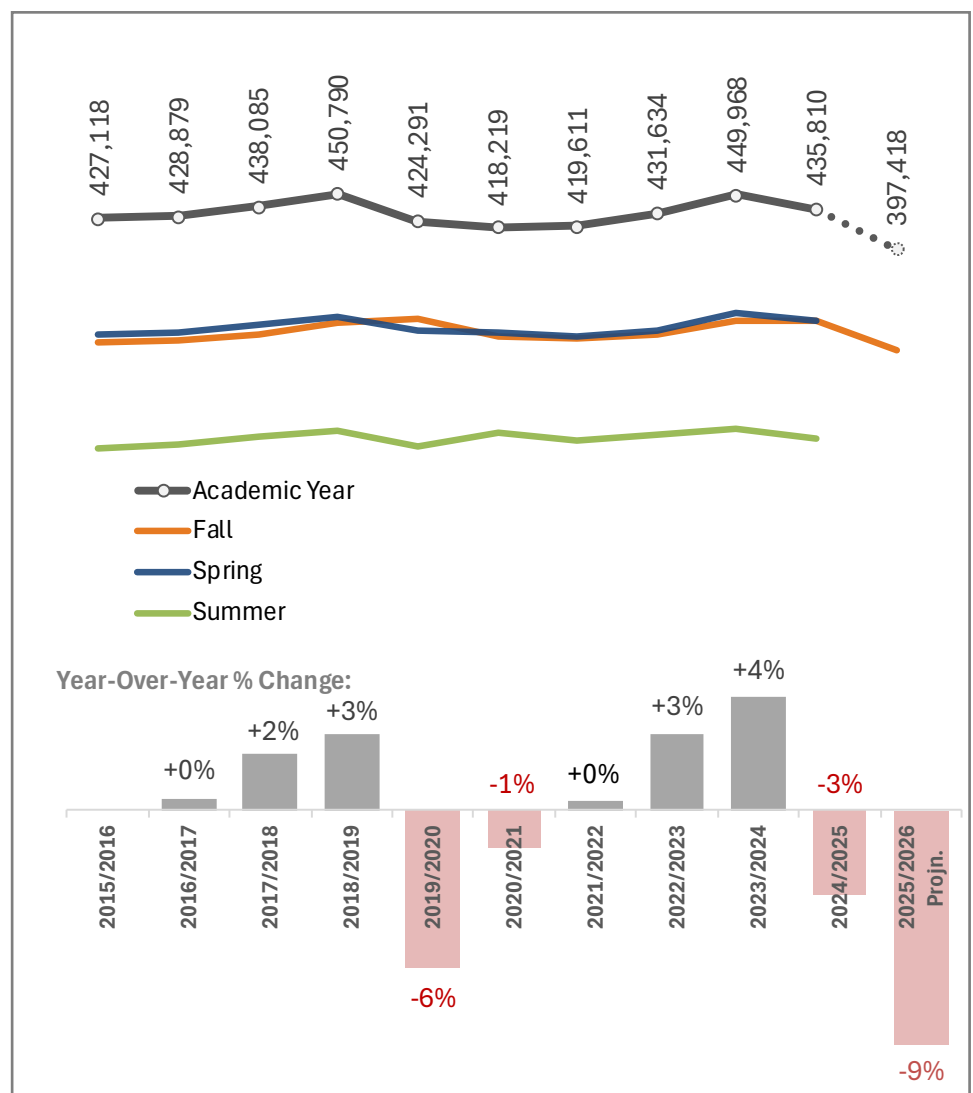
The enrolment trendlines for each term in each academic year are provided in **Figure 6**, showing that each of the Fall and Spring terms capture about three-quarters of the total annual headcount enrolment, whereas the summer term enrolments are roughly half of the academic year total. Students are counted in each term, but only once in the annual headcount. The parallel trendlines for Fall and academic year enrolments reveal that Fall enrolments provide a reasonably reliable leading indicator of academic year enrolments.

Given the timing of the STP data collection cycle, Fall 2025 enrolment data was collected and reported here, but the remaining two terms of the 2025/2026 academic year (Spring and Summer) are not yet available. Therefore, the STP has used the Fall 2025 data to provide rough enrolment projections for the 2025/2026 academic year, predicting enrolment levels below 400,000 students by the end of this year, or a reduction of 9% over 2024/2025.

Total post-secondary enrolments by institution are provided in [Appendix C](#).

See next page for international enrolment trends.

FIGURE 6: TOTAL POST-SECONDARY ENROLMENTS, 2015/2016 TO 2024/2025, WITH 2025/2026 PROJECTION



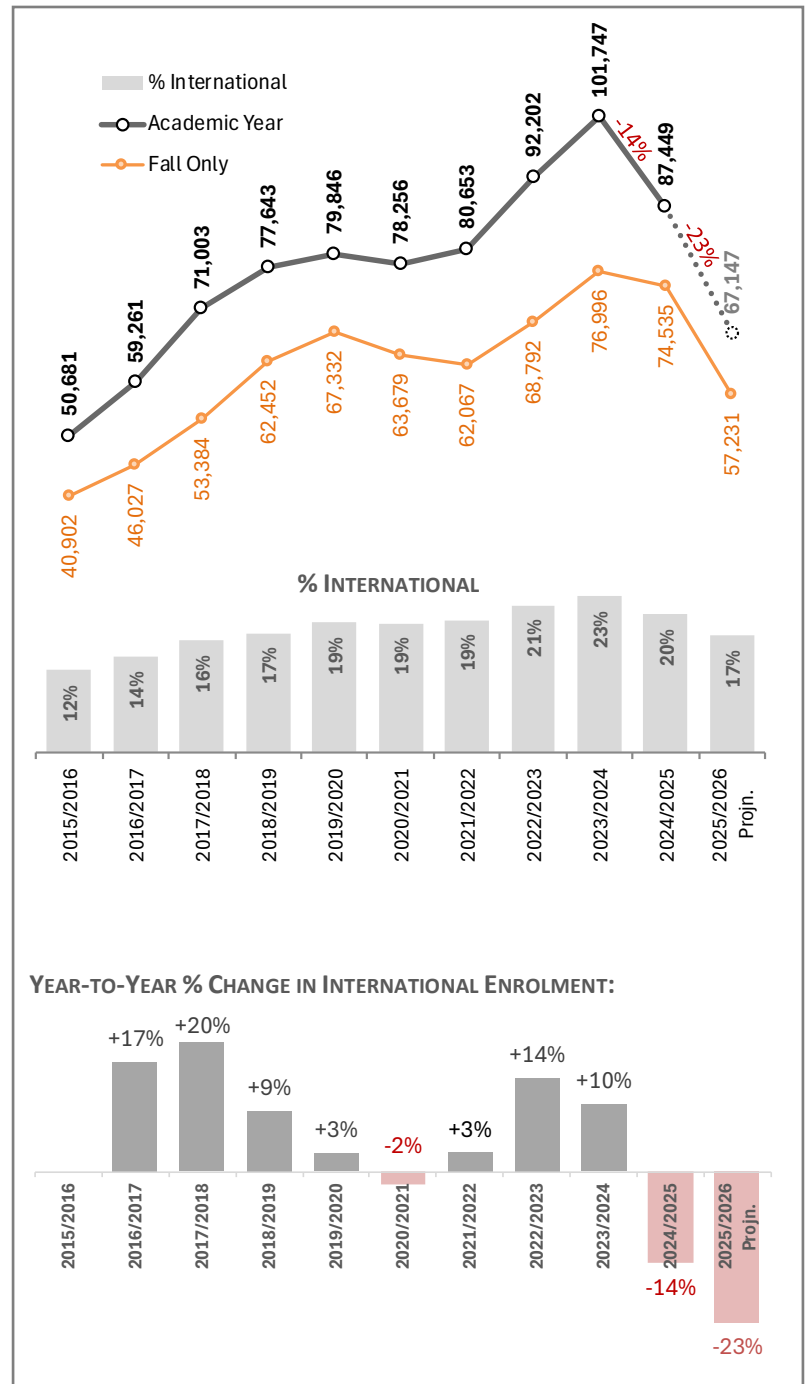
◆ What are the total *international* enrolment trends over the last 10 years? What does STP predict for 2025/2026?

The number of international students in the B.C. public post-secondary system doubled over the eight-year period, from 50,681 in 2015/2016 to 101,747 in 2023/2024. At the same time, the share of international students, as a proportion of total B.C. public post-secondary enrolment also doubled from 11% to 23%.

New [federal policy changes](#) (summarized in a February 2025 STP report on international students) were implemented in January of 2024, placing a cap on the number of new international students⁴, such that academic year 2024/2025 international enrolments declined 14% over the previous year to 87,449. Furthermore, the most recent STP data available for Fall 2025 reveals that international enrolment levels are now 23% lower than the previous Fall. Thus, by extrapolating a similar rate of change for the full 2025/2026 academic year, the STP projects international enrolments in the B.C. public post-secondary system to decline to roughly 67,000 students, the lowest level seen over the preceding eight years. See [Figure 7](#).

International enrolments by institution are provided in [Appendix D](#).

FIGURE 7: INTERNATIONAL POST-SECONDARY ENROLMENTS, 2015/2016 TO 2024/2025, WITH 2025/2026 PROJECTION



⁴ Student Transitions Project, *International Students in B.C.'s Education Systems: Summary of Research from the Student Transitions Project* (February 7, 2025), 16, https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp2023_international_research_results_2025-02-07_final2.pdf#page=16.

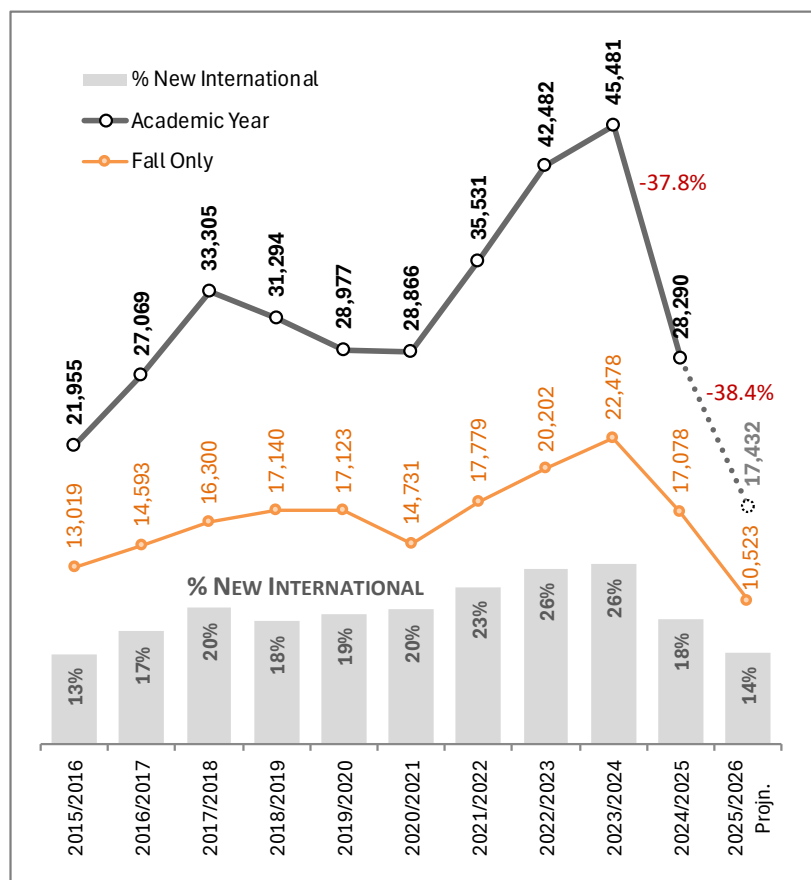
◆ What are the trends in *new international* students over the last 10 years? What does STP predict for 2025/2026?

The trend in new international students provides a leading indicator of the total international enrolment outlook. As shown in **Figure 8**, the number of new international students more than doubled from 21,955 to 45,481 between 2015/2016 and 2023/2024, thus contributing to the overall growth in total international enrolment levels over the period, as described on the previous page.

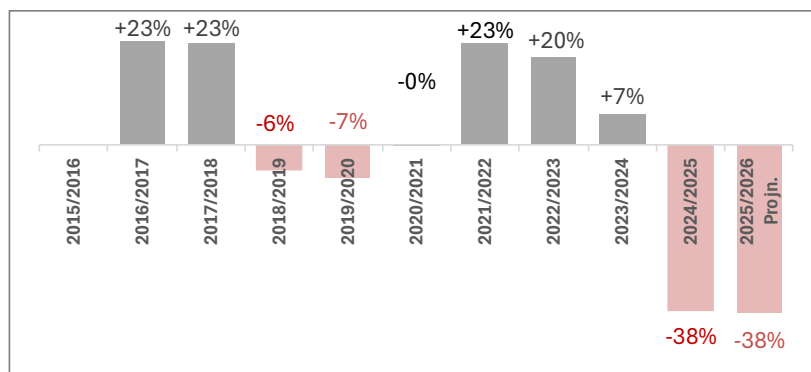
After a significant drop in new international students in academic year 2024/2025 (-37.8% over the previous year), a similar decline (-38.4%) is anticipated for 2025/2026. This predicted trend is based on the most recent data available for Fall 2025, indicating that total new international students in academic year 2025/2026 may drop to roughly 17,000 students, or the lowest level of the decade.

New international students, as a proportion of all new students to the B.C. public post-secondary system was as high as 26% in 2022/2023 and 2023/2024, but the STP expects this will decline to 14% of the intake of all new students, based on the reduction in new international enrolment in Fall 2025. As the proportion of new international students declines, so will the proportion of total international students in the B.C. public post-secondary system. This suggests that institutions in the B.C. system will need to increasingly rely on new domestic students in order to maintain current enrolment levels.

FIGURE 8: NEW INTERNATIONAL POST-SECONDARY ENROLMENTS, 2015/2016 TO 2024/2025, WITH 2025/2026 PROJECTION



YEAR-TO-YEAR % CHANGE IN NUMBER OF NEW INTERNATIONAL STUDENTS:



◆ How are changes in international enrolments affecting B.C. public post-secondary institutions?

In the context of declining international enrolment levels in Fall 2025, relative to Fall 2024, the extent to which total enrolment levels have been affected in each B.C. public post-secondary institution is depicted in [Figure 9](#) on the following page. Each institution is placed in one of four quadrants, depending on the rate of change in international enrolment (vertical axis) and the rate of change in total enrolment levels (horizontal axis). Each of the quadrants is described below.

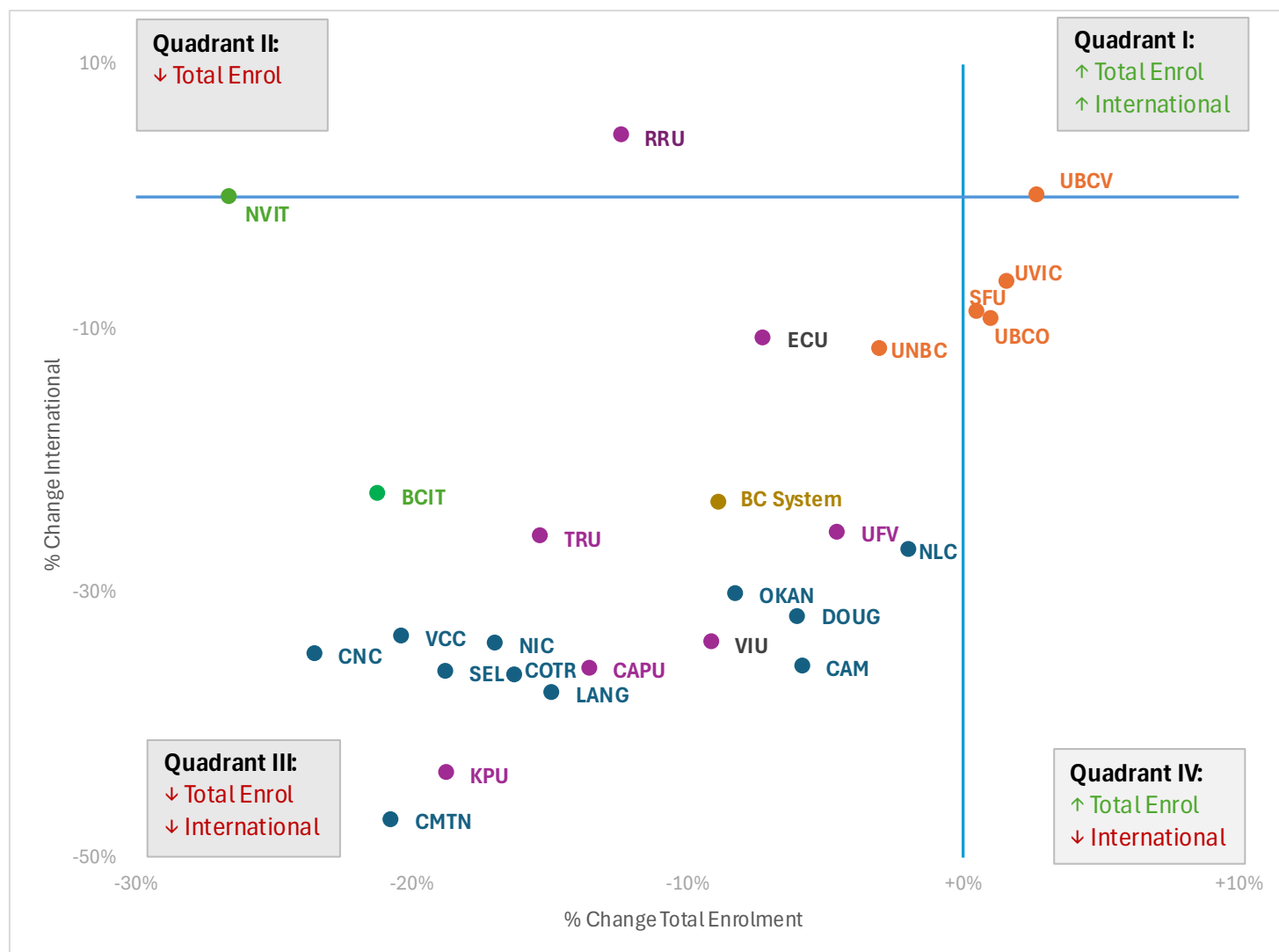
- **Quadrant I** institutions in the upper-right section experienced increases in both international and total enrolments. UBCV is the only institution in this quadrant, having experienced a 0.1% increase in international enrolments and a 4% increase in domestic enrolments, resulting in a 3% increase in total enrolments.
- **Quadrant II** institutions in the upper-left section experienced a total enrolment decline, despite international enrolment increases (RRU), but with accompanying domestic enrolment declines. NVIT has no international students.
- **Quadrant III** institutions in the lower-left section faced a decline in both international and total enrolments, indicating that domestic enrolments were not sufficient to boost total enrolments. The majority of institutions lie in this quadrant, with some facing more significant international and total enrolment declines than others. In the absence of any additional context from each of the individual institutions, the STP is not in a position to explain their challenges; however, we assume that all institutions, regardless of where they are placed in this diagram, are affected by international enrolment pressures. Note that the softening demand for post-secondary education from domestic students over the recent few years has been managed by filling vacant seats with international students. However, the current international enrolment drop cannot be eased by simply filling vacant seats with domestic students, especially given that a supply of domestic students is not there, and they tend to have different program preferences from international students. Further compounding the enrolment pressures are the financial implications – the lost tuition revenue from one international student is significantly more, or three to five times, the revenue gained from one domestic student.
- **Quadrant IV** institutions in the lower-right section achieved total enrolment increases, despite declining international enrolments. Three RIUs (SFU, UBCO and UVic) were able to respond to declining international enrolments by more than offsetting these declines with domestic enrolment increases. The experience of these institutions can also be attributed to the fact that federal policies inflicted a more significant impact on international students in non-RIU programs, such that international enrolment declines in RIUs were not as steep as the declines seen in other institution types.

As shown in [Figure 10](#), by aggregating enrolment changes for all institutions combined, the B.C. System sits in Quadrant III, with a 23% decline in international enrolments and a 10% decline in total enrolments.

- The most affected are the Institutes (-47% international and -28% total enrolment), primarily attributed to significant enrolment declines at JIBC in a single program.
- RIUs (-4% international and +2% total enrolment) are the least affected by international enrolment policies.
- Between the Institutes and RIUs are the TIUs and Colleges who experienced more significant declines than the B.C. System overall, with declining international (-30% and -34%) and declining total enrolments (-13% and -12%).

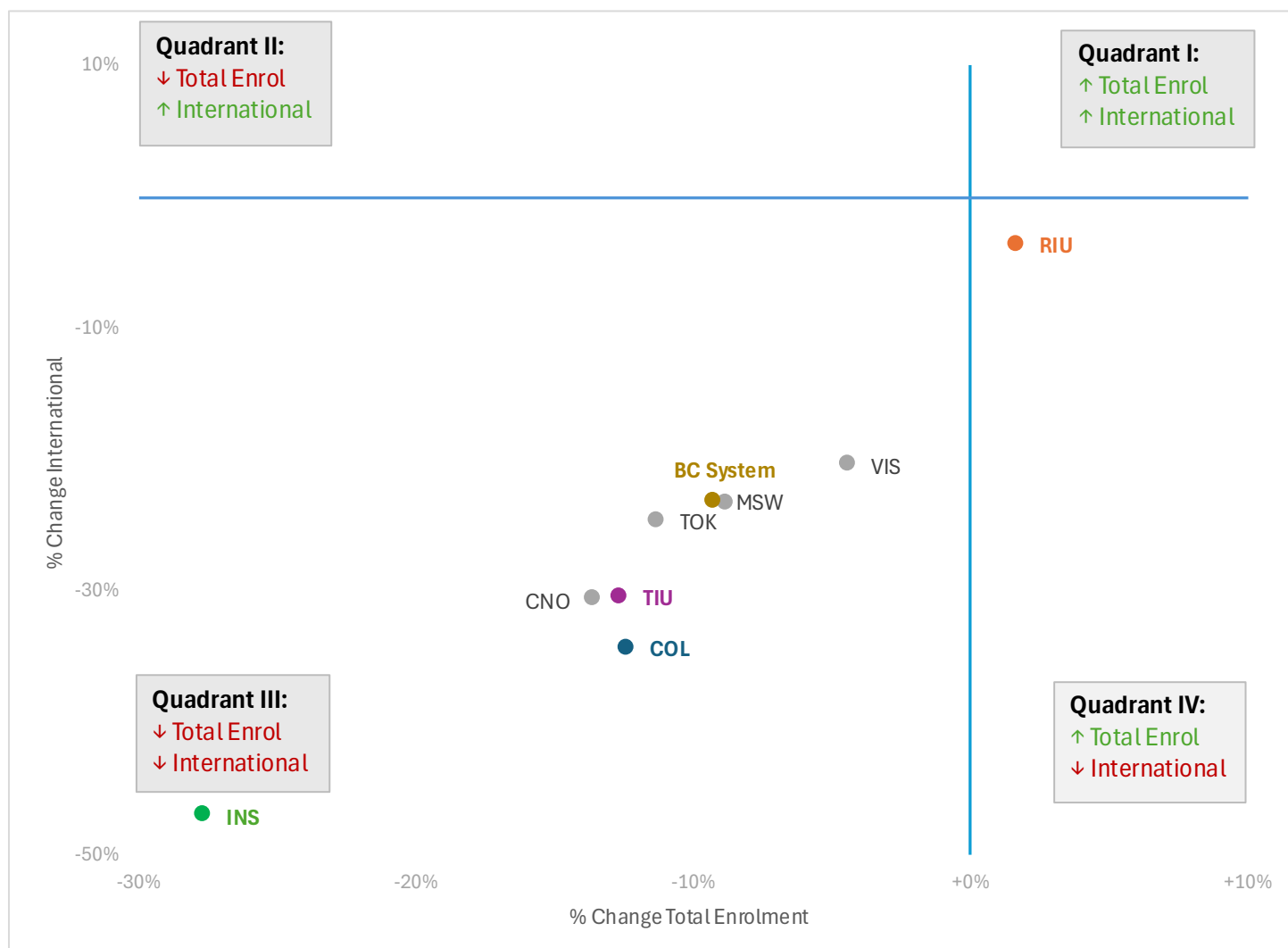
[Figure 10](#) also aggregates the institutions by region and these regions are plotted in their respective quadrant. Each of the four regional groups of institutions yields declining international enrolments and declining total enrolments, thus each region falls within Quadrant III, with Cariboo-North (CNO) institutions being the most affected, and Vancouver Island (VIS) institutions the least affected by international enrolment pressures.

**FIGURE 9: INTERNATIONAL ENROLMENT CHANGES, BY INSTITUTION, FROM FALL 2024 TO FALL 2025 –
% CHANGE IN INTERNATIONAL ENROLMENTS VS. % CHANGE IN TOTAL ENROLMENTS**



PSI	1-Year % Change in Enrolment, Fall 2024 to Fall 2025		PSI	1-Year % Change in Enrolment, Fall 2024 to Fall 2025	
	Int'l	Total		Int'l	Total
CAM	-36%	-6%	CAPU	-36%	-14%
CMTN	-47%	-21%	ECU	-11%	-7%
CNC	-35%	-23%	KPU	-44%	-19%
COTR	-36%	-16%	RRU	+5%	-12%
DOUG	-32%	-6%	TRU	-26%	-15%
LANG	-38%	-15%	UFV	-25%	-5%
NIC	-34%	-17%	VIU	-34%	-9%
NLC	-27%	-2%	TIU	-30%	-13%
OKAN	-30%	-8%	SFU	-9%	+1%
SEL	-36%	-19%	UBCO	-9%	+1%
VCC	-33%	-20%	UBCV	+0%	+3%
COL	-34%	-12%	UNBC	-12%	-3%
BCIT	-23%	-21%	UVIC	-7%	+2%
JIBC	-75%	-40%	RIU	-4%	+2%
NVIT	+0%	-27%			
INS	-47%	-28%			

FIGURE 10: INTERNATIONAL ENROLMENT CHANGES, BY INSTITUTION TYPE, FROM FALL 2024 TO FALL 2025 –
% CHANGE IN INTERNATIONAL ENROLMENTS VS. % CHANGE IN TOTAL ENROLMENTS



1-Year % Change in Enrolment, Fall 2024 to Fall 2025		
PSI Type	Int'l	Total
COL	-34%	-12%
INS	-47%	-28%
TIU	-30%	-13%
RIU	-4%	+2%
Region	Int'l	Total
CNO	-31%	-14%
MSW	-23%	-9%
TOK	-25%	-11%
VIS	-20%	-4%
BC System	-23%	-9%

PSI Types: COL=Colleges, INS=Institutes, TIU=Teaching-Intensive Universities, RIU=Research-Intensive Universities.

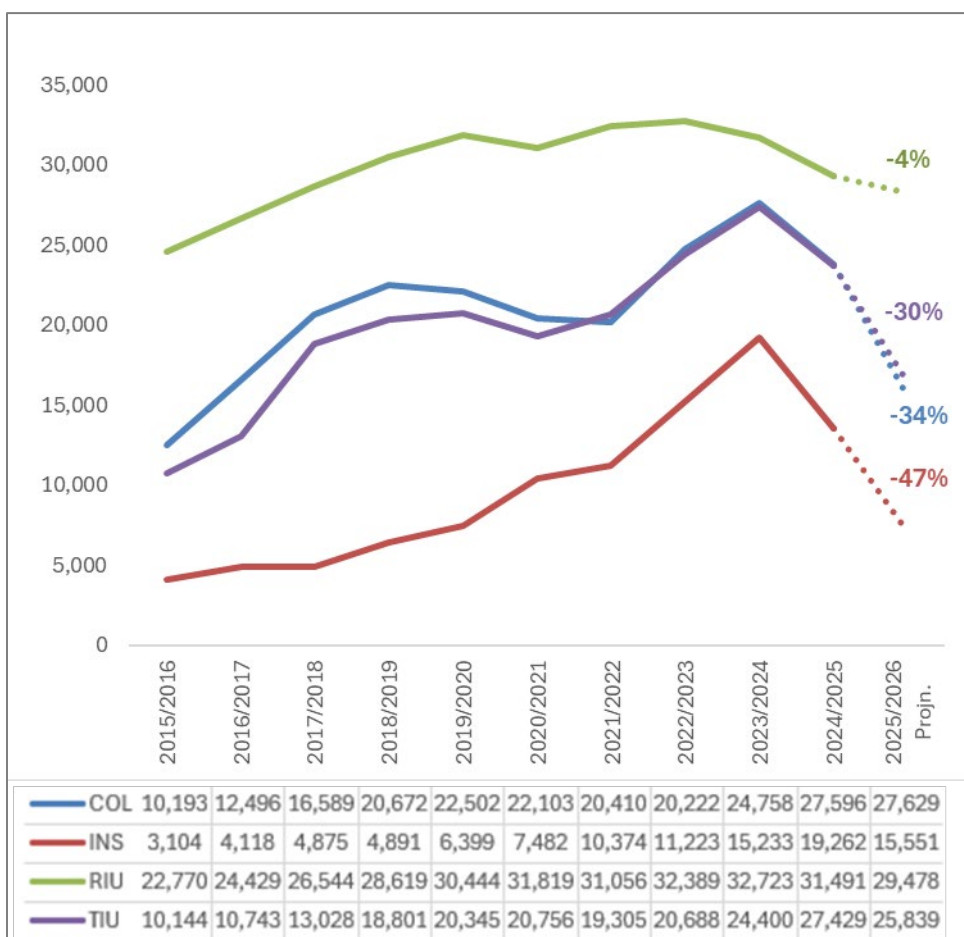
B.C. Regions: CNO=Cariboo-North, MSW=Mainland/Southwest, TOK=Thompson-Okanagan-Kootenays, VIS=Vancouver Island.

◆ What are the international enrolment trends by institution type and institution? What does the STP predict for 2025/2026?

While the B.C. public post-secondary system saw a doubling of international enrolments between 2015/2016 and the enrolment peak in 2023/2024, this rate of growth varied across institution types. Beginning in 2024/2025, international enrolments began to decline, with Institutes seeing the largest rate of decline (-30%), followed by Colleges (-14%), TIUs (-13%) and RIUs (-8%).

The STP has projected further international enrolment decreases in each of the institution types, based on the rate of enrolment decline between Fall 2024 and Fall 2025. The projected international enrolment decreases are expected to continue more steeply in 2025/2026, compared to 2024/2025, especially in Institutes (-47%), Colleges (-34%) and TIUs (-30%), but RIUs are expected to see a slowing in their international enrolment declines to -4%. The ten-year trendlines, by institution type, with the STP's projected international enrolment levels for 2025/2026 are shown in [Figure 11](#).

FIGURE 11: INTERNATIONAL POST-SECONDARY ENROLMENT TRENDS, BY INSTITUTION TYPE, 2015/2016 TO 2024/2025, WITH 2025/2026 PROJECTION

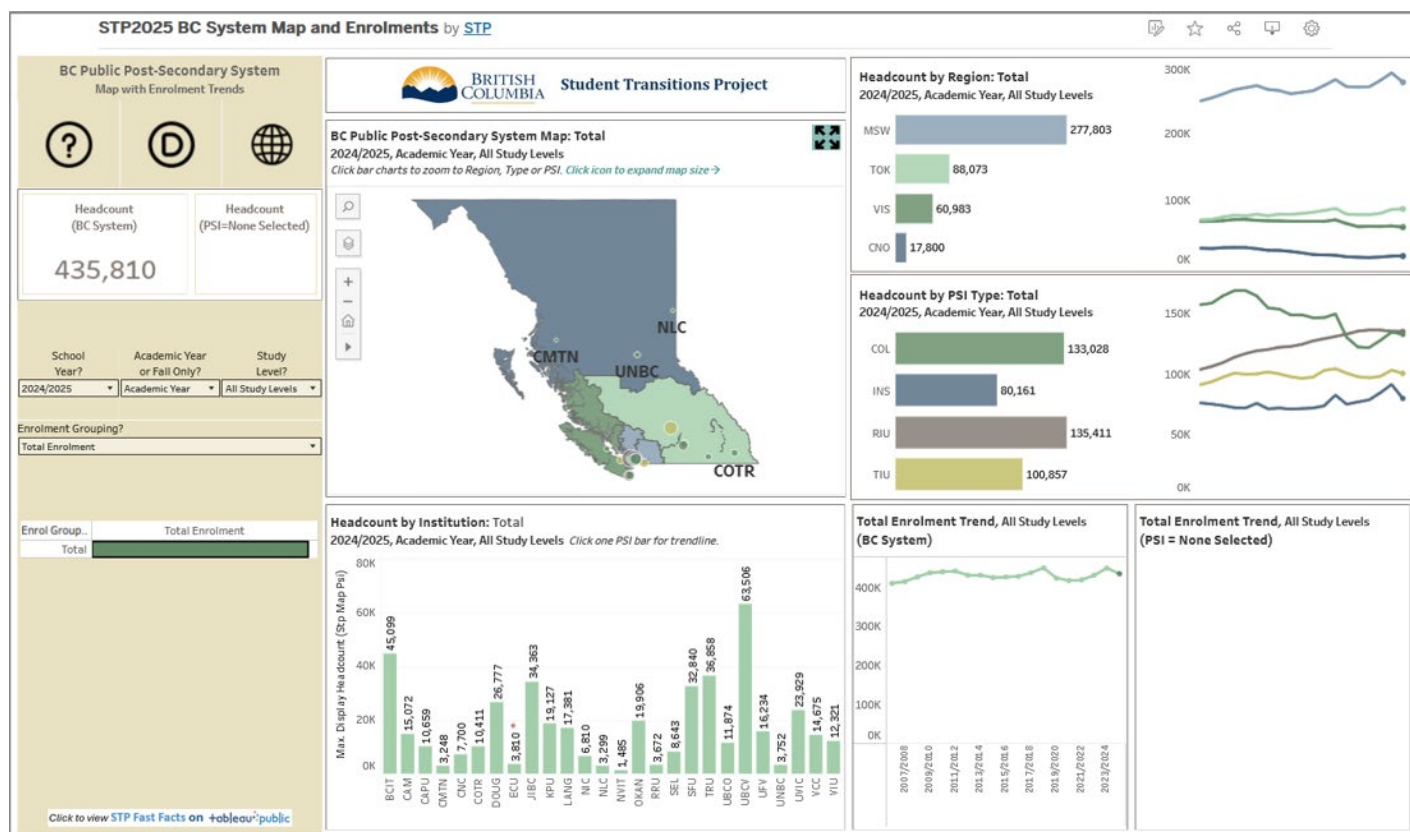


See [Appendix E](#) for 23-years of international enrolment trends, from 2002/2003 to 2024/2025, by institution type; with the percentage change in year-over-year enrolment, from 2023/2024 to 2024/2025, by institution.

What tools does the STP provide to the public to explore enrolment trends by year, institution, study level, program, etc.?

The STP has developed an online interactive tool available on Tableau Public where users may view enrolment trends and a B.C. system map for the B.C. public post-secondary system. This dashboard provides twenty years of enrolment trends by institution, region, institution type, study level, credential sought, Indigenous status, field of study, gender, international status and new student status. See [Figure 12](#).

FIGURE 12: STP TABLEAU PUBLIC DASHBOARD OF THE BC SYSTEM MAP AND 20-YEAR ENROLMENT



Instructions:

- (1) Select School Year, Academic Year/Fall Term only, Study Level and Enrolment Grouping.
- (2) Click on one Enrol Group Member in bar chart below to select sub-population.
- (3) Click on one bar in bar chart of PSI, Region or PSI Type to zoom map and view enrolment trends.
- (4) Hover over map and bar charts for more information.
- (5) Deselect a PSI, Region or PSI Type to show all institutions by pressing the <ESC> key.

See [Appendix G](#) for more information.

Conclusion

This report highlights the resilience and continued success of students across British Columbia's education system during a period marked by significant change and emerging challenges. As student transition rates recover after more than a decade of decline, new federal policies are limiting the intake of new international students, such that the province's public post-secondary system is unlikely to maintain the rapid international enrolment growth seen over the past decade.

These constraints are already having measurable effects, with many institutions and programs experiencing reduced financial benefits tied to international student revenue. In response, the STP will continue to closely track how these shifts influence student transitions, academic outcomes, and overall enrolment patterns in the years ahead.

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. See **Appendix I** for the STP Research Overview, with links to STP products.

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>

Appendix

Appendix A: Student Transition Rates, by Student Demographic Characteristics

APPENDIX A: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristic While in Secondary School	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2014/15 Grads)			2023/24 Immed Trans Rate to		2023/24 Gr12 Grads Distrib.	
	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020 ^a	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg ^a	Other	Count	% of Total
Gender:																	
* Woman	54.9%	54.6%	52.4%	54.0%	54.6%	71.0%	70.3%	69.1%	68.4%	69.1%	55.7%	72.0%	76.0%	33.0%	21.6%	22,628	49.4%
Man	48.9%	48.8%	48.5%	48.5%	48.0%	69.1%	67.8%	67.3%	66.4%	66.3%	50.5%	69.5%	73.4%	24.5%	23.5%	23,195	50.6%
Age at Graduation:																	
* 17 and younger	54.4%	54.1%	52.2%	53.2%	53.6%	72.5%	71.7%	70.4%	69.7%	70.1%	54.9%	73.0%	76.9%	30.3%	23.3%	26,292	57.4%
18	49.6%	49.2%	48.9%	49.4%	49.0%	68.6%	67.1%	67.1%	66.0%	65.7%	52.2%	69.4%	73.6%	27.3%	21.7%	18,355	40.0%
19 and older	37.9%	36.4%	35.6%	34.5%	33.4%	53.5%	53.5%	48.5%	48.2%	52.0%	39.4%	56.1%	60.6%	13.9%	19.5%	1,175	2.6%
Overall Indigenous Status^a:																	
Indigenous Ever	38.5%	39.2%	37.2%	39.7%	38.4%	63.0%	62.6%	63.2%	60.5%	60.1%	39.4%	63.2%	69.8%	15.7%	22.7%	4,204	9.2%
* Never Indigenous	53.1%	52.9%	51.7%	52.4%	52.6%	70.7%	69.7%	68.7%	67.9%	68.3%	54.3%	71.4%	75.2%	30.0%	22.6%	41,629	90.8%
Language Programs (in Grad Year):																	
ESL in Grad Year	48.2%	47.9%	47.9%	46.1%	46.8%	65.2%	65.9%	63.9%	63.6%	68.2%	53.4%	67.3%	71.0%	15.3%	31.5%	1,212	2.6%
* French Immersion	63.5%	63.9%	60.1%	62.1%	63.5%	78.9%	79.9%	77.7%	79.4%	77.9%	64.1%	79.8%	83.8%	43.6%	19.9%	3,065	6.7%
Students with Disabilities and Diverse Abilities:																	
* Gifted	67.0%	65.7%	66.5%	66.7%	67.1%	80.0%	76.9%	75.5%	74.3%	76.8%	68.1%	79.8%	83.1%	57.5%	9.6%	577	1.3%
With Disab./Diverse Abilities	37.5%	38.8%	38.4%	38.5%	38.6%	60.6%	59.5%	60.0%	58.6%	58.9%	37.8%	60.3%	65.7%	12.5%	26.1%	5,564	12.1%
No Disabilities/Diverse Abilities	53.1%	52.9%	51.6%	52.7%	52.8%	70.8%	69.8%	68.8%	68.1%	68.5%	54.1%	71.5%	75.4%	30.5%	22.3%	39,692	86.6%
All Graduates, by Primary Language Spoken at Home:																	
English	48.8%	48.4%	46.7%	47.4%	47.3%	68.7%	67.9%	67.8%	66.9%	67.0%	49.0%	69.0%	73.5%	26.1%	25.9%	31,556	68.8%
Non-English:	58.3%	58.9%	58.5%	59.6%	60.1%	73.5%	71.8%	69.1%	68.1%	68.9%	63.9%	75.4%	77.8%	34.5%	33.6%	14,277	31.2%
French	48.6%	47.9%	56.1%	46.6%	46.9%	63.7%	71.3%	67.5%	60.9%	66.6%	55.4%	73.4%	79.0%	27.5%	29.1%	309	0.7%
Chinese, Mandarin, Cantonese	51.3%	51.3%	52.1%	55.1%	56.0%	65.5%	62.0%	58.8%	56.6%	57.8%	60.7%	68.9%	71.2%	43.3%	41.5%	4,014	8.8%
Korean	49.0%	49.0%	45.4%	48.8%	56.4%	58.0%	58.5%	59.3%	61.9%	57.0%	48.1%	58.3%	62.7%	45.2%	36.5%	799	1.7%
* Punjabi	81.1%	79.1%	81.1%	79.7%	77.0%	92.5%	92.8%	92.8%	91.3%	90.4%	81.7%	91.9%	93.4%	36.0%	35.5%	2,588	5.6%
Tagalog (Filipino)	57.8%	54.8%	54.2%	56.6%	56.8%	79.9%	80.6%	77.0%	75.8%	78.0%	60.7%	81.5%	84.0%	15.6%	16.4%	872	1.9%
Other Lang. (not listed above)	57.1%	58.9%	56.2%	56.1%	57.1%	75.9%	74.0%	70.9%	70.2%	70.7%	62.8%	77.1%	79.3%	29.4%	29.0%	5,695	12.4%
B.C. Resident Status at Time of Gr12 Graduation ~ :																	
* Resident of B.C.	53.9%	53.1%	51.9%	52.6%	52.4%	72.1%	71.5%	71.2%	70.3%	70.6%	54.2%	72.4%	76.6%	29.3%	29.0%	43,420	94.7%
Non-Resident of B.C.	30.5%	34.8%	29.9%	30.8%	30.0%	41.1%	38.4%	37.2%	37.8%	37.1%	34.5%	42.2%	43.7%	16.9%	17.5%	2,403	5.2%
Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home:																	
English	25.6%	30.0%	24.5%	24.8%	23.1%	37.3%	35.6%	32.5%	35.4%	31.3%	31.8%	38.5%	39.7%	12.0%	15.6%	416	0.9%
Non-English:	31.5%	35.6%	30.8%	31.8%	31.5%	42.9%	39.6%	38.7%	38.4%	38.2%	36.0%	44.4%	45.8%	18.0%	17.8%	1,987	4.3%
Chinese, Mandarin, Cantonese	32.1%	31.9%	33.0%	36.3%	36.1%	46.0%	43.3%	40.8%	39.3%	39.1%	40.1%	50.2%	51.7%	24.0%	24.9%	845	1.8%
Korean	23.9%	31.7%	25.9%	28.3%	27.6%	39.8%	29.8%	35.0%	36.6%	27.8%	27.9%	30.1%	31.4%	19.9%	16.9%	181	0.4%
* Vietnamese	50.7%	54.3%	54.9%	55.9%	60.6%	71.5%	78.5%	56.5%	59.2%	61.7%	78.9%	84.1%	86.7%	17.1%	14.1%	170	0.4%
Other Lang. (not listed above)	26.6%	34.1%	21.7%	22.0%	21.3%	30.8%	26.6%	30.1%	29.4%	32.8%	23.1%	30.2%	31.2%	11.5%	9.6%	801	1.7%
Total Non-Residents of B.C.	30.5%	34.8%	29.9%	30.8%	30.0%	41.1%	38.4%	37.2%	37.8%	37.1%	34.5%	42.2%	43.7%	16.9%	17.5%	2,403	5.2%
Secondary School Type:																	
* BC Public School	52.7%	52.6%	51.3%	52.0%	52.0%	71.0%	70.2%	69.4%	68.9%	69.1%	54.0%	72.0%	76.0%	28.2%	23.8%	40,081	87.5%
BC Independent School	46.2%	45.7%	44.5%	46.0%	45.9%	63.0%	61.1%	59.0%	57.3%	57.6%	46.5%	61.9%	66.2%	32.0%	13.9%	5,752	12.5%
Grand Total for All BC12 Graduates	51.9%	51.7%	50.4%	51.2%	51.3%	70.2%	69.0%	68.2%	67.3%	67.7%	53.1%	70.8%	74.8%	28.7%	22.6%	45,833	100.0%
Total Number of BC12 Graduates	43,714	44,135	43,627	44,270	45,833	42,453	42,617	43,541	43,687	43,714	42,682	42,682	42,682	45,833	45,833	45,833	45,833

Appendix A continues on the next page.

APPENDIX A, CONT.: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristic While in Secondary School	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2014/15 Grads)			2023/24 Immed		2023/24 Gr12	
	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^	Other	Count	% of Total
	College Region of Secondary School																
Camosun	47.4%	48.7%	47.1%	46.2%	48.4%	68.7%	64.2%	65.7%	63.1%	65.3%	47.5%	68.1%	72.6%	28.3%	20.1%	6,846	14.9%
Capilano	46.4%	48.6%	43.9%	46.0%	45.6%	63.2%	61.9%	59.1%	61.3%	61.1%	46.6%	64.3%	69.0%	34.2%	11.4%	6,120	13.4%
Coast Mountain	39.6%	43.2%	38.0%	37.1%	38.1%	68.1%	67.4%	65.9%	65.9%	61.6%	48.3%	72.3%	78.3%	15.1%	23.0%	1,218	2.7%
Douglas	58.5%	59.6%	57.4%	59.2%	59.9%	73.3%	71.7%	70.9%	71.1%	71.8%	58.2%	73.9%	77.4%	34.7%	25.2%	12,736	27.8%
Fraser Valley	46.7%	47.7%	46.8%	47.5%	47.9%	66.4%	62.6%	65.0%	65.2%	62.9%	46.7%	65.1%	69.6%	27.4%	20.5%	6,498	14.2%
* Kwantlen	60.4%	59.6%	59.0%	61.2%	60.0%	75.4%	75.0%	73.3%	72.9%	73.5%	60.4%	75.8%	78.8%	31.1%	28.9%	22,512	49.1%
New Caledonia	45.0%	41.3%	41.8%	42.3%	42.3%	69.1%	69.4%	68.6%	64.8%	67.1%	46.2%	69.1%	74.6%	21.1%	21.2%	2,532	5.5%
North Island	45.7%	43.4%	39.3%	39.4%	40.3%	70.1%	69.1%	65.3%	66.2%	68.3%	46.2%	69.3%	74.9%	16.5%	23.8%	2,712	5.9%
Northern Lights	27.5%	30.4%	26.7%	25.2%	31.3%	52.9%	49.6%	52.1%	50.1%	49.6%	37.9%	57.6%	61.4%	7.2%	24.1%	1,088	2.4%
Okanagan	44.9%	43.8%	44.0%	43.9%	44.2%	67.3%	68.8%	68.4%	65.2%	64.5%	46.6%	68.8%	73.6%	22.0%	22.2%	7,934	17.3%
Rockies	33.7%	35.2%	33.6%	33.1%	30.4%	57.2%	58.1%	60.6%	58.6%	56.4%	37.7%	59.9%	67.7%	7.6%	22.8%	1,552	3.4%
Selkirk	46.6%	46.7%	46.3%	45.8%	43.5%	75.8%	72.7%	72.0%	72.6%	71.3%	53.9%	76.5%	81.6%	9.5%	34.0%	1,344	2.9%
Thompson Rivers	42.5%	43.1%	41.7%	43.9%	43.0%	66.3%	65.0%	66.3%	62.2%	62.0%	45.4%	66.2%	71.5%	26.1%	16.9%	3,254	7.1%
Vancouver Island	41.7%	39.7%	40.9%	39.1%	38.2%	63.7%	63.2%	65.0%	63.1%	60.9%	47.7%	66.2%	70.1%	23.1%	15.1%	4,686	10.2%
Vancouver/Langara	57.0%	55.3%	54.8%	55.3%	55.7%	71.4%	71.7%	68.0%	66.6%	68.8%	60.6%	73.4%	76.7%	36.7%	19.0%	10,634	23.2%
Secondary School Academic GPA:																	
No Academic GPA	33.0%	31.4%	32.0%	33.5%	32.6%	63.6%	62.4%	62.4%	56.6%	55.3%	42.6%	64.4%	69.4%	5.9%	26.7%	14,944	32.6%
50.0% - 64.9%	37.5%	32.9%	37.8%	36.3%	34.9%	77.3%	76.7%	75.7%	68.7%	62.8%	42.6%	64.4%	69.4%	2.9%	32.0%	857	1.9%
65.0% - 74.9%	51.9%	48.5%	47.5%	49.2%	50.2%	81.7%	80.9%	79.6%	74.6%	72.7%	55.0%	78.8%	81.3%	10.8%	39.4%	3,134	6.8%
Moderate Achievers (GPA < 75%)	48.8%	45.2%	45.3%	46.3%	46.9%	80.6%	80.1%	78.9%	73.5%	70.5%	63.2%	81.8%	84.9%	9.1%	37.8%	3,991	8.7%
75.0% - 79.9%	58.4%	56.4%	53.9%	57.4%	56.7%	83.7%	81.0%	79.8%	78.6%	76.9%	67.8%	82.8%	85.6%	19.7%	37.0%	2,979	6.5%
* 80.0% - 84.9%	63.1%	60.6%	58.9%	61.4%	61.3%	78.9%	79.1%	77.3%	77.7%	78.5%	69.0%	81.5%	83.7%	31.6%	29.7%	4,508	9.8%
85.0% - 89.9%	65.2%	64.4%	62.6%	64.2%	63.3%	75.6%	76.0%	74.5%	74.8%	76.0%	66.8%	78.2%	81.1%	43.4%	19.9%	6,417	14.0%
90.0% - 94.9%	64.8%	64.4%	62.5%	63.5%	63.8%	73.3%	71.5%	68.9%	70.3%	72.5%	64.1%	72.2%	75.8%	53.0%	10.8%	7,994	17.4%
95.0% - 100.0%	61.8%	64.9%	62.2%	61.9%	62.6%	71.6%	70.2%	66.9%	67.7%	68.3%	61.5%	70.1%	73.8%	57.6%	5.0%	5,000	10.9%
High Achievers (GPA 75 - 100%)	63.4%	63.0%	60.9%	62.3%	62.3%	76.8%	75.9%	73.6%	73.8%	74.3%	66.4%	77.7%	80.6%	44.3%	18.0%	26,898	58.7%
Secondary School Inclusive GPA:																	
50.0% - 64.9%	19.9%	17.3%	19.4%	19.4%	20.1%	42.2%	41.9%	41.8%	40.4%	37.1%	23.0%	45.7%	52.1%	0.9%	19.2%	1,483	3.2%
65.0% - 74.9%	32.9%	31.9%	30.5%	30.8%	31.1%	57.5%	56.4%	56.4%	53.2%	52.6%	37.4%	61.5%	67.0%	3.9%	27.2%	7,952	17.3%
Moderate iGPA (iGPA < 75%)	31.1%	29.8%	28.9%	29.2%	29.4%	55.4%	54.6%	54.4%	51.3%	50.4%	35.4%	59.3%	65.1%	3.5%	25.9%	9,435	20.6%
75.0% - 79.9%	47.3%	46.3%	42.8%	42.4%	44.2%	71.0%	68.5%	68.1%	66.9%	66.0%	52.7%	73.1%	77.2%	11.4%	32.8%	6,298	13.7%
80.0% - 84.9%	56.5%	55.0%	51.9%	53.2%	52.8%	75.1%	74.7%	72.9%	70.5%	71.7%	60.5%	76.7%	79.6%	22.6%	30.2%	7,708	16.8%
* 85.0% - 89.9%	62.6%	61.9%	59.0%	60.0%	60.1%	75.2%	74.8%	73.2%	73.2%	73.8%	65.3%	78.2%	81.1%	37.6%	22.5%	9,449	20.6%
90.0% - 94.9%	64.9%	64.2%	61.9%	63.3%	63.4%	73.8%	72.2%	71.7%	72.0%	71.8%	65.9%	75.4%	78.8%	51.1%	12.3%	9,659	21.1%
95.0% - 100.0%	65.2%	66.3%	64.1%	62.9%	63.0%	71.7%	70.0%	65.2%	68.7%	71.0%	64.8%	73.8%	76.2%	57.0%	6.0%	3,284	7.2%
High iGPA (iGPA 75 - 100%)	58.6%	58.1%	55.8%	56.7%	56.9%	73.8%	72.4%	71.3%	70.8%	71.1%	61.0%	75.8%	79.0%	35.2%	21.7%	36,398	79.4%
Grand Total for All BC12 Graduates	51.9%	51.7%	50.4%	51.2%	51.3%	70.2%	69.0%	68.2%	67.3%	67.7%	53.1%	70.8%	74.8%	28.7%	22.6%	45,833	100.0%
Total Number of BC12 Graduates	43,714	44,135	43,627	44,270	45,833	42,453	42,617	43,541	43,687	43,714	42,682	42,682	42,682	45,833	45,833	45,833	45,833

+ Overall Indigenous Status is obtained from K-12 and Post-Secondary records. If either source indicates Indigenous status, the student is classified as an Indigenous student by STP.

* Relative to other demographic groups in each set, the group with the highest 5-year transition for the 2019/20 high school graduation cohort is identified with *.

^A Immed Trans Rate to Bach Deg is the % of high school graduates of 2023/24 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution.

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

Source: STP2025, FirstTransDemog_Main.sql, 2026-04-28.

Appendix B: Immediate-Entry Transition Rates by Region, School Type and B.C. School District

APPENDIX B: IMMEDIATE-ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT

Region of Grade 12 Graduation				Immed-Entry Trans. Rate by Gr12 Grad Year							5-Yr Change~			# Grads in	% of 2023/2024
College Region of Gr12 Graduation	School Type	School District		2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	Trans % Trend	Trans %	# Trans.	# Grads	2023/2024	Immed Entry to PSI Within Region	
Camosun	BC Public	061	Greater Victoria	50%	51%	49%	47%	50%		-1%	-9	-26	1,851	84%	
		062	Sooke	39%	44%	42%	40%	41%		+17%	+56	+95	815	87%	
		063	Saanich	52%	51%	50%	54%	52%		+1%	+2		606	84%	
		064	Gulf Islands^	32%	27%	34%	37%	41%		+27%	+14	+8	123	55%	
	All BC Public Schools in Region			47%	49%	47%	47%	48%		+4%	+58	+56	2,880	88%	
	All BC Independent Schools in Region			48%	47%	47%	43%	48%		+6%	+16	+29	543	65%	
	All BC Public & Independent Schools in Region			47%	49%	47%	46%	48%		+4%	+74	+85	3,423		
Capilano	BC Public	044	North Vancouver	52%	56%	49%	51%	50%		-3%	-22	-3	1,559	79%	
		045	West Vancouver	41%	43%	38%	42%	41%		+1%	+5	+11	869	81%	
		046	Sunshine Coast	40%	31%	41%	38%	38%		+9%	+8	+34	225	48%	
		048	Sea to Sky	40%	39%	35%	39%	43%		+19%	+31	+53	387	49%	
	064	Gulf Islands^													
	All BC Public Schools in Region			49%	51%	46%	48%	48%		+4%	+53	+182	2,526	73%	
	All BC Independent Schools in Region			36%	38%	35%	37%	36%		-16%	-30	-78	534	81%	
All BC Public & Independent Schools in Region			46%	49%	44%	46%	46%		+2%	+23	+104	3,060			
Coast Mountain	BC Public	050	Haida Gwaii	48%	56%	45%	34%	54%		-15%	-2	-7	24		
		052	Prince Rupert	46%	41%	45%	38%	41%		-2%	-1	+12	116	45%	
		054	Bulkley Valley	33%	33%	27%	34%	25%		-36%	-14	-1	159	41%	
		082	Coast Mountains	40%	50%	40%	40%	43%		+9%	+12	+4	297	61%	
	092	Nisga'a	39%		60%	26%	31%		-75%	-3	-5	13	50%		
	All BC Public Schools in Region			42%	44%	39%	37%	38%		-4%	-8	+23	569	50%	
	All BC Independent Schools in Region			22%	37%	29%	35%	33%				-20	40	69%	
All BC Public & Independent Schools in Region			40%	43%	38%	37%	38%		-3%	-8	+3	609			
Douglas	BC Public	040	New Westminster	62%	61%	56%	62%	66%		+15%	+54	+48	536	94%	
		041	Burnaby	64%	66%	63%	64%	64%		-4%	-45	-57	1,995	94%	
		042	Maple Ridge-Pitt Meadows	47%	47%	43%	48%	48%		+11%	+64	+99	1,174	87%	
		043	Coquitlam	58%	60%	59%	60%	61%		-1%	-22	-142	2,635	92%	
	All BC Public Schools in Region			58%	59%	57%	59%	60%		+1%	+36	-67	5,898	93%	
	All BC Independent Schools in Region			61%	62%	58%	64%	63%		+7%	+20	+14	470	89%	
	All BC Public & Independent Schools in Region			58%	60%	57%	59%	60%		+1%	+56	-53	6,368		
Fraser Valley	BC Public	033	Chilliwack	43%	42%	43%	42%	44%		+21%	+98	+192	1,059	83%	
		034	Abbotsford	52%	52%	51%	53%	52%		+7%	+68	+107	1,736	90%	
		075	Mission	38%	42%	41%	40%	41%		+11%	+16	+11	373	92%	
		078	Fraser-Cascade	32%	34%	26%	27%	30%		-25%	-6	-14	81	75%	
	All BC Public Schools in Region			48%	49%	48%	48%	49%		+11%	+154	+273	2,798	88%	
	All BC Independent Schools in Region			39%	42%	42%	46%	42%		+12%	+22	+23	451	88%	
	All BC Public & Independent Schools in Region			47%	48%	47%	48%	48%		+11%	+176	+296	3,249		
Kwantlen	BC Public	035	Langley	47%	47%	45%	45%	45%		+8%	+67	+209	1,884	91%	
		036	Surrey	63%	62%	61%	64%	62%		+8%	+307	+549	6,168	91%	
		037	Delta	59%	60%	58%	63%	59%		+3%	+21	+19	1,389	92%	
		038	Richmond	67%	66%	67%	69%	68%		+3%	+33	+8	1,795	93%	
	All BC Public Schools in Region			61%	60%	60%	61%	60%		+6%	+387	+684	10,153	92%	
	All BC Independent Schools in Region			58%	54%	52%	59%	56%		+5%	+30	+79	1,103	89%	
	All BC Public & Independent Schools in Region			60%	60%	59%	61%	60%		+6%	+417	+763	11,256		
New Caledonia	BC Public	028	Quesnel	38%	38%	44%	47%	44%		+23%	+18	+20	182	63%	
		057	Prince George	48%	44%	44%	44%	44%		-1%	-3	+63	833	88%	
		091	Nechako Lakes	40%	35%	34%	33%	33%		-23%	-19	-10	248	59%	
	All BC Public Schools in Region			45%	41%	42%	42%	42%		+0%	+1	+85	1,230	79%	
	All BC Independent Schools in Region			40%	41%	40%	47%	44%		-19%	-3	-12	36	94%	
	All BC Public & Independent Schools in Region			45%	41%	42%	42%	42%		-0%	-2	+73	1,266		

Appendix B continues on the next page.

Notes:

~ 5-Year Change is from grad year 2019/20 to 2023/24. These columns show Trans % (percent change in number of immediate-entry students); # Trans (+/- change in number of immediate-entry students); # Grads (+/- change in number of grade 12 graduates).

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

(Notes continue on the next page.)

APPENDIX B, CONT.: IMMEDIATE-ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT

College Region of Gr12 Graduation	Region of Grade 12 Graduation			Immed-Entry Trans. Rate by Gr12 Grad Year						5-Yr Change~			# Grads in	% of Immed Entry to PSI in Region
	School Type	School District		2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	Trans % Trend	Trans %	# Trans.	# Grads	2023/2024	
North Island	BC Public	049 Central Coast		38%	16%	50%	41%	37%		-29%	-2	-5	19	14%
		070 Pacific Rim		46%	44%	43%	41%	40%		+1%	+1	+36	261	81%
		071 Comox Valley		46%	43%	37%	38%	37%		-8%	-18	+77	585	80%
		072 Campbell River		47%	44%	41%	35%	45%		-3%	-5	+8	357	82%
		084 Vancouver Island West		39%	40%	21%	43%	41%				-1	22	100%
		085 Vancouver Island North		41%	49%	35%	52%	44%		+31%	+13	+25	96	76%
	All BC Public Schools in Region			46%	44%	39%	39%	40%		-2%	-8	+149	1,309	79%
	All BC Independent Schools in Region			40%	27%	41%	47%	45%		+10%	+2	-1	47	86%
	All BC Public & Independent Schools in Region			46%	43%	39%	39%	40%		-1%	-6	+148	1,356	
Northern Lights	BC Public	059 Peace River South		24%	30%	27%	27%	32%		+13%	+8	-33	200	72%
		060 Peace River North		30%	31%	26%	25%	31%		-6%	-5	-26	294	63%
		081 Fort Nelson		28%	29%	24%	24%	40%		+21%	+3	-4	35	71%
		087 Stikine		100%	57%	55%	8%	13%		+50%	+1	+14	15	100%
	All BC Public Schools in Region			28%	30%	26%	25%	31%		+5%	+9	-38	534	68%
	All BC Independent Schools in Region			24%	36%	38%	32%	30%		-67%	-2	-11	10	67%
	All BC Public & Independent Schools in Region			27%	30%	27%	25%	31%		+4%	+7	-49	544	
Okanagan	BC Public	019 Revelstoke		45%	44%	36%	29%	38%		-25%	-5	-3	53	55%
		022 Vernon		39%	41%	42%	45%	42%		+18%	+53	+85	679	81%
		023 Central Okanagan		48%	47%	47%	46%	47%		+5%	+50	+155	2,039	81%
		053 Okanagan Similkameen		50%	38%	50%	53%	42%		-16%	-11	+2	158	76%
		058 Nicola-Similkameen ^						22%		+100%	+5	+23	23	60%
		067 Okanagan Skaha		17%	26%	35%	31%	30%		+43%	+3	-1	23	100%
		083 North Okanagan-Shuswap		44%	39%	42%	41%	45%		+1%	+3	-5	455	66%
	All BC Public Schools in Region			45%	43%	45%	44%	45%		+7%	+110	+243	3,506	80%
	All BC Independent Schools in Region			45%	48%	39%	39%	39%		+20%	+36	+146	461	65%
	All BC Public & Independent Schools in Region			45%	44%	44%	44%	44%		+8%	+146	+389	3,967	
Rockies	BC Public	005 Southeast Kootenay		35%	38%	34%	36%	33%		+4%	+5	+44	414	86%
		006 Rocky Mountain		29%	26%	33%	28%	31%		+21%	+15	+36	236	76%
		008 Kootenay Lake ^		38%	40%	34%	34%	22%		-29%	-8	+32	126	89%
	All BC Public Schools in Region			34%	35%	34%	33%	30%		+5%	+11	+117	764	84%
	All BC Independent Schools in Region			41%	40%	20%	33%	67%		+13%	+1	-5	12	75%
	All BC Public & Independent Schools in Region			34%	35%	34%	33%	30%		+5%	+12	+112	776	
Selkirk	BC Public	008 Kootenay Lake ^		43%	41%	42%	36%	43%		+11%	+12	+33	261	77%
		010 Arrow Lakes		45%	48%	50%	45%	40%		+29%	+4	+13	35	71%
		020 Kootenay-Columbia		51%	54%	51%	55%	51%		+10%	+14	+27	264	91%
		051 Boundary		44%	44%	44%	51%	33%		-18%	-6	+12	101	67%
	All BC Public Schools in Region			47%	47%	46%	46%	44%		+8%	+23	+91	669	82%
	All BC Independent Schools in Region			100%	25%						-1	+2	3	
	All BC Public & Independent Schools in Region			47%	47%	46%	46%	43%		+8%	+22	+93	672	
Thompson Rivers	BC Public	027 Cariboo-Chilcotin		35%	38%	39%	40%	35%		+9%	+9	+20	286	67%
		058 Nicola-Similkameen ^		49%	54%	53%	47%	43%		-11%	-6	+4	128	91%
		073 Kamloops/Thompson		44%	45%	43%	45%	46%		+5%	+27	+4	1,125	82%
		074 Gold Trail		35%	28%	25%	33%	23%		-70%	-14	-8	88	90%
	All BC Public Schools in Region			43%	44%	42%	44%	43%		+3%	+20	+41	1,537	82%
	All BC Independent Schools in Region			39%	33%	38%	49%	43%		-10%	-4	-21	90	74%
Vancouver/Langara	All BC Public & Independent Schools in Region			43%	43%	42%	44%	43%		+2%	+16	+20	1,627	
	BC Public	039 Vancouver		57%	55%	55%	55%	56%		-6%	-170	-173	5,246	90%
		All BC Public Schools in Region		62%	60%	59%	60%	60%		-4%	-101	-12	3,831	90%
		All BC Independent Schools in Region		45%	44%	44%	43%	45%		-8%	-52	-136	1,486	87%
Vancouver Island	All BC Public & Independent Schools in Region			57%	55%	55%	55%	56%		-5%	-153	-148	5,317	
	BC Public	047 qathet		43%	27%	31%	38%	34%		-13%	-8	+17	184	62%
		068 Nanaimo-Ladysmith		45%	41%	48%	43%	44%		+10%	+43	+114	986	86%
		069 Qualicum		37%	45%	39%	41%	33%				+29	297	80%
		079 Cowichan Valley		39%	38%	35%	34%	34%		+2%	+6	+126	868	76%
	All BC Public Schools in Region			43%	42%	43%	41%	41%		+4%	+31	+180	1,877	84%
Vanc. Island Total	All BC Independent Schools in Region			35%	31%	33%	31%	28%		+3%	+4	+103	466	59%
	All BC Public & Independent Schools in Region			42%	40%	41%	39%	38%		+4%	+35	+283	2,343	
	• All BC Public Schools in All Regions			53%	53%	51%	52%	52%		+4%	+776	+2,007	+40,081	87%
	Conseil Scolaire Francophone*			44%	52%	53%	46%	49%		+19%	+20	+23	+216	88%
Grand Total, Province of B.C.	All BC Independent Schools in All Regions			46%	46%	44%	46%	46%		+1%	+39	+112	+5,752	82%
				52%	52%	50%	51%	51%		+3%	+815	+2,119	+45,833	87%

Notes, continued:

^ The following two school districts span two college regions: 008 - Kootenay Lake school district (in Rockies and Selkirk college regions) and 064 - Gulf Islands school district (in Camosun and Capilano college regions). Schools in these districts are reported in their respective college regions.

- The right-most column of this table shows the proportion of immediate-entry students who transitioned to post-secondary education within the same provincial region (Lower Mainland, Thompson-Okanagan-Kootenays, Vancouver Island or Cariboo-North) as their high school of graduation.

Appendix C: 10-Year B.C. Public Post-Secondary Enrolment Trends by Institution (2015/2016 to 2024/2025)

APPENDIX C: B.C. PUBLIC POST-SECONDARY ENROLMENT TRENDS BY INSTITUTION

Institution			Total Headcount Enrolment ('000)											New Students % of Total Headcount				
PSI	Type	Region	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	10-Yr Trend	2015/ 2016	2018/ 2019	2021/ 2022	2024/ 2025	Trend Every 3 Yrs
BCIT	INST	MSW	45.5	45.8	46.0	45.7	43.6	43.6	40.6	40.9	45.0	45.1		39.2%	39.8%	37.3%	39.6%	
CAM	COL	VIS	19.3	19.5	19.1	21.5	17.0	14.2	14.0	14.6	15.5	15.1		42.9%	48.1%	39.4%	39.8%	
CAPU	TIU	MSW	11.2	9.8	10.2	10.5	9.9	10.4	9.7	10.2	10.9	10.7		42.7%	43.8%	41.9%	29.4%	
CMTN	COL	CNO	4.7	4.1	3.8	3.4	2.5	2.3	2.2	2.8	2.7	3.2		35.9%	37.4%	36.2%	39.4%	
CNC	COL	CNO	8.5	8.1	8.6	8.3	7.3	6.8	6.6	6.6	7.8	7.7		38.6%	40.1%	38.8%	34.4%	
COTR	COL	TOK	9.9	10.2	10.5	10.8	7.7	8.4	9.1	9.9	10.2	10.4		36.5%	36.8%	40.4%	39.0%	
DOUG	COL	MSW	23.9	24.5	25.3	25.4	25.1	24.5	24.5	26.0	25.9	26.8		45.6%	43.5%	44.1%	43.5%	
ECU	TIU	MSW	4.0	3.9	3.6	3.6	3.4	3.4	3.7	3.9	3.9	3.8		42.6%	42.6%	46.2%	38.9%	
JIBC	INST	MSW	25.9	26.0	27.6	36.7	31.1	33.0	37.9	43.5	46.3	34.4		62.0%	57.9%	59.3%	53.6%	
KPU	TIU	MSW	19.4	19.8	22.8	21.7	20.9	19.8	21.0	21.1	21.0	19.1		34.3%	30.5%	37.0%	31.5%	
LANG	COL	MSW	22.1	22.9	22.7	22.8	21.3	19.7	18.7	19.0	19.2	17.4		45.9%	38.8%	39.1%	31.8%	
NIC	COL	VIS	8.4	8.0	8.0	8.2	7.2	6.8	6.6	6.8	6.9	6.8		39.4%	38.5%	39.5%	39.7%	
NLC	COL	CNO	6.1	4.1	3.4	3.4	3.0	3.0	3.0	3.1	3.4	3.3		36.1%	38.3%	41.0%	39.7%	
NVIT	INST	TOK	1.3	1.2	1.3	1.5	1.5	1.4	1.3	1.3	1.4	1.5		55.3%	55.9%	40.9%	47.7%	
OKAN	COL	TOK	19.6	20.6	20.6	21.3	17.7	16.4	16.9	18.0	19.9	19.9		49.2%	46.8%	43.7%	41.9%	
RRU	TIU	VIS	4.2	4.3	4.4	4.4	4.6	4.7	4.7	4.3	3.9	3.7		36.9%	35.7%	32.7%	31.4%	
SEL	COL	TOK	12.6	11.3	10.9	10.6	8.5	8.6	8.6	8.4	8.9	8.6		38.7%	34.6%	32.8%	29.8%	
SFU	RIU	MSW	33.4	34.0	34.1	34.3	34.0	34.2	33.7	33.6	33.2	32.8		23.9%	23.5%	23.5%	22.5%	
TRU	TIU	TOK	30.4	31.9	34.2	35.7	35.1	34.1	32.4	32.6	35.9	36.9		38.4%	38.8%	35.2%	35.9%	
UBCO	RIU	TOK	8.6	8.9	9.3	10.1	10.9	11.8	12.1	12.1	12.1	11.9		29.5%	30.8%	28.1%	25.1%	
UBCV	RIU	MSW	55.5	57.2	58.5	59.0	60.4	61.5	62.7	63.3	63.1	63.5		26.4%	25.1%	24.5%	23.9%	
UFV	TIU	MSW	14.3	14.7	15.1	15.9	15.1	15.0	14.4	14.7	16.3	16.2		32.6%	36.5%	33.1%	31.5%	
UNBC	RIU	CNO	3.6	3.8	3.8	4.0	3.9	4.0	3.7	3.9	3.8	3.8		29.1%	32.8%	27.8%	27.6%	
UVIC	RIU	VIS	24.1	24.1	24.1	24.2	24.4	24.6	24.8	24.1	23.7	23.9		26.9%	26.5%	25.9%	24.6%	
VCC	COL	MSW	15.6	14.7	15.2	15.5	14.4	13.0	12.8	13.6	15.4	14.7		47.3%	46.1%	44.6%	41.2%	
VIU	TIU	VIS	14.8	14.8	14.8	14.6	13.8	12.3	12.7	12.9	13.3	12.3		37.4%	37.4%	36.0%	35.8%	
B.C. System Total			427.1	428.9	438.1	450.8	424.3	418.2	419.6	450.0	450.0	435.8		38.8%	38.4%	36.7%	35.2%	

Note: High and low enrolment levels are indicated as points on the 10-year trendlines; high and low %'s are shown as blue bars in the right column.

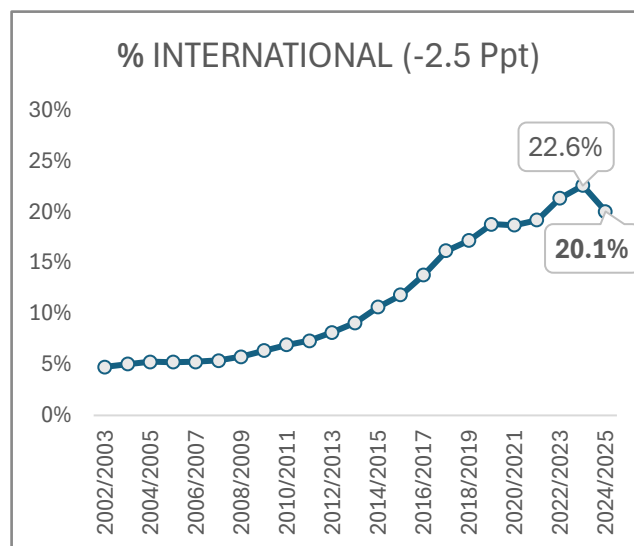
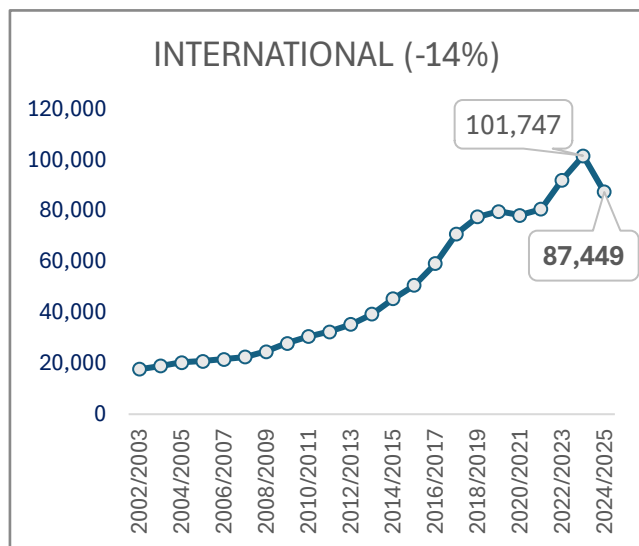
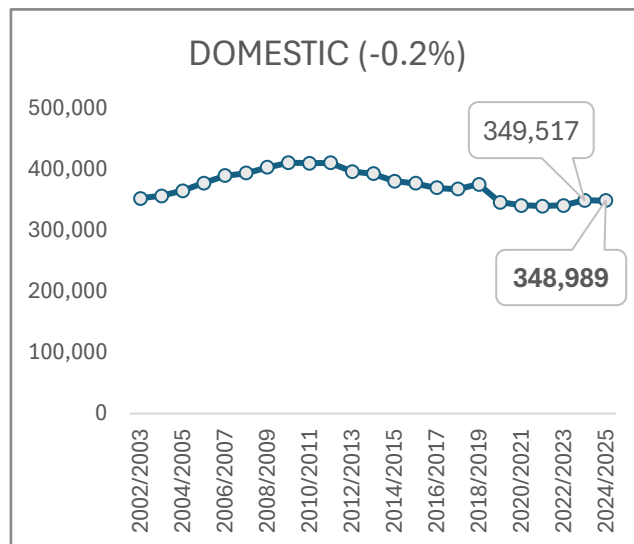
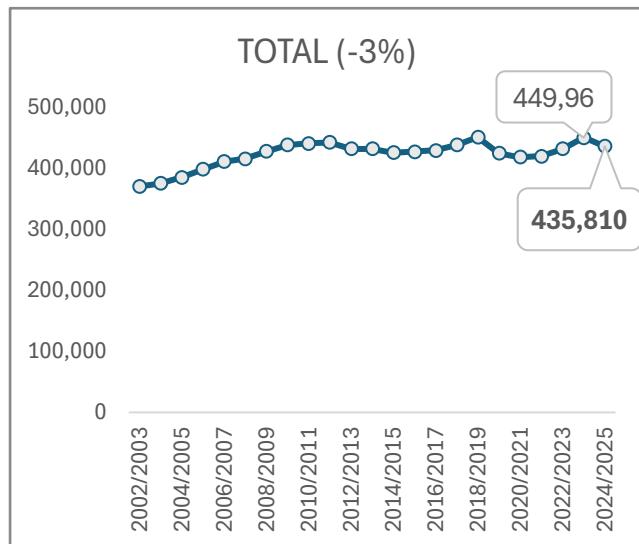
Appendix D: 10-Year B.C. Public Post-Secondary International Enrolment Trends by Institution (2015/2016 to 2024/2025)

APPENDIX D: B.C. PUBLIC POST-SECONDARY INTERNATIONAL ENROLMENT TRENDS BY INSTITUTION

Institution			Headcount International Enrolment ('000)											International as % of Total Headcount				
PSI	Type	Region	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	10-Yr Trend	2015/ 2016	2018/ 2019	2021/ 2022	2024/ 2025	Trend Every 3 Yrs
BCIT	INST	MSW	3.4	4.3	4.6	6.0	5.9	4.4	3.1	3.1	4.9	5.9		7.5%	13.2%	7.7%	13.1%	
CAM	COL	VIS	1.6	2.0	2.1	2.1	2.0	1.7	1.6	2.4	2.8	2.2		8.4%	9.7%	11.7%	14.8%	
CAPU	TIU	MSW	1.1	1.4	2.1	2.9	3.1	2.8	2.5	3.9	5.1	4.4		10.2%	27.4%	25.4%	41.0%	
CMTN	COL	CNO	0.0	0.0	0.1	0.3	0.4	0.4	0.4	0.6	0.7	0.6		0.3%	8.2%	19.0%	17.7%	
CNC	COL	CNO	0.5	0.9	1.4	1.7	2.0	1.6	1.1	1.5	2.0	1.8		6.0%	20.9%	17.1%	24.0%	
COTR	COL	TOK	0.4	0.4	0.6	0.6	0.5	0.4	0.3	0.4	0.5	0.4		3.8%	5.8%	3.1%	3.8%	
DOUG	COL	MSW	2.5	3.1	4.2	4.6	4.5	4.3	4.4	4.8	4.8	4.0		10.5%	18.2%	18.1%	15.1%	
ECU	TIU	MSW	0.5	0.5	0.6	0.6	0.6	0.7	0.7	0.8	0.8	0.7		11.9%	16.1%	19.5%	18.6%	
JIBC	INST	MSW	0.7	0.6	0.3	0.4	1.6	6.0	8.2	12.2	14.6	7.8		2.7%	1.0%	21.7%	22.7%	
KPU	TIU	MSW	2.3	3.2	5.9	5.0	5.1	5.6	7.5	8.0	7.4	5.1		11.8%	22.9%	36.0%	26.6%	
LANG	COL	MSW	4.1	6.0	6.9	7.2	6.4	6.3	6.3	7.3	6.8	5.2		18.4%	31.4%	33.9%	30.1%	
NIC	COL	VIS	0.4	0.4	0.6	0.6	0.6	0.4	0.4	0.5	0.8	0.8		4.3%	6.9%	5.9%	11.6%	
NLC	COL	CNO	0.5	0.7	0.7	0.7	0.6	0.7	0.7	0.8	1.0	0.9		8.3%	21.4%	22.5%	26.7%	
NVIT	INST	TOK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.3%	0.7%	0.4%	0.0%	
OKAN	COL	TOK	1.1	1.5	1.7	1.9	2.0	1.6	1.5	1.8	2.5	2.3		5.5%	8.9%	9.0%	11.4%	
RRU	TIU	VIS	0.6	0.6	0.6	0.8	0.9	0.8	0.8	0.8	0.9	0.9		14.2%	18.7%	17.9%	24.3%	
SEL	COL	TOK	0.8	0.9	1.3	1.4	1.2	1.0	0.9	1.0	1.1	1.0		6.4%	13.2%	10.8%	11.8%	
SFU	RIU	MSW	6.8	7.4	7.6	8.0	8.3	8.2	8.1	7.9	7.3	6.7		20.4%	23.4%	23.9%	20.3%	
TRU	TIU	TOK	3.2	3.9	5.7	6.4	6.9	6.2	6.3	7.4	9.1	9.0		10.6%	17.9%	19.3%	24.5%	
UBCO	RIU	TOK	1.1	1.3	1.5	1.9	2.2	2.4	2.6	2.7	2.6	2.3		12.7%	18.5%	21.7%	19.6%	
UBCV	RIU	MSW	12.4	13.5	15.0	15.8	16.5	15.8	17.0	17.5	17.5	16.5		22.3%	26.7%	27.2%	25.9%	
UFV	TIU	MSW	1.1	1.5	1.9	2.4	2.2	2.0	1.7	2.2	3.1	2.8		7.8%	14.8%	11.6%	17.4%	
UNBC	RIU	CNO	0.3	0.4	0.4	0.5	0.5	0.5	0.5	0.7	0.8	0.7		9.7%	11.3%	14.6%	19.9%	
UVIC	RIU	VIS	4.0	4.1	4.3	4.4	4.4	4.2	4.2	3.9	3.5	3.2		16.6%	18.1%	17.0%	13.2%	
VCC	COL	MSW	0.8	0.9	1.3	1.6	2.0	2.1	2.5	3.6	4.9	4.5		4.8%	10.4%	19.6%	30.9%	
VIU	TIU	VIS	2.1	2.1	2.3	2.6	2.1	1.5	1.4	1.6	1.6	1.3		14.0%	17.6%	11.2%	10.4%	
B.C. System Total			50.7	59.3	71.0	77.6	79.8	78.3	80.7	92.2	101.7	87.4		11.9%	17.2%	19.2%	22.6%	

Note: High and low enrolment levels are indicated as points on the 10-year trendlines; high and low %'s are shown as blue bars in the right column.

Appendix E: B.C. Public Post-Secondary Enrolment Trends (2002/2003 to 2024/2025) – Total, Domestic, International, % International

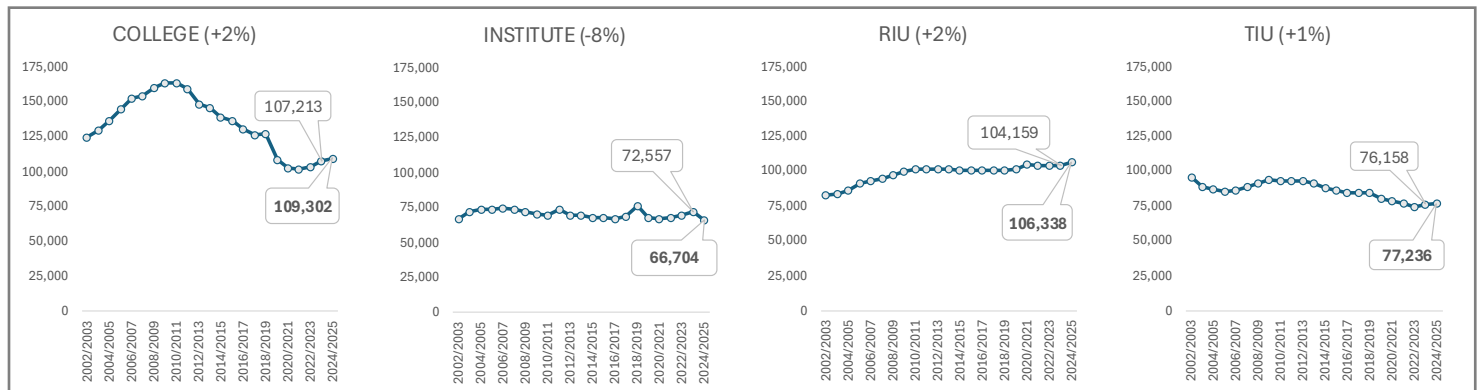


Notes:

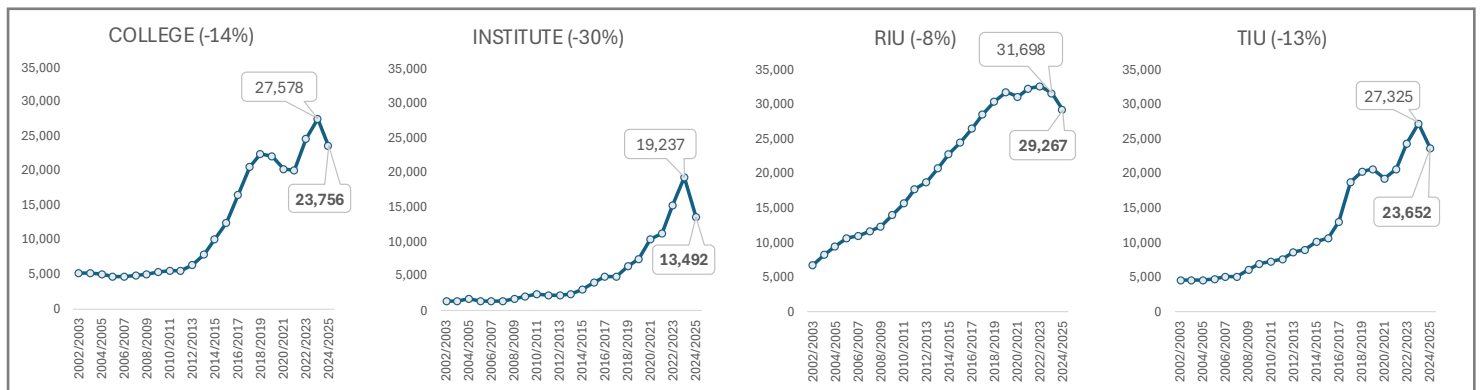
- Each chart title includes the % change in enrolments from 2023/2024 to 2024/2025.
- Headcount enrolments for the two most recent academic years, 2023/2024 and 2024/2025, are displayed with each trendline.
- Points on the trendlines represent each academic year (2002/2003 to 2024/2025). Horizontal axis labels are shown for alternate years.
- The trend in the share of international students (represented as a proportion of total enrolments) is shown in the % International chart, revealing a 2.5 percentage point (Ppt) decline in % international from 2023/2024 to 2024/2025.

Appendix F: B.C. Public Post-Secondary Enrolment Trends, by PSI Type (2002/2003 to 2024/2025) – Domestic, International & Total

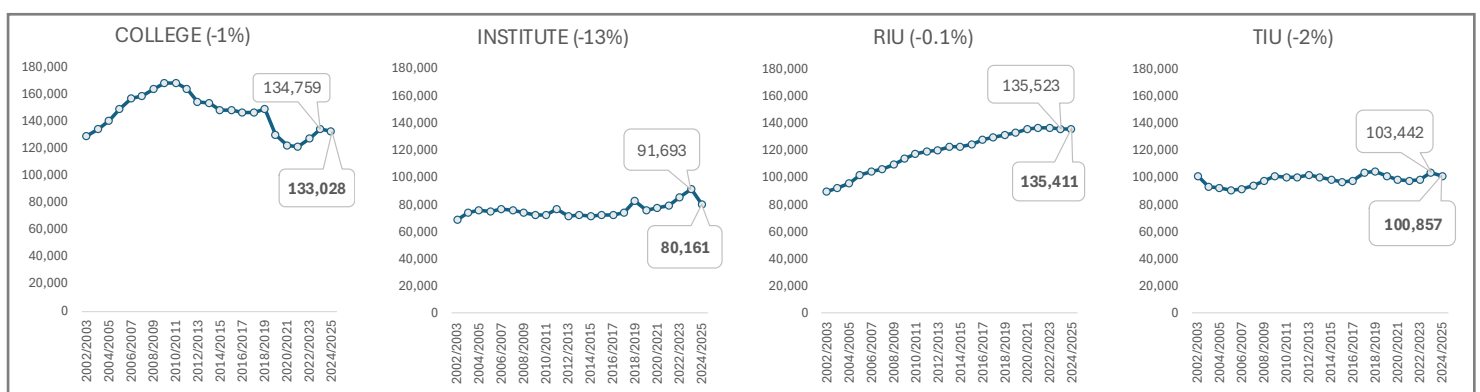
Domestic:



International:



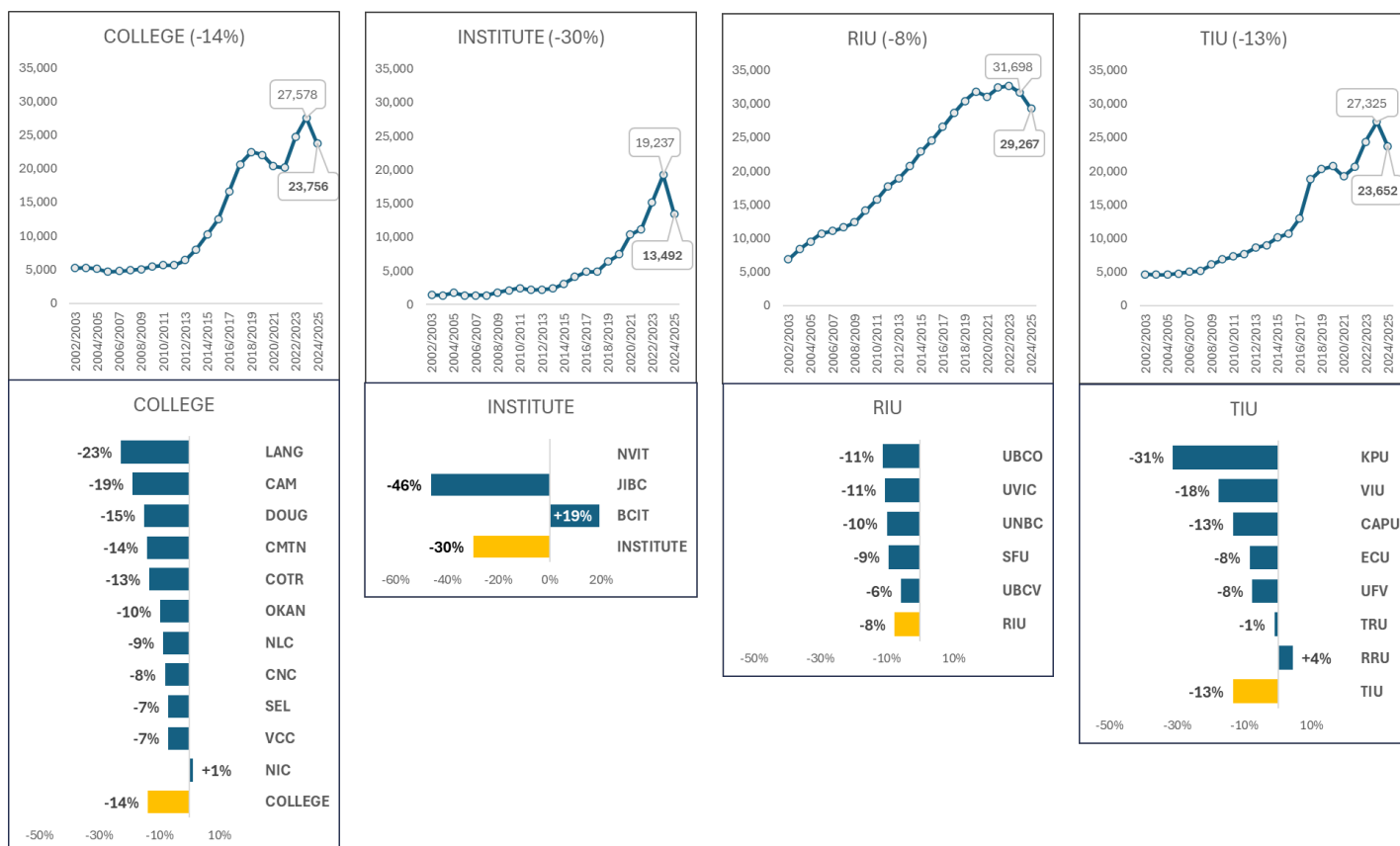
Total:



Notes:

- Each chart title includes the % change in enrolments from 2023/2024 to 2024/2025.
- Headcount enrolments for the two most recent academic years, 2023/2024 and 2024/2025, are displayed with each trendline.
- Points on the trendlines represent each academic year (2002/2003 to 2024/2025). Horizontal axis labels are shown for alternate years.

Appendix G: B.C. Public Post-Secondary International Enrolment Trends, by Institution Type & Institution (2002/2003 to 2024/2025)



Notes:

- Line chart titles show % change in international enrolments from 2023/2024 to 2024/2025.
- Headcount enrolments for the two most recent academic years, 2023/2024 and 2024/2025, are displayed with each trendline.
- Points on the trendlines represent each academic year (2002/2003 to 2024/2025). Horizontal axis labels are shown for alternate years.
- Bar charts show % change in international enrolment for each institution within each PSI type, from 2022/2003 to 2024/2025.
- Additional international enrolment information provided in the body of this report is extended to include Fall 2005 enrolments, plus projections for 2025/2026.

Appendix H: STP Tableau Public Dashboard of the B.C. System Map and 20-Year Enrolment Trends

The BC System Map and Enrolments is an STP online interactive tool available on Tableau Public at:

<https://public.tableau.com/app/profile/stp.public/viz/STP2025BCSystemMapandEnrolments/STPDashboard>.

The dashboard allows users to view enrolment trends and a B.C system map for the B.C. public post-secondary system. This dashboard provides twenty years of enrolment trends by institution, region, institution type, study level, credential sought, Indigenous status, field of study, gender, international status and new student status. See **Figure H1**.

FIGURE H1: STP TABLEAU PUBLIC DASHBOARD OF THE BC SYSTEM MAP AND 20-YEAR ENROLMENT

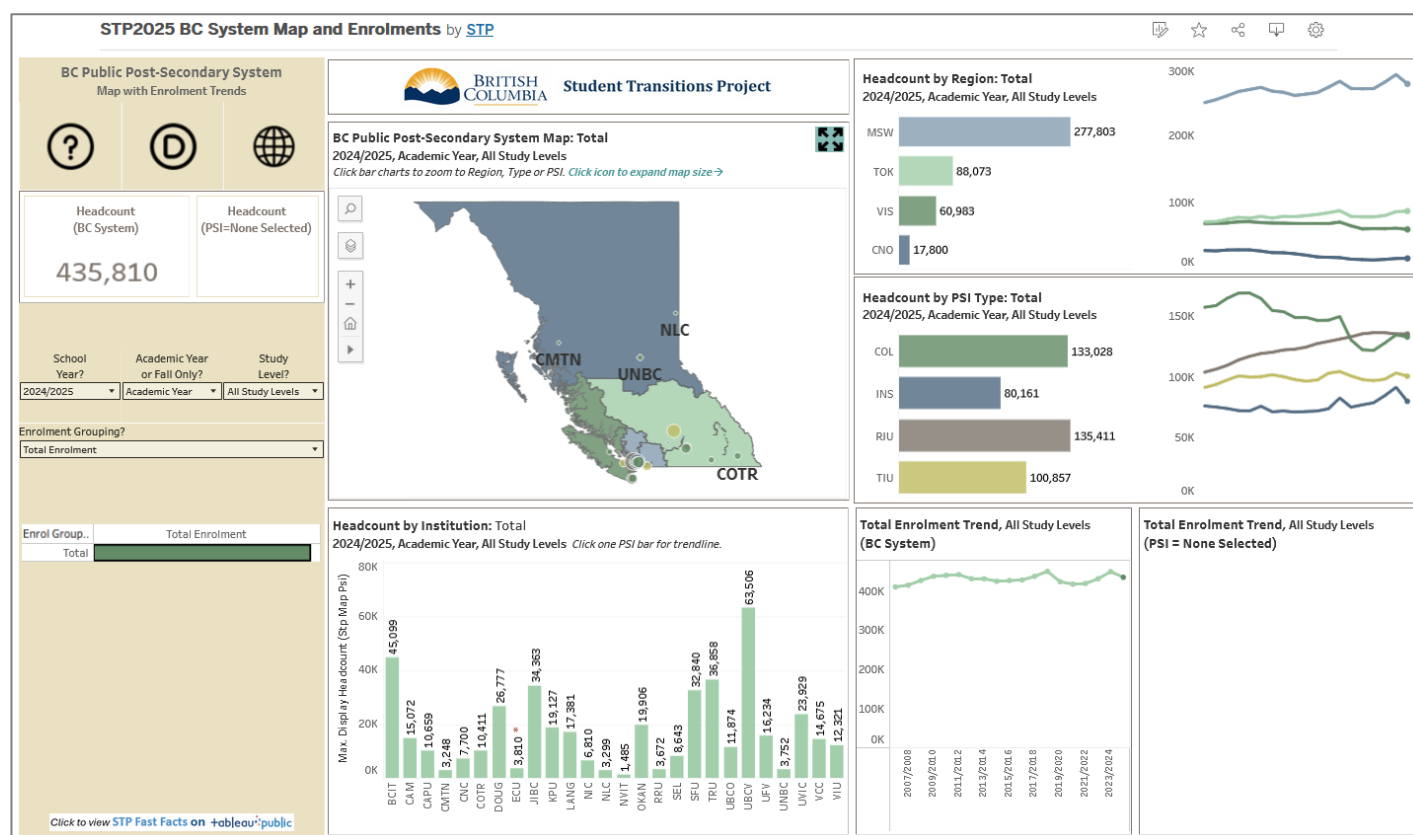


FIGURE H2: INSTRUCTIONS FOR BC SYSTEM MAP WITH ENROLMENTS

Instructions:

- (1) Select School Year, Academic Year/Fall Term only, Study Level and Enrolment Grouping.
- (2) Click on one Enrol Group Member in bar chart below to select sub-population.
- (3) Click on one bar in bar chart of PSI, Region or PSI Type to zoom map and view enrolment trends.
- (4) Hover over map and bar charts for more information.
- (5) Deselect a PSI, Region or PSI Type to show all institutions by pressing the <ESC> key.

FIGURE H3: DEFINITIONS FOR BC SYSTEM MAP WITH ENROLMENTS

Definitions:

Academic Year - The Academic Year is from September 1 to August 31 and includes all Fall, Spring and Summer terms, semesters, sessions, or inter-sessions. This dashboard includes 20 academic years of data, with the most recent academic year including Fall enrolments only.

Fall Term - The Fall term is from September 1 to December 31. Selecting 'Fall Term Only' shows distinct headcount enrolments in the Fall term, excluding Spring and Summer terms. One advantage of selecting 'Fall Term Only' is to reveal the most recently available enrolment data submitted to the STP. The Fall term is the only term for which data is available in the most recent academic year.

Headcount - Students in the B.C. public post-secondary system may enrol in multiple institutions, but they are counted distinctly in each level of detail where they are reported (i.e. institution, institution type, region, program, credential category, grand total, etc.)

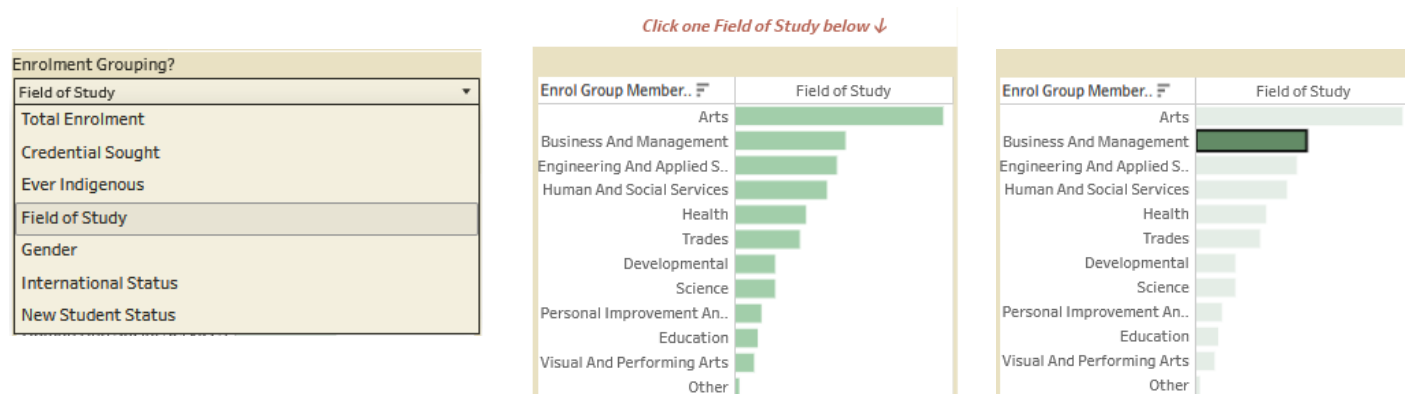
*** For the protection of privacy of individuals, any headcount enrolment values between 1 and 9 are rounded up to 10, and accompanying non-zero enrolments in other study levels are also rounded up to the nearest 10. Thus, headcounts reported here may vary slightly from official headcounts reported within institutions.**

PSI - Post-secondary institution.

Unique Headcount Limitations - To avoid double-counting students who may attend multiple institutions simultaneously or may enrol in multiple programs, credentials, etc., this dashboard shows headcount enrolment trends for single institutions only (by clicking on a single PSI bar) and single enrolment groupings (by clicking on a single enrolment group). Selecting multiple PSI bars will display information only for the institution with the largest headcount.

FIGURE H4: ENROLMENT GROUPINGS FOR BC SYSTEM MAP WITH ENROLMENTS

The Enrolment Grouping allows you to choose how the enrolment data is grouped. After selecting an Enrolment Grouping, the group members are displayed where you then must select a single group member to view the enrolment information for that group. For example, choosing "Field of Study" will then allow you to select a particular field of study, such as Business and Management. The enrolment trends are provided for Business and Management.



**FIGURE H5: DASHBOARD EXAMPLE FOR BC SYSTEM MAP WITH ENROLMENTS
(BUSINESS AND MANAGEMENT)**

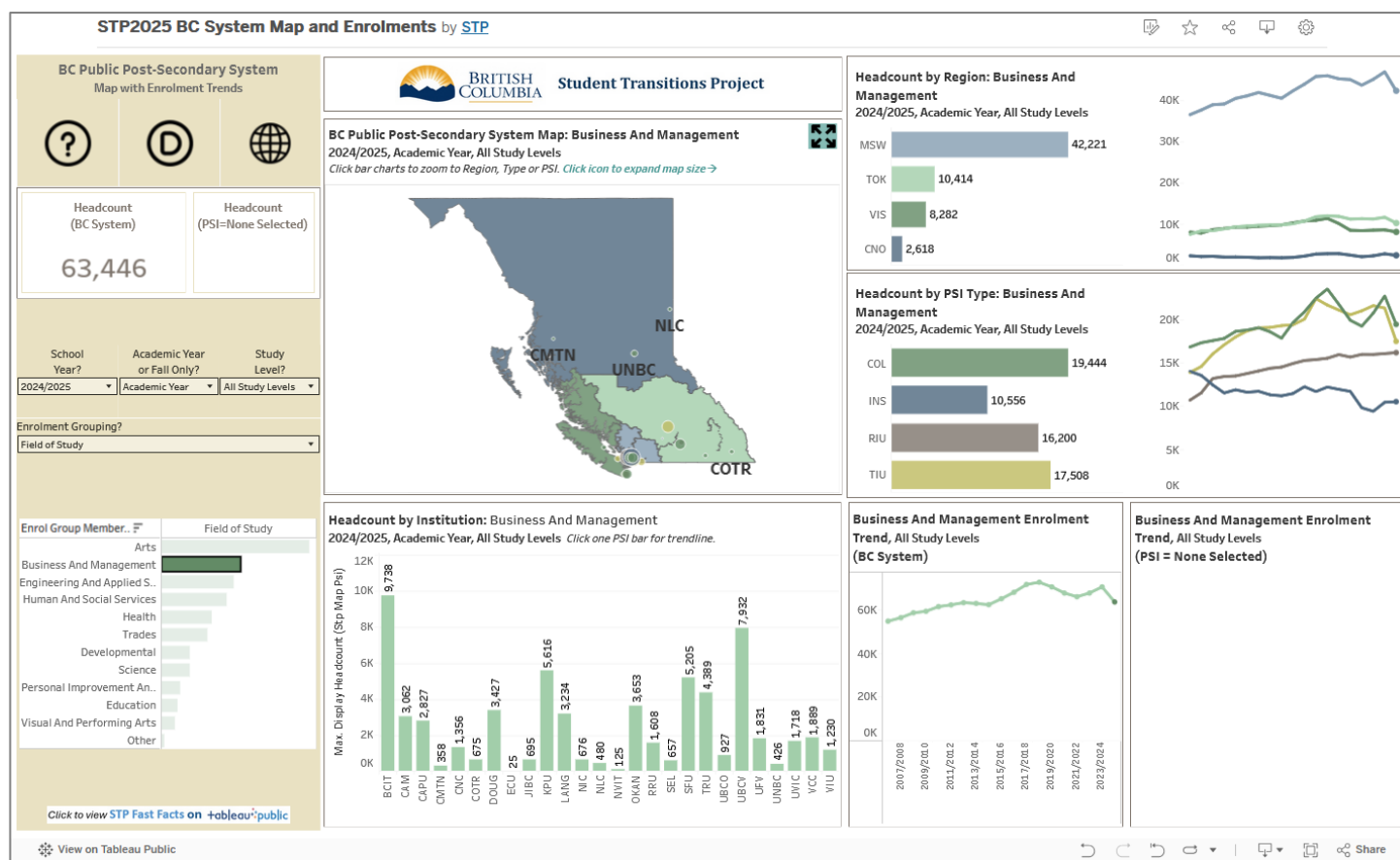
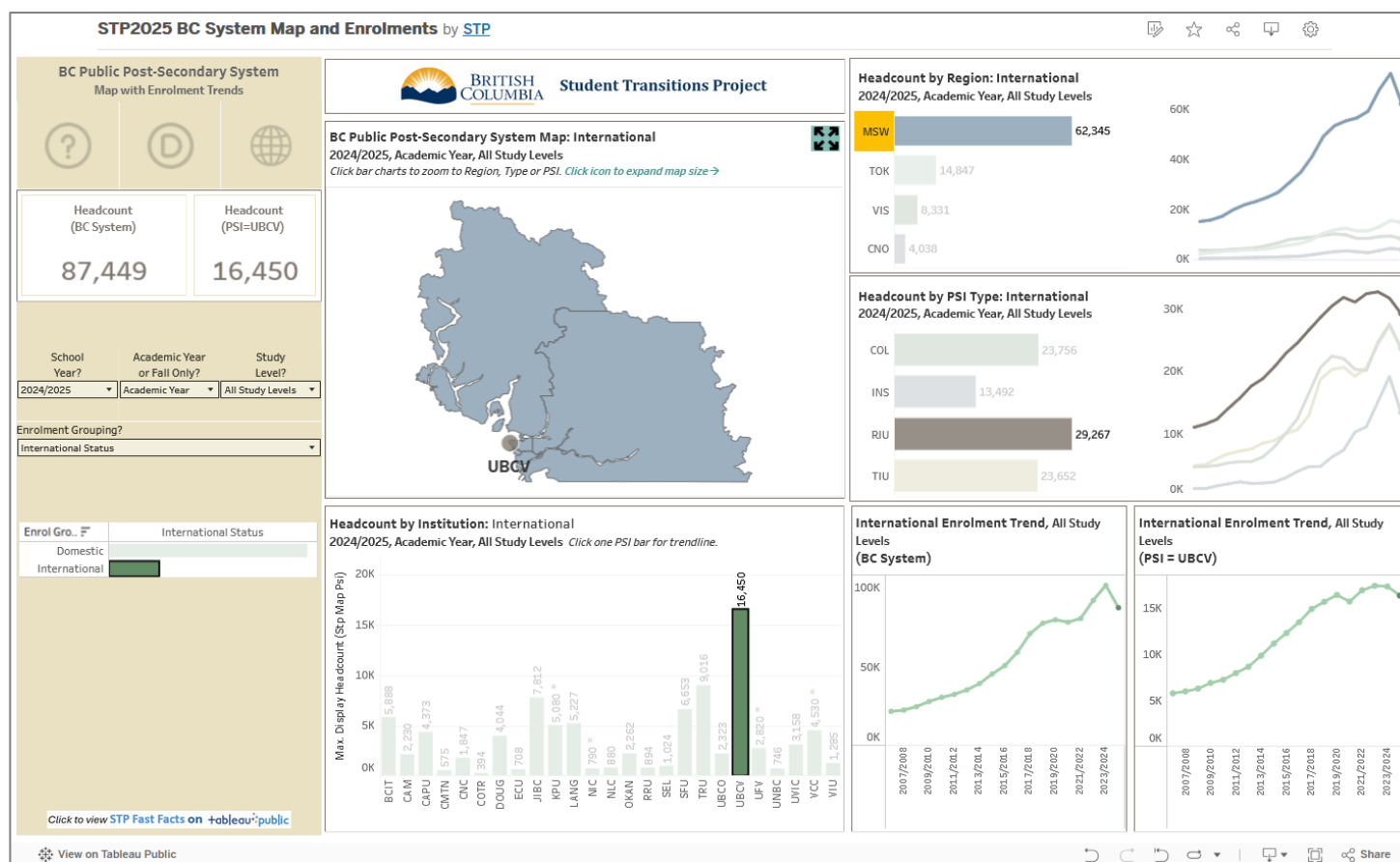


FIGURE H6: DASHBOARD EXAMPLE FOR BC SYSTEM MAP WITH ENROLMENTS
(FALL 2025 WITH FALL TRENDS, UNDERGRADUATE STUDY LEVEL, INTERNATIONAL STUDENTS, INSTITUTION=UBCV)



Appendix I: STP Research Overview



Student Transitions Project

Research Overview

Research from the [Student Transitions Project](#) (STP) supports education planning, management and policy decisions in the secondary and public post-secondary education systems in the province of British Columbia. STP research builds awareness and understanding of a variety of research areas described below.

Recurring Research Topics:

Student Transitions

from B.C. high school graduation to B.C. public post-secondary education.



Student Mobility

between B.C. public post-secondary institutions, regions, and sectors.



Student Enrolment

and enrolment trends in the B.C. public post-secondary system.



Credentials Awarded

to students in B.C. public post-secondary institutions.



Student Retention, Completion & Attrition

in the B.C. public post-secondary system.



Student Success

in B.C. public post-secondary education, including academic progress, performance and outcomes.



STP Fast Facts

Including a selection of key STP facts and broad indicators of student transitions, outcomes and mobility.



BC System Map

with post-secondary enrolments and 10-year trends by institution, region and PSI type.



Special Research Topics:

Student Cluster Studies

of [international, domestic](#), and [Indigenous students: graduates and non-graduates](#), etc.



Student Transitions

from B.C. high school graduation to [B.C. private and non-B.C. institutions](#).



Longitudinal Studies

of selected entry or exit cohorts to evaluate student outcomes and success over multiple years.



20 Years of STP

highlights the project's achievements and long-run success of students.



The [Student Transitions Project](#) solicits feedback on the research conducted and considers suggestions for future research topics. Please send your comments to the STP Secretariat at PSFS.STPContact@gov.bc.ca.

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