

## Transition Rates to B.C. Public Post-Secondary Education Remain Stable

This newsletter provides the latest findings from the Student Transitions Project, a collaborative research effort of British Columbia's ministries of Education and Advanced Education and B.C.'s public post-secondary institutions. This research tracks transitions of students throughout their education in British Columbia. Now with five years of data on secondary school graduates and their subsequent post-secondary registrations, **Figure 1** shows stable and consistent transition rates of students from high-school graduation to public post-secondary education in B.C.:

- » Within one year of secondary school graduation, roughly 50 per cent to 51 per cent of students registered at a B.C. public post-secondary institution. This is the immediate entry transition rate.
- » The delayed entry transition rates also remain stable, with an additional 11 per cent first entering post-secondary education in B.C. after a one-year delay; a further five per cent, three per cent and two per cent make their first appearance in a B.C. public post-secondary institution in each of the subsequent years following high school graduation.
- » Over the long run, the cumulative five-year transition rate to B.C. public post-secondary education after graduation reaches 72 per cent (based on the 2001-02 high school graduation class).

Until this year, one of the limitations of the Student Transitions Project was the lack of data on transitions to post-secondary institutions outside of the B.C. public system. By linking data from Student Transitions Project to Passport to Education\*, results reveal that a further three per cent to five per cent of high school graduates in B.C. registered at B.C. private institutions or other institutions outside of this province. This effectively boosts the broader post-secondary transition rate to roughly 75 per cent or 77 per cent within five years of graduation from a B.C. high school.

Student Transitions Project research is currently underway to identify the post-secondary registration destinations of student financial aid recipients in private institutions and other institutions outside of B.C. The results of this research will further augment the student transition rates by revealing additional transitions not currently identified in Student Transitions Project or the Passport to Education linkages.

*\*Note: 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.*

**Figure 1: B.C. Secondary School to Post-Secondary School Transition Matrix**

High School Grad Year		Year of Entry Into BC Public Post-Secondary Education					No Post-Sec Yet	Grand Total
		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007		
2001/2002	Count of HS Grads	22,076	4,953	2,116	1,220	857	12,138	43,360
	% of HS Grad Class	50.9%	11.4%	4.9%	2.8%	2.0%	28.0%	100.0%
2002/2003	Count of HS Grads		22,704	4,885	2,127	1,203	13,417	44,336
	% of HS Grad Class		51.2%	11.0%	4.8%	2.7%	30.3%	100.0%
2003/2004	Count of HS Grads			21,155	4,539	1,932	14,686	42,312
	% of HS Grad Class			50.0%	10.7%	4.6%	34.7%	100.0%
2004/2005	Count of HS Grads				21,991	4,711	17,062	43,764
	% of HS Grad Class				50.2%	10.8%	39.0%	100.0%
2005/2006	Count of HS Grads					22,848	22,130	44,978
	% of HS Grad Class					50.8%	49.2%	100.0%

### Inside the Highlights

Page

**Transition Rates to B.C. Public Post-Secondary Education**

1

**Volume and Flow of Students from Secondary to Post-Secondary Education in B.C.**

3

**Aboriginal Student Transitions**

4

**Regional Post-Secondary Participation Rates**

6

**Transition Rates by Demographic Characteristics in Secondary School**

7

### About the STP

The Student Transitions Project is a collaborative effort of British Columbia's ministries of Education and Advanced Education and B.C.'s public post-secondary institutions. This research is helping school districts, post-secondary institutions and the ministries of Education and Advanced Education to plan and manage programs and access to higher education in B.C.

This newsletter focuses on the first transitions of students from Grade 12 graduation to B.C. public post-secondary education in British Columbia. The time period in this study spans five high school graduation years (2001-02 to 2005-06) and five post-secondary registration years (2002-03 to 2006-07).

### Methodology

All students entering the kindergarten to Grade 12 (K-12) system in British Columbia are assigned a nine-digit personal education number (PEN), and this unique identifier follows students throughout their education in British Columbia. The Student Transitions Project links the student PEN between the two education systems to track student transitions while protecting personal privacy.

### Website

For more information on the Student Transitions Project, including Student Transitions Project fast facts for the public and Excel pivot tables for authorized users, please visit our website: [http://www.aved.gov.bc.ca/student\\_transitions](http://www.aved.gov.bc.ca/student_transitions)

### Prepared by:

Joanne Heslop, Manager,  
Student Transitions Project

### Definitions

**Secondary school (or high school) graduate:** a B.C. secondary school student who completes his or her regular or adult Dogwood credential in the secondary school graduation year (Oct. 1 to Sept. 30). Students who return to the K-12 system – to retake a course, for example – are deemed graduates in the year they earned their Dogwood.

**Post-secondary registrant:** a student who registers in at least one course in a public B.C. post-secondary institution in the post-secondary entry year (Sept. 1 to Aug. 31) and is still registered on the stable enrolment date.

**Immediate entry:** students who first make the transition to a B.C. post-secondary institution within one year of high school graduation. These are sometimes referred to as “direct entry” students and are represented in the main diagonal of the transition matrix (see Figure 1).

**Delayed entry:** students who first make the transition to a B.C. post-secondary institution after one year (13 to 24 months) or two years (25 to 36 months) or three or more years (37 or more months) after high school graduation. These transitions are represented above the main diagonal of the transition matrix (see Figure 1).

**Academic GPA:** the average of four academic Grade 12 course grades: blended grades in English 12 and the student's best three other academic subjects. Blended grades are a 40 per cent to 60 per cent blend of provincial exam scores and school-assigned grades in each of the selected courses. The academic GPA is not calculated for students with insufficient courses or lacking passing grades in academic subjects. Students are deemed minimally university eligible if their academic GPA is 75 per cent or higher.

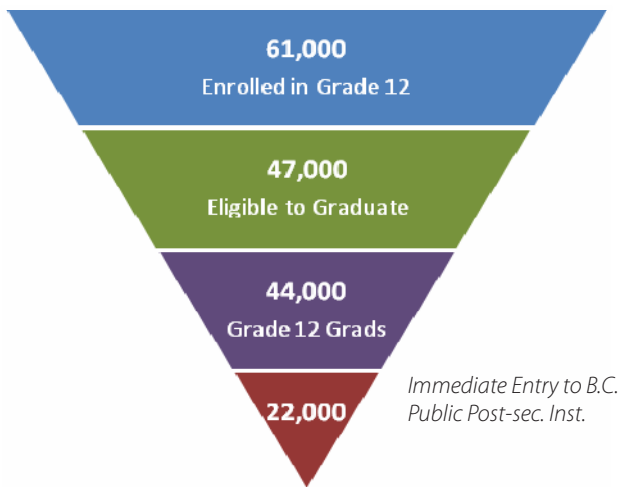


Student Transitions Project Highlights

**Volume and Flow of Students from Secondary to Post-Secondary Education in B.C.**

In each of the last five years, B.C. has seen relatively little variation in the total volume of students flowing from B.C. secondary schools to B.C. public post-secondary institutions. As shown in **Figure 2**, the annual volume of students enrolled at each stage of education in B.C. gradually declines from 61,000 students enrolled in Grade 12, to 47,000 students eligible to graduate<sup>1</sup>, to 44,000 Grade 12 graduates and finally to 22,000 students registered at a B.C. public post-secondary institution within one year of secondary school graduation.

**Figure 2: Average Annual Volume of Students Flowing from Grade 12 Enrolment (2001-02 to 2005-06) to B.C. Public Post-Secondary Institutions (2002-03 to 2006-07)**



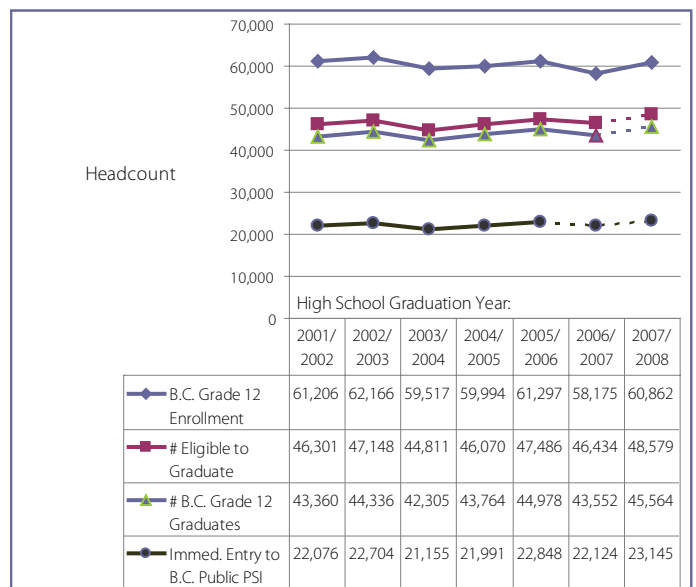
The proportion of students progressing through each education stage (relative to the preceding stage in Figure 2 above), has remained relatively unchanged over the last five years. In each year, roughly 77 per cent of registered Grade 12 students are eligible to graduate; 94 per cent of eligible Grade 12 students do successfully graduate; and 50 per cent of Grade 12 graduates enrol at a B.C. public post-secondary institution within one year of graduation.

At the time of publishing this newsletter, a complete year of 2007-08 post-secondary enrolment information was not available to the Student Transitions Project. However, we currently see a 3,000-student (five per cent) decline in the Grade 12 enrolment population in 2006-07 to 58,000 students. Therefore, based on historical trends, the Student Transitions Project estimates a decline of roughly 700 direct-entry registrants in B.C. public post-secondary institutions in 2007-08 from the grade 12 graduation class of 2006-07. See **Figure 3**.

<sup>1</sup>To graduate, high school students must complete specified courses beginning in Grade 10, write at least five provincial exams and fulfill other flexible requirements.

By 2007-08, the Grade 12 enrolment population reported by the Ministry of Education has fully recovered from the drop of a year earlier, bouncing back almost five per cent to roughly 61,000 students. By applying historical ratios, a corresponding five per cent increase is expected in the number of Grade 12 graduates in 2007-08 (roughly 45,500) and the number of direct-entry registrants in B.C. public post-secondary institutions in 2008-09 (reaching more than 23,000). In short, the see-saw effect of a temporary decline in Grade 12 enrolments in 2006-07 will likely cause a temporary decline of 700 graduates directly entering B.C. public post-secondary institutions in 2007-08, immediately followed by a 1,000-student resurgence in direct-entry students in 2008-09.

**Figure 3: Annual Volume of Students Flowing from Grade 12 Enrolment to B.C. Public Post-Secondary Institutions – Grade 12 Classes of 2001-02 to 2007-08**



Note: Dashed lines for 2006-07 and 2007-08 indicate estimated enrolments, based on historical ratios.



## Aboriginal Student Transitions

In 2005-06, a total of 2,247 Aboriginal students graduated from B.C. secondary schools, of which 830 (37 per cent) registered at a B.C. public post-secondary institution in 2006-07. The top four destinations were Thompson Rivers University (85), Malaspina University-College (79), Northwest Community College (73), and College of New Caledonia (67).

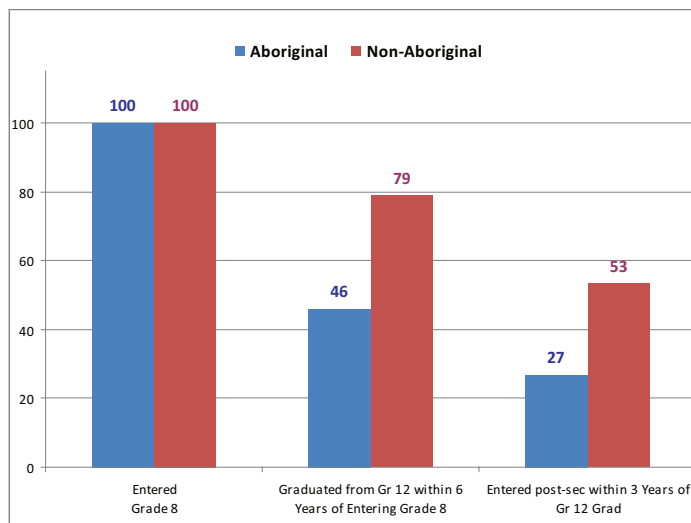
Previous Student Transitions Project research (Heslop, June 2006) reported significantly lower rates of Aboriginal student transitions to universities compared with non-Aboriginal students (four per cent versus 18 per cent). This year there is an improvement in these transition rates (nine per cent Aboriginal versus 22 per cent non-Aboriginal), but this is largely due to re-designations of university-colleges to universities (Thompson Rivers and Okanagan). Without these changes, immediate entry transition rates to university show relatively little change.

In the April 2007 report, *Campus 2020: Thinking Ahead*, a number of targets were proposed for B.C.'s post-secondary system to be achieved by the year 2020. One of these targets is to "ensure the rates of Aboriginal post-secondary participation and attainment are equal to the rates for the general population." The Student Transitions Project allows the Province to monitor progress toward this goal.

One of the challenges in achieving this target is the fact that a significant proportion of Aboriginal students do not graduate from secondary schools, and of those who do, many are not academically qualified for university entrance. For example, if 100 non-Aboriginal students enter Grade 8 in B.C.'s education system and an equal number of Aboriginal students do the same, 79 non-Aboriginal students graduate within six years of entering Grade 8 (in 2002-03), but only 46 Aboriginal students achieve their Grade 12 credential in the same time period. Furthermore, 53 non-Aboriginal students go on to enter B.C.'s public post-secondary education within three years of graduating from high school, but only 27 Aboriginal students do the same. See [Figure 4](#).

The proportion of Grade 12 Aboriginal graduates entering post-secondary education within three years of graduation is not as high as the transition rate achieved by non-Aboriginal graduates, but after five years, the transition rates will be roughly equal at 69 per cent Aboriginal versus 72 per cent non-Aboriginal (for the 2001-02 graduation cohort shown in [Figure 5](#)). The significantly lower Grade 12 graduation rates of Aboriginal students (46 per cent versus 79 per cent for non-Aboriginal) is probably the critical barrier to post-secondary participation among Aboriginal students.

**Figure 4: Aboriginal versus Non-Aboriginal Student Transitions**

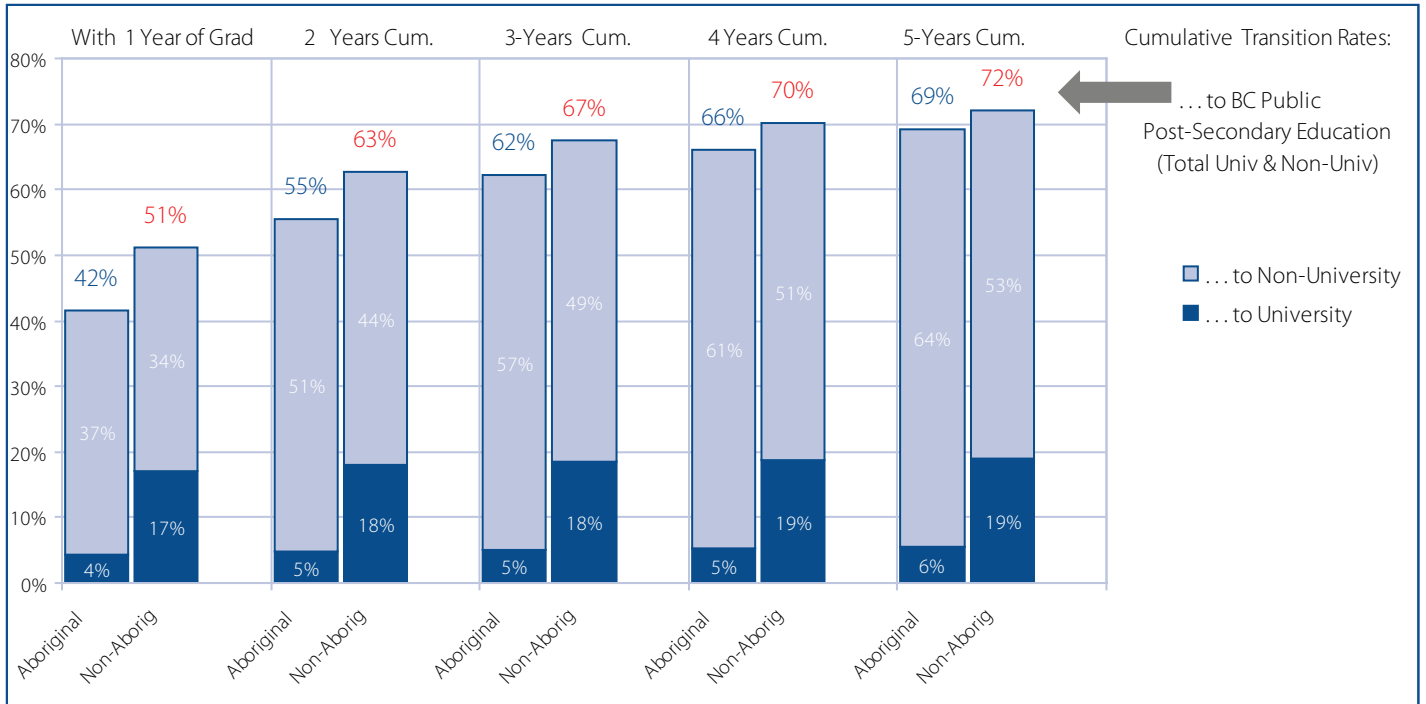


Another barrier is academic qualifications. The Student Transitions Project reveals that only 16 per cent of Aboriginal students graduate from secondary schools with sufficient course work in academic subjects to calculate their academic grade point average, or GPA (versus 48 per cent of non-Aboriginal students). This suggests that Aboriginal students are less inclined to enrol in an academic stream in high school that would adequately prepare them for university education. Colleges, however, offer programs to these students regardless of whether they graduated from high school.

Of those Aboriginal students who do graduate with sufficient courses and grades to calculate an academic GPA, they achieve an average academic GPA four percentage points below non-Aboriginal graduates (75 per cent versus 79 per cent). Overall, only eight per cent of all Aboriginal graduates (versus 32 per cent of non-Aboriginals) achieve the minimum 75 per cent average GPA sufficient for university admission eligibility.

Student Transitions Project Highlights

**Figure 5: Cumulative Transition Rates of 2001-02 B.C. High School Graduates to B.C. Public Post-Secondary Education (University and Non-University, Aboriginal versus Non-Aboriginal)**



**Tell us what you think**

Send your comments and questions to:

Joanne Heslop  
Student Transitions Project  
Manager

[joanne@sfu.ca](mailto:joanne@sfu.ca)



### Towards a Goal of Equalizing Regional Post-Secondary Participation Rates

The Campus 2020 report proposed a target to “equalize public post-secondary participation and attainment rates across the province’s regions” by 2020. The Student Transitions Project allows the Province to monitor progress toward this goal.

As shown in **Figure 6**, the post-secondary participation rates vary across college regions. High school graduates in the Vancouver/Langara region have higher immediate entry transition rates to B.C. public post-secondary education (66 per cent, on average), compared with students graduating from high schools in the Okanagan (36 per cent) and the Rockies (33 per cent).

Another difference is the pattern of delayed entry to post-secondary education. Higher rates of delayed entry partly offset lower rates of immediate entry. For the 2001-02 graduation class, the delayed transition rate averages 20 per cent across all college regions, but some college regions achieve much higher delayed transition rates, including Northern Lights (28 per cent), Camosun (27 per cent), Rockies (27 per cent), Northwest (25 per cent) and North Island (25 per cent). Graduates from the Vancouver/Langara region, with the highest cumulative five-year transition rate (82 per cent), have the lowest delayed transition rates (15 per cent), suggesting that higher overall long-run transition rates might be attained in a region by focusing on achieving higher immediate-

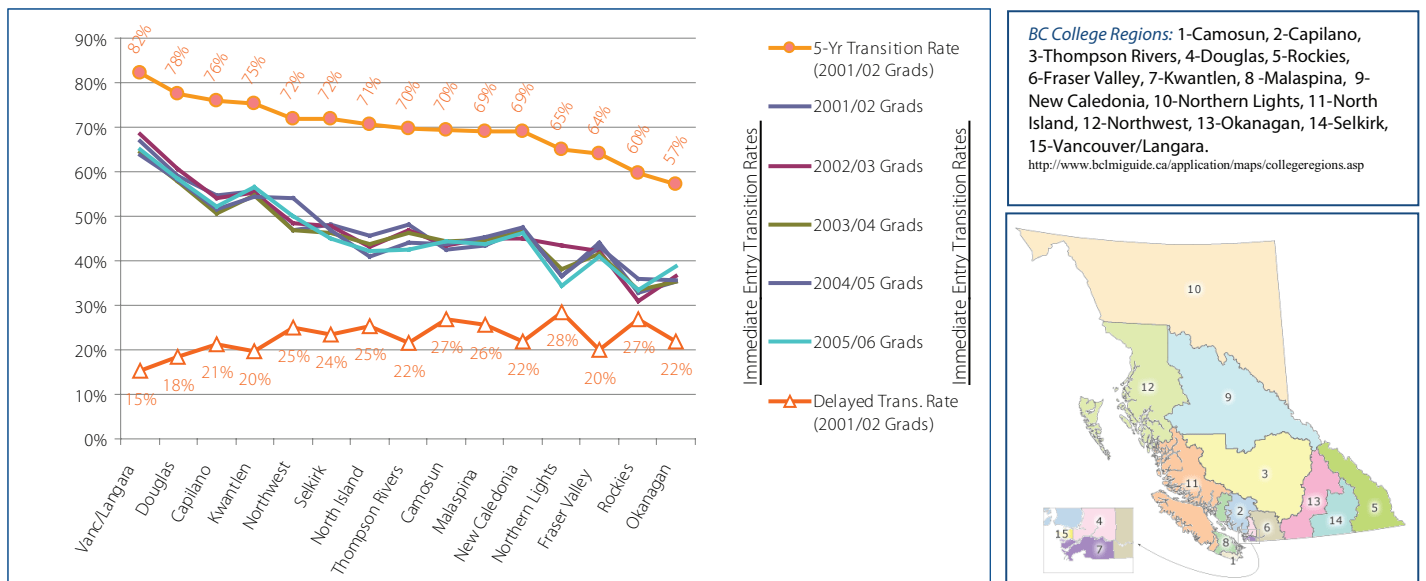
entry transition rates.

Using linkages to Passport to Education data, it is evident that lower transition rates to B.C. public post-secondary education are partly explained by students being drawn to B.C. private institutions or to institutions in the rest of Canada or other countries. For example, a further five per cent of 2001-02 graduates from high schools in the Rockies and Okanagan regions enrolled in non-B.C. public institutions within five years of graduating, thus achieving broader five-year transition rates of 65 per cent and 62 per cent respectively. By comparison, the same graduation class in the Vancouver/Langara region was drawn to institutions outside of the B.C. public post-secondary system at a rate of only 2.5 per cent.

The Passport to Education data linkage allows the Student Transitions Project to boost the regional five-year transition rates by roughly two per cent to five per cent, increasing from a range of 57 per cent to 82 per cent in each region to augmented regional transition rates of 62 per cent (Okanagan) to 85 per cent (Vancouver/Langara).

Regional differences in post-secondary attainment rates will be addressed in forthcoming Student Transitions Project research.

**Figure 6: Immediate and 5-Year Transition Rates from B.C. High School Graduation to B.C. Public Post-Secondary Education, by Graduation Class and College Region of High School**



## Student Transitions Project Highlights

**Transition Rates by Demographic Characteristics in Secondary School**

Post-secondary transition rates of B.C. high school graduates tend to vary across demographic characteristics, including gender, Aboriginal status, English as a second language status, primary

language spoken at home, secondary school type, college region of secondary school, academic GPA at graduation and special needs. See **Figure 7**.

**Figure 7: Transition Rates of All Graduates by Demographic Characteristics in Secondary School, 2001-02 to 2006-07**

Demographic Characteristic While in Secondary School	Immed Entry Transition Rate					2005/06 Grads to		2005/06 Graduates		01/02 Grads
	2001/02	2002/03	2003/04	2004/05	2005/06	Univ	Non-Univ	Number	% of Total	5-Yr Trans%
<b>Gender:</b>										
* Female	53.8%	53.7%	52.6%	52.5%	53.3%	23.0%	30.3%	22,713	50.5%	73.5%
Male	47.9%	48.7%	47.4%	48.0%	48.2%	19.3%	28.9%	22,265	49.5%	70.5%
<b>Aboriginal Status:</b>										
Aboriginal (self-identified in HS)	38.6%	37.5%	39.7%	35.8%	34.8%	8.1%	26.7%	2,124	4.7%	64.4%
* Non-Aboriginal	51.3%	51.7%	50.4%	50.9%	51.6%	21.8%	29.8%	42,854	95.3%	72.3%
<b>Overall Aboriginal Status:</b>										
Overall Aboriginal (as per HS or PS data)	41.6%	39.7%	41.8%	38.7%	36.9%	8.6%	28.3%	2,247	5.0%	69.2%
* Non-Aboriginal	51.3%	51.7%	50.4%	50.8%	51.5%	21.8%	29.7%	42,731	95.0%	72.1%
<b>English as a Second Language (ESL) Programs:</b>										
* Receiving ESL Programs in Grad Year	65.8%	61.1%	60.1%	56.9%	54.6%	20.9%	33.7%	855	1.9%	80.0%
Did not receive ESL programs in Grad Year	50.5%	51.0%	49.8%	50.1%	50.7%	21.2%	29.5%	44,123	98.1%	71.8%
<b>Primary Language Spoken at Home:</b>										
English	47.0%	47.1%	46.0%	46.3%	46.7%	17.3%	29.3%	35,702	79.4%	70.2%
French	47.1%	48.2%	49.2%	50.0%	51.2%	21.0%	30.2%	162	0.4%	62.2%
Chinese	79.1%	81.2%	78.5%	77.5%	77.5%	52.9%	24.6%	2,525	5.6%	86.1%
Cantonese	74.8%	71.3%	73.5%	76.9%	79.8%	55.7%	24.2%	654	1.5%	84.0%
Mandarin	61.7%	67.1%	59.2%	60.5%	62.1%	44.6%	17.6%	734	1.6%	74.5%
Korean	53.6%	50.3%	43.5%	43.6%	41.3%	27.2%	14.1%	1,171	2.6%	65.5%
Punjabi	78.9%	80.7%	78.5%	79.7%	79.5%	21.5%	57.9%	1,105	2.5%	88.5%
* Persian	80.4%	78.8%	79.5%	78.3%	79.7%	45.0%	34.7%	222	0.5%	90.7%
Other Languages (not listed above, incl. unknown)	57.4%	59.0%	59.1%	58.4%	60.4%	22.9%	37.5%	2,703	6.0%	73.9%
Non-English (excluding unknown)	70.2%	70.8%	67.3%	66.6%	66.8%	36.0%	30.7%	9,263	20.6%	81.1%
<b>Secondary School Type:</b>										
* BC Public School	51.3%	51.3%	50.1%	50.6%	51.0%	20.8%	30.2%	41,015	91.2%	72.5%
BC Independent School	46.7%	50.1%	49.1%	47.0%	48.6%	25.2%	23.4%	3,963	8.8%	66.0%
<b>College Region of Secondary School</b>										
Comosun	42.7%	43.5%	44.3%	43.8%	44.5%	21.6%	22.9%	3,184	7.1%	69.5%
Capilano	54.7%	54.2%	50.7%	51.5%	52.0%	23.9%	28.1%	2,777	6.2%	75.9%
Douglas	59.1%	60.7%	57.8%	58.0%	58.4%	27.5%	30.9%	6,231	13.9%	77.6%
Fraser Valley	44.1%	42.3%	41.6%	43.1%	40.8%	7.4%	33.3%	3,038	6.8%	64.1%
Kwantlen	55.7%	55.2%	54.7%	54.4%	56.7%	21.6%	35.1%	9,585	21.3%	75.4%
Malaspina	43.3%	45.0%	44.8%	45.4%	43.7%	9.4%	34.3%	2,560	5.7%	69.1%
New Caledonia	47.2%	45.1%	46.5%	47.4%	46.3%	15.3%	31.0%	1,433	3.2%	69.0%
North Island	45.5%	43.0%	43.8%	40.8%	42.2%	11.5%	30.7%	1,539	3.4%	70.8%
Northern Lights	36.7%	43.4%	38.0%	36.7%	34.2%	5.3%	28.9%	698	1.6%	65.1%
Northwest	46.8%	48.3%	46.9%	54.0%	50.1%	13.3%	36.8%	902	2.0%	72.0%
Okanagan	35.4%	36.6%	35.4%	35.8%	38.6%	15.6%	23.0%	4,059	9.0%	57.2%
Rockies	32.9%	30.8%	33.3%	36.1%	33.3%	3.6%	29.7%	888	2.0%	59.8%
Selkirk	48.2%	47.7%	46.3%	46.8%	45.0%	9.2%	35.8%	835	1.9%	71.7%
Thompson Rivers	48.1%	47.0%	46.2%	44.0%	42.5%	38.0%	4.5%	1,787	4.0%	69.7%
* Vancouver/Langara	66.8%	68.4%	64.3%	63.8%	65.1%	35.6%	29.5%	5,462	12.1%	82.2%
<b>Secondary School Academic GPA:</b>										
No GPA	36.3%	35.4%	34.8%	35.4%	36.0%	3.4%	32.6%	23,905	53.1%	62.3%
50.0% - 54.9%	46.9%	27.3%	41.7%	45.5%	38.5%	0.0%	38.5%	26	0.1%	73.5%
55.0% - 59.9%	51.6%	54.1%	53.2%	58.1%	51.8%	3.0%	48.8%	371	0.8%	75.1%
60.0% - 64.9%	58.6%	58.7%	59.9%	56.8%	56.9%	6.3%	50.7%	1,068	2.4%	81.9%
65.0% - 69.9%	60.2%	61.0%	62.6%	62.3%	60.3%	8.7%	51.6%	2,052	4.6%	82.2%
70.0% - 74.9%	63.3%	63.3%	64.8%	64.0%	65.2%	22.7%	42.5%	3,005	6.7%	82.4%
Not University Eligible	60.8%	61.1%	62.5%	61.9%	61.5%	14.4%	47.1%	6,522	14.5%	81.8%
75.0% - 79.9%	68.6%	67.9%	67.7%	68.9%	68.8%	39.3%	29.4%	3,788	8.4%	85.1%
* 80.0% - 84.9%	72.9%	74.4%	71.7%	70.0%	69.9%	51.5%	18.4%	4,310	9.6%	85.3%
85.0% - 89.9%	74.8%	75.6%	72.0%	71.8%	72.2%	61.6%	10.7%	3,866	8.6%	84.7%
90.0% - 94.9%	74.9%	75.3%	73.6%	70.7%	71.0%	65.2%	5.8%	2,210	4.9%	82.2%
95.0% - 100.0%	70.2%	71.8%	70.4%	67.5%	68.2%	63.4%	4.8%	377	0.8%	73.9%
University Eligible	72.3%	73.1%	71.0%	70.2%	70.3%	53.4%	16.9%	14,551	32.4%	84.4%
<b>Special Needs:</b>										
* Gifted	67.1%	71.8%	68.5%	68.8%	68.7%	48.5%	20.1%	2,052	4.6%	82.0%
Other Special Needs	33.0%	32.6%	32.9%	31.8%	32.8%	4.1%	28.7%	2,041	4.5%	56.3%
No Special Needs	50.6%	50.7%	49.7%	50.0%	50.8%	20.7%	30.1%	40,885	90.9%	72.0%
<b>Grand Total for All BC12 Graduates</b>	<b>50.9%</b>	<b>51.2%</b>	<b>50.0%</b>	<b>50.2%</b>	<b>50.8%</b>	<b>21.2%</b>	<b>29.6%</b>	<b>44,978</b>	<b>100.0%</b>	<b>72.0%</b>

\* Indicates group (with N > 10) with highest 5-year transition rate to BC public post-secondary education, relative to comparison group(s).



### **STP Steering Committee Members:**

- » Devron Gaber, Student Transitions Project Chair, Associate Director, B.C. Council on Admissions and Transfer.
- » Bob Cowin, Director, Institutional Research, Douglas College.
- » Gerald Morton, Director, Information Department, Ministry of Education.
- » Jacqui Stewart, Director, Information and Data Management Branch, Ministry of Advanced Education and Labour Market Development.
- » Walter Sudmant, Director, Planning And Institutional Research, University of British Columbia.

### **Questions can be directed to:**

Devron Gaber, Chair  
 Student Transitions Project  
 British Columbia Council on Admissions and Transfer  
 709 - 555 Seymour Street  
 Vancouver BC V6B 3H6  
 Phone: 604 412-7700  
 Email: dgaber@bccat.bc.ca

### **What's next?**

The Student Transitions Project is currently researching the movement of Grade 12 graduates within the the B.C. public post-secondary education system, including student retention, completion and attrition. Analysis of the transitions of students who receive financial aid from either federal or provincial programs or Passport to Education credits, including regional differences will be completed.

### **Special thanks**

The Student Transitions Project thanks the Ministry of Education, the Ministry of Advanced Education and Labour Market Development and B.C.'s public post-secondary institutions for collaborating in this research effort. Without their co-operation and data contributions, this research could not have been accomplished.

#### **Institutes:**

British Columbia Institute of Technology, Emily Carr Institute of Art and Design, Justice Institute of British Columbia, Nicola Valley Institute of Technology.

#### **Rural Colleges:**

College of New Caledonia, College of the Rockies, North Island College, Northern Lights College, Northwest Community College, Selkirk College.

#### **Universities:**

Royal Roads University, Simon Fraser University, Thompson Rivers University, University of British Columbia, University of Northern British Columbia, University of Victoria.

#### **University-colleges:**

Kwantlen University College, Malaspina University-College, University College of the Fraser Valley.

#### **Urban Colleges:**

Camosun College, Capilano College, Douglas College, Langara College, Okanagan College, Vancouver Community College.



BRITISH  
COLUMBIA

The Best Place on Earth