STP Ten-Year Review of Trends in B.C.’s Education Systems

The Student Transitions Project has reached a ten-year milestone: The STP has now collected student enrollment data from ten years of grade 12 graduation cohorts and ten years of post-secondary registrants, since the project’s inception in 2003. The STP dataset continues to be an invaluable tool for tracking student transitions into post-secondary education and the mobility of students between post-secondary institutions. In addition, it provides a useful data source for summarizing B.C.’s grade 12 graduation cohorts and all B.C. public post-secondary registrations and credential completions. This newsletter offers a perfect opportunity to discuss some of the trends revealed in the STP data set. Figures 1 and 2 compare the ten-year rate of change along some of these dimensions. In a future publication, the STP may present a more in-depth analysis of a broader selection of ten-year trends.

Grade 12 Graduates:

- Over the ten-year period, from 2001/02 to 2010/11, the number of eligible grade 12 graduates who graduated from grade 12 increased by 5%, increasing from roughly 43,400 to 45,500 students.

Grade 12 Transitions to B.C. Public Post-Secondary Education:

- Over the same ten-year period, the number of students enrolling in B.C. public post-secondary institutions within one year of grade 12 graduation increased by 10%, from roughly 22,000 students to 24,000 students.

- Given that the number of immediate-entry students grew at twice the rate of grade 12 graduates, the result was a 2.4 percentage point boost in the immediate-entry transition rate, increasing from 50.6% to 53.0%.

Figure 1: Rate of Enrollment Growth in B.C.’s Education Systems

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While more students enrolled immediately in post-secondary education, fewer students delayed their post-secondary enrollment. As a result, there was a 0.5 percentage point decline in the proportion of grade 12 graduates who delayed their entry to post-secondary education by one, two or three years.¹

Post-Secondary Enrollment:

- Over the ten-year period, the total unique headcount enrollment in B.C. public post-secondary institutions grew by 22%, from almost 366,000 in 2002/03 to 445,000 students in 2011/12.
- Headcount enrollment growth was seen in 19 of the 25 institutions, with the largest increases at B.C. colleges (33%) and research-intensive universities (34%).
- By study level, the most significant headcount enrollment growth occurred in graduate programs (+42%), as compared to undergraduate (+19%) and developmental programs (+5%).
- Enrollment growth was seen in all program areas, but with a small decline in Education (-2%). Arts and Sciences continue to be the largest program area, comprising 29% of students, although this is down from 33% of students ten years ago. An increasing proportion of students (11%) are now enrolled in Human and Social Services, up from 8% ten years ago.

Post-Secondary Credentials Awarded:

- Total credentials awarded to students in B.C. public post-secondary institutions over the last nine-years² has grown by 18%, from 47,000 to 56,000. This increase in credentials awarded is consistent with the headcount enrollment growth over the same time period.

International Students:

- The number of immediate-entry students from B.C. secondary schools who enrolled as international students³ in B.C. public post-secondary institutions increased by 64% over the ten-year period, from 350 to nearly 600 students. These international students represent less than 2% of the total international post-secondary enrollment.
- In total, the post-secondary international student headcount grew by 89% over the ten years, from 17,700 to 33,500 international students. By comparison, domestic students increased by 15%, from 348,000 to 412,000.
- Over this ten year period of international student enrollment growth, B.C. significantly increased the number of different countries from which it attracts international students, from 120 to 305 countries.
- In each of the last ten years, China has consistently remained the country with the greatest number of international students in B.C., increasing its representation from 27% to 35% of total international students (4,700 in 2002/03 to 11,700 in 2011/12).
- The share of international students in the B.C. public post-secondary system grew from 4.8% to 7.4% of the total over the ten-year period, with a larger growth rate occurring at the graduate level (from 2,300 to 5,500 students) than at the undergraduate level (from 11,000 to 23,000 students).
- The number of credentials awarded to international students more than doubled, from 2,100 in 2003/04 to 4,600 in 2011/12. During this nine-year period, the share of total post-secondary credentials awarded to international students in the B.C. public post-secondary system increased from 4% to 8% of the total.

Figure 2: Enrollment Growth in B.C.’s Education Systems

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</tr>
</thead>
<tbody>
<tr>
<td>B.C. Gr12 Graduates</td>
<td>43,360</td>
<td>44,336</td>
<td>42,326</td>
<td>43,654</td>
<td>44,896</td>
<td>43,363</td>
<td>44,515</td>
<td>44,698</td>
<td>45,903</td>
<td>45,467</td>
<td>45,467</td>
<td>+2,107</td>
<td>+4.9%</td>
</tr>
<tr>
<td>Immed Entry to Post-Sec</td>
<td>21,923</td>
<td>22,679</td>
<td>21,092</td>
<td>21,873</td>
<td>22,780</td>
<td>22,357</td>
<td>23,253</td>
<td>24,022</td>
<td>24,251</td>
<td>24,903</td>
<td>24,903</td>
<td>+2,170</td>
<td>+9.9%</td>
</tr>
<tr>
<td>Post-Sec International Students</td>
<td>17,738</td>
<td>19,375</td>
<td>20,901</td>
<td>21,343</td>
<td>22,171</td>
<td>23,117</td>
<td>25,177</td>
<td>28,635</td>
<td>31,394</td>
<td>33,482</td>
<td>33,482</td>
<td>+15,744</td>
<td>+88.8%</td>
</tr>
<tr>
<td>Total B.C. Public Post-Sec Enrol</td>
<td>365,592</td>
<td>375,869</td>
<td>387,033</td>
<td>399,381</td>
<td>412,164</td>
<td>417,382</td>
<td>428,882</td>
<td>440,566</td>
<td>442,879</td>
<td>444,958</td>
<td>444,958</td>
<td>+79,366</td>
<td>+21.7%</td>
</tr>
</tbody>
</table>

¹ Change in delayed-entry transitions calculated over a seven year period (2001/02 grads to 2007/08 graduates).
² A full ten years of awarded credentials is not available yet, thus a nine-year period was used.
Ten-Year Trends in Context:

In light of the ten-year trends summarized in this newsletter, it is important to review some of the changes in B.C.’s education systems over this time period.

- At the beginning of the new millennium, the B.C. public post-secondary system was comprised of eleven community colleges, six institutes, five university colleges and five universities.

- Numerous institutional designation changes occurred in 2008/09 (or earlier)\(^4\), resulting in the transformation of university colleges and other selected institutions into teaching-intensive universities\(^5\). Currently, the B.C. public post-secondary system is comprised of eleven community colleges, three institutes, and eleven universities, including four research-intensive universities (RIUs) and seven teaching-intensive universities (TIUs).

- The number of community colleges offering bachelor’s degrees doubled from five to ten over this ten-year period, significantly expanding the opportunities for students to complete a bachelor’s degree in virtually any B.C. public post-secondary institution in the province.

- In 2004, the Province of B.C. announced a plan to expand the B.C. public post-secondary education system by 25,000 student spaces by 2010. Almost every public post-secondary institution in every region of the province was allocated a portion of the new student seats.

- 2,500 new graduate student spaces were funded in the latter half of this ten-year period.

- Many of the academic programs in colleges, institutes and teaching-intensive universities have been restructured such that students might go directly into a Bachelor’s program rather than beginning with a diploma or associate degree.

- British Columbia has experienced high immigration inflows over the ten-year period. According to the 2011 Census, 29% of the B.C. population was born outside of Canada, increasing from roughly 26% in 2001.

- Near the end of this ten-year period, the province of B.C. set a goal of increasing the number of international students choosing B.C. as their study destination by 50 per cent over four years. This included the goals to serve an additional 6,000 international students in the K-12 system and 14,000 in the public post-secondary institutions by 2015/2016.\(^6\)

- B.C.’s education ministries are committed to improving Aboriginal student success and are continuing to develop strategies to increase grade 12 graduation rates, transitions to post-secondary education and post-secondary completions.

Reviewing these ten-year trends reminds us of the amount of change that has taken place in B.C.’s education systems. As B.C. adjusts to these changes and looks forward to the promising future of education in our province, the STP will continue to report on student transition rates, student mobility and student success each year. The balance of this newsletter highlights the annual findings on student transitions of B.C. grade 12 graduates to B.C. public post-secondary education.

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4. In 2005/06, University College of the Cariboo and the Open Learning Agency were converted to Thompson Rivers University. By Fall 2007/08, the Institute of Indigenous Government was closed.

5. Capilano College became Capilano University, Emily Carr Institute of Arts+Design became Emily Carr University, Kwantlen University College became Kwantlen Polytechnic University, Malaspina University-College became Vancouver Island University and University College of the Fraser Valley became University of the Fraser Valley.

Student Transition Rates

From 2001/02 to 2010/11, the number of eligible graduates enrolling immediately in B.C. public post-secondary education has increased by 10%, which is twice the rate of growth of grade 12 graduates (5%). This explains why B.C. has seen a steady increase in the annual immediate-entry transition rate into B.C. public post-secondary education over the last ten years, increasing from 51% for the 2001/02 cohort, reaching a high of 53.7% for the 2009/10 cohort, and now at its current level of 53% for 2010/11 grade 12 graduates enrolling in 2010/11.

The immediate-entry transition rate of students entering post-secondary education in the Fall term also provides a leading indicator for the full year. Although a small proportion of the Fall 2012 post-secondary enrollments are not reported to the STP until next year, the immediate-entry transition rate in the Fall term remains at its typical level of 45% for the 2011/12 cohort of graduates enrolling in Fall 2012. This suggests that the 2012/13 annual immediate-entry transition rate (including Fall, Spring and Summer terms) is not expected to change from the current level of 53% (see Figure 3).

78% of B.C. Grade 12 Graduates Enrolled in B.C. Public Post-Secondary Education Within Ten Years of Graduation

For each of the B.C. grade 12 graduation cohorts over the last ten years, the STP finds that students who enrol in B.C. public post-secondary education are most likely to do so within a year of grade 12 graduation. In general, 53% of each graduation cohort will enter post-secondary education within one year of graduation, a further 15% will enroll over the next two years, and 10% will enroll for the first time over the subsequent seven years, reaching a cumulative transition rate into B.C. public post-secondary education of 78% within ten years of grade 12 graduation (see Figure 4). In terms of student counts, roughly 34,000 students from a typical graduation cohort of 44,000 students enters B.C. public post-secondary education with ten years of graduation from high school. The STP will continue to measure and report these rates each year for subsequent cohorts.
Student Transitions Project Highlights

Figures 4: Student Transition Matrix – Number of Student Transitions from Grade 12 Graduation to B.C. Public Post-Secondary Education in Each Academic Year

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</tr>
</thead>
<tbody>
<tr>
<td>2001/2002</td>
<td>21,923</td>
<td>5,028</td>
<td>2,123</td>
<td>1,247</td>
<td>911</td>
<td>697</td>
<td>634</td>
<td>439</td>
<td>368</td>
</tr>
<tr>
<td>2002/2003</td>
<td>22,679</td>
<td>4,905</td>
<td>2,153</td>
<td>1,215</td>
<td>979</td>
<td>799</td>
<td>573</td>
<td>456</td>
<td>356</td>
</tr>
<tr>
<td>2003/2004</td>
<td>21,092</td>
<td>4,570</td>
<td>1,954</td>
<td>1,230</td>
<td>1,022</td>
<td>762</td>
<td>581</td>
<td>354</td>
<td>168</td>
</tr>
<tr>
<td>2004/2005</td>
<td>21,873</td>
<td>4,753</td>
<td>2,125</td>
<td>1,330</td>
<td>993</td>
<td>784</td>
<td>583</td>
<td>11,213</td>
<td>43,654</td>
</tr>
<tr>
<td>2005/2006</td>
<td>22,780</td>
<td>4,912</td>
<td>2,249</td>
<td>1,364</td>
<td>961</td>
<td>736</td>
<td>11,894</td>
<td>44,896</td>
<td>(6 years)</td>
</tr>
<tr>
<td>2006/2007</td>
<td>22,357</td>
<td>4,882</td>
<td>2,121</td>
<td>1,295</td>
<td>937</td>
<td>716</td>
<td>11,771</td>
<td>43,363</td>
<td>(5 years)</td>
</tr>
<tr>
<td>2007/2008</td>
<td>23,253</td>
<td>5,208</td>
<td>2,059</td>
<td>1,155</td>
<td>1,024</td>
<td>762</td>
<td>583</td>
<td>11,213</td>
<td>43,654</td>
</tr>
<tr>
<td>2008/2009</td>
<td>24,022</td>
<td>4,692</td>
<td>1,963</td>
<td>1,024</td>
<td>762</td>
<td>583</td>
<td>11,213</td>
<td>43,654</td>
<td>(3 years)</td>
</tr>
<tr>
<td>2009/2010</td>
<td>24,251</td>
<td>4,755</td>
<td>1,963</td>
<td>1,024</td>
<td>762</td>
<td>583</td>
<td>11,213</td>
<td>43,654</td>
<td>(2 years)</td>
</tr>
<tr>
<td>2010/2011</td>
<td>24,093</td>
<td>21,374</td>
<td>45,467</td>
<td>11,213</td>
<td>43,654</td>
<td>(1 year)</td>
<td></td>
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</tr>
</tbody>
</table>

Note: This matrix provides the number of grade 12 graduates and the % of the graduation cohort who enrolled in B.C. public post-secondary education for the first time, by year of first entry to B.C. public post-secondary education. Includes enrolment in academic, developmental, continuing education or Adult Basic Education programs/courses in B.C. public post-secondary institutions.

Student Transition Rates by Demographic Characteristics

Each year the Student Transitions Project provides a summary of student transition rates by various student characteristics, such as gender, age, aboriginal status, school type, college region, and academic GPA. Figure 5 on page 6 provides this summary, along with trends for the last five years.

Immediate-Entry Transition Rates by Region, School Type and School District

Immediate-entry transition rates from high school graduation into B.C. public post-secondary education have shown general improvement across most regions and school districts in the province. In an effort to provide more detailed information directly to K-12 stakeholders, Figure 6 on pages 7 and 8 provides immediate-entry transition rates by region of graduation, school type (public or independent) and school district.
**Figure 5: B.C. Post-Secondary Graduation Rate Trends by Demographic Characteristics of B.C. Grade 12 Graduates of 2001/02 to 2010/11**

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</thead>
<tbody>
<tr>
<td>5-Yr Cum</td>
<td>10-Yr Cum</td>
<td>Bach Deg*</td>
<td>Overall Total</td>
<td>% of Total</td>
<td></td>
</tr>
</tbody>
</table>

### Gender
- **Female:** 53.6% 53.9% 55.5% 54.4% 54.8%
- **Male:** 49.5% 50.5% 52.0% 51.2% 51.2%

#### Age at Graduation:
- **17 and younger:** 54.2% 54.3% 55.8% 55.1% 56.0%
- **18:** 50.2% 53.2% 59.2% 52.0% 51.5%
- **19 and older:** 39.1% 41.2% 43.1% 38.8% 37.4%

#### Overall Aboriginal Status:
- **Aboriginal Student:** 40.9% 40.1% 40.8% 40.2% 41.5%
- **Non-Aboriginal Student:** 52.3% 53.1% 54.7% 53.8% 53.9%

#### Language Programs (in Grad Year):
- **ELs in Grad Year:** 57.3% 61.8% 61.4% 57.4% 54.1%
- **French Immersion:** 51.5% 52.1% 53.6% 52.8% 53.0%

### All Graduates, by Primary Language Spoken at Home:
- **English:** 47.6% 48.1% 49.8% 48.8% 49.8%
- **French:** 57.6% 53.6% 53.8% 50.6% 47.8%
- **Chinese, Mandarin, Cantonese:** 73.7% 75.0% 75.4% 71.9% 69.5%
- **Puunjhi:** 81.5% 81.5% 83.4% 82.3% 83.2%
- **Korean:** 67.0% 67.4% 67.3% 65.9% 65.1%
- **Tagalog (Philippines):** 65.5% 68.0% 66.0% 65.7% 63.0%
- **Other Lang. (not listed above):** 62.9% 65.3% 66.5% 65.7% 66.5%

### B.C. Resident Status at Time of Gr12 Graduation
- **Resident of BC:** 52.6% 52.0% 54.3% 53.4% 53.8%
- **Non-Resident of BC:** 38.4% 37.3% 33.7% 36.7% 31.7%

### Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home:
- **English:** 32.1% 36.2% 34.6% 31.5% 29.7%
- **French:** 57.3% 53.6% 53.8% 50.6% 47.8%
- **Chinese, Mandarin, Cantonese:** 48.6% 54.6% 53.4% 54.1% 45.6%
- **Japanese:** 21.7% 18.5% 21.4% 23.5% 19.4%
- **Other Lang. (not listed above):** 27.9% 34.9% 35.7% 40.0% 32.0%

### Total Non-Residents of B.C.:
- **Resident of BC:** 34.8% 39.4% 38.7% 36.6% 31.8%
- **Non-Resident of BC:** 44.9% 42.4% 41.3% 39.1% 39.0%

### Secondary School Type:
- **BC Public School:** 52.1% 52.6% 54.2% 53.3% 53.6%
- **BC Independent School:** 45.9% 48.3% 49.6% 48.7% 47.2%

### College Region of Secondary School
- **Cameron:** 44.9% 46.3% 47.4% 45.7% 47.5%
- **Capilano:** 50.9% 51.7% 53.6% 52.0% 50.4%
- **Douglas:** 59.3% 59.5% 60.2% 59.0% 59.7%
- **Fraser Valley:** 41.7% 42.2% 44.2% 43.4% 42.3%
- **Kwantlen:** 57.0% 58.8% 60.2% 60.3% 59.7%
- **Malaspina:** 44.1% 45.7% 47.1% 44.8% 44.5%
- **New Caledonia:** 49.5% 49.6% 48.9% 49.6% 49.7%
- **North Island:** 46.0% 46.3% 47.8% 49.3% 51.5%
- **Northern Lights:** 33.0% 36.4% 34.6% 36.9% 37.6%
- **Northwest:** 49.1% 49.6% 51.4% 50.7% 50.6%
- **Okanagan:** 41.9% 45.3% 45.1% 43.6% 42.6%
- **Rocksies:** 34.2% 36.5% 37.4% 35.4% 36.2%
- **Selkirk:** 49.1% 51.8% 51.8% 47.8% 53.3%
- **Thompson Rivers:** 46.0% 44.6% 46.1% 46.6% 42.7%
- **Vancouver/Langara:** 63.4% 64.5% 65.7% 66.3% 62.0%

### College Academic GPA:
- **No Academic GPA:** 37.2% 38.2% 39.0% 38.6% 38.9%
- **50.0% - 64.9%:** 53.7% 57.8% 57.3% 56.7% 54.3%
- **65.0% - 74.9%:** 64.4% 67.2% 69.4% 66.5% 65.5%

### Moderate Achievers (GPA > 75%)
- **61.9% 65.1% 66.7% 64.8% 63.6%**

### Special Needs:
- **Gifted:** 70.9% 66.7% 69.2% 71.1% 68.4%
- **Other Special Needs:** 36.1% 37.0% 36.7% 39.2% 40.0%
- **No Special Needs:** 51.5% 52.5% 54.1% 53.1% 53.4%

### Total Number of BC12 Graduates
- **34,363** 44,515 44,698 45,903 45,467

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Figure 5 Notes:
- **Overall Aboriginal Status is obtained from K-12 and Post-Secondary records.** If either source indicates Aboriginal status, the student is classified as an Aboriginal student by STP.
- **Relative to other demographic groups in each set, the group with the highest 5-year transition rate after 2005/06 high school graduation is identified with **.
- **Immed Trans Rate to Bach Deg** is the % of high school graduates of 2010/11 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution.
- **Immed Trans Rate to Bach Deg** is the % of high school graduates of 2010/11 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution.
- **n-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 primary language of non-residents is used as a proxy for identifying "international" grade 12 graduates from non-English-speaking countries.
Figure 6: Immediate-Entry Student Transition Rates by Region of Graduation, School Type and School District - Grade 12 Graduates of 2005/06 to 2010/11

<table>
<thead>
<tr>
<th>Region of Grade 12 Graduation</th>
<th>Immed-Entry Trans. Rate by Gr12 Grad Year</th>
<th>5-Yr Change*</th>
<th># Grads in 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Region of Gr12 Graduation</td>
<td>School Type</td>
<td>School District</td>
<td>2005/06</td>
</tr>
<tr>
<td>Camosun</td>
<td>BC Public</td>
<td>061 Greater Victoria</td>
<td>49%</td>
</tr>
<tr>
<td>Capilano</td>
<td>BC Public</td>
<td>044 North Vancouver</td>
<td>56%</td>
</tr>
<tr>
<td>Douglas</td>
<td>BC Public</td>
<td>040 New Westminster</td>
<td>55%</td>
</tr>
<tr>
<td>Fraser Valley</td>
<td>BC Public</td>
<td>033 Chilliwack</td>
<td>39%</td>
</tr>
<tr>
<td>Kwantlen</td>
<td>BC Public</td>
<td>035 Langley</td>
<td>45%</td>
</tr>
<tr>
<td>Malaspina</td>
<td>BC Public</td>
<td>047 Powell River</td>
<td>51%</td>
</tr>
<tr>
<td>New Caledonia</td>
<td>BC Public</td>
<td>028 Quesnel</td>
<td>45%</td>
</tr>
<tr>
<td>North Island</td>
<td>BC Public</td>
<td>049 Central Coast</td>
<td>69%</td>
</tr>
<tr>
<td>Northern Lights</td>
<td>BC Public</td>
<td>059 Peace River South</td>
<td>37%</td>
</tr>
</tbody>
</table>

Figure 6 Notes:
* 5-Year Change (from grad year 2005/06 to 2010/11) provides three columns of change figures: Trans % is the percent change in number of immediate-entry students; # Trans is the +/- change in number of immediate-entry students; and # Grads is the +/- change in number of grade 12 graduates.

* Due to the small number of students in Conseil Scolaire Francophone, the transition rates are not reported for school district 093 within each college region, but these students are included in college region subtotals and shown separately in the provincial total.
### Regional Mobility of B.C. High School Graduates Entering B.C. Public Post-Secondary Education

#### Immediate-Entry Students:
Consistent with the changes to post-secondary institution designations and the ability for students to complete a bachelor degree in almost any of B.C.’s public post-secondary institutions, we might expect to see an increasing share of transitioners enrolling in post-secondary institutions in the same region where they graduated. In fact, this is evident in Figure 7a: students who graduated in high schools outside of the Lower Mainland/Southwest and enrolled immediately in post-secondary education are more likely now to enroll in post-secondary institutions in their graduation high school region, compared to ten years ago. To offset this trend, we also see a decline in the proportion of immediate-entrants from the Mainland/Southwest remaining in their region. Many of these students chose to leave their high school region and enroll at UBCO in the Okanagan.

#### Figure 6 Notes:
* 5-Year Change (from grad year 2005/06 to 2010/11) provides three columns of change figures: Trans % is the percent change in number of immediate-entry students; # Trans is the +/- change in number of immediate-entry students; and # Grads is the +/- change in number of grade 12 graduates.
* Due to the small number of students in Conseil Scolaire Francophone, the transition rates are not reported for school district 093 within each college region, but these students are included in college region subtotals and shown separately in the provincial total.
* The Kootenay Lake school district spans two college regions, Rockies and Selkirk. Schools in this district are reported in their respective college regions.
Delayed-Entry Students: A similar phenomenon is evident among delayed-entry students, representing approximately 15% of a typical grade 12 graduation cohort (see Figure 7b). These graduates, who deferred entering post-secondary education by one or two years, are also more inclined now to enroll in the same region where they graduated, compared to ten years ago, especially among those who graduated from high schools in Cariboo-North, Thompson-Okanagan-Kootenay and Vancouver Island regions. The creation of UBC Okanagan, Thompson Rivers University and Vancouver Island University during this time period likely had an impact on the post-secondary destinations of grade 12 graduates.

Figure 7: % of Entrants to B.C. Public Post-Secondary Education Who Remained in the Same Region as their Graduation High School, by Graduation Year (2001/02 to 2010/11) and Time of Entry to Post-Secondary Education

(a) Immediate-Entry Students

(b) One-Year and Two-Year Delayed-Entry Students

Conclusion: Looking Back and Looking Ahead

The STP is an invaluable resource for helping to guide policy and planning in the province of B.C., especially in the way it has improved our understanding of student transitions to post-secondary education, student mobility between post-secondary institutions, and post-secondary retention and completion rates.

At this ten-year milestone in the annual collection and linkage of data across B.C.’s education systems, the STP celebrates its past successes and looks forward to further collaborative research with its partners in this ongoing project. Over the coming years, the STP hopes to expand its research agenda to include applicant studies, longitudinal cohort studies, linkages to employment outcomes and course-level data. Please visit the STP web site to obtain a copy of this newsletter or to find other related STP research:

http://www.aved.gov.bc.ca/student_transitions

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The following B.C. public post-secondary institutions are included in this study and grouped by institution designation in 2009/10:

Community Colleges—Camosun College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, 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 – 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 – Simon Fraser University, University of British Columbia (including University of British Columbia, Okanagan), University of Northern British Columbia, University of Victoria.