

## Immediate-Entry Transition Rates Are Improving

The proportion of B.C. grade 12 graduates enrolling in B.C. public post-secondary education within one year of graduation has been increasing steadily in each of the last six years, from 49.9% for the 2003/04 grade 12 graduation cohort to 53.6% for the 2008/09 graduation cohort. As shown in **Figure 1**, immediate-entry students typically enrol right away in the Fall term, rather than waiting until a Spring or Summer term. For example, among the 44,763 grade 12 graduates of 2008/09, 53.6% enrolled in B.C. public post-secondary education within one year of grade 12 graduation, including 45.9% who enrolled in the Fall term and 7.7% who enrolled in the Spring or Summer term.

Consistent with the steady increases in the annual immediate-entry transition rate<sup>1</sup>, the Fall transition rate has also risen each year by roughly 0.5% per year for graduation cohorts of 2003/04 to 2006/07. More recently, however, the Fall transition rate made a larger than usual increase of 1.7%, reaching a high of 45.9% in Fall 2009/10 for the 2008/09 graduation cohort. This was followed by a drop of 2.2% to 43.7% in Fall 2010/11 for the 2009/10 cohort.

The recent fluctuations in the Fall transition rates are also reflected in immediate-entry enrolment changes at B.C. public post-secondary institutions where most institutions saw increases in the number of immediate-entry students enrolling in Fall 2009 (rising 8% overall), followed by an overall 4% immediate-entry enrolment decline in Fall 2010<sup>2</sup>. Of note among the larger immediate-entry enrolment increases in Fall 2009 was an 8% increase at UBC Vancouver, a 14% increase at University of the Fraser Valley, and a 16% increase at UBC Okanagan. These enrolment increases were largely offset in Fall 2010 when most of the B.C. public post-secondary institutions experienced a decline in immediate-entry enrolments, including some of these notable declines at the larger institutions: BCIT

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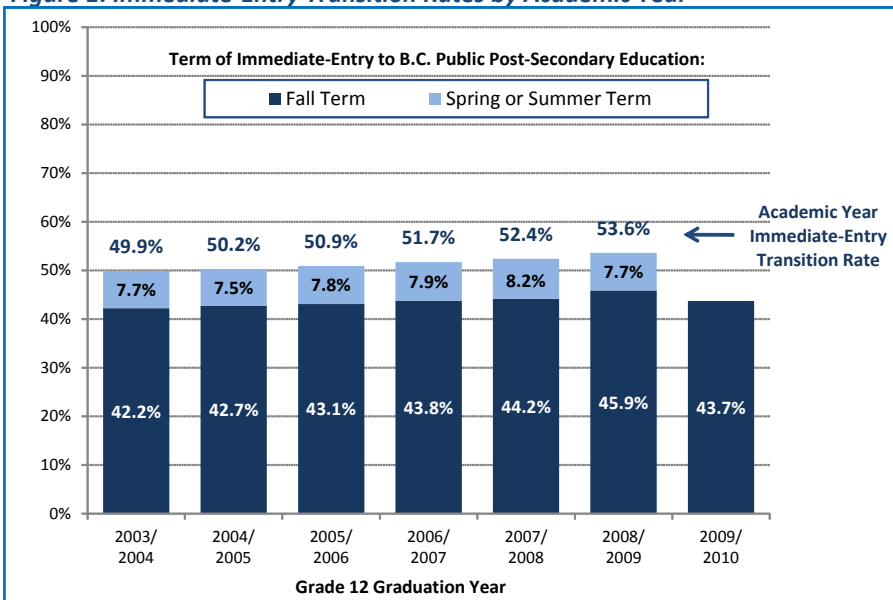
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(-25%), UBC (-6%), Thompson Rivers University (-12%) and University of the Fraser Valley (-16%).

This recent drop in the Fall transition rate might be a leading indicator of a forthcoming drop in the annual immediate-entry transition rate for academic year 2009/10. The annual immediate-entry transition rate in 2009/10 may continue its ongoing upward trend beyond the current high of 53.6%, but only if Spring and Summer transition rates of 2009/10 graduates improve significantly from typical levels of 8%. The STP will continue to monitor and report these student transition rates as new information comes available each year.

Information in this newsletter is provided by the Student Transitions Project (STP), resulting from its annual data collection and ongoing research and analysis. This work is conducted in collaboration with B.C.'s two education ministries and B.C.'s 25 public post-secondary institutions. (See inset box on **page 8** for more information).

**Figure 1: Immediate-Entry Transition Rates by Academic Year**



<sup>1</sup> The STP refers to the proportion of a grade 12 graduation cohort that enrolls in B.C. public post-secondary education within one-year of grade 12 graduation as the **immediate-entry transition rate**. The proportion of students who delay their first enrolment in B.C. public post-secondary education by one year or more after graduation is called the **delayed-entry transition rate**.

<sup>2</sup> These enrolment observations refer exclusively to immediate-entry students. Depending on the total intake of new students and the mix of new students by various admission categories, the immediate-entry enrollment trends reported here may not be reflective of overall enrollment trends at B.C. public post-secondary institutions.

**Figure 2: Student Transition Matrix - Number of Student Transitions from Grade 12 Graduation to B.C. Public Post-Secondary Education Per Academic Year**

| Grad School Year | Data               | Post-Secondary School Year |           |           |           |           |           |           |           | No Trans. Yet | Grand Total |
|------------------|--------------------|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|-------------|
|                  |                    | 2002/2003                  | 2003/2004 | 2004/2005 | 2005/2006 | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 |               |             |
| 2001/2002        | # HS Grads         | 22,086                     | 4,990     | 2,113     | 1,240     | 905       | 693       | 625       | 420       | 10,331        | 43,403      |
|                  | % of HS Grad Class | 50.9%                      | 11.5%     | 4.9%      | 2.9%      | 2.1%      | 1.6%      | 1.4%      | 1.0%      | 23.8%         | 100.0%      |
| 2002/2003        | # HS Grads         |                            | 22,717    | 4,915     | 2,154     | 1,219     | 975       | 795       | 553       | 11,069        | 44,397      |
|                  | % of HS Grad Class |                            | 51.2%     | 11.1%     | 4.9%      | 2.7%      | 2.2%      | 1.8%      | 1.2%      | 24.9%         | 100.0%      |
| 2003/2004        | # HS Grads         |                            |           | 21,131    | 4,586     | 1,958     | 1,231     | 1,019     | 763       | 11,675        | 42,363      |
|                  | % of HS Grad Class |                            |           | 49.9%     | 10.8%     | 4.6%      | 2.9%      | 2.4%      | 1.8%      | 27.6%         | 100.0%      |
| 2004/2005        | # HS Grads         |                            |           |           | 21,925    | 4,755     | 2,118     | 1,322     | 977       | 12,579        | 43,676      |
|                  | % of HS Grad Class |                            |           |           | 50.2%     | 10.9%     | 4.8%      | 3.0%      | 2.2%      | 28.8%         | 100.0%      |
| 2005/2006        | # HS Grads         |                            |           |           |           | 22,869    | 4,910     | 2,252     | 1,331     | 13,570        | 44,932      |
|                  | % of HS Grad Class |                            |           |           |           | 50.9%     | 10.9%     | 5.0%      | 3.0%      | 30.2%         | 100.0%      |
| 2006/2007        | # HS Grads         |                            |           |           |           |           | 22,493    | 4,903     | 2,099     | 13,992        | 43,487      |
|                  | % of HS Grad Class |                            |           |           |           |           | 51.7%     | 11.3%     | 4.8%      | 32.2%         | 100.0%      |
| 2007/2008        | # HS Grads         |                            |           |           |           |           |           | 23,359    | 5,165     | 16,049        | 44,573      |
|                  | % of HS Grad Class |                            |           |           |           |           |           | 52.4%     | 11.6%     | 36.0%         | 100.0%      |
| 2008/2009        | # HS Grads         |                            |           |           |           |           |           |           | 23,985    | 20,778        | 44,763      |
|                  | % of HS Grad Class |                            |           |           |           |           |           |           | 53.6%     | 46.4%         | 100.0%      |

**Delayed Entry Transition Rates Remain Unchanged**

The student transitions matrix in **Figure 2** shows the immediate and delayed entry transition rates for each B.C. grade 12 graduation cohort of 2001/02 to 2008/09 into B.C. public post-secondary education in each of the subsequent post-secondary academic years up to 2009/10.

Although immediate-entry transition rates (shown on the main diagonal of the table) have been increasing slightly each year, it is evident that one-, two-, three- and four-year delayed entry transition rates (shown on subsequent diagonals to the right) have remained relatively unchanged each year at 11%, 5%, 3% and 2% respectively.

By summing up immediate- and delayed-entry transition rates over a five-year period for grade 12 graduation cohorts of 2001/02 to 2004/05, **Figure 3** shows that cumulative five-year student transition rates were at their peak of 72.2% for the 2001/02 graduation cohort, or one percentage point higher than the five-year transition rate achieved by the 2004/05 cohort. By applying the most recent delayed-entry transition rates to subsequent grade 12 graduation cohorts, the STP is able to estimate that five-year transition rates will improve to 75% by the time the 2008/09 grade 12 graduation cohort has had five years to enrol in post-secondary education (by 2013/14).

Because delayed-entry transition rates have remained relatively constant over this period, any projected improvements

in the five-year cumulative transition rates are due solely to improvements in the immediate-entry transition rates. This suggests that efforts to recruit high school graduates to enrol in B.C. public post-secondary education may have been effective in increasing immediate-entry transition rates, but additional effort may be required to attract more students who delay their post-secondary enrolment by a year or more. The STP will continue to monitor and report these immediate and delayed transition rates over the next few years to facilitate enrolment planning in the province of B.C.

**Figure 3: Cumulative Five-Year Transition Rates into B.C. Public Post-Secondary Education by B.C. Grade 12 Graduation Cohort**

| Transition Rate by:<br>Grad School Year | Time of Post-Secondary Entry |              |              |              |              |  | 5-Year Cum. % |
|---|------------------------------|--------------|--------------|--------------|--------------|--|---------------|
|   | Immed. Entry                 | 1-Year Delay | 2-Year Delay | 3-Year Delay | 4-Year Delay |  |               |
| 2001/2002                               | 50.9%                        | 11.5%        | 4.9%         | 2.9%         | 2.1%         |  | 72.2%         |
| 2002/2003                               | 51.2%                        | 11.1%        | 4.9%         | 2.7%         | 2.2%         |  | 72.0%         |
| 2003/2004                               | 49.9%                        | 10.8%        | 4.6%         | 2.9%         | 2.4%         |  | 70.6%         |
| 2004/2005                               | 50.2%                        | 10.9%        | 4.8%         | 3.0%         | 2.2%         |  | 71.2%         |
| 2005/2006                               | 50.9%                        | 10.9%        | 5.0%         | 3.0%         | P 2.2%       |  | P 72.0%       |
| 2006/2007                               | 51.7%                        | 11.3%        | 4.8%         | P 3.0%       | P 2.2%       |  | P 73.0%       |
| 2007/2008                               | 52.4%                        | 11.6%        | P 4.8%       | P 3.0%       | P 2.2%       |  | P 74.0%       |
| 2008/2009                               | 53.6%                        | P 11.6%      | P 4.8%       | P 3.0%       | P 2.2%       |  | P 75.2%       |

### Moderate and High Achievers Attain Nearly Equal Transition Rates of 85% Over the Long Run

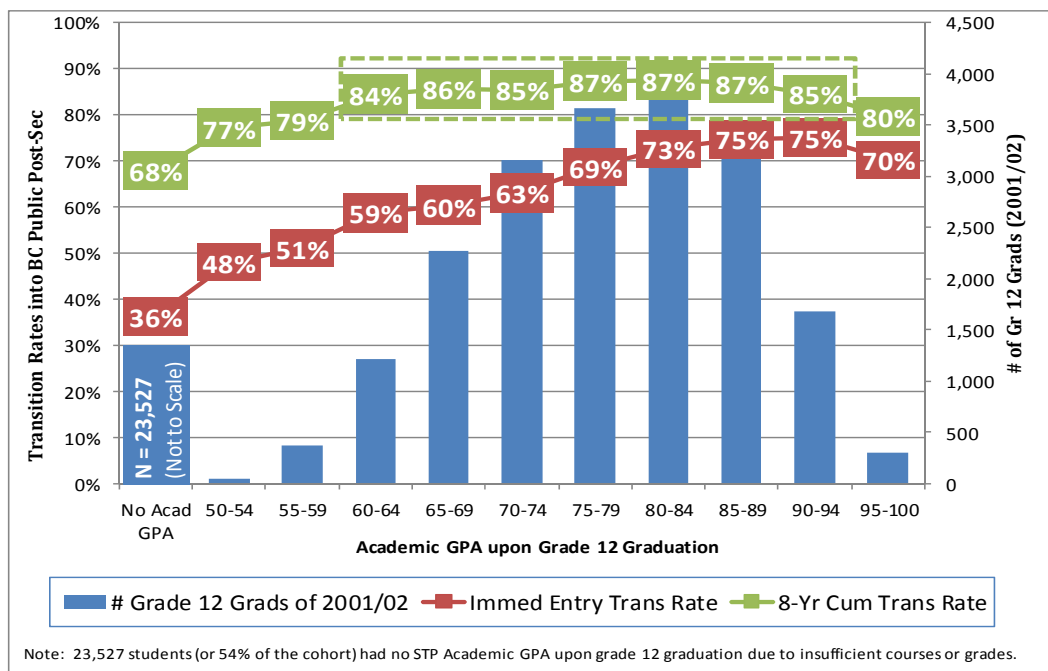
Having followed the 2001/02 grade 12 graduation cohort for an eight-year period, the STP finds that 76% of this cohort has enrolled in B.C. public post-secondary education by 2009/10. Among this cohort of 43,403 grade 12 graduates, 51% first enrolled in post-secondary education right away in 2002/03 and a further 25% of the cohort delayed their first entry into BC public post-secondary education over the next seven-year period ending in 2009/10. **Figure 4** shows that students with high academic qualifications were more inclined than students with low or moderate academic GPAs to enrol immediately in B.C. public post-secondary education, rather than delay their transition into post-secondary education<sup>3</sup>.



The gap between the immediate and delayed-entry transition rates is wider among students with low academic qualifications, compared to high achievers. What is most promising, however, is evidence that the eight-year cumulative transition rate into B.C. public post-secondary education is roughly equal across moderate and high academic GPA levels, reaching approximately 85% for all students with academic GPA's of 60% or higher and 79% for those with GPA's below 60%. By comparison, the remaining 54% of students in the cohort with no academic GPA, achieved an eight-year cumulative transition rate of 68%. Previous STP research has also shown that many of the students with no academic GPA enrolled in B.C. private post-secondary institutions and would therefore not be reflected in these transition rates to B.C. public post-secondary institutions.

**Figure 4: Immediate-Entry and Cumulative 8-Year Transition Rates of 2001/02 Grade 12 Graduates, by Academic GPA<sup>3</sup> at Grade 12 Graduation**

Note that students with GPA's over 90% appear to have lower transition rates into B.C. public post-secondary education than students with GPA's below 90%, but previous STP research<sup>4</sup> has shown that when other post-secondary institution destinations are identified (B.C. private institutions and non-B.C. institutions), the transition rates of these very high academic achievers exceed the transition rates of students at lower academic GPA levels, as they are most likely to attend an out-of-province institution.



<sup>3</sup> The STP calculates an **Academic GPA** for each grade 12 graduate based on average grades in four academic grade 12 subjects: English 12 and the student's best three other academic subjects. The Academic GPA's are further clustered into three groups: **High achievers** (GPA above 75%), **Moderate Achievers** (50 to 75%) and **No GPA** (students with insufficient passing grades in four academic grade 12 subjects, representing roughly half of each grade 12 graduation cohort).

<sup>4</sup> *Student Transitions into Post-Secondary Education Sectors – B.C. Public, B.C. Private and Non-B.C. Institutions*, [http://www.aved.gov.bc.ca/student\\_transitions/documents/transitions\\_beyond\\_bcpublic\\_post\\_sec\\_2010.pdf](http://www.aved.gov.bc.ca/student_transitions/documents/transitions_beyond_bcpublic_post_sec_2010.pdf)

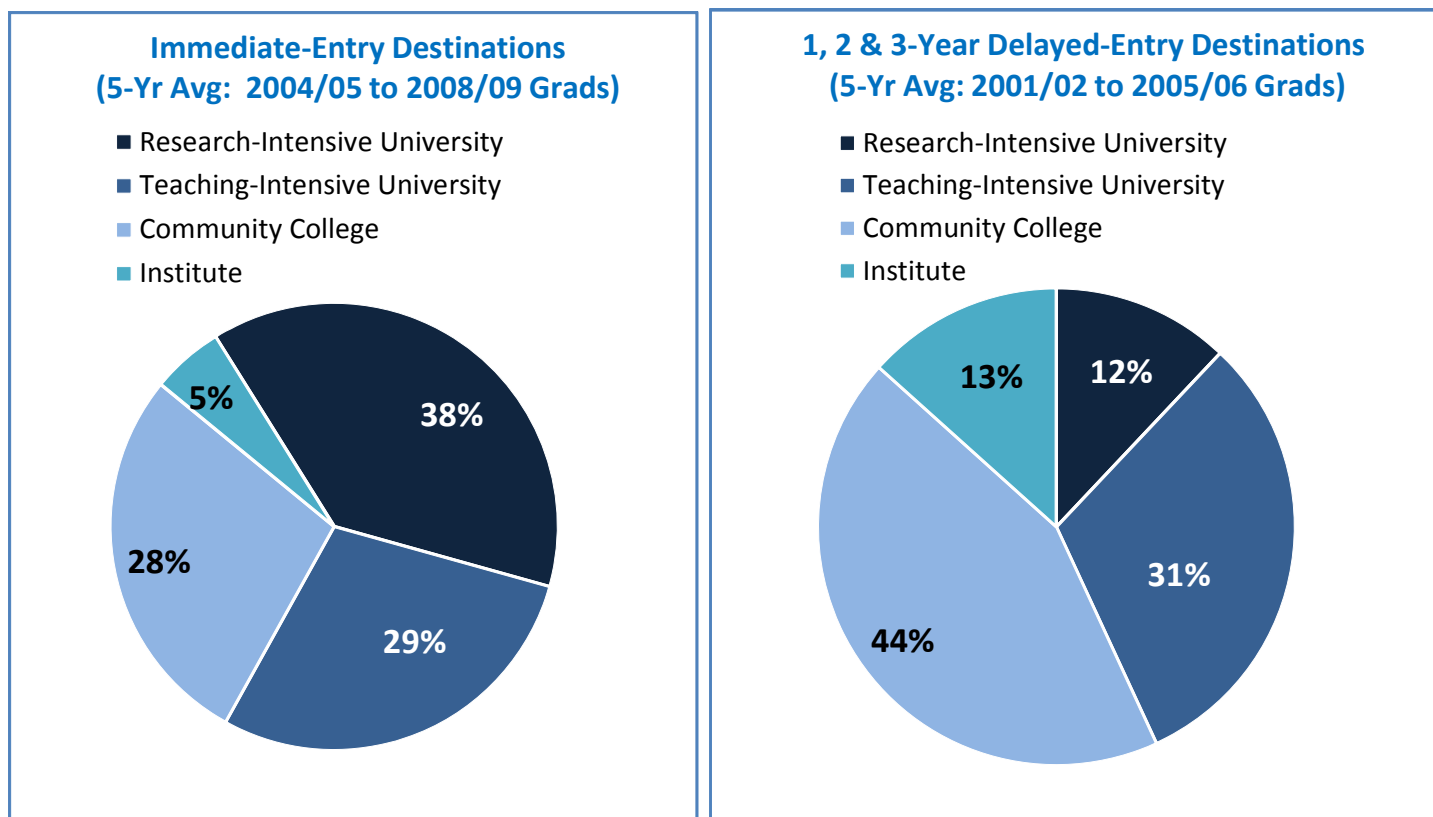
### Students Enrol in Different Types of Institutions at Different Times

Various STP research studies have shown that student academic qualifications upon grade 12 graduation affect students' time of entry and their post-secondary education institution and program choices. Students who achieve sufficient grades in high school to qualify for admission to a research-intensive university (RIU) tend to enrol in post-secondary education immediately after high school graduation, whereas students with lower academic qualifications are more likely to delay their entry into post-secondary education by a year or more. As a result, there are differences in the distribution of immediate-entry and delayed-

entry post-secondary institution destinations of B.C. high school graduates (see **Figure 5**):

- Immediate-entry students are more likely to enrol at an RIU (38%) than any other institution type (29% teaching-intensive university (TIU), 28% college and 5% institute).
- By comparison, delayed entry students are more likely to enrol at a community college (44%) than any other institution type (31% TIU, 13% institute, 12% RIU).

**Figure 5: Immediate- vs. Delayed-Entry Destinations of B.C. Grade 12 Graduates Enrolling in B.C. Public Post-Secondary Institutions**



**Overview of the B.C. Post-secondary Education System:**

British Columbia offers a wide range of post-secondary options so students in this province can have the best possible education – with more choices and more access, closer to home.

**Public Institutions**

Over 1,900 programs are offered at B.C.'s 25 publicly funded post-secondary institutions:

- 11 universities – including five new universities effective Sept. 1, 2008.
- 11 colleges – serving rural and metropolitan communities in B.C.
- Three institutes – offering a variety of specialized programs.

**Universities** in B.C. offer an array of undergraduate degree programs and a range of programs at the graduate level. Some also offer courses and programs in trades, vocational, and career technical studies leading to certificates and diplomas, as well as developmental programs that prepare adult learners for post-secondary studies. Some universities undertake original and applied research in a range of disciplines, while

others undertake applied research and scholarly activities in support of their programming.

**Colleges** offer developmental programs that prepare adult learners for post-secondary studies, as well as courses and programs in trades, vocational, career technical and academic studies leading to certificates, diplomas, associate degrees and applied degrees.

**Institutes** are organized according to career, vocational and technical specialties, covering a variety of occupations. They may offer credentials from certificates to degrees. One institute has an Aboriginal focus.

One-stop access to online learning in the province is available through BCcampus, a collaboration of all B.C.'s post-secondary institutions.

**Private Institutions**

B.C. has 17 private and out-of-province public institutions offering degree programs in B.C., plus 400 private career training institutions registered with the Private Career Training Institutions Agency (PCTIA) and 13 theological institutions.

Source: <http://www.aved.gov.bc.ca/institutions/>

### Grade 12 Graduates: Staying at Home vs. Leaving the Region

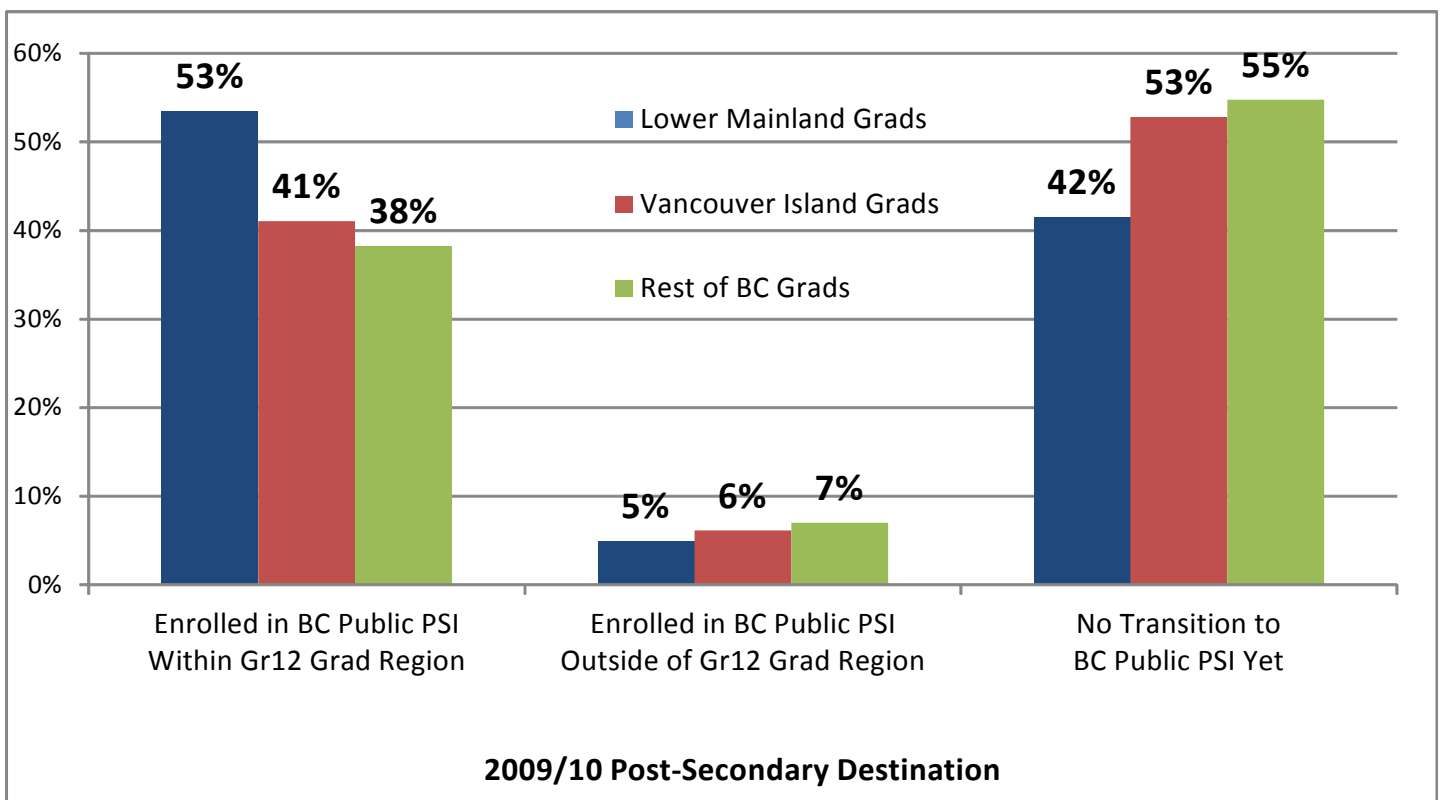
Do grade 12 graduates enrol in B.C. public post-secondary education in the same region where they graduated, or do they leave their region? Among 2008/09 B.C. grade 12 graduates, a total of 54% enrolled in B.C. public post-secondary education within a year of grade 12 graduation, with 48% enrolling in the same geographic region where they graduated and 6% enrolling in a B.C. public post-secondary institution outside of the region where they graduated. Fewer than half of the graduation cohort

(46%) have not yet enrolled in B.C. public post-secondary education<sup>5</sup>.

The institution location destinations of students tend to vary, depending upon where the students graduated (see **Figure 6** on the following page).

- Lower Mainland graduates are most likely to remain in the region where they graduated in order to attend a B.C. public post-secondary institution (53%).
- By comparison, 41% of graduates from Vancouver Island high schools enrolled in a post-secondary institution on the Island.

**Figure 6: % Distribution of 2008/2009 Grade 12 Graduates by Grade 12 Graduation Region and Post-Secondary Education Immediate-Entry Region**



**Figure 7** shows that students with high academic achievement levels in secondary school are most likely to attend a B.C. public post-secondary institution outside of their B.C. grade 12 graduation region (10%). On average across all academic GPA levels achieved by B.C. grade 12 graduates of 2008/09, almost 6% relocated to another region to enrol in B.C. public post-secondary education, but this was higher among high achievers (10%) and moderate achievers (7%) than among students with no academic GPA (2%)<sup>2</sup>.

**Figure 7: Percentage of 2008/2009 Grade 12 Graduates Who Enrolled in B.C. Public Post-Secondary Education Outside of their High School Graduation Region, by Academic GPA Upon Grade 12 Graduation**

| Grade 12 Graduation Region | Academic GPA Upon Grade 12 Graduation |                               |                 | Total All Acad GPA Levels (No GPA to 100%) |
|----------------------------|---------------------------------------|-------------------------------|-----------------|--|
|                            | High Achiever (75% to 100%)           | Moderate Achiever (50% - 74%) | No Academic GPA |  |
| Lower Mainland             | 7.5%                                  | 7.9%                          | 1.9%            | <b>5.0%</b>                                |
| Vancouver Island           | 13.1%                                 | 6.9%                          | 2.7%            | <b>6.1%</b>                                |
| Rest of B.C.               | 17.9%                                 | 6.4%                          | 3.0%            | <b>7.0%</b>                                |
| <b>All B.C. Regions</b>    | <b>10.0%</b>                          | <b>7.5%</b>                   | <b>2.4%</b>     | <b>5.6%</b>                                |

<sup>5</sup> Previous STP research has shown that roughly 2% of grade 12 graduates enrol immediately in a B.C. private post-secondary institution and 3% enrol immediately in an institution outside of B.C., either in another province or another country.

## Trends: Students are More Likely Now to Attend a B.C. Public Post-Secondary Institution in the Same Region Where They Graduated

Not only have the immediate-entry transition rates of B.C. grade 12 graduates improved over time, but so has the share of students from outside the Lower Mainland who are staying in the region where they graduated to attend a B.C. public post-secondary institution. This may be the result of changes in post-secondary institution designations and the offering of baccalaureate degrees in almost every region in the province.

Compared to seven years ago, we have seen a three percentage point increase in overall immediate-entry transition rates, increasing from 51% (for the 2001/02 grade 12 graduation cohort) to 54% (for the 2008/09 cohort). Over this same time period, we have also seen a four percentage point increase in the share of students from Vancouver Island and other non-Lower Mainland high schools remaining in their high school graduation region to attend B.C. public post-secondary institutions, increasing from

37% to 41% for Vancouver Island graduates and 34% to 38% for other grade 12 graduates outside of the Lower Mainland (see [Figure 8](#)).

Only among Lower Mainland graduates do we see a decrease in the share of students remaining in that region to enrol immediately in B.C. public post-secondary education, declining from 55% to 53%. This suggests that students from the Lower Mainland may be more attracted now to expanded credential completion opportunities available at B.C. public post-secondary institutions on Vancouver Island, such as Vancouver Island University and other institutions outside of the Lower Mainland, such as Thompson Rivers University (converted from University College of the Cariboo in Kamloops) and UBC Okanagan in Kelowna.

**Figure 8: Immediate-Entry Post-Secondary Destinations of 2001/02 vs. 2008/09 Grade 12 Graduates, by Region of Graduation and Region of Post-Secondary Institution**

| Grade 12 Graduation Region | Immediate-Entry Post-Secondary Institution Region |               |               |               |               |               |                    |               | No Transition Yet |               | Total Grade 12 Graduates |               |
|----------------------------|---|---------------|---------------|---------------|---------------|---------------|--------------------|---------------|-------------------|---------------|--------------------------|---------------|
|                            | Lower Mainland                                    |               | Vanc. Island  |               | Rest of B.C.  |               | Total Immed. Entry |               |                   |               |                          |               |
|                            | 2001/02 Grads                                     | 2008/09 Grads | 2001/02 Grads | 2008/09 Grads | 2001/02 Grads | 2008/09 Grads | 2001/02 Grads      | 2008/09 Grads | 2001/02 Grads     | 2008/09 Grads | 2001/02 Grads            | 2008/09 Grads |
| Lower Mainland             | 55%   | 53%           | 1%            | 3%            | 1%            | 2%            | 57%                | 58%           | 43%               | 42%           | 25,006                   | 27,190        |
| Vancouver Island           | 6%  | 5%            | 37%           | 41%           | 1%            | 1%            | 44%                | 47%           | 56%               | 53%           | 7,343                    | 7,156         |
| Rest of B.C.               | 5%  | 4%            | 2%            | 3%            | 34%           | 38%           | 41%                | 45%           | 59%               | 55%           | 11,054                   | 10,417        |
| All B.C. Regions           | 36%   | 36%           | 7%            | 9%            | 8%            | 9%            | 51%                | 54%           | 49%               | 46%           | 43,403                   | 44,763        |

**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, Research & Analysis, Ministry of Advanced Education
- Walter Sudmant*, Director, Planning and Institutional Research, University of British Columbia.

## Student Transition Rates by Student 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 9](#) on the following page provides this summary, along with trends for the last five years. Also new in the table this year are the student transition rates of non-resident<sup>6</sup> grade 12 graduates. Data limitations do not allow the STP to precisely identify international students, so the STP has responded to this limitation by attempting to identify international students from the non-resident status of high school graduates and their primary language spoken at home.

<sup>6</sup> A non-resident student in B.C. grade 12 is a student who is not a resident of B.C. A non-resident student could be a resident of another Canadian province or another country.

Figure 9: BC Post-Secondary Transition Rates by Demographic Characteristics for BC Secondary School Graduates of 2001/02 to 2008/09

| Demographic Characteristic While in Secondary School  | Immediate Entry Transition Rate |              |              |              |              |              |              |              | 5-Yr Cumulative Delayed-Entry Transition Rate |              |              |              | Immediate Entry Transition Rate to |              | 2008/09 Gr12 Grads Distrib. |               |
|---|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---|--------------|--------------|--------------|------------------------------------|--------------|-----------------------------|---------------|
|   | 2001/2002                       | 2002/2003    | 2003/2004    | 2004/2005    | 2005/2006    | 2006/2007    | 2007/2008    | 2008/2009    | 2001/2002                                     | 2002/2003    | 2003/2004    | 2004/2005*   | Bach Deg^                          | Other        | Count                       | % of Total    |
| <b>Gender:</b>  |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| * Female  | 53.8%                           | 53.7%        | 52.4%        | 52.4%        | 53.4%        | 53.9%        | 54.2%        | 55.5%        | 73.7%   | 73.2%        | 72.0%        | 75.4%        | 27.7%                              | 27.8%        | 22,459                      | 50.2%         |
| Male  | 47.9%                           | 48.6%        | 47.3%        | 47.9%        | 48.4%        | 49.5%        | 50.5%        | 51.7%        | 70.7%   | 70.8%        | 69.3%        | 71.4%        | 23.1%                              | 28.6%        | 22,304                      | 49.8%         |
| <b>Age at Graduation:</b>   |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| 17 and younger  | 53.7%                           | 54.1%        | 53.4%        | 53.3%        | 53.7%        | 54.8%        | 54.7%        | 55.6%        | 75.3%   | 74.8%        | 73.8%        | 75.0%        | 26.9%                              | 28.6%        | 19,385                      | 43.3%         |
| * 18  | 50.3%                           | 50.4%        | 49.0%        | 49.8%        | 50.5%        | 50.7%        | 51.8%        | 53.4%        | 71.8%   | 71.7%        | 70.5%        | 75.4%        | 25.3%                              | 28.1%        | 22,501                      | 50.3%         |
| 19 and older  | 40.1%                           | 39.9%        | 36.8%        | 36.1%        | 36.7%        | 39.1%        | 41.1%        | 42.0%        | 59.2%   | 59.4%        | 55.5%        | 53.8%        | 16.1%                              | 25.8%        | 2,858                       | 6.4%          |
| Unknown   | 32.7%                           | 32.1%        | 40.0%        | 13.3%        | 40.0%        | 9.1%         | 23.1%        | 42.1%        | 47.3%   | 48.2%        | 50.0%        | 25.0%        | 10.5%                              | 31.6%        | 19                          | 0.0%          |
| <b>Overall Aboriginal Status*:</b>  |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| Aboriginal  | 40.4%                           | 38.6%        | 40.5%        | 38.2%        | 37.2%        | 40.7%        | 40.1%        | 40.0%        | 67.4%   | 64.3%        | 65.5%        | 68.8%        | 10.3%                              | 29.6%        | 2,873                       | 6.4%          |
| * Non-Aboriginal  | 51.5%                           | 51.9%        | 50.4%        | 50.9%        | 51.8%        | 52.4%        | 53.2%        | 54.5%        | 72.5%   | 72.5%        | 70.9%        | 73.7%        | 26.4%                              | 28.1%        | 41,890                      | 93.6%         |
| <b>Language Programs (in Grad Year):</b>  |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| ESL in Grad Year  | 65.6%                           | 60.8%        | 60.4%        | 57.7%        | 54.3%        | 57.2%        | 62.0%        | 61.1%        | 80.2%   | 77.5%        | 74.4%        | 66.1%        | 32.9%                              | 28.2%        | 687                         | 1.5%          |
| * French Immersion  | 63.4%                           | 63.2%        | 62.3%        | 61.4%        | 60.7%        | 61.1%        | 59.2%        | 61.7%        | 81.8%   | 82.6%        | 80.5%        | 89.7%        | 36.7%                              | 24.9%        | 1,704                       | 3.8%          |
| <b>All Graduates, by Primary Language Spoken at Home:</b>                                     |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| English   | 47.0%                           | 47.1%        | 45.9%        | 46.3%        | 46.9%        | 47.7%        | 48.2%        | 49.4%        | 70.4%   | 70.2%        | 69.1%        | 71.5%        | 21.1%                              | 28.3%        | 35,627                      | 79.6%         |
| Non-English:  | 70.0%                           | 70.6%        | 67.2%        | 66.8%        | 66.8%        | 68.0%        | 69.2%        | 69.8%        | 80.8%   | 80.6%        | 77.4%        | 81.9%        | 42.0%                              | 27.8%        | 9,136                       | 20.4%         |
| French  | 46.2%                           | 48.2%        | 49.2%        | 50.0%        | 51.6%        | 57.1%        | 53.6%        | 53.5%        | 62.2%   | 63.5%        | 67.8%        | 78.8%        | 20.1%                              | 33.3%        | 159                         | 0.4%          |
| Chinese, Mandarin, Cantonese  | 78.4%                           | 79.6%        | 75.9%        | 75.3%        | 75.1%        | 74.5%        | 75.5%        | 75.7%        | 87.9%   | 89.2%        | 85.1%        | 89.4%        | 55.8%                              | 19.9%        | 3,736                       | 8.3%          |
| * Punjabi   | 78.7%                           | 80.8%        | 77.9%        | 80.3%        | 79.6%        | 81.7%        | 81.8%        | 82.3%        | 88.3%   | 88.3%        | 88.9%        | 94.7%        | 29.6%                              | 52.7%        | 1,118                       | 2.5%          |
| Korean  | 53.3%                           | 49.8%        | 42.9%        | 44.1%        | 41.2%        | 45.4%        | 46.8%        | 50.4%        | 65.4%   | 63.9%        | 54.0%        | 58.3%        | 40.0%                              | 10.4%        | 1,236                       | 2.8%          |
| Other Lang. (not listed above)  | 60.4%                           | 61.3%        | 61.5%        | 60.5%        | 62.2%        | 63.0%        | 65.5%        | 66.5%        | 72.9%   | 71.7%        | 72.1%        | 76.3%        | 31.1%                              | 35.3%        | 2,887                       | 6.4%          |
| <b>B.C. Resident Status at Time of Gr12 Graduation</b>  |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| * Resident of B.C.  | 51.2%                           | 51.6%        | 50.3%        | 50.7%        | 51.4%        | 52.2%        | 52.8%        | 54.1%        | 72.7%   | 72.8%        | 71.5%        | 74.2%        | 25.5%                              | 28.6%        | 43,294                      | 96.7%         |
| Non-Resident of B.C.  | 37.7%                           | 36.1%        | 35.0%        | 34.8%        | 33.2%        | 35.1%        | 39.3%        | 39.0%        | 47.7%   | 44.9%        | 42.6%        | 49.0%        | 23.8%                              | 15.2%        | 1,450                       | 3.2%          |
| Unknown   | 32.7%                           | 32.1%        | 40.0%        | 13.3%        | 40.0%        | 9.1%         | 23.1%        | 42.1%        | 47.3%   | 48.2%        | 50.0%        | 25.0%        | 10.5%                              | 31.6%        | 19                          | 0.0%          |
| <b>Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home ~:</b> |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| English   | 27.3%                           | 25.8%        | 30.2%        | 26.3%        | 31.5%        | 32.0%        | 36.2%        | 34.6%        | 38.5%   | 35.1%        | 38.4%        | 43.9%        | 20.9%                              | 13.7%        | 422                         | 0.9%          |
| Non-English:  | 41.3%                           | 39.7%        | 36.3%        | 37.3%        | 33.7%        | 36.3%        | 40.5%        | 40.8%        | 50.8%   | 48.2%        | 43.8%        | 50.3%        | 25.0%                              | 15.8%        | 1,028                       | 2.3%          |
| Korean  | 32.8%                           | 35.3%        | 27.6%        | 28.9%        | 26.8%        | 30.7%        | 35.5%        | 32.9%        | 42.5%   | 45.5%        | 35.7%        | 38.6%        | 23.1%                              | 9.7%         | 432                         | 1.0%          |
| * Chinese, Mandarin, Cantonese  | 49.4%                           | 47.9%        | 48.1%        | 51.0%        | 47.9%        | 49.0%        | 54.4%        | 53.3%        | 60.8%   | 58.1%        | 55.5%        | 69.3%        | 31.5%                              | 21.8%        | 422                         | 0.9%          |
| Japanese  | 30.8%                           | 34.2%        | 31.1%        | 24.8%        | 23.1%        | 21.7%        | 18.5%        | 23.8%        | 36.9%   | 36.2%        | 33.6%        | 28.7%        | 11.3%                              | 12.5%        | 80                          | 0.2%          |
| Other Lang. (not listed above)  | 41.1%                           | 28.6%        | 35.6%        | 36.4%        | 31.6%        | 34.9%        | 37.1%        | 35.1%        | 48.4%   | 36.7%        | 46.6%        | 55.9%        | 16.0%                              | 19.1%        | 94                          | 0.2%          |
| <b>Total Non-Residents of B.C.</b>  | <b>37.7%</b>                    | <b>36.1%</b> | <b>35.0%</b> | <b>34.8%</b> | <b>33.2%</b> | <b>35.1%</b> | <b>39.3%</b> | <b>39.0%</b> | <b>47.7%</b>                                  | <b>44.9%</b> | <b>42.6%</b> | <b>49.0%</b> | <b>23.8%</b>                       | <b>15.2%</b> | <b>1,450</b>                | <b>3.2%</b>   |
| <b>Secondary School Type:</b>   |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| * BC Public School  | 51.2%                           | 51.3%        | 50.0%        | 50.5%        | 51.1%        | 52.3%        | 52.8%        | 54.0%        | 72.7%   | 72.4%        | 71.0%        | 73.7%        | 25.1%                              | 28.9%        | 40,561                      | 90.6%         |
| BC Independent School   | 46.7%                           | 50.1%        | 49.0%        | 47.3%        | 48.9%        | 46.2%        | 48.6%        | 49.5%        | 66.4%   | 68.4%        | 66.8%        | 70.0%        | 28.8%                              | 20.7%        | 4,202                       | 9.4%          |
| <b>College Region of Secondary School</b>   |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| Camosun   | 42.9%                           | 43.5%        | 44.4%        | 43.9%        | 44.6%        | 44.8%        | 46.2%        | 47.1%        | 70.4%   | 69.9%        | 69.4%        | 73.0%        | 20.8%                              | 26.4%        | 3,127                       | 7.0%          |
| Capilano  | 54.6%                           | 54.0%        | 50.6%        | 51.6%        | 52.1%        | 51.1%        | 52.0%        | 53.5%        | 76.0%   | 75.1%        | 72.5%        | 73.3%        | 28.6%                              | 25.0%        | 2,921                       | 6.5%          |
| Douglas   | 59.0%                           | 60.6%        | 57.5%        | 57.7%        | 58.2%        | 59.5%        | 59.7%        | 60.2%        | 77.7%   | 78.4%        | 75.7%        | 79.9%        | 30.2%                              | 30.1%        | 6,349                       | 14.2%         |
| Fraser Valley   | 44.2%                           | 42.3%        | 41.4%        | 43.2%        | 41.6%        | 41.7%        | 42.1%        | 42.6%        | 64.6%   | 63.4%        | 61.8%        | 64.0%        | 17.0%                              | 25.6%        | 3,186                       | 7.1%          |
| Kwantlen  | 55.6%                           | 55.2%        | 54.6%        | 54.4%        | 56.9%        | 57.3%        | 59.1%        | 60.1%        | 75.4%   | 74.3%        | 72.6%        | 76.3%        | 28.8%                              | 31.4%        | 9,661                       | 21.6%         |
| Malaspina   | 43.5%                           | 45.1%        | 44.9%        | 45.1%        | 43.7%        | 44.0%        | 44.6%        | 46.9%        | 69.3%   | 68.8%        | 68.9%        | 75.0%        | 28.0%                              | 18.8%        | 2,585                       | 5.8%          |
| New Caledonia   | 47.2%                           | 45.1%        | 46.6%        | 47.4%        | 46.9%        | 49.4%        | 49.5%        | 48.7%        | 69.1%   | 69.0%        | 69.6%        | 69.9%        | 18.8%                              | 29.8%        | 1,556                       | 3.5%          |
| North Island  | 45.5%                           | 43.0%        | 43.4%        | 40.7%        | 42.1%        | 45.8%        | 43.7%        | 47.9%        | 70.7%   | 70.7%        | 70.1%        | 68.7%        | 13.2%                              | 34.7%        | 1,444                       | 3.2%          |
| Northern Lights   | 36.7%                           | 43.1%        | 37.0%        | 36.3%        | 34.2%        | 32.9%        | 36.4%        | 34.3%        | 64.9%   | 66.6%        | 65.1%        | 65.4%        | 7.0%                               | 27.3%        | 627                         | 1.4%          |
| Northwest   | 46.6%                           | 48.4%        | 46.8%        | 54.1%        | 50.2%        | 50.0%        | 47.0%        | 55.5%        | 71.8%   | 73.9%        | 71.7%        | 74.8%        | 15.6%                              | 39.9%        | 825                         | 1.8%          |
| Okanagan  | 35.4%                           | 36.6%        | 35.5%        | 35.9%        | 38.8%        | 42.0%        | 41.6%        | 43.5%        | 57.5%   | 58.9%        | 59.5%        | 61.1%        | 19.0%                              | 24.4%        | 4,004                       | 8.9%          |
| Rockies   | 33.4%                           | 30.9%        | 33.7%        | 35.9%        | 34.1%        | 34.4%        | 36.4%        | 37.3%        | 59.9%   | 57.3%        | 58.2%        | 56.3%        | 5.5%                               | 31.8%        | 798                         | 1.8%          |
| Selkirk   | 47.1%                           | 47.0%        | 45.4%        | 45.8%        | 44.3%        | 49.7%        | 51.9%        | 51.9%        | 70.9%   | 73.9%        | 70.8%        | 69.1%        | 8.5%                               | 43.4%        | 844                         | 1.9%          |
| Thompson Rivers   | 48.0%                           | 47.1%        | 46.4%        | 44.1%        | 42.7%        | 45.8%        | 44.6%        | 45.8%        | 69.9%   | 66.6%        | 66.9%        | 69.2%        | 31.8%                              | 14.0%        | 1,763                       | 3.9%          |
| * Vancouver/Langara   | 66.8%                           | 68.3%        | 64.1%        | 63.8%        | 64.9%        | 63.9%        | 64.9%        | 65.8%        | 82.6%   | 83.2%        | 80.1%        | 83.8%        | 36.1%                              | 29.7%        | 5,073                       | 11.3%         |
| <b>Secondary School Academic GPA:</b>   |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| No Academic GPA   | 36.3%                           | 35.4%        | 34.7%        | 35.2%        | 36.1%        | 37.1%        | 38.2%        | 38.6%        | 62.4%   | 61.2%        | 60.6%        | 62.7%        | 6.3%                               | 32.3%        | 23,540                      | 52.6%         |
| 50.0% - 64.9%   | 56.7%                           | 56.9%        | 57.7%        | 56.7%        | 57.6%        | 53.4%        | 58.0%        | 57.2%        | 80.0%   | 79.9%        | 78.7%        | 74.2%        | 7.1%                               | 50.1%        | 1,446                       | 3.2%          |
| 65.0% - 74.9%   | 61.9%                           | 62.2%        | 63.9%        | 63.2%        | 63.9%        | 64.5%        | 67.2%        | 69.5%        | 82.5%   | 83.2%        | 83.5%        | 84.7%        | 26.0%                              | 43.5%        | 4,814                       | 10.8%         |
| Moderate Achievers (GPA < 75%)  | 60.7%                           | 61.0%        | 62.5%        | 61.7%        | 62.6%        | 62.0%        | 65.2%        | 66.6%        | 81.9%   | 82.5%        | 82.3%        | 82.3%        | 21.6%                              | 45.0%        | 6,260                       | 14.0%         |
| 75.0% - 79.9%   | 68.6%                           | 68.0%        | 67.6%        | 68.9%        | 69.1%        | 70.9%        | 71.6%        | 73.1%        | 85.2%   | 84.3%        | 84.4%        | 90.5%        | 47.4%                              | 25.7%        | 3,878                       | 8.7%          |
| * 80.0% - 84.9%   | 72.7%                           | 74.3%        | 71.5%        | 70.2%        | 69.9%        | 72.0%        | 71.9%        | 73.0%        | 85.4%   | 87.7%        | 84.1%        | 92.2%        | 57.6%                              | 15.4%        | 4,506                       | 10.1%         |
| 85.0% - 89.9%   | 74.7%                           | 75.7%        | 72.0%        | 71.9%        | 72.1%        | 70.4%        | 68.0%        | 71.7%        | 84.9%   | 85.7%        | 81.8%        | 85.6%        | 62.7%                              | 9.0%         | 3,984                       | 8.9%          |
| 90.0% - 94.9%   | 75.0%                           | 75.3%        | 73.5%        | 70.8%        | 70.9%        | 68.1%        | 64.4%        | 67.3%        | 83.0%   | 82.6%        | 81.5%        | 84.1%        | 61.8%                              | 5.6%         | 2,152                       | 4.8%          |
| 95.0% - 100.0%  | 70.2%                           | 72.1%        | 70.1%        | 68.3%        | 68.1%        | 64.2%        | 64.6%        | 66.4%        | 76.9%   | 78.6%        | 76.3%        | 77.7%        | 63.0%                              | 3.4%         | 443                         | 1.0%          |
| High Achievers (GPA 75 - 100%)  | 72.3%                           | 73.1%        | 70.9%        | 70.4%        | 70.4%        | 70.5%        | 69.5%        | 71.7%        | 84.7%   | 85.3%        | 82.9%        | 88.3%        | 57.1%                              | 14.6%        | 14,963                      | 33.4%         |
| <b>Special Needs:</b>   |                                 |              |              |              |              |              |              |              |   |              |              |              |                                    |              |                             |               |
| * Gifted  | 67.1%                           | 71.7%        | 69.1%        | 69.0%        | 69.6%        | 71.6%        | 67.1%        | 69.5%        | 82.6%   | 85.4%        | 82.5%        | 88.4%        | 56.1%                              | 13.4%        | 1,313                       | 2.9%          |
| Other Special Needs   | 33.0%                           | 32.3%        | 33.1%        | 32.2%        | 33.4%        | 36.2%        | 36.6%        | 37.4%        | 56.4%   | 55.8%        | 57.6%        | 58.5%        | 6.5%                               | 31.0%        | 2,164                       | 4.8%          |
| No Special Needs  | 50.6%                           | 50.7%        | 49.6%        | 49.9%        | 50.9%        | 51.7%        | 52.7%        | 53.9%        | 72.2%   | 71.9%        | 70.6%        | 73.3%        | 25.4%                              | 28.5%        | 41,286                      | 92.2%         |
| <b>Grand Total for All BC12 Graduates</b>   | <b>50.9%</b>                    | <b>51.2%</b> | <b>49.9%</b> | <b>50.2%</b> | <b>50.9%</b> | <b>51.7%</b> | <b>52.4%</b> | <b>53.6%</b> | <b>72.2%</b>                                  | <b>72.0%</b> | <b>70.6%</b> | <b>73.4%</b> | <b>25.4%</b>                       | <b>28.2%</b> | <b>44,763</b>               | <b>100.0%</b> |

+ 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 2004/05 high school graduation is identified with \*.

^ Immed Trans Rate to Bach Deg is the % of high school graduates of 2008/09 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 primary language of non-residents is used as a proxy for identifying "international" grade 12 graduates from non-English-speaking countries.

