



Student Transitions into Post-Secondary Education Sectors – B.C. Public, B.C. Private and Non-B.C. Institutions TEN RESEARCH QUESTIONS

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Introduction: The Student Transitions Project (STP) has broadened its research agenda by beginning to examine transitions of B.C. grade 12 graduates *beyond* the B.C. public post-secondary education system – into B.C. private and non-B.C. institutions. Lacking student-by-student enrolment data from outside the BC public system, STP was able to use government student assistance data to identify the transition patterns into private and out-of-province institutions for at least those students who received government loans or Passport to Education credits. The data sources were linked on an encrypted student identifier to reveal the study destinations of B.C. grade 12 graduates while protecting students’ privacy. (see [Data Sources and Methodology](#) on page 4).

This study begins with the population of roughly 258,000 B.C. grade 12 graduates of 2001/02 to 2006/07. Within one to six years of high school graduation, a minimum of 186,000 students from this population subsequently transitioned to post-secondary education by 2007/08. These “transitioners” and their post-secondary destinations are the focus of this study.

Executive Summary: Through ten research questions about the first post-secondary institution that high school graduates entered, STP shows that B.C.’s public post-secondary education system has seen consistent transition levels for B.C. Grade 12 graduates. The B.C. public post-secondary institutions are the most frequent sector destination (close to 90%) for grade 12 graduates who sought post-secondary education, while a minority of post-secondary registrants enrolled in a B.C. private institution (at least 4) or a non-B.C. institution (at least 6%).

A brief summary of the research findings is presented below and a more detailed analysis begins on page 5 in the full report on the STP web site at: http://www.aved.gov.bc.ca/student_transitions/documents/stp_highlights_may10.pdf

1. What proportion of B.C. Grade 12 secondary school graduates enroll in post-secondary education?

Immediate Entry: Within one year of high school graduation, 51% of each grade 12 graduation class, from 2001/02 to 2006/07, enrolled in B.C. public post-secondary education. At a minimum, an additional 2% enrolled immediately in B.C. private institutions and 3% in institutions outside of B.C.

Immediate and Delayed Entry: When all immediate (56%) and all delayed transitions (25%) into all sectors (B.C. public, B.C. private and non-B.C. institutions) are accounted for, the six-year cumulative transition rate of the 2001/02 grade 12 graduation cohort reaches at least 81%¹ by 2007/08.

2. Does time of entry influence post-secondary sector destination? The longer students delay their transition into post-secondary education, the more likely they are to enrol in a B.C. private institution and the less likely they are to enrol in a B.C. public institution.

¹ Transition rates calculated from the supplemental sources likely under-estimate the overall transition rates of B.C. secondary school graduates because not all students seek financial assistance or receive and/or redeem Passport to Education credits.

- 3. What proportion of grade 12 graduates take a “gap year” before enrolling in post-secondary education?** Roughly 1 in 8 (13%) of high school graduates take a gap year before enrolling in post-secondary education. With 56% enrolling immediately, these “gappers” represent almost one quarter as many students as transition immediately.
- 4. Do students’ high school academic qualifications affect their post-secondary sector destinations?** High school graduates who enrol in B.C. public and non-B.C. post-secondary institutions tend to have higher grades in academic Grade 12 courses than students enrolled in B.C. private institutions. Student academic qualifications also have the greatest influence on transition rates into non-B.C. post-secondary institutions than to any other sector; transition rates into post-secondary institutions outside BC are highest for the most academically qualified.
- 5. What are the regional differences in student sector destinations?** Some differences in regional student transition rates into B.C. public post-secondary education can be partially attributed to movement into B.C. private and non-B.C. institutions. For example, graduates from the Rockies region have the lowest transition rate into B.C. public post-secondary education but the highest transition rate into non-B.C. post-secondary institutions. In general, graduates from regions outside of the Lower Mainland and Vancouver Island, have higher than average transition rates into Alberta post-secondary institutions.
- 6. What are the trends in transition rates and sector destinations?** The immediate and delayed transition rates into each post-secondary sector (B.C. public, B.C. private and non-B.C.) have remained relatively stable for each of the last six grade 12 graduation cohorts (2001/02 to 2006/07). Consistently for each cohort, the longer students waited after graduation, the less likely they were to enrol in post-secondary education, and these declining transition rates are remarkably similar for each cohort and for each period of time since graduation.
- 7. Do other student characteristics influence the post-secondary sector destinations of B.C. grade 12 graduates?** Student characteristics have some influence on transition rates into each post-secondary sector and overall across all sectors combined.

 - Gifted students have the highest overall transition rates, especially into non-B.C. institutions.
 - French immersion graduates have higher overall transition rates than graduates not in French immersion, and they are more likely to enroll outside of B.C., especially in Quebec.
 - Students whose primary language spoken at home is not English or who were enrolled in English as a Second Language (ESL) in their graduation year have higher overall student transition rates than students whose primary language is English.
 - Female students have overall higher transition rates into post-secondary institutions than male students, and also to each sector (B.C. public, B.C. private and non-B.C. post-secondary).
 - Non-Aboriginal students have higher overall student transition rates than Aboriginal students; although transition rates into B.C. private institutions are similar.
 - Compared to B.C. grade 12 graduates from public secondary schools, independent secondary school graduates have lower transition rates into B.C. public post-secondary education, largely offset by having higher transition rates into non-B.C. institutions.

8. What are the most frequent post-secondary destinations of B.C. grade 12 high school graduates who attend outside of the B.C. public post-secondary system?

Destinations of B.C. private and non-B.C. post-secondary registrants were examined separately.

- Most of the **B.C. private** post-secondary institutions are located in the Lower Mainland and this is where the majority of B.C. private registrants enroll. The top three B.C. private institution destinations were Trinity Western University (11%), Sprott Shaw (11%) and Art Institute of Vancouver (8%).
- The top four most popular post-secondary institutions attended **outside of B.C.** were University of Toronto (9%), McGill University (9%), University of Calgary (7%) and University of Alberta (7%). Among those who attended non-B.C. post-secondary institutions, 20% enrolled outside of Canada; 32% went to Alberta, 31% to Ontario, 10% to Quebec and 7% to the rest of Canada.

9. What are the program destinations of grade 12 graduates who transition to B.C. private and non-B.C. post-secondary institutions?

Across all three post-secondary sectors (B.C. public, B.C. private and non-B.C.), Arts and Sciences programs are the primary initial program destinations of entering students². While the program destinations for the majority of those who attended non-B.C. post-secondary institutions is not available, it is evident that students who attended B.C. private institutions often enrolled in vocational programs with vocational, specialized arts or faith-based perspectives that are less available, or absent, in B.C.'s public post-secondary institutions.

10. Do high school graduates who first enrolled outside of the B.C. public post-secondary system ever enter the B.C. public system?

Roughly one-third of nearly 2,200 students from the 2001/02 high school graduation cohort who enrolled immediately in a B.C. private or non-B.C. post-secondary education institution subsequently entered the B.C. public post-secondary education system over the next five years. The rate of entry to the B.C. public system from the B.C. private system is slightly higher (36%) than it is for those who attended non-B.C. institutions (30%).

Student Transitions Project (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 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:

Devron Gaber, STP Chair, Associate Director, BCCAT.

Bob Cowin, Director, Institutional Research, Douglas College.

Gerald Morton, Director, Information Department, Ministry of Education.

Patty Beatty-Guenter, Director, Student Enrolment & Reporting, Ministry of Advanced Education and Labour Market Development.

Walter Sudmant, Director, Planning and Institutional Research, University of British Columbia.

² Entering post-secondary students may begin in Arts and Sciences with the intention of switching to other faculties or programs later on.

Data Sources and Methodology: To conduct this analysis of the first post-secondary education destinations of grade 12 graduates – into B.C. public, B.C. private or non-B.C. post-secondary institutions – the Student Transitions Project worked collaboratively with both of B.C.’s education ministries, StudentAid B.C. and B.C.’s public post-secondary institutions to collect and amalgamate the following four related data sets:

1. Student enrolment information from the Kindergarten to Grade 12 (K-12) system for roughly 258,000 students who graduated from B.C. grade 12 between 2001/02 and 2006/07. Source: B.C. Ministry of Education.
2. B.C. public post-secondary institution enrolment records for academic years 2002/03 through 2007/08 for the population of 258,000 high school graduates. Source: B.C. public post-secondary institutions.
3. A data file of Passport to Education* recipients for the purpose of identifying post-secondary institution destinations of grade 12 graduates outside of the B.C. public post-secondary education system. In this file, nearly 16,000 grade 12 graduates of 2001/02 to 2006/07 received and redeemed Passport to Education tuition fee credits to attend an accredited B.C. private post-secondary institution (4,000 students) or non-B.C. institution (12,000 students), between 2002/03 and 2007/08. Source: B.C. Ministry of Education.
4. Student Financial Assistance records for roughly 16,000 students from the population of grade 12 graduates of 2001/02 to 2006/07 who attended post-secondary destinations outside of the B.C. public post-secondary education system between 2002/03 and 2007/08. This information was gathered solely for the purpose of identifying the post-secondary institution attended by students who enrolled outside of the B.C. public system. Included were 10,000 financial aid recipients enrolled at accredited B.C. private post-secondary institutions and roughly 6,000 students who attended accredited institutions in other jurisdictions around the world. Source: Student Aid B.C., Ministry of Advanced Education and Labour Market Development.

By linking these multiple data sets, using an encrypted Personal Education Number (PEN), the STP was able to identify if, when and where grade 12 graduates first enrolled in post-secondary institutions, either within the B.C. public post-secondary education system, or at non-B.C. institutions or B.C. private institutions. Very few students attended more than one institution simultaneously and in such cases, enrolment priority was given to the B.C. public institution attended. Students who enrolled outside of the B.C. public system and received both Passport to Education credits and financial assistance were counted only once at the B.C. private or non-B.C. institution where they first attended.

Caveats: Not all students seek financial assistance or receive Passport to Education credits (and not all who receive the credits redeem those credits). Therefore, the STP acknowledges that transition rates reported from these supplemental sources likely under-estimate the overall transition rates of B.C. secondary school graduates.

* The Passport to Education Program recognizes and rewards B.C. public and independent secondary school students for academic and non-academic achievements. Passport stamps, valued from \$250 to \$500 in post-secondary tuition credits, are awarded annually by schools to qualified students (or roughly 30 per cent of the students) in grades 10 through 12. Stamps can be redeemed upon registration at accredited/designated public or private post-secondary institutions or job training institutes in B.C., other Canadian provinces or other countries.

TEN RESEARCH QUESTIONS with DETAILED ANALYSIS

(1) What proportion of B.C. grade 12 secondary school graduates enroll in post-secondary education in B.C. public, B.C. private and non-B.C. post-secondary institutions?

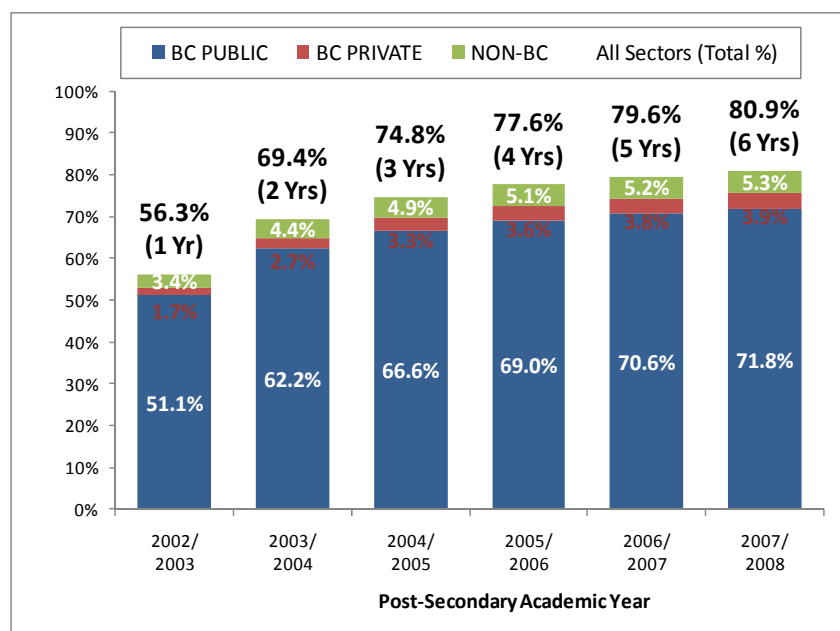
STP has been following the 2001/02 high school graduation cohort for six years. When immediate and delayed transitions into B.C. public, B.C. private and non-B.C. institutions are all accounted for, the six-year cumulative transition rate of the 2001/02 grade 12 graduation cohort is at least as high as 81%³, by 2007/08 (see [Figure 1](#)).

Immediate Entry: STP research has previously shown that 51% of all grade 12 graduates from B.C.’s secondary schools enrolled in B.C. *public* post-secondary education within one year of graduation. By linking to supplementary data sources⁴, STP has learned that, at a minimum, an additional 5% of

students enrolled immediately in B.C. *private* institutions (2%) and institutions *outside of British Columbia* (3%). Taken in aggregate across post-secondary sectors within and beyond B.C., the overall immediate-entry transition rate of B.C. high school graduates into post-secondary is at least as high as 56%. The stability in the immediate-entry transition rates is remarkably consistent from one year to the next, as shown in [Figure 2](#).

Delayed Entry: By tracking the transition rates of high school graduation cohorts over time, the STP has also found that half as many students enrol in post-secondary education after a delay of up to five years as enter within one year of graduating. Roughly one quarter (25%) have delayed their entry into post-secondary education for up to five years. The longer students waited after graduation, the less likely they were to enrol in post-secondary education (see [Figure 3](#)).

Figure 1: First Post-Secondary Enrolment - Cumulative Six-Year Transition Rates of the 2001/02 High School Graduation Cohort into All Post-Secondary Education Sectors, 2002/03 to 2007/08



The B.C. public post-secondary institutions are the most frequent destination for grade 12 graduates seeking a post-secondary education. Of those entering post-secondary education, 90% of all post-secondary registrants from the high school graduation cohorts of 2001/02 to 2006/07 enrolled in a B.C. public post-secondary institution, while the remaining registrants enrolled in a B.C. private institution (at least 4%) or a non-B.C. institution (at least 6%).

Discussion: Having achieved high overall transition rates into postsecondary education, perhaps the next access question is whether students can enter the particular institutions and programs that are most appropriate for them.

³ Transition rates calculated from the supplemental sources likely under-estimate the overall transition rates of B.C. secondary school graduates.

⁴ See *Data Sources and Methodology* box in this newsletter.

Figure 2: Immediate-Entry Transition Rates into B.C. Public, B.C. Private and Non-B.C. Post-Secondary Education, by High School Graduation Cohort (2001/02 to 2006/07)

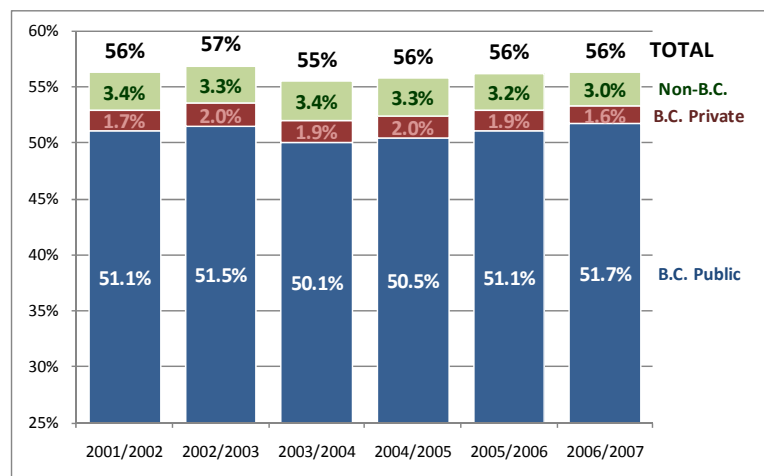


Figure 3: 2001/02 High School Graduation Cohort – Student Transition Rates into All Post-Secondary Education Sectors

Time of Entry	Transition Rate	Cumulative Transition Rate
Immediate	56.3%	56.3%
1 Year Delay	13.1%	69.4%
2 Year Delay	5.4%	74.8%
3 Year Delay	2.9%	77.6%
4 Year Delay	2.0%	79.6%
5 Year Delay	1.3%	80.9%
6-Year Cumulative Transition Rate		80.9%

(2) Does time of entry influence post-secondary sector destination?

Time of entry appears to have some bearing on the sector destinations of high school graduates. The longer students delay their transition into post-secondary education, the more likely they are to enrol in a B.C. private institution (increasing from 3.3% of those who enrolled immediately to 10.5% of those who enrolled within the four years after leaving high school), and the less likely they are to enrol in a B.C. public institution (declining from 90.9% to 82.2%). The proportion of post-secondary registrants who enrolled in non-B.C. institutions increases slightly with length of delay from 5.9% to 7.3%. (see Figure 4).

Discussion: It would be helpful to understand the reasons for different sectoral destinations by age group to identify whether there are curricular gaps or barriers in delivery methods for students.

Figure 4: Relationship Between Time of Entry and Post-Secondary Sector Destination, High School Graduation Cohorts of 2001/02 to 2006/07

Time of Entry	Post-Secondary Sector Destination			Grand Total
	BC Public	BC Private	Non-BC	
Immediate Transition	90.9%	3.3%	5.9%	145,064
1-Year Delayed Entry	85.5%	7.1%	7.4%	26,656
2-Year Delayed Entry	83.1%	9.4%	7.4%	8,764
3-Year Delayed Entry	82.4%	10.3%	7.3%	3,697
4-Year Delayed Entry	82.2%	10.5%	7.3%	1,710
All Transitions Within 5 Yrs	89.5%	4.3%	6.2%	100.0%
# of Transitioners	166,833	8,091	11,527	186,451
Non-Transitioners				71,934
Total Gr12 Graduates				258,385

Note: This table includes all grade 12 graduates from 2001/02 to 2006/07. The number of graduates in each “Time of Entry” period declines over time because each of the six cohorts has been out of secondary school for successively shorter time periods. For example, the immediate transition group includes all graduation cohorts from 2001/02 to 2006/07, but the 4-year delayed entry group includes only those graduates from 2001/02 and 2002/03. The 5-year delayed-entry row (560 students) is not displayed in the table.

(3) What proportion of grade 12 graduates take a “gap year” before enrolling in post-secondary education?

“The ‘gap year’ – taking a year off between high school and college or university – is a well-established tradition in the U.K., Australia and New Zealand. And it now seems to be gaining traction among Canadians.”⁵

In B.C., STP data shows that roughly one in eight high school graduates (or roughly 5,000 students per year) take a gap year before enrolling in post-secondary education. Compared to the 56% who enrol immediately, these “gappers” represent almost one quarter as many students– 13% of grade 12 graduates take a gap year. (see **Figure 3**).

How students occupy their time during the gap year is not available in the STP’s student enrolment database, but other studies have shown that students take a gap year for a variety of reasons, such as travel, work, and community service.

The gap year phenomenon and the relationship between time of entry and sector destination might be influenced by academic qualifications⁶. According to a Statistics Canada study⁷, Canadian students were more inclined to enrol directly⁸ in post-secondary education if they had highly educated parents and good marks in high school. Similarly, STP data shows that B.C. grade 12 graduates with high academic GPA’s⁹ were more inclined to enrol directly in post-secondary education, rather than take a gap year.

⁵ *University Affairs*, 24 Jun 2009, <http://www.universityaffairs.ca/margin-notes/the-gap-year-comes-to-canada/>

⁶ Previous STP research has shown that students with lower academic qualifications upon high school graduation tend to delay their entry into post-secondary education.

⁷ Education Matters: Insights on Education, Learning and Training in Canada (vol. 6 no. 6, February 25, 2010), “*Taking time off between high school and postsecondary education: Determinants and early labour market outcomes*”, by Darcy Hango, Statistics Canada, <http://www.statcan.gc.ca/pub/81-004-x/2007005/article/10501-eng.htm>.

⁸ The STP defines direct-entry students as those who enrolled in post-secondary education within one year (12 months) of high school graduation, whereas Statistics Canada allowed for only 4 months. As a result, the direct-entry and gap-year rates reported by Statistics Canada are not comparable to the STP results.

⁹ See definitions on this page.

The next section examines whether student academic qualifications (measured by Grade Point Average or GPA) has any influence on sector destinations.

Discussion: Students who take time off before enrolling in post-secondary education are a significant phenomenon in B.C. and elsewhere. Post-secondary secondary institutions might consider the admission and advising needs of these recent high school graduates who no longer have access to high school counsellors and other transition supports.

DEFINITIONS:

Academic GPA - The average of four academic subjects (English 12 and the student’s best three other academic subjects).

No Academic GPA is calculated for students who did not complete four academic grade 12 subjects or if they lack passing grades in these courses. In total, 53% of graduates each year do not have an academic GPA calculated for STP purposes.

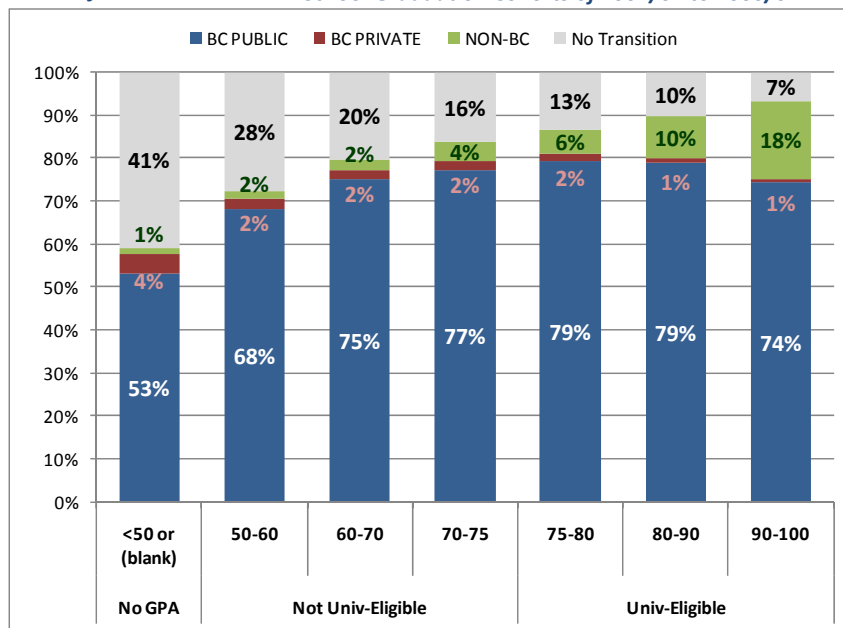
Students with no academic GPA are typical of the population of non-registrants (78% had no academic GPA) and common among registrants at B.C. private institutions (76% had no academic GPA). In this study, 44% of registrants in B.C. public post-secondary institutions and 17% of registrants in non-BC institutions did not have an academic GPA (see **Figure 6**).

University-Eligible - Students with an academic GPA of 75% or higher are deemed “university eligible” for this report, meaning they are likely admissible at a research-intensive university. Those having an academic GPA between 50% and 75% are “not university eligible”. It is recognized that many students can enter a teaching-intensive university, or even a research-intensive university, with lower averages.

(4) Do students’ high school academic qualifications affect their post-secondary sector destinations?

Student academic qualifications have the greatest influence on transition rates out of province than to other sectors. The data reveals that higher academic qualifications achieved by Grade 12 graduates generally result in an increasingly larger share of students enrolling in non-B.C. post-secondary institutions than into B.C. public and B.C. private institutions. This is shown for the six combined high school graduation cohorts of 2001/02 to 2006/07 (see Figure 5).

Figure 5: Sector Destinations by Academic GPA, High School Graduation Cohorts of 2001/02 to 2006/07



On average, fewer than 5% of all high school graduates enrolled in post-secondary institutions outside of B.C., but students with an academic GPA¹⁰ of 90% or higher were much more likely (at 18%) to enrol in non-B.C. post-secondary institutions than any other group of students. Only 3% of students with academic GPA’s below 75% enrolled in institutions outside of B.C.

Transition rates into B.C. private institutions are not as sensitive to academic GPA’s: On average, 3% of all high school graduates enrolled in a B.C. private institution, ranging from a high of 4% for students without an academic GPA to a low of 1% for students with an academic GPA of 90% or higher.

Looking at the last six years of student transitions data up to the end of academic year 2007/08 for all B.C. grade 12 graduates of 2001/02 to 2006/07, evidence suggests that some of the most academically qualified students attend institutions outside of B.C., but the majority of B.C. high school graduates attend the B.C. public post-secondary system¹¹. Some of the less academically qualified

students attend certain type of institutions in the B.C. private post-secondary education system (see Figure 6).

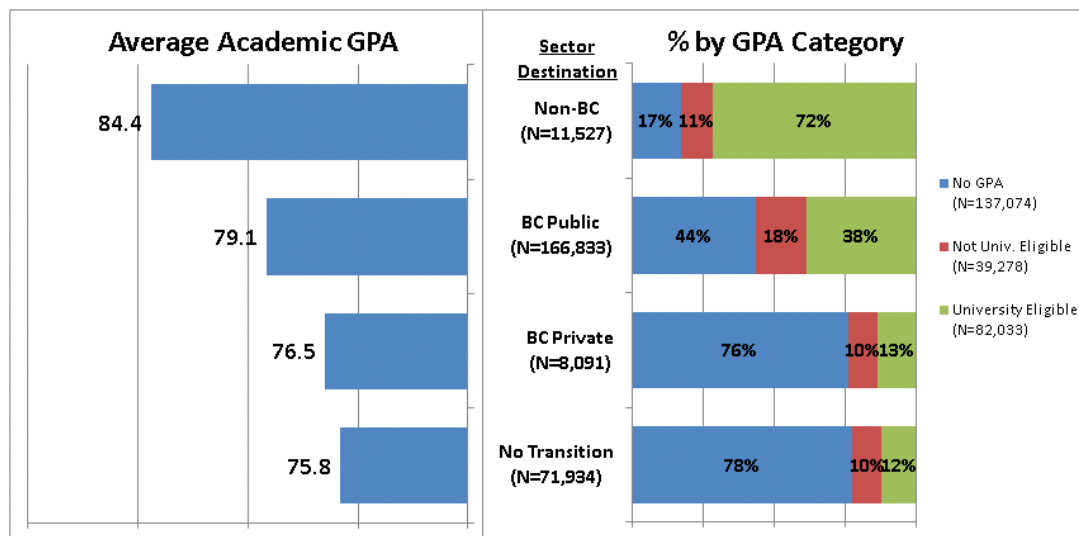
- The average academic GPA of the 167,000 students who attended B.C. public post-secondary institutions was more than five percentage points lower (at 79.1) than the average academic GPA of students who left B.C. (84.4).
- Only 40% of the students who enrolled in the B.C. public post-secondary system over the time period were likely admissible at one of B.C.’s three largest research-intensive universities¹⁰.
- Of the roughly 12,000 students who left B.C. over the last six years to attend a non-BC post-secondary institution nearly three quarters (72%) were research-university eligible. The average academic GPA of the students who left B.C. was the highest among all graduates at 84.4.

secondary education from 2002/03 to 2007/08, roughly 2,600 highly qualified students (with GPA’s of 90 percent or higher) enrolled in a non-B.C. post-secondary institution, compared to 167,000 students from all GPA ranges who enrolled in a B.C. public post-secondary institution, including 10,700 students with GPA’s of 90 or higher (or 4 times as many who left B.C.).

¹⁰ See definitions on page 7.

¹¹ Among all 186,000 post-secondary registrants from the six graduation cohorts of 2001/02 to 2006/07 who enrolled in post-

Figure 6: Average Academic GPA and University Eligibility, by Sector Destination



- Just over 8,000 students attended B.C. private institutions, most of whom (6,000 students) did not have an academic GPA. For the remainder, the average academic GPA (76.5) was roughly equal to that of the non-transitioners (75.8). These two groups had the highest proportion of graduates without an academic GPA.

Discussion: The B.C. private post-secondary education system broadens the education options for students, including those with lower academic qualifications, those who did not take academic courses, or those who delay their entry into postsecondary education

(5) What are the regional differences in student sector destinations?

The STP has previously reported that student transition rates into B.C. public post-secondary institutions tend to vary across regions of the province. It has often been speculated that regional differences in transition rates to B.C. public post-secondary education can be partially attributed to students attending B.C. private institutions and non-B.C. institutions instead. This phenomenon is especially likely among those high school graduates who live close to B.C. private institutions or out-of-province institutions. As shown in **Figures 7a** and **7b**, STP now has sufficient evidence to support this claim:

- Although graduates from the Rockies region have the lowest transition rate into B.C. public post-secondary institutions, their transition rate into non-B.C. institutions is the highest (14%). As a result, when transition rates across all sectors are combined, graduates from the Rockies no longer have the lowest overall transition rate.
- In other regions of B.C. that are in close proximity to the Alberta or USA border, including Northern Lights (10%) and Selkirk (7%), high school graduates have relatively high transition rates into non-B.C. institutions. In general, graduates from regions outside of the Lower Mainland have higher than average transition rates into Alberta post-secondary institutions.
- The Fraser Valley region has several faith-based private post-secondary institutions, including Trinity Western University and Columbia Bible College. Grade 12 graduates from this region have the highest transition rate into B.C. private institutions (6%).
- High school graduates from three other B.C. regions (Okanagan, Kwantlen and North Island) tend to have slightly higher than average transition rates into B.C. private institutions.

Discussion: Regional differences in transition rates are important to understand in the context of post-secondary planning and capacity, especially in regions with relatively high transition rates outside of the B.C. public post-secondary system.

Furthermore, understanding the program destinations of students enrolled in non-B.C. or B.C. private institutions might affect expansion or contraction of programs at B.C. public post-secondary institutions.

Figure 7a: Regional Student Transition Rates, by Sector Destination (B.C. Public, B.C. Private, and Non-B.C.) – 2001/02 to 2006/07 Graduates

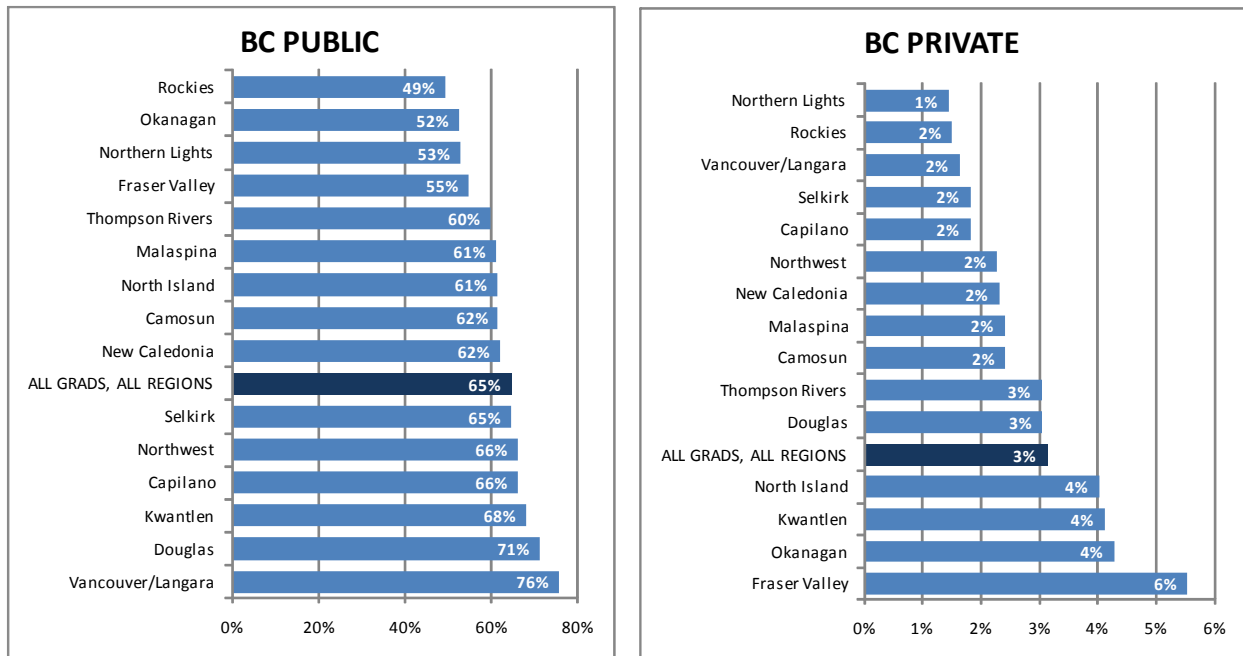
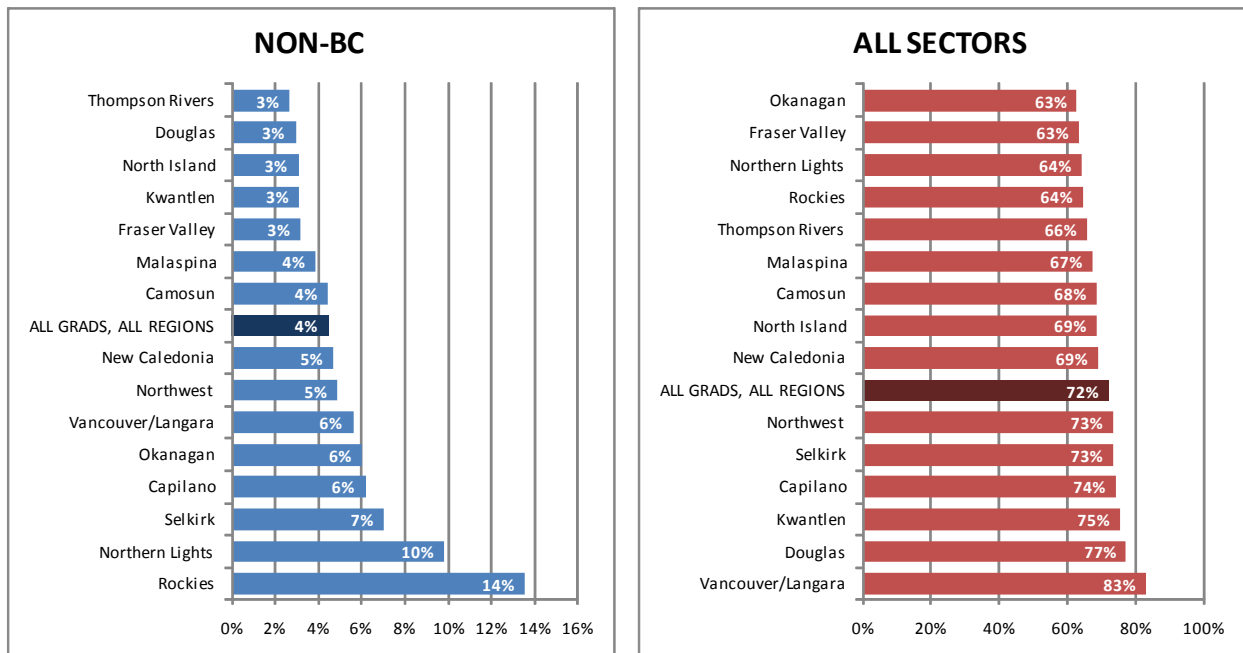


Figure 7b: Regional Student Transition Rates, by Sector Destination (Non-B.C. and All Sectors Combined)



(6) What are the trends in transition rates and sector destinations?

The immediate-entry transition rates into B.C. private institutions (at least 2 percent of grade 12 graduates) and non-B.C. institutions (at least 3 percent of grade 12 graduates) have remained relatively stable over the six years of data linkages. This is consistent with the same stable pattern of immediate-entry transition rates into B.C. public post-secondary education at 51 percent. As the amount of time beyond high school graduation

increases, the transition rates to each of the sectors continues to consistently decline across the six graduation cohorts and over the length of time since graduation (see **Figure 8**).

Discussion: Static student transition rates by sector over time indicate that the B.C. public system has maintained a consistent level of service to the educational needs of students. There has been no change in the proportion of students entering the B.C. private or non-B.C. institutions.

Figure 8: Matrix of First Transitions into B.C. Public, Private and Non-B.C. Post-Secondary Education

High School Graduation Year	Post-Secondary Sector	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	Grand Total	Total # Gr12 Grads
2001/2002	BC Public	51.1%	11.1%	4.4%	2.4%	1.6%	1.2%	71.8%	30,530
	BC Private	1.7%	1.0%	0.6%	0.3%	0.2%	0.1%	3.9%	1,662
	Non-BC	3.4%	1.0%	0.4%	0.2%	0.1%	0.0%	5.3%	2,234
	No Trans. Yet							19.1%	8,108
	All Sectors	56.3%	13.1%	5.4%	2.9%	2.0%	1.3%	100.0%	42,534
2002/2003	BC Public		51.5%	10.6%	4.3%	2.4%	1.6%	70.4%	30,618
	BC Private		2.0%	0.9%	0.5%	0.3%	0.2%	3.9%	1,717
	Non-BC		3.3%	0.9%	0.3%	0.2%	0.2%	4.9%	2,120
	No Trans. Yet							20.8%	9,027
	All Sectors		56.9%	12.4%	5.1%	2.9%	2.0%	100.0%	43,482
2003/2004	BC Public			50.1%	10.4%	4.1%	2.4%	67.0%	28,038
	BC Private			1.9%	0.9%	0.4%	0.3%	3.6%	1,504
	Non-BC			3.4%	0.9%	0.4%	0.2%	5.0%	2,096
	No Trans. Yet							24.4%	10,189
	All Sectors			55.5%	12.3%	5.0%	2.9%	100.0%	41,827
2004/2005	BC Public				50.5%	10.4%	4.3%	65.2%	28,147
	BC Private				2.0%	0.9%	0.4%	3.2%	1,392
	Non-BC				3.3%	0.9%	0.3%	4.6%	1,976
	No Trans. Yet							27.0%	11,678
	All Sectors				55.8%	12.2%	5.0%	100.0%	43,193
2005/2006	BC Public					51.1%	10.3%	61.4%	27,309
	BC Private					1.9%	0.7%	2.6%	1,148
	Non-BC					3.2%	0.8%	4.1%	1,805
	No Trans. Yet							31.9%	14,180
	All Sectors					56.2%	11.9%	100.0%	44,442
2006/2007	BC Public						51.7%	51.7%	22,191
	BC Private						1.6%	1.6%	668
	Non-BC						3.0%	3.0%	1,296
	No Trans. Yet							43.7%	18,752
	All Sectors						56.3%	100.0%	42,907

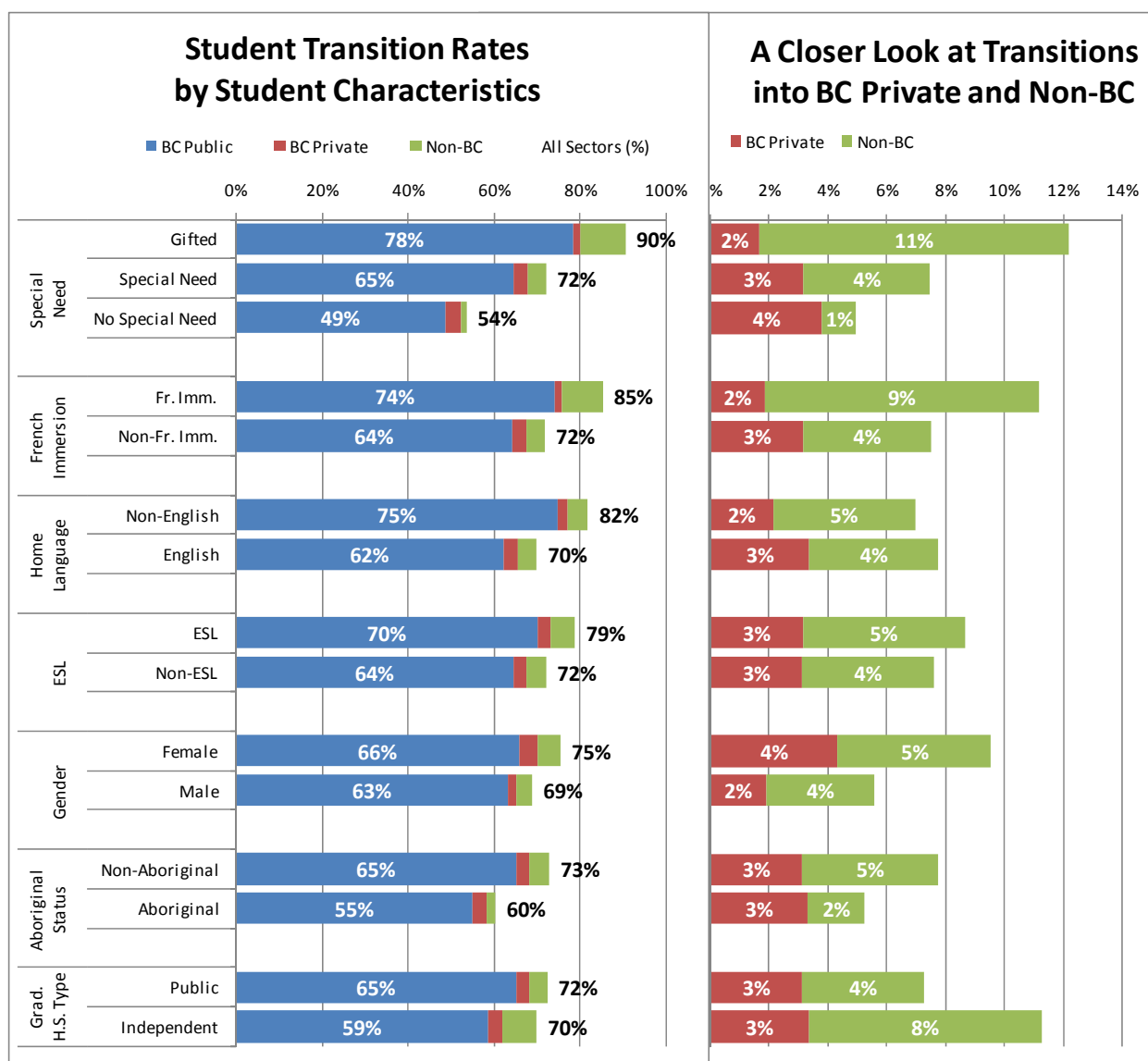
(7) Do other student characteristics influence the post-secondary sector destinations of B.C. grade 12 graduates?

The STP has previously reported that student transition rates into B.C. public post-secondary education tends to vary across different student characteristics. **Figure 9** shows overall transition rates by various student characteristics (special needs, French immersion, primary language spoken at home, English as a Second Language (ESL), gender, Aboriginal status, and type of high school attended). These characteristics also have influence on whether

students attend a B.C. public, B.C. private or non-B.C. post-secondary institution.

Discussion: Knowledge of student transition rates at a provincial and regional level is useful for post-secondary planning, but it is also important to understand that these transition rates are derived from individual students, each with different demographic and educational characteristics (and different circumstances that are not measured by STP).

Figure 9: Student Transitions by Demographic Characteristics – All Grade 12 Graduates of 2001/02 to 2006/07, by 2007/08



(8) What are the most popular post-secondary destinations of B.C. grade 12 graduates who attend B.C. private or non-B.C. post-secondary institutions?

B.C. Private Destinations: Among the roughly 8,000 students who graduated between 2001/02 and 2006/07 and enrolled in B.C. private institutions between 2002/03 and 2007/08, roughly 74% (or nearly 6,000 students) enrolled at a B.C. private institution in the Lower Mainland or Fraser Valley. The remaining 2,000 registrants at B.C. private institutions generally enrolled at institutions close to where they completed high school. The top 20 B.C. private institutions attended is provided in **Figure 10** and a list of all city destinations of registrants at B.C. private institutions is provided in **Figure 11**.

Figure 10: Top 20 B.C. Private Post-Secondary Institutions Attended by B.C. Grade 12 Graduates of 2001/02 to 2006/07, Between 2002/03 and 2007/08

Rank	BC Private Institution	Count	% of Total
1)	Art Institute of Vancouver	932	12%
2)	Trinity Western University	859	11%
3)	Sprott-Shaw Community College	843	10%
4)	Blanche Macdonald Centre	446	6%
5)	Vancouver Career College	346	4%
6)	Columbia Bible College	299	4%
7)	CDI Coll Of Bus,Tech &Healthcare	276	3%
8)	Vancouver Film School	240	3%
9)	Centre For Arts And Technology	202	2%
10)	John Casablancas Inst Of Applied Arts	179	2%
11)	Stenberg College	163	2%
12)	Marvel College	152	2%
13)	Summit Pacific College	143	2%
14)	Academy Of Learning	142	2%
15)	Discovery Comm Coll	138	2%
16)	Tourism Training Institute	131	2%
17)	Canadian Tourism College	118	1%
18)	MTI Community College	113	1%
19)	West Coast College/Massage Therapy	104	1%
20)	The International Culinary School AIV	87	1%
	<i>Other B.C. Private Institutions</i>	<i>2,178</i>	<i>27%</i>
	Grand Total	8,091	100%

*Note: When multiple-campus institutions were evident in this data, total enrolments were summed across all city/campus locations to provide a total enrolment for each B.C. private institution.

Figure 11: Location of B.C. Private Post-secondary Institutions Attended by B.C. Grade 12 Graduates of 2001/02 to 2006/07 Between 2002/03 and 2007/08

BC City	Count	%
Vancouver	2,056	25.41%
Langley	960	11.87%
Surrey	886	10.95%
Burnaby	864	10.68%
Abbotsford	736	9.10%
Kelowna	566	7.00%
Victoria	502	6.20%
Kamloops	183	2.26%
New Westminster	175	2.16%
Campbell River	155	1.92%
Vernon	147	1.82%
Richmond	127	1.57%
Maple Ridge	117	1.45%
Chilliwack	90	1.11%
Prince George	86	1.06%
Courtenay	78	0.96%
Penticton	60	0.74%
Nanaimo	55	0.68%
Port Coquitlam	45	0.56%
Coquitlam	38	0.47%
Mission	38	0.47%
Duncan	35	0.43%
Cranbrook	26	0.32%
Squamish	11	0.14%
Sidney	10	0.12%
Port Alberni	10	0.12%
North Vancouver	9	0.11%
Nelson	8	0.10%
Salmon Arm	5	0.06%
Delta	4	0.05%
Kitimat	3	0.04%
Sooke	3	0.04%
Parksville	2	0.02%
Gabriola Island	1	0.01%
Grand Total	8,091	100.00%

Enrolments in Vancouver may be overstated because branch campus enrolments may be reported through headquarters in Vancouver.

Non-B.C. Destinations by Country and Province:

Close to 12,000 students who graduated from B.C. high schools between 2001/02 and 2006/07 attended a non-B.C. post-secondary institution between 2002/03 and 2007/08. The vast majority (80%) remained in Canada. The country distribution is provided in **Figure 12** and the provincial distribution is provided in **Figure 13**.

Figure 12: Country Destinations of B.C. Grade 12 Graduates Who Attended Non-B.C. Post-Secondary Institutions

Country	Count	%
Canada (See provinces in Fig. 13)	9,207	79.9%
Unknown	1,214	10.5%
USA	921	8.0%
United Kingdom	103	0.9%
Australia	24	0.2%
Ireland	11	0.1%
New Zealand	8	0.1%
Other Countries	39	0.3%
Grand Total Outside of B.C.	11,527	100.0%

Non-B.C. Destinations, by Region of High School Graduation:

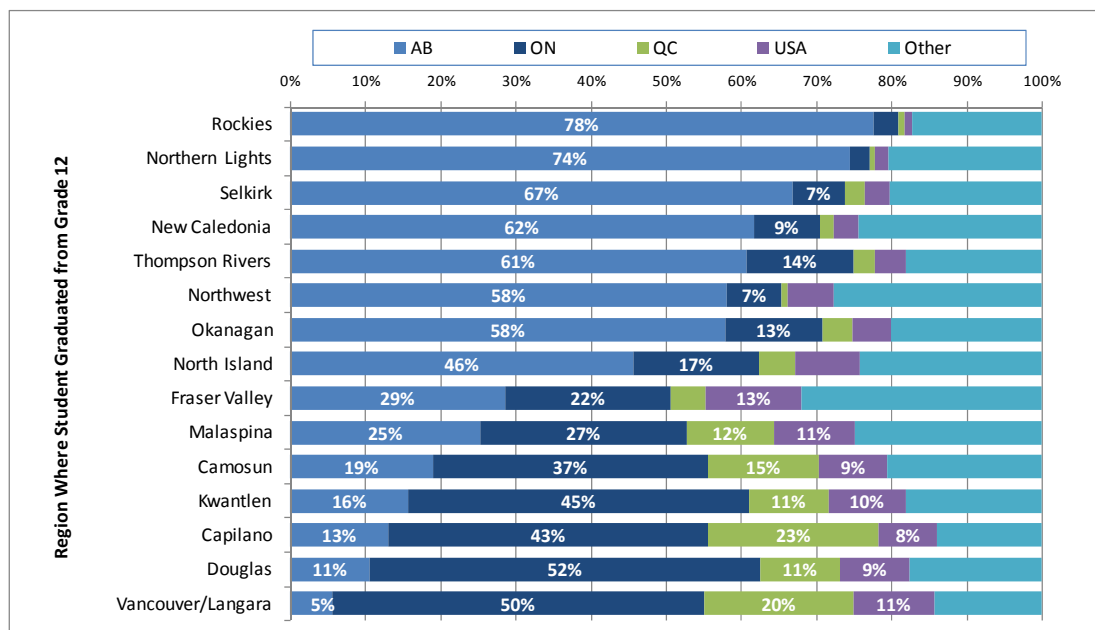
The province or country destination of students who attended a non-B.C. post-secondary

Figure 13: Province Destinations of B.C. Grade 12 Graduates Who Attended Non-B.C. Post-Secondary Institutions in Canada

Province in Canada	Count	%
Alberta	3,695	40.1%
Ontario	3,536	38.4%
Quebec	1,174	12.8%
Saskatchewan	272	3.0%
Nova Scotia	245	2.7%
Manitoba	154	1.7%
New Brunswick	84	0.9%
Newfoundland and Labrador	28	0.3%
Prince Edward Island	8	0.1%
No Province Chosen	7	0.1%
Yukon	4	0.0%
Grand Total Outside of B.C.	9,207	100.0%

institution also tends to vary depending upon the region where they graduated from grade 12 (see **Figure 14**). Students who graduated in Northern B.C. or regions close to the Alberta border were more inclined to enroll in Alberta, whereas students in the Lower Mainland or Vancouver Island regions were more inclined to enroll in Ontario or the United States.

Figure 14: Province and Country Destinations of B.C. Grade 12 Graduates Who Attended Post-Secondary Institutions Outside of B.C., by High School Graduation Region



Non-B.C. Post-Secondary Institution Destinations:

The University of Toronto and McGill University were the two most popular post-secondary institutions attended outside of B.C, followed by two Alberta institutions (University of Calgary and University of Alberta). A list of the top 20 non-B.C. institutions attended is provided in [Figure 15](#).

Discussion: Recent grade 12 graduates who enrol in B.C. private institutions tend to enrol in institutions close to home, and the same can be said for those who leave the province and enrol in Alberta. The tendency to enrol close to home is similar to what we see for among students who enter the B.C. public post-secondary system close proximity to where they graduated from high school.

Figure 15: Top 20 Non-B.C. Post-Secondary Institutions Attended by B.C. Grade 12 Graduates of 2001/02 to 2006/07, Between 2002/03 and 2007/08

Rank	Non-B.C. Post-Secondary Institution	City	Prov	Count	% of Total
1)	University of Toronto	Toronto	ON	1,050	9.1%
2)	McGill University - Montreal	Montreal	PQ	997	8.6%
3)	University of Calgary	Calgary	AB	789	6.8%
4)	University of Alberta	Edmonton	AB	774	6.7%
5)	Queen's University	Kingston	ON	674	5.8%
6)	University of Waterloo	Waterloo	ON	483	4.2%
7)	Southern Alberta Institute of Technology	Calgary	AB	294	2.6%
8)	University of Western Ontario	London	ON	252	2.2%
9)	Mount Royal University	Calgary	AB	244	2.1%
10)	University of Lethbridge	Lethbridge	AB	196	1.7%
11)	Carleton University	Ottawa	ON	193	1.7%
12)	Lethbridge Community College	Lethbridge	AB	182	1.6%
13)	University of Ottawa	Ottawa	ON	143	1.2%
14)	York University	Toronto	ON	137	1.2%
15)	Northern Alberta Institute of Technology	Edmonton	AB	136	1.2%
16)	Grant MacEwan University	Edmonton	AB	130	1.1%
17)	Briercrest College and Seminary	Caronport	SK	129	1.1%
18)	Grande Prairie Regional College	Grande Prairie	AB	107	0.9%
19)	Ryerson University	Toronto	ON	100	0.9%
20)	Dalhousie University	Halifax	NS	98	0.9%
	Unknown	----	----	1,212	10.5%
	Other Non-B.C. Post-Secondary Institutions	----	----	3,207	27.8%
Grand Total				11,527	100.0%

(9) What are the program destinations of grade 12 graduates who transition to B.C. private and non-B.C. post-secondary institutions?

Arts and Sciences programs appear to be the most common program destination for grade 12 graduates who attend post-secondary within six years of graduating from high school.

Unfortunately, due to the absence of program information for Passport to Education recipients, it is difficult to provide an accurate summary of all program destinations across sectors. The lack of complete program information is especially problematic for students who attended non-B.C. institutions because they were more often identified via the Passport to Education data source (79%) than student financial assistance records (21%). The impact on students who attended B.C. private institutions is less significant because only 39% of these registrants were identified through the Passport to Education, compared to 61% via student financial assistance records.

Despite the lack of complete information across all sectors, there is sufficient data to suggest that students who attend institutions outside of B.C. generally seek academic programs, whereas students who attend B.C. private institutions tend to seek applied or vocational programs:

- Among roughly 5,000 B.C. private institution registrants whose program destinations were known (representing 61% of all B.C. private registrants), the top three program destinations were hairdressing, make-up artistry and esthetics. These popular programs are offered across many small institutions, whereas the larger private institutions are more oriented to the liberal arts, business and allied health.
- Among the 2,300 non-B.C. registrants whose program destinations were known (representing only 20% of all non-B.C. registrants), the top three program destinations were Arts, Sciences and Engineering.

Discussion: Based on limited program-level information, the B.C. private education system appears to offer education options in some programs that are less frequent or absent in the public system. There might be some need for program expansion in B.C.'s public post-secondary institutions so that students have more choice as to which system to attend.

(10) Do high school graduates who first enrolled outside of the B.C. public post-secondary education system ever enter the B.C. public system?

Roughly one-third of all students who enrolled immediately in a B.C. private or non-B.C. post-secondary education institution enter the B.C. public post-secondary education system over the next five years. This was determined by tracking all 2,184 grade 12 graduates of 2001/02 who enrolled immediately (in 2002/03) at an institution outside of the B.C. public system. From this cohort of 2001/02 graduates, a total of 738 students enrolled in B.C. private institutions and 1,446 enrolled outside of B.C. in 2002/03. Did these students enter the B.C. public post-secondary system over the next five years (up to the end of 2007/08)?

- One year later, in 2003/04, 205 students (or 9% of those who enrolled beyond the B.C. public system) entered the B.C. public system.
- Two years later, in 2004/05, an additional 151 students (or 7% of those who left) entered the B.C. public post-secondary system.
- From 2005/06 to 2007/08, decreasing numbers of students continued to enter the B.C. public system (130, 120 and 91 students) in each of the next three years, representing 6%, 5% and 4% of those who left.
- Cumulatively, over the five-year period, roughly one-third of all those who attended B.C. private or non-B.C. institutions entered the B.C. public post-secondary system.
- The rate of entering the B.C. public system from the B.C. private system is higher (36%) than it is for those who attended institutions outside B.C. (30%) (see [Figure 16](#)). This may be related to

where students live, in that students who attended non-B.C. institutions have likely left the province, whereas students who attended B.C. private institutions are likely still living in B.C. and do not need to relocate to attend the B.C. public system.

Among those who enrolled immediately in a B.C. private institution and subsequently entered the B.C. public system, there are no obvious patterns in the post-secondary institution pathways, but some popular routes were:

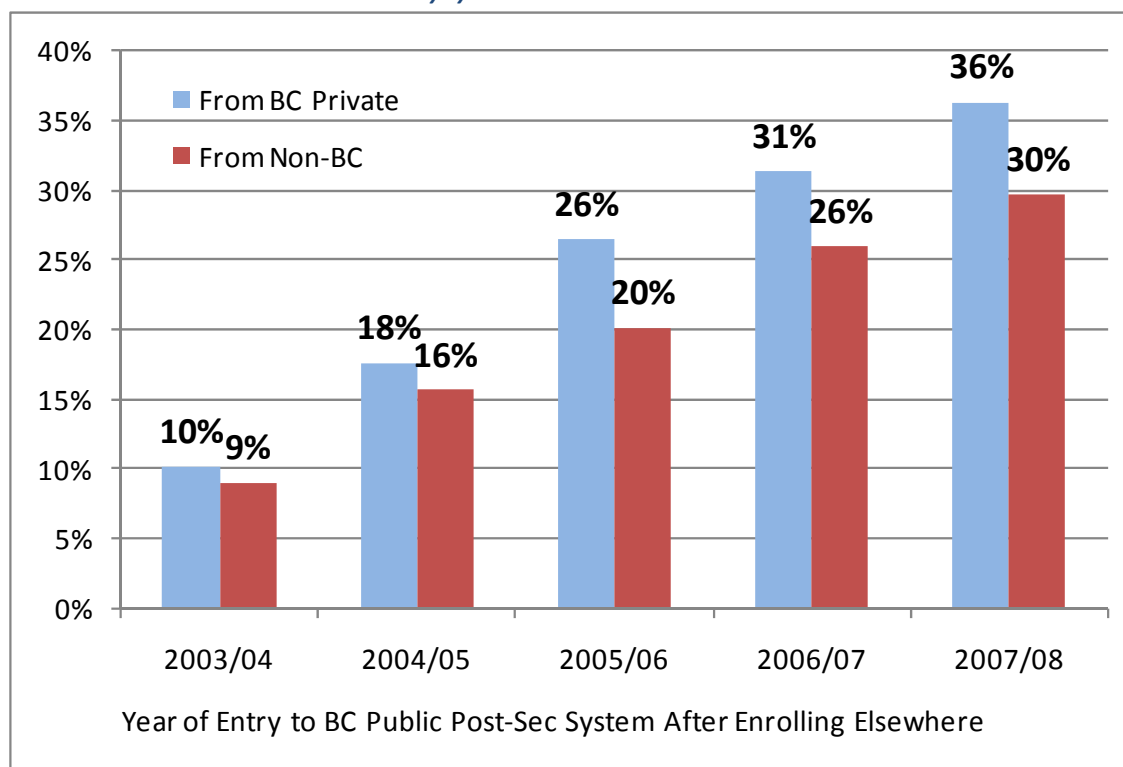
- Trinity Western University to University of the Fraser Valley or Kwantlen Polytechnic University
- Columbia Bible College to University of the Fraser Valley

- Art Institute of Vancouver (Burnaby) to BCIT

Among those who enrolled immediately in a non-B.C. institution and subsequently entered the B.C. public system, the majority entered a program at their subsequent institution leading to a Bachelors degree.

Discussion: Although the number of students moving between the B.C. public system and B.C. private and non-B.C. institutions is relatively small, it might be worth assessing the adequacy of transfer arrangements and whether students were given credit for previous coursework when they moved to the public system.

Figure 16: Cumulative Percent of 2001/02 Immediate-Entry Students to B.C. Private and Non-B.C. Institutions Who Entered the B.C. Public Post-Secondary System Over the Next Five Years



Conclusion: Graduating high school students have the option to enroll in the B.C. public, B.C. private or non-B.C. post-secondary education systems. As a result of the numerous academic and non-academic choices that students may make, B.C. grade 12 graduates have relatively high transition rates into post-secondary education – at least 81% of the 2001/02 graduation cohort have enrolled somewhere in some form of post-secondary education by 2007/08. The majority who seek a post-secondary education enroll in B.C.’s public post-secondary education system.

Those who enroll outside of B.C. appear to be doing so because they live closer to non-B.C. institutions, especially Alberta, or because their academic qualifications are so high that they have the option to study anywhere in the world.

Insufficient program-level information was available in this study to determine whether students sought programs out-of-province that were not available in the B.C. public system.

The B.C. private post-secondary sector also provides post-secondary options for students, including access to applied programs. B.C. private institutions are also popular for students wishing to attend a faith-based post-secondary institution.

This STP study provides evidence that the post-secondary education system is accessible to the majority of British Columbia’s recent Grade 12 graduates.

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

The following B.C. public post-secondary institutions are included in this study and grouped by institution designation in 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 and 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, University of British Columbia, Okanagan, University of Northern British Columbia, University of Victoria.

Where to find 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 Highlights newsletters and reports are available on the public Student Transitions Project web site at: http://www.aved.gov.B.C.ca/student_transitions

Newsletter Prepared by Joanne Heslop, Manager, Student Transitions Project