

Student Transitions Project

Education Achievements of
Aboriginal Students in B.C.

Prepared by Joanne Heslop, Manager, Student Transitions Project
March 2009

Executive Summary:

There are significant differences in the education outcomes of B.C.'s Aboriginal students, when compared to their non-Aboriginal counterparts. This report reveals the similarities and differences in the education achievements of these two groups. A summary of the findings is provided below and more detailed information is provided in this report.

B.C.'s Aboriginal Population: A total of 196,070 Aboriginal people were living in the Province of British Columbia at the time of the 2006 Census, representing 4.8% of B.C.'s total population in 2006. In the last five years, B.C.'s Aboriginal population grew at triple the rate of the non-Aboriginal population (15.3% versus 4.8% growth) (see page 6 of the full report).

Aboriginal Enrollment in B.C.'s K-12 Schools: In the 2005/06 school year, there were approximately 64,000 Aboriginal students enrolled in B.C. public and independent schools, representing 10% of all students enrolled (see page 7).

Grade-to-Grade Transition Rates: There is a gap in the rate at which Aboriginal students transition from grade to grade in secondary school, compared to non-Aboriginal students. The gap in the grade-to-grade transition rate reaches its widest point (19 percentage points) by the time students reach grade 11, when just 64% of Aboriginal students progressed to grade 12, compared to 83% of non-Aboriginal students (see page 7).

Six-Year Dogwood Completion Rate¹: A 32 percentage point gap exists between Aboriginal and non-Aboriginal students in the Six-Year Dogwood Completion Rate (47% versus 79%) – the proportion of students that complete grade 12 within six years of entering grade 8 (see page 7).

Eligible to Graduate Graduation Rate: Proportionately fewer Aboriginal students (89%) than non-Aboriginal students (95%) graduated from grade 12, among those who were enrolled in grade 12 and deemed eligible to graduate in that year (see page 7). This gap in the graduation rate ranges from 2 to 19 percentage points across regions of the province (see page 8).

Aboriginal High School Graduates: In the 2005/06 school year, there were 2,250 Aboriginal high school graduates, representing roughly 5% of all high school graduates in the year. The total volume and percentage share of Aboriginal graduates varies across the fifteen regions of the province (see page 9).

Academic Qualifications of B.C. High School Graduates: Based on the academic GPA upon graduation from high school, 8% of Aboriginal graduates from 2001/02 to 2005/06 were university-eligible (or had a GPA of 75% or higher in four academic grade 12 courses). A much larger proportion of non-Aboriginal graduates were university-eligible (31%) (see page 14).

Transition Rates from High School Graduation to Post-Secondary Education: Each year, roughly 40% of B.C.'s Aboriginal high school graduates transition to B.C. public post-secondary education within one year of graduation. This is roughly 10 percentage points lower than the transition rate of B.C.'s non-Aboriginal graduates; however, given more time (within five years of graduation), the transition rate to B.C. public post-secondary education of Aboriginal students approaches the transition rate of non-Aboriginal students (see page 10). Transition rates from high school to post-secondary education are not equal across the province; and Aboriginal high school graduates are more mobile than non-Aboriginal high school graduates when it comes to enrolling in post-secondary education (see page 11).

Post-Secondary Transition Rates by Demographic Characteristic: The rate at which Aboriginal high school graduates transition into B.C. public post-secondary education tends to vary across demographic characteristics, such as gender, primary language, type of secondary school attended, special needs, etc. (see page 12).

Post-Secondary Institution and Program Destinations: Aboriginal high school graduates are much less likely than non-Aboriginal graduates to enroll in a B.C. university (16% vs. 37%) or an urban college (16% vs. 24%). Aboriginal graduates are frequently under-qualified for university and are more likely to enroll in small colleges (31% vs. 8%), or university colleges² (29% vs. 25%), or institutes (7% vs. 6%). Program preferences of the two groups also differ (see pages 13-14).

Academic Performance in Post-Secondary Education: STP is able to compare a number of academic performance measures between Aboriginal and non-Aboriginal students in B.C. public post-secondary education.

- **Continuous enrollment:** The rate at which Aboriginal and non-Aboriginal students remain enrolled at the same post-secondary institution for the duration of their enrollment (from one to five years) is roughly the same (64% and 68% respectively), but Aboriginal students are much less likely to remain enrolled in the B.C. public post-secondary education system for four

¹ Students who satisfy the grade 12 graduation requirements in British Columbia receive a B.C. Certificate of Graduation, commonly known as the "Dogwood Diploma".

² Institution sector designations in place at the time of this study are used.

- years or longer (43% versus 68%). This reflects the differences in program lengths taken by Aboriginal versus non-Aboriginal students (see page 15).
- **Stop out Rates:** Aboriginal students stop out or have more periods of non-registration than non-Aboriginal students, but the rate at which stop outs return to the B.C. public post-secondary education system is roughly the same between the two groups (see page 15).
 - **Dropout Rates:** The dropout rate for Aboriginal students (15%) is higher than it is for non-Aboriginal students (9%) and this tends to vary, depending upon the type of post-secondary institution first attended. The university dropout rates are the same for both groups (3%); the dropout rate from urban colleges is twice as high for Aboriginal students (18%) as it is for non-Aboriginal students (9%) (see page 16).
 - **Credential Completion Rates:** Within five years of high school graduation, including direct and delayed entry students, the post-secondary credential completion rates of Aboriginal and non-Aboriginal high school graduates, are 27% and 39% respectively. Alternatively, by looking only at immediate entry students for a period of five years, the five-year completion rates are 31% for Aboriginal students and 45% for non-Aboriginal students. A credential completion gap between Aboriginal and non-Aboriginal graduates is evident at each GPA range and varies across college regions (see pages 17-18).
 - **Credentials Completed:** Aboriginal students complete high school with generally lower academic qualifications than non-Aboriginal students and they are less likely to enroll in university-level degree programs and therefore less likely to complete a Bachelors Degree or First Professional Degree within five years of completing high school (15%), compared to non-Aboriginal students (41%). For similar reasons, Aboriginal credential completers are almost twice as likely as non-Aboriginal completers to finish a certificate program (56% versus 30%). See page 18.
 - **Highest Credential Attainment of B.C.'s Population:** Compared to 88% of non-Aboriginal British Columbians, 69% of B.C.'s Aboriginal population, aged 25 to 64, have completed a high school credential or higher (see page 5).
 - **University Degree Attainment of B.C.'s Population:** Statistics Canada reports a gap of 18 percentage points between Aboriginal and non-Aboriginal British Columbians in terms of university degree attainment. Aboriginal students are more inclined to enroll in and complete post-secondary programs below the university degree level, such as two-year college programs or trades and apprenticeship training (see page 4).

Conclusion: The findings in this report suggest that earlier intervention and outreach in secondary schools, or even earlier in an Aboriginal student's education, could lead to improvements in the rate at which Aboriginal students progress through the grades and successfully graduate. Grade 12 graduates who achieve college or university-level GPA's have a reasonably good chance of pursuing post-secondary education. The post-secondary education performance of non-Aboriginal students exceeds that of Aboriginal students in many ways, but this is not widespread across all sectors and all regions of the province. Therefore, further interventions for Aboriginal students enrolled in post-secondary education, especially for those enrolled below the university-level or without university-eligible GPA's, could help to boost the retention rate and credential completion rate of Aboriginal students in post-secondary education.

Next Steps: The Ministries of Education and Advanced Education and Labour Market Development have begun to launch strategies to close the education attainment gaps between Aboriginal and non-Aboriginal citizens of British Columbia. As the gaps in education participation and attainment begin to narrow, the Student Transitions Project will closely monitor and report these achievements over the coming years.

Introduction

At the present time, significant differences in education levels exist between B.C.'s Aboriginal and non-Aboriginal population. For example, Aboriginal students progress from one grade to the next at lower rates than non-Aboriginal students (see page 7); and in 2006/07, British Columbia reported a 32 percentage point gap in the six-year grade 12 completion rate of B.C.'s Aboriginal students (48 percent) compared to non-Aboriginal students (80 per cent)³ (see page 8). Despite low rates of high school completion by Aboriginal students, STP previously reported that the proportion of 2001/02 Aboriginal high school graduates who enrolled in B.C. public post-secondary education within five years of B.C. high school graduation (69%) is nearly equal to the rate for non-Aboriginal graduates (72%)⁴.

Although the post-secondary education participation gap is relatively small between Aboriginal and non-Aboriginal high school graduates, a gap of 18 percentage points exists between the two groups in terms of university degree attainment. Only 7 percent of Aboriginal citizens (age 25 to 64) in British Columbia hold university degrees, versus 25 percent of non-Aboriginal British Columbians in that age group (see Table 1). STP has also shown previously that the university degree attainment gap between these two groups can largely be explained by the fact that Aboriginal students are more inclined to enroll in post-secondary programs that do not lead to a university degree, such as two-year college programs or trades and apprenticeship training.

Table A: Educational Attainment of British Columbians, Age 25-64, Aboriginal vs. Non-Aboriginal People (2006)

Highest Degree	Aboriginal Identity		Non-Aboriginal Identity	
	#	%	#	%
No certificate; diploma or degree	29,385	30.6%	252,815	11.6%
High school certificate or equivalent	23,425	24.4%	567,845	25.9%
Apprenticeship or trades certificate or diploma	14,825	15.4%	258,625	11.8%
College; CEGEP or other non-university certificate or diploma	17,575	18.3%	429,435	19.6%
University certificate or diploma below the bachelor level	4,075	4.2%	134,950	6.2%
University certificate; diploma or degree	6,800	7.1%	544,715	24.9%
Grand Total	96,085	100.0%	2,188,385	100.0%

Source: Statistics Canada, 2006 Census of Population, 2006 Community Profiles (Age 25-64), 2006 Census. Statistics Canada Catalogue no. 92-591-XWE (released March 13, 2007) and no. 92-594-XWE (released January 15, 2008).

One of the goals in the Province of British Columbia is to close the socio-economic gaps between Aboriginal and non-Aboriginal people⁵. In keeping with this goal, education participation and attainment for all British Columbians are key socio-economic indicators of interest to the Student Transitions Project (STP) and B.C.'s Ministries of Education (MEd) and Advanced Education and Labour Market Development (ALMD).

STP is a collaborative research project of B.C.'s public post-secondary institutions and MEd and ALMD. By following each student's Provincial Education Number (PEN) across the education systems in the province, STP is able to track the education transitions and pathways of Aboriginal students. This report highlights the recent achievements of B.C.'s Aboriginal students and provides comparisons with non-Aboriginal students.

³ The six-year completion rate is the portion of students in B.C. public and independent schools who graduate with a Certificate of Graduation, within six years of enrolling in Grade 8. Source: Ministry of Education, 2007/08 Summary of Key Information.

⁴ Five-year student transition rates provided for the B.C. high school graduation class of 2001/02. Refer to Student Transitions Project Highlights Newsletter, June, 2008, http://www.aved.gov.bc.ca/student_transitions/documents/stp_highlights_june08.pdf.

⁵ Ministry of Aboriginal Relations and Reconciliation, 2008/09 – 2010/11 Service Plan, February, 2008

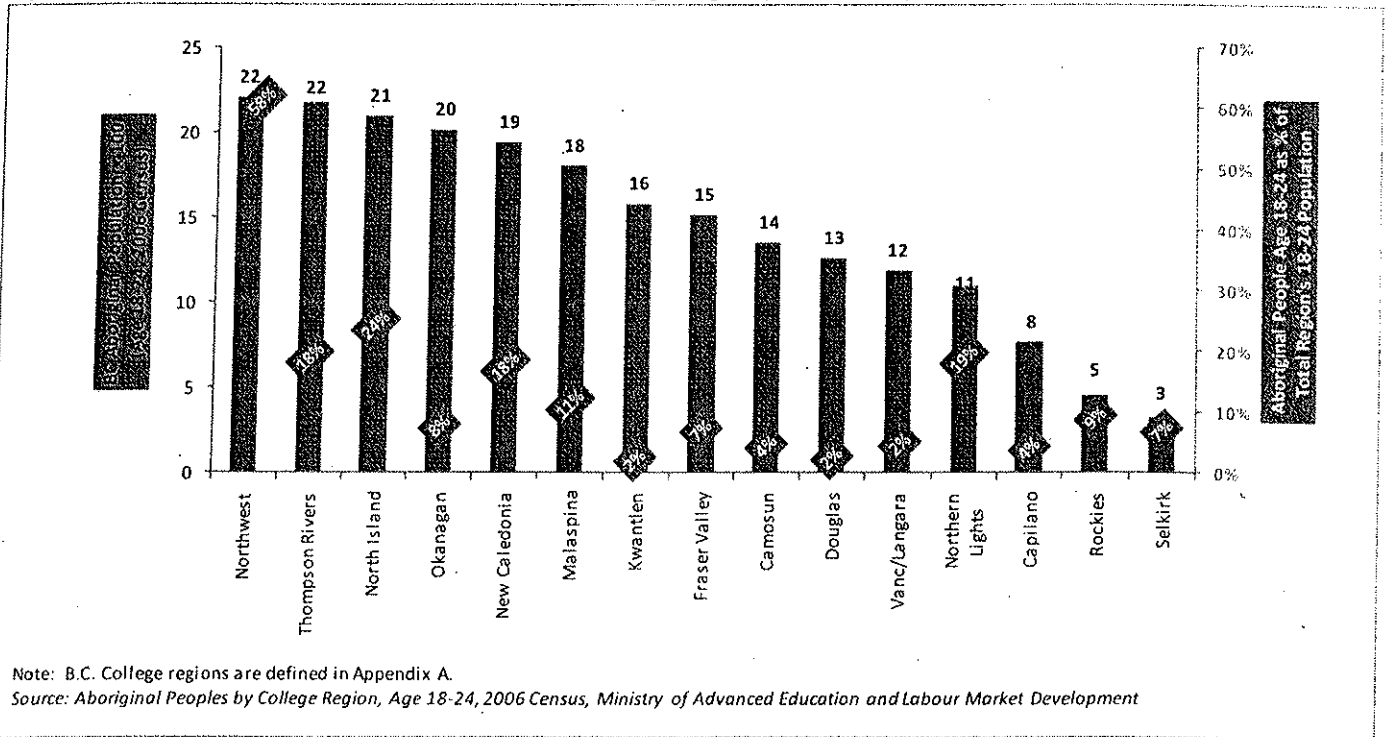
Aboriginal Population in BC

According to Statistics Canada, a total of 196,070 Aboriginal people were living in the Province of British Columbia at the time of the 2006 Census, representing 4.8% of B.C.'s total population in 2006. B.C.'s Aboriginal population has grown at more than triple the rate of the non-Aboriginal population (15.3% versus 4.8% growth in five years). For the country as a whole, the Aboriginal population grew at four times the rate of the non-Aboriginal population (20.1% versus 4.9% growth).

Knowing where the highest concentrations of post-secondary-aged Aboriginal students are residing in the province will assist post-secondary planners in tailoring their post-secondary program offerings to attract and better suit the needs of Aboriginal students. The 2006 Census provides a breakdown of the Aboriginal population by college region, for the typical post-secondary education age range of 18 to 24 (see Figure 1). In 2006, there were a total of 21,815 Aboriginal people in this age group living in B.C, representing 11% of the 196,070 Aboriginal people in the province. Nearly one third of all post-secondary-aged Aboriginal people were residing in three of B.C.'s fifteen college regions⁶: Northwest (2,205), Thompson Rivers (2,185), and North Island (2,100).

One region stands out with a significantly larger proportion of Aboriginal residents in the 18-24 age range, Northwest (58%); and five regions have a moderate proportion of Aboriginal residents in this age range: North Island (24%), Northern Lights (19%), Thompson Rivers (18%), New Caledonia (18%), and Malaspina (11%). In all other regions (primarily urban areas and southeastern B.C.), Aboriginal people comprise 10% or fewer of the region's 18-24 population, averaging 3.6% across these nine regions.

Figure 1: B.C. Aboriginal Population, Age 18 to 24, by College Region (2006 Census).



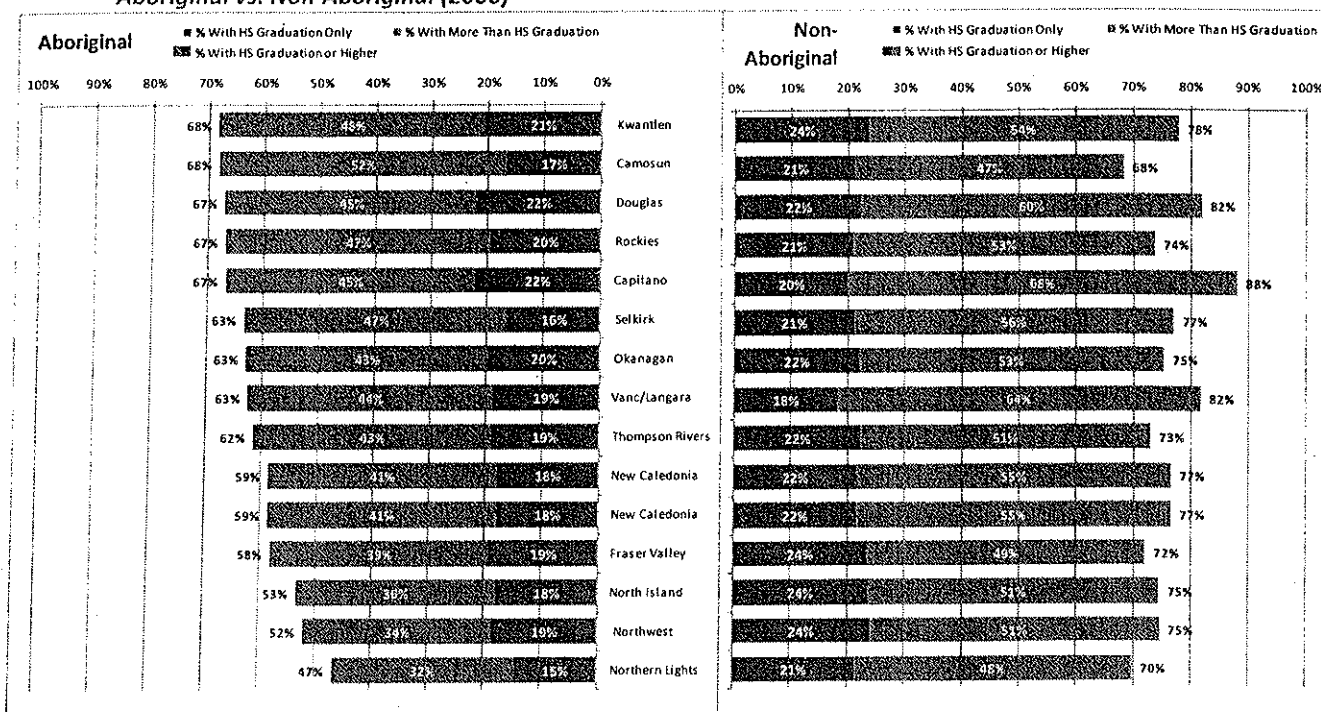
⁶ B.C. college regions are defined in Appendix A.

Highest Education Attainment: Aboriginal versus Non-Aboriginal Population

Table A compared the highest education levels of B.C.'s Aboriginal versus non-Aboriginal population of 25 to 64-year-olds in 2006. When aggregated across credential levels, a 19 percentage point gap in education attainment exists between the two groups: 69.4% of Aboriginal people completed a high school credential or higher⁷, compared to 88.4% of non-Aboriginal people. Not only does an education attainment gap exist *between* B.C.'s Aboriginal and non-Aboriginal populations across all college regions of the province, but gaps also exist *within* each of the Aboriginal and non-Aboriginal populations in virtually all of the college regions (see Figure 2). According to the 2001 Census⁸, the proportion of Aboriginal people in B.C. who completed at least a high school credential, ranges from a low of 47% in the Northern Lights region to a high of 68% in the Kwantlen region. Among the non-Aboriginal population, the proportion that completed at least a high school credential was generally higher in each region, ranging from a low of 68% in the Camosun region to a high of 88% in the Capilano region.

Within each of the college regions, there is an education attainment gap between Aboriginal and non-Aboriginal residents, from a small gap of 7 percentage points in the Rockies to a larger gap of 23 percentage points (in the Northwest and Northern Lights regions). The only region without a gap in the highest education is the Camosun region, where the proportion who attained at least a high school graduation credential is equal (68%) for both Aboriginal and non-Aboriginal residents. Although Camosun Aboriginal residents had lower rates of high school completion, they had higher rates of post-secondary credential completion, and notably twice the rate of university degree attainment to the provincial average for Aboriginal residents (15% vs. 8%).

Figure 2: Highest Education Attainment (High School Graduation or Higher Credential) by College Region, Age 25-64, Aboriginal vs. Non-Aboriginal (2006)



Consistent with the education attainment gap revealed in the Statistics Canada data, an STP analysis of the five-year credential completion rates of Aboriginal and non-Aboriginal students from a cohort of 2001/02 B.C. grade 12 graduates, also finds that a gap between the two groups exists (see pages 17-18).

⁷ Credentials above the high school completion level include university degrees, other post-secondary certificates and diplomas and trades/apprenticeship completion.

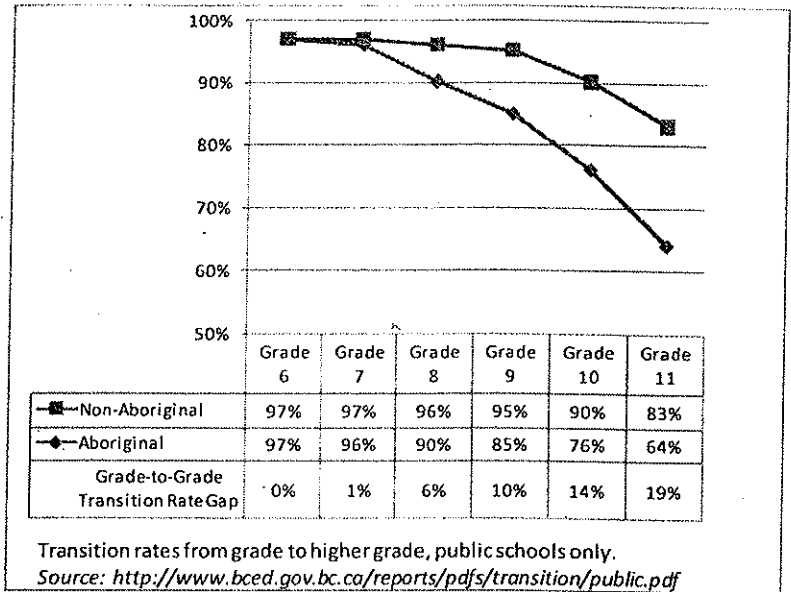
⁸ Highest education data by college region is not readily available from the 2006 Census, thus 2001 Census data was used. The 19% gap between Aboriginal and non-Aboriginal British Columbians who completed at least a high school credential has remained at 19% in both the 2001 and 2006 Census.

Aboriginal Population in B.C. Public Schools

The B.C. Ministry of Education reported a total headcount enrollment of approximately 64,000 Aboriginal students in kindergarten to grade 12 in 2005/06⁹. This represents roughly 10% of all students enrolled in B.C. public and independent schools, averaging 10% in elementary grades and declining from 11% of grade 8's and 9's, to 10% of grade 10's, 9% of grade 11s, and 7% of grade 12's.

Apart from demographics, the smaller proportion of Aboriginal students in higher grades is largely a reflection of the lower grade-to-grade transition rates of Aboriginal students, at each progressively higher grade¹⁰. The gap in the grade-to-grade transition rate between Aboriginal and non-Aboriginal students reaches its widest point (19%) by the time students reach grade 11 (see Figure 3).

Figure 3: B.C. Transition Rates from Grade to Higher Grade (2005/06)



B.C. Grade 12 Graduation Rates

The next logical comparison between Aboriginal and non-Aboriginal students is the grade 12 graduation rate. The Ministry of Education uses three different measurements, and regardless of the measurement used, a significant gap in the grade 12 graduation rate exists between the two groups (see Table B).

- (1) *Six-Year Dogwood Completion Rate*¹¹ – the proportion of students who graduated within six years of first entering grade 8.
- (2) *First-time Grade 12 Graduation Rate*¹² – the proportion of students who enrolled in grade 12 for the first time in September and subsequently graduated in that same school year;
- (3) *Eligible to Graduate Graduation Rate*¹³ – the proportion of all *eligible graduates*¹³ in September, who graduated from grade 12 in that same school year. This graduation rate is typically higher than the other measurements because eligible graduates have a higher probability of graduating than students who first enrolled in grade 12 in the year.

Table B: B.C. Grade 12 Graduation Performance, Aboriginal vs. Non-Aboriginal Students

Grade 12 Graduation Measure	Non-Aboriginal		Gap
	Aboriginal	Aboriginal	
Six-Year Dogwood Completion Rate	47%	79%	32%
First-time Grade 12 Graduation Rate	52%	80%	28%
Eligible to Graduate Graduation Rate	89%	95%	7%

⁹ Student Statistics 2003/04 – 2007/08, Full-Year Summary Report, B.C. Ministry of Education, http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf

¹⁰ *Aboriginal Report – Charting Our Path*, Public post-secondary system, October 2008, http://www.aved.gov.bc.ca/aboriginal/documents/Aboriginal_Indicator_Report-Oct2008.pdf

¹¹ Six-Year Completion Rates (2005/06), <http://www.bced.gov.bc.ca/keyinfo/archive/ski0607.pdf>

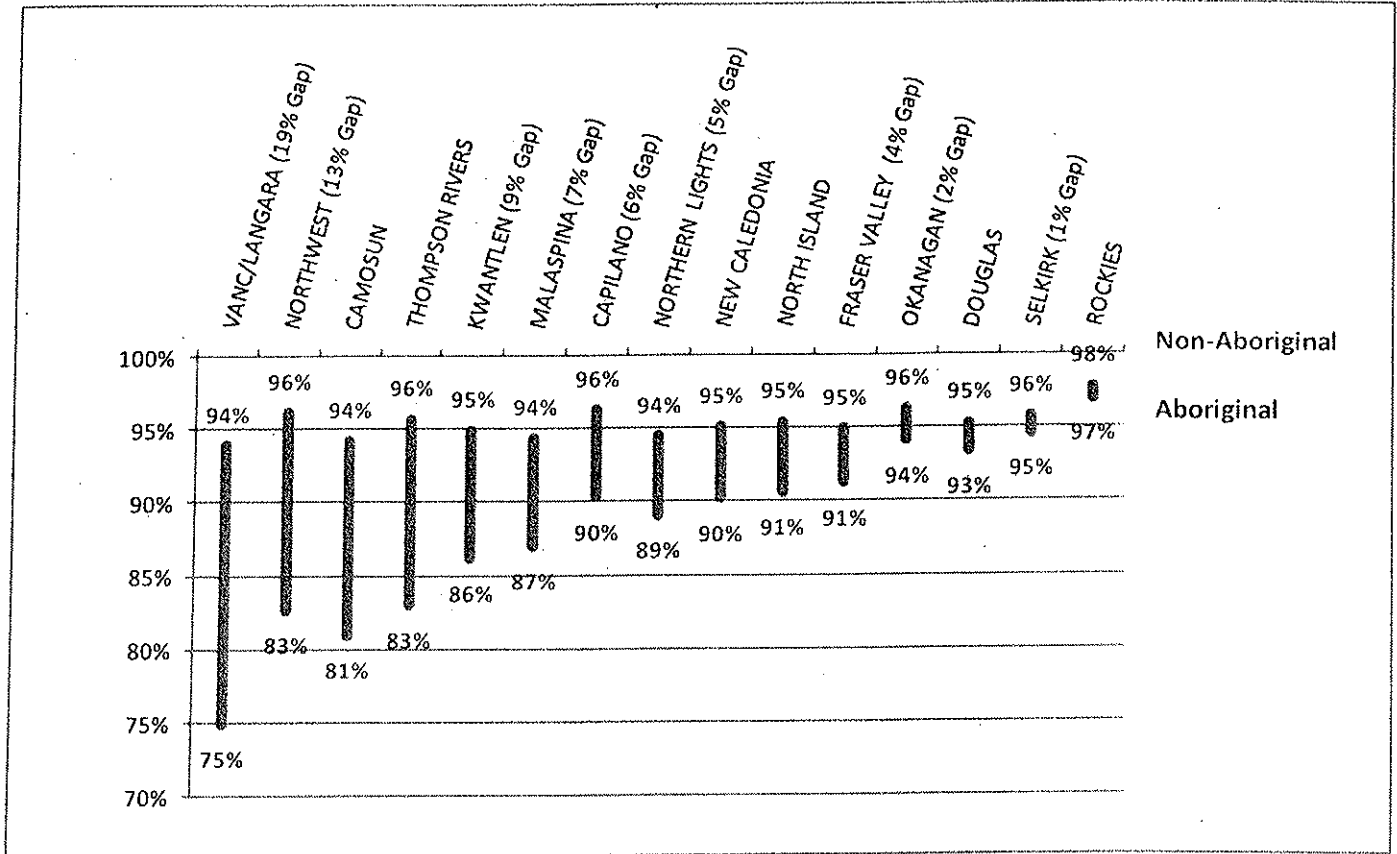
¹² Graduation rates, public and independent schools (2005/06), <http://www.bced.gov.bc.ca/reports/pdfs/graduation/prov.pdf>

¹³ Eligible graduates are those who will meet all requirements to graduate from grade 12, if they pass all the courses in which they were enrolled in September.

Gap in B.C. Grade 12 Graduation Rates by College Region

Students who enroll in September in the necessary and sufficient number of courses required for grade 12 graduation have a relatively high probability of graduating in the year and this is reflected in the Eligible to Graduate Graduation Rates presented in Table B. This graduation rate among non-Aboriginal students is reasonably consistent and fairly high across the various regions of the province, ranging from 94% to 98%. By comparison, significantly more variability occurs across the regions of the province in this graduation rate among Aboriginal students, ranging from 75% to 97% (see Figure 4). As a result, the gap in the Eligible to Graduate Graduation Rate between Aboriginal and non-Aboriginal students is as high as 19 percentage points in the Vancouver/Langara region, and 13 percentage points in the Northwest, Camosun and Thomson Rivers regions. Much smaller gaps (of 2 percentage points or less) exist in the Okanagan, Douglas, Selkirk and Rockies regions.

Figure 4: 2005/06 Grade 12 Graduates as a % of Eligible Grade 12's – Aboriginal vs. Non-Aboriginal Students



Volume and Share of Aboriginal High School Graduates, by College Region

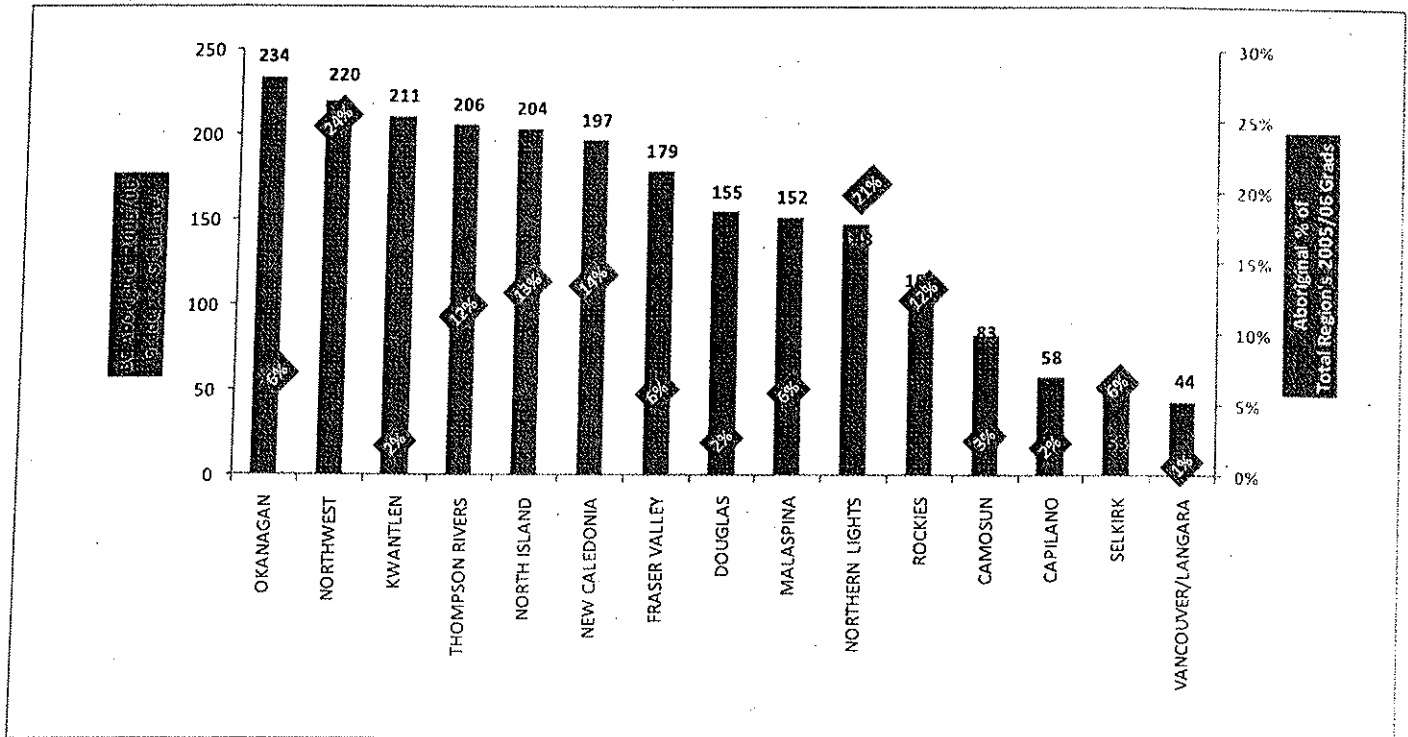
There were nearly 2,250 Aboriginal high school graduates in B.C. in 2005/06, representing roughly 5% of all high school graduates in the year. The total volume and percentage share of Aboriginal high school graduates varies across the fifteen college regions of the province (see Figure 5). For example,

- The Northern Lights region is a relatively small region in B.C., but it has a large Aboriginal population. As a result, the 148 Aboriginal graduates in this region represent 21% of all 902 graduates in this region.
- By comparison, the Kwantlen region has a relatively large volume of 211 Aboriginal graduates, but this represents only 2% of the 9,585 total high school graduates of this densely populated region.

The volume of Aboriginal high school graduates is not only affected by the population and age demographics of the region, but grade 12 graduation rates, as previously described, also play a significant role:

- The Northwest region, with 220 Aboriginal high school graduates, had the largest proportion of graduates within the region with Aboriginal identity (24%), but with one of the lowest Aboriginal graduation rates in the province (83% for Aboriginal students vs. 96% non-Aboriginal students). Improving the Aboriginal graduation rate in this region would result in a larger pool of Aboriginal graduates and a larger pool of potential post-secondary registrants in the region.
- The Okanagan region, with 234 Aboriginal grade 12 graduates, had a relatively small population of Aboriginal students in grade 12, but with a relatively high Aboriginal graduation rate (94%). As a result the Okanagan region had the largest volume of Aboriginal graduates in 2005/06.

Figure 5: B.C. Aboriginal High School Graduates of 2005/06



Aboriginal Student Transitions from High School to B.C. Public Post-Secondary Education

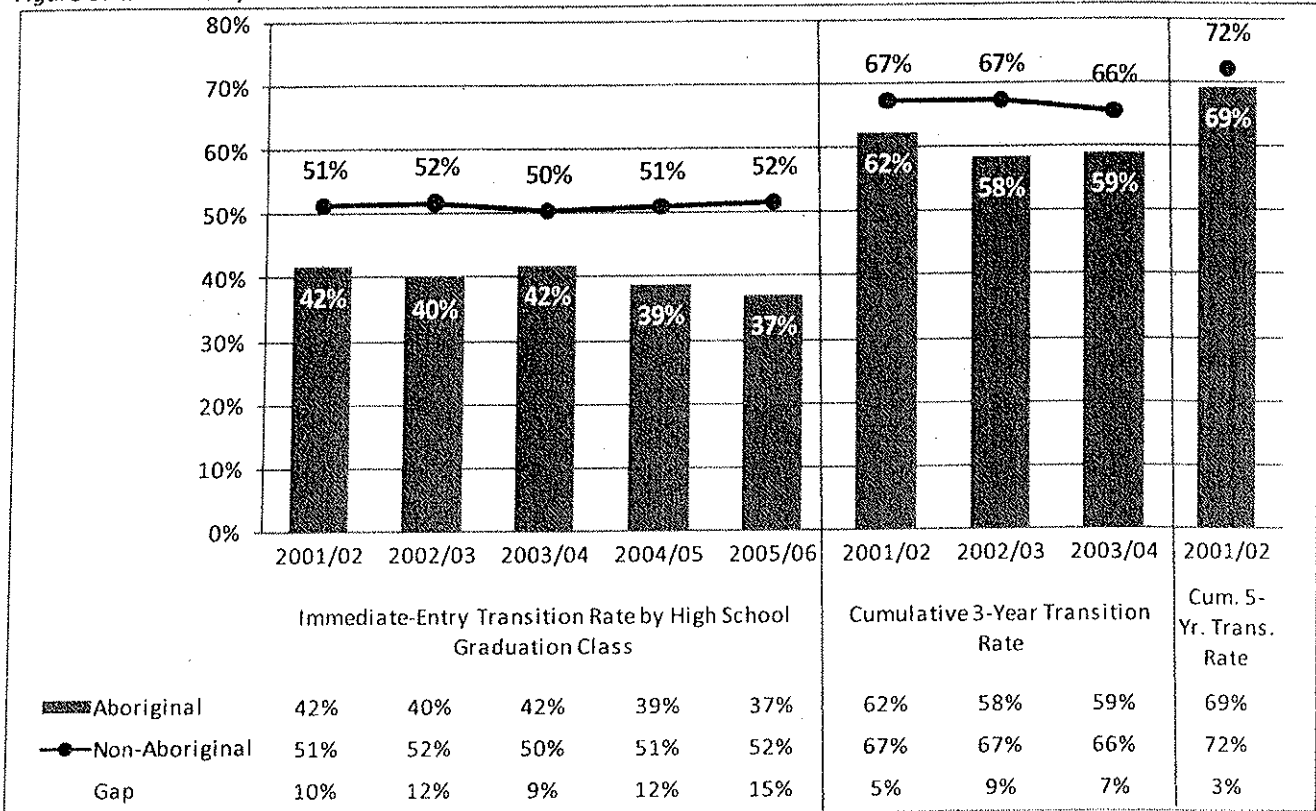
The B.C. Aboriginal Secondary School to Post-Secondary School Transition Matrix in Table C shows the rate at which Aboriginal high school graduates of 2001/02 to 2005/06 entered B.C. public post-secondary education over a five year period, from 2002/03 to 2006/07. A similar matrix for all students was provided in a June 2008 STP newsletter and is available at http://www.aved.gov.bc.ca/student_transitions.

Table C: B.C. Aboriginal Secondary School to Post-Secondary School Transition Matrix

High School Graduation Year		Year of Entry into B.C. Public Post-Secondary Education					No B.C. Public Post-Sec Transition Yet	Grand Total
		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007		
2001/2002	# Grads	699	232	115	62	54	518	1,680
	% of Grad Class	41.6%	13.8%	6.8%	3.7%	3.2%	30.8%	100.0%
2002/2003	# Grads		740	215	131	70	707	1,863
	% of Grad Class		39.7%	11.5%	7.0%	3.8%	37.9%	100.0%
2003/2004	# Grads			787	212	110	774	1,883
	% of Grad Class			41.8%	11.3%	5.8%	41.1%	100.0%
2004/2005	# Grads				828	251	1,063	2,142
	% of Grad Class				38.7%	11.7%	49.6%	100.0%
2005/2006	# Grads					830	1,417	2,247
	% of Grad Class					36.9%	63.1%	100.0%

Each year in B.C., roughly 40% of B.C.'s Aboriginal high school graduates transition to B.C. public post-secondary education within one year of graduation. This is roughly 10 percentage points lower than the transition rate of B.C.'s non-Aboriginal graduates; however, given enough time, the transition rate to B.C. public post-secondary education of Aboriginal students approaches the transition rate of non-Aboriginal students (see Figure 6).

Figure 6: Immediate, 3-Year and 5-Year Transition Rates to Post-Secondary Education: Aboriginal vs. Non-Aboriginal Graduates



Aboriginal Student Transitions to Post-Secondary Education, by Region

Although transition rates into B.C. public post-secondary education for Aboriginal high school graduates lag behind non-Aboriginal graduates, this is not persistent across the province. As shown in Figure 7, for the grade 12 graduation class of 2001/02, Aboriginal students actually transition to B.C. public post-secondary education at higher rates than non-Aboriginal students in some regions, including: New Caledonia, Camosun, Rockies, Northern Lights, Northwest and Malaspina.¹⁴ The same cannot be said for all regions in B.C., especially the Kwantlen, Capilano and Douglas College regions where the Aboriginal transition rate lags behind the non-Aboriginal transition rate by as much as 16 to 28 percentage points.

Figure 7: Transitions Rates of Aboriginal and Non-Aboriginal High School Graduates of 2001/02, by College Region

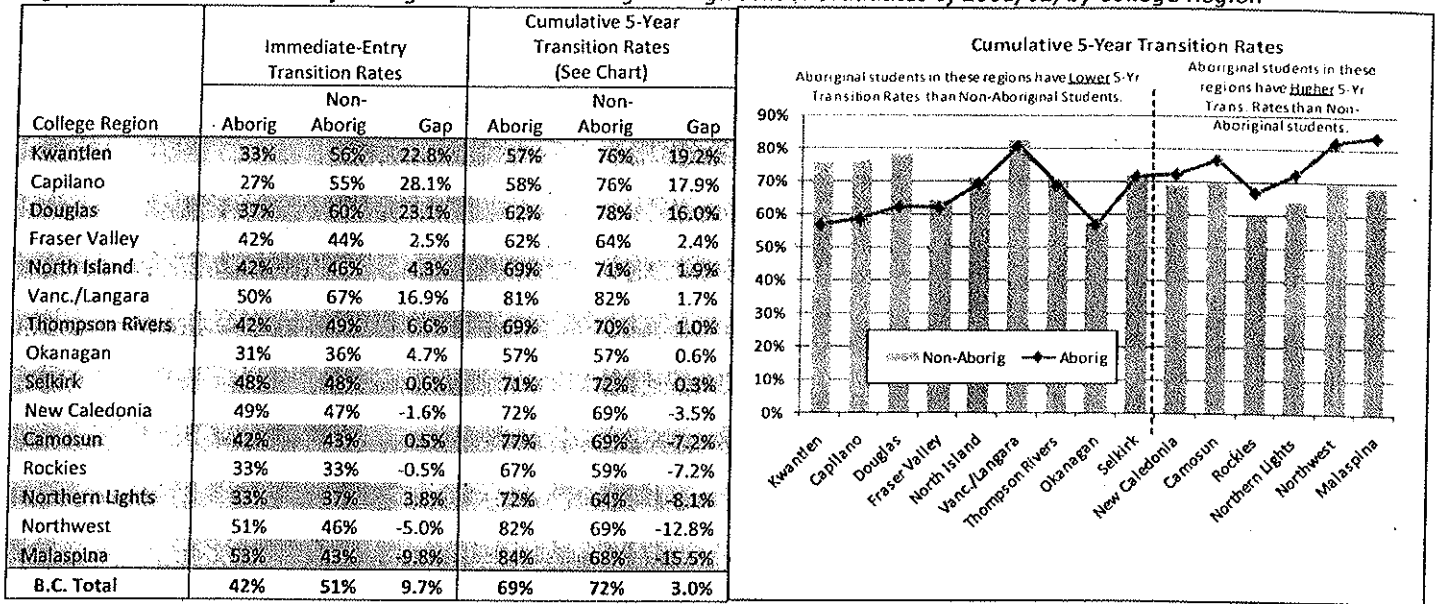
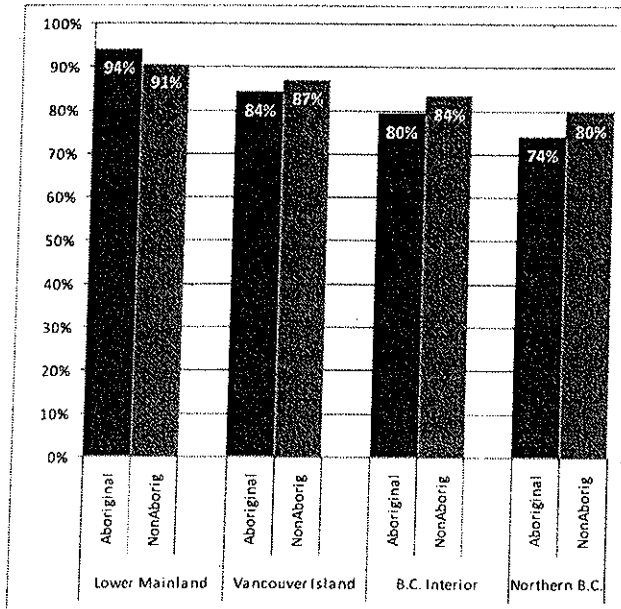


Figure 8: Proportion of High School Graduates Who Enrolled in Post-Secondary Education in the Same Region Where they Graduated from High School (2001/02 to 2005/06 Graduates)



Regional Destinations of Aboriginal High School Graduates

Among all students who graduated from a B.C. high school between 2001/02 and 2005/06, and subsequently enrolled in a B.C. public post-secondary institution between 2002/03 and 2006/07, 89% enrolled at an institution in the same provincial region¹⁵ in which they graduated. Similar measures, when calculated for Aboriginal and non-Aboriginal students are 85% and 89% respectively. This suggests that Aboriginal high school graduates are more mobile than non-Aboriginal high school graduates when it comes to enrolling in post-secondary education. With the exception of the Lower Mainland high school graduates, Aboriginal high school graduates from all regions (Vancouver Island, B.C. Interior and Northern B.C.) are more mobile than non-Aboriginal high school graduates (see Figure 8).

¹⁴ For Camosun and Northern Lights high school graduates, immediate-entry rates to B.C. public post-secondary education are lower, but within five years, the transition rates of Aboriginal high school graduates are higher than non-Aboriginal graduates.

¹⁵ For simplicity, the province of B.C. was divided into four large regions: Lower Mainland, Vancouver Island, B.C. Interior and Northern B.C. Secondary schools and post-secondary institutions were each assigned to a region, based on its geographic location.

Aboriginal Transition Rates to Post-Secondary Education by Demographic Characteristics in Secondary School

Post-secondary transition rates of BC's Aboriginal high school graduates tend to vary across demographic characteristics, including gender, ESL status, primary language spoken at home, secondary school type, college region of secondary school, academic GPA at graduation and special needs. See Table D.

Table D: Post-Secondary Transition Rates of Aboriginal 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%
Gender:										
* Female	45.7%	42.6%	46.7%	39.0%	40.6%	10.8%	29.8%	1,225	54.5%	71.6%
Male	36.7%	36.4%	36.2%	38.2%	32.6%	6.0%	26.6%	1,022	45.5%	66.2%
English as a Second Language (ESL) Programs:										
* Receiving ESL Programs in Grad Year	60.0%	46.7%	48.1%	38.5%	31.3%	8.3%	22.9%	48	2.1%	100.0%
Did not receive ESL programs in Grad Year	41.6%	39.7%	41.7%	38.7%	37.1%	8.6%	28.5%	2,199	97.9%	69.1%
Primary Language Spoken at Home:										
English	41.5%	39.6%	41.7%	38.4%	36.8%	8.6%	28.2%	2,233	99.4%	69.0%
* Non-English	50.0%	56.3%	52.9%	63.2%	53.8%	0.0%	53.8%	14	0.6%	91.7%
Secondary School Type:										
* BC Public School	41.9%	39.6%	42.0%	38.5%	37.1%	8.6%	28.4%	2,197	97.8%	69.4%
BC Independent School	33.3%	47.4%	31.7%	43.5%	32.0%	8.0%	24.0%	50	2.2%	62.5%
College Region of Secondary School										
Comosun	42.2%	36.0%	42.0%	33.0%	32.5%	8.4%	24.1%	83	3.7%	76.6%
Capilano	27.1%	36.0%	44.1%	36.2%	31.0%	3.4%	27.6%	58	2.6%	58.3%
Douglas	36.7%	44.4%	32.5%	39.2%	43.9%	9.0%	34.8%	155	6.9%	62.0%
Fraser Valley	41.7%	27.7%	36.5%	30.6%	26.3%	2.8%	23.5%	179	8.0%	61.7%
Kwantlen	33.3%	27.0%	34.3%	26.9%	29.9%	7.1%	22.7%	211	9.4%	56.5%
* Malaspina	52.6%	56.7%	50.0%	45.3%	42.1%	5.3%	36.8%	152	6.8%	83.7%
New Caledonia	48.6%	41.9%	49.7%	49.2%	44.7%	9.6%	35.0%	197	8.8%	72.2%
North Island	41.7%	40.5%	43.9%	40.7%	43.6%	3.4%	40.2%	204	9.1%	69.0%
Northern Lights	33.3%	45.8%	46.3%	36.6%	31.8%	3.4%	28.4%	148	6.6%	72.2%
Northwest	50.8%	49.5%	49.2%	51.0%	46.8%	7.3%	39.5%	220	9.8%	82.1%
Okanagan	30.9%	24.1%	31.9%	27.7%	28.6%	8.1%	20.5%	234	10.4%	56.6%
Rockies	33.3%	30.4%	27.3%	37.8%	37.9%	3.9%	34.0%	103	4.6%	66.7%
Selkirk	47.6%	48.5%	55.3%	43.5%	30.2%	7.5%	22.6%	53	2.4%	71.4%
Thompson Rivers	42.2%	45.3%	44.4%	42.1%	37.4%	31.6%	5.8%	206	9.2%	68.8%
Vancouver/Langara	50.0%	45.2%	54.3%	39.1%	38.6%	6.8%	31.8%	44	2.0%	80.6%
Secondary School Academic GPA:										
No GPA	35.9%	35.5%	37.8%	33.1%	31.9%	4.2%	27.6%	1,839	81.8%	64.6%
50.0% - 54.9%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%	50.0%
55.0% - 59.9%	53.8%	37.5%	47.4%	63.6%	50.0%	9.1%	40.9%	22	1.0%	92.3%
60.0% - 64.9%	55.0%	42.9%	68.6%	54.3%	43.3%	6.7%	36.7%	30	1.3%	90.0%
65.0% - 69.9%	70.2%	63.5%	58.0%	58.0%	51.6%	14.5%	37.1%	62	2.8%	87.7%
70.0% - 74.9%	75.5%	57.1%	54.4%	58.9%	51.3%	12.8%	38.5%	78	3.5%	93.9%
Not University Eligible	65.8%	54.5%	57.4%	58.2%	50.0%	42.0%	38.0%	192	8.5%	90.1%
* 75.0% - 79.9%	70.4%	60.0%	63.8%	69.7%	64.0%	31.5%	32.6%	89	4.0%	94.4%
80.0% - 84.9%	75.0%	69.0%	76.1%	81.8%	73.9%	46.4%	27.5%	69	3.1%	88.6%
85.0% - 89.9%	66.7%	87.1%	63.6%	61.0%	68.3%	51.2%	17.1%	41	1.8%	87.5%
90.0% - 100.0%	81.8%	77.8%	56.3%	75.0%	70.6%	64.7%	5.9%	17	0.8%	90.9%
University Eligible	72.2%	70.9%	66.7%	72.0%	68.5%	42.6%	25.9%	216	9.6%	91.0%
Special Needs:										
* Gifted	63.2%	58.5%	67.5%	68.0%	62.8%	20.9%	41.9%	43	1.9%	76.3%
Other Special Needs	26.9%	25.6%	29.0%	24.2%	26.9%	0.9%	26.0%	227	10.1%	53.1%
No Special Needs	42.5%	40.7%	42.6%	39.5%	37.5%	9.2%	28.3%	1,977	88.0%	70.5%
Grand Total for All Aboriginal BC12 Graduates	41.8%	39.7%	41.8%	38.7%	36.9%	8.6%	28.3%	2,747	100.0%	69.2%

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

Post-Secondary Institution Destinations of Aboriginal High School Graduates

The B.C. public post-secondary institution destinations of Aboriginal high school graduates of 2001/02 to 2005/06 who first enrolled at a post-secondary institution between 2002/03 and 2006/07, are shown in Table E. Aboriginal high school graduates who enrolled in post-secondary education are much less likely than non-Aboriginal graduates to enroll in a B.C. university (16% vs. 37%) or an urban college (16% vs. 24%). This is because Aboriginal students are much more inclined to enroll in small colleges (31% vs. 8%), or university colleges (29% vs. 25%), or institutes (7% vs. 6%).

Table E: B.C. Public Post-Secondary Institution Destinations¹⁶ of Aboriginal High School Graduates of 2001/02 to 2005/06, Immediate and Delayed Entry

Post-Secondary Institution	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	Grand Total	5-Yr % Aborig.	Non- Aborig.
UNIVERSITY								
SIMON FRASER UNIVERSITY	16	15	14	19	22	86	2.2%	10.7%
THOMPSON RIVERS UNIVERSITY	<5	<5	<5	92	85	177	4.6%	1.7%
UNIVERSITY OF BRITISH COLUMBIA	16	18	13	26	9	82	2.1%	15.4%
UNIVERSITY OF BRITISH COLUMBIA OKANAGAN	<5	<5	<5	8	22	30	0.8%	1.0%
UNIVERSITY OF NORTHERN BRITISH COLUMBIA	31	32	30	30	27	150	3.9%	1.5%
UNIVERSITY OF VICTORIA	11	17	27	27	28	110	2.8%	6.7%
UNIVERSITY Total	74	82	84	202	193	635	16.3%	37.1%
UNIVERSITY COLLEGE								
KWANTLEN UNIVERSITY COLLEGE	23	21	24	20	25	113	2.9%	10.7%
MALASPINA UNIVERSITY-COLLEGE	84	84	78	80	79	405	10.4%	3.6%
OKANAGAN UNIVERSITY COLLEGE	34	29	58	<5	<5	123	3.2%	2.8%
UNIVERSITY COLLEGE OF THE CARIBOO	83	91	86	<5	<5	260	6.7%	2.5%
UNIVERSITY COLLEGE OF THE FRASER VALLEY	51	39	44	49	55	238	6.1%	5.5%
UNIVERSITY COLLEGE Total	275	264	290	151	159	1,139	29.3%	25.1%
URBAN COLLEGE								
CAMOSUN COLLEGE	27	25	25	29	26	132	3.4%	3.6%
CAPILANO COLLEGE	8	16	22	21	21	88	2.3%	4.6%
DOUGLAS COLLEGE	25	35	46	37	41	184	4.7%	5.9%
LANGARA COLLEGE	25	21	15	14	12	87	2.2%	6.4%
OKANAGAN COLLEGE	<5	<5	<5	45	44	89	2.3%	1.3%
VANCOUVER COMMUNITY COLLEGE	12	10	9	11	10	52	1.3%	2.0%
URBAN COLLEGE Total	97	107	117	157	154	632	16.3%	23.8%
SMALL COLLEGE								
COLLEGE OF NEW CALEDONIA	59	53	51	56	67	286	7.4%	1.9%
COLLEGE OF THE ROCKIES	12	25	13	27	31	108	2.8%	1.2%
NORTH ISLAND COLLEGE	48	44	53	51	54	250	6.4%	1.5%
NORTHERN LIGHTS COLLEGE	20	49	37	36	37	179	4.6%	0.8%
NORTHWEST COMMUNITY COLLEGE	48	55	61	67	73	304	7.8%	0.8%
SELKIRK COLLEGE	14	13	25	19	12	83	2.1%	1.5%
SMALL COLLEGE Total	201	239	240	256	274	1,210	31.2%	7.8%
INSTITUTE								
BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY	26	28	28	29	32	143	3.7%	5.0%
EMILY CARR INSTITUTE OF ART AND DESIGN	<5	<5	<5	<5	<5	5	0.1%	0.5%
INSTITUTE OF INDIGENOUS GOVERNMENT	<5	<5	<5	<5	<5	13	0.3%	0.0%
JUSTICE INSTITUTE	<5	<5	<5	7	<5	15	0.4%	0.2%
NICOLA VALLEY INSTITUTE OF TECHNOLOGY	10	7	14	22	8	61	1.6%	0.0%
OPEN LEARNING AGENCY	12	9	10	<5	<5	31	0.8%	0.4%
INSTITUTE Total	52	48	56	62	50	268	6.9%	6.1%
GRAND TOTAL	699	740	787	828	830	3,884	100.0%	100.0%

Note: Values of less than 5 have been masked and are displayed as "<5".

¹⁶ Institution names and designations in this study are those that were in place for the period of this study.

Program Destinations of Aboriginal High School Graduates

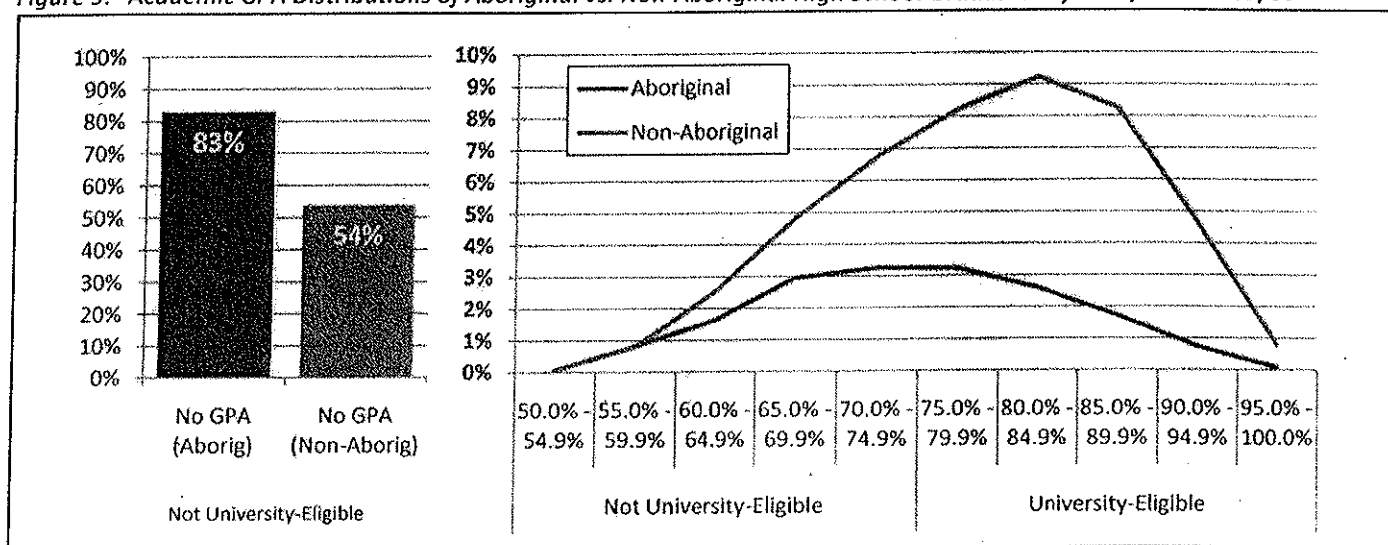
Among all students who graduated from a B.C. high school between 2001/02 and 2005/06 and enrolled at a B.C. university between 2002/03 to 2006/07, the top three most popular university faculty destinations were Arts, Fine Arts and Social Sciences (45%), Science (28%) and Applied Sciences (15%). Aboriginal high school graduates, representing nearly 2% of the university enrollees in this time period, were more inclined to enroll in Arts, Fine Arts and Social Sciences (61%) and less likely to enroll in Science (23%) and Applied Sciences (6%).

STP also has information on the program destinations of B.C. high school graduates in the non-university sector. Of the high school graduates from 2001/02 to 2005/06 who enrolled in a college, university college¹⁷ or institute between 2002/03 and 2006/07, the top post-secondary program destinations were Arts and Sciences (44%), Developmental Education (15%) and Business and Management (9%). Aboriginal graduates represented roughly 5% of these non-university enrollees and their program preferences differed slightly from non-Aboriginal graduates: Aboriginal high school graduates were far more likely to enroll in Developmental Education (30% versus 14%) and less likely to enroll in Arts and Sciences (33% versus 44%), as compared to non-Aboriginal graduates.

Academic Qualifications of Aboriginal High School Graduates

The post-secondary institution and program destinations of Aboriginal graduates are largely influenced by academic qualifications upon high school graduation. The Academic GPA is calculated on the average grades in English 12 and the best three academic grade 12 subjects upon graduation. Roughly half of all grade 12 graduates in B.C. had insufficient courses or passing grades in these selected courses and are therefore assigned no GPA. In general, students without an academic GPA did not follow an academic route to graduation. A much larger proportion (83%) of Aboriginal graduates had no GPA. The GPA distributions of Aboriginal and non-Aboriginal graduates are displayed in Figure 9. Graduates are deemed university-eligible if their GPA upon graduation is 75% or higher. In total, just 8% of Aboriginal graduates from 2001/02 to 2005/06 were university-eligible (versus 31% of non-Aboriginal graduates). Due to their generally lower academic qualifications upon graduation, Aboriginal graduates are much less likely to enroll in university programs.

Figure 9: Academic GPA Distributions of Aboriginal vs. Non-Aboriginal High School Graduates of 2001/02 to 2005/06



¹⁷ Sector designations in place at the time of this study are used.

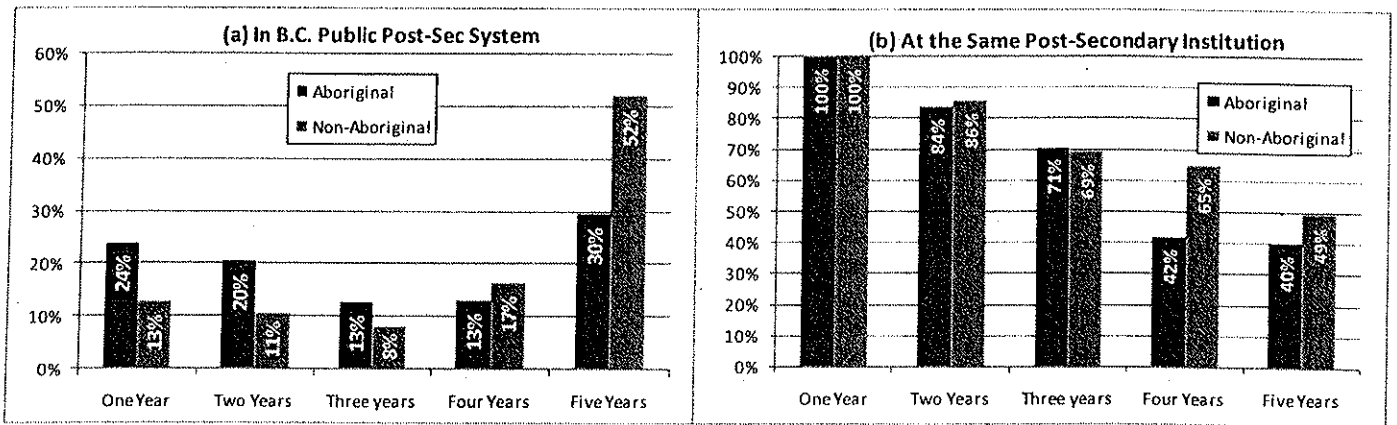
Performance in Post-Secondary Education: Aboriginal vs. Non-Aboriginal Students

How well do Aboriginal students perform in post-secondary education? STP does not yet collect academic performance data from post-secondary institutions (such as credits completed or post-secondary GPA's), however, STP is able to measure continuous enrollment, stop outs, dropouts and credential completion.

Continuous Enrollment: STP is able to measure the extent to which students enroll continuously within (a) the B.C. public post-secondary education system, or (b) within a single post-secondary institution.

- a) Among the 2001/02 cohort of grade 12 graduates, 83% of all students enrolled continuously in the B.C. public post-secondary system for a period of one to five years. Non-Aboriginal students (84%) were more likely to enroll continuously than Aboriginal students (73%). Aboriginal students were less likely to remain registered for four years or longer (only 43% of Aboriginal students remained registered for four years or more, versus 68% of non-Aboriginal students). This difference in enrollment duration between the two groups is primarily attributed to the fact that Aboriginal students are less likely to enroll in four-year degree programs than non-Aboriginal students. See Figure 10 (a).
- b) On average, 68% of Aboriginal high school graduates of 2001/02 (versus 64% of non-Aboriginal graduates) remained enrolled continuously at the same post-secondary institution for a period of one to five years, between 2002/03 and 2006/07. Among those students enrolled for a period of three years or less, both Aboriginal and non-Aboriginal students enrolled at the same post-secondary institution at similar rates (100% for one year, 85% for two years, and 69% for three years). Among those enrolled for longer than three years, non-Aboriginal students were more likely to remain at the same post-secondary institution. Again, this is a reflection of the different program lengths chosen by Aboriginal and non-Aboriginal students (see Figure 10 (b)).

Figure 10: Continuous Enrollment, by Length of Stay in (a) The B.C. Public Post-secondary System, and (b) The Same Post-Secondary Institution



Stop out Rates: An analysis of post-secondary registration patterns reveals that Aboriginal students stop out or have more periods of non-registration than non-Aboriginal students. Among those high school graduates from the 2001/02 graduation cohort who enrolled in post-secondary education at any time between 2002/03 and 2006/07, the proportion who subsequently stopped out (without first attaining a credential) was 22% in 2003/04, 35% in 2004/05, 41% in 2005/06 and 44% in 2006/07. By comparison, a smaller proportion of non-Aboriginal students stopped out in each of these years: 14%, 22%, 27% and 30% respectively.

Given enough time, students from both of these groups might return to their education in the B.C. public post-secondary system. STP classifies students who do not return within four years as dropouts. Even with the few years of data available to STP, a pattern of students returning is already evident and the rate at which stop outs resume their studies is roughly similar between the two groups. Among the stop outs of 2003/04 (who previously registered in 2002/03 without first completing a credential), 25% of Aboriginal stop outs returned to their studies in 2004/05 (vs. 28% of non-Aboriginal stop outs). Over the next two years, the proportion of stop outs who returned was roughly equal for each group, with 19% of Aboriginal stop outs returning in 2005/06 and 15% in 2006/07. Similarly, 19% of non-Aboriginal stop outs returned in 2005/06 and 13% in 2006/07.

Dropout Rates: In the Fall of 2007, STP reported that 10% of the 2001/02 grade 12 graduation class that enrolled in B.C. public post-secondary education in 2002/03 had dropped out by the end of their first year of attendance and did not return over the next four years (2003/04).¹⁸ The dropout rate for Aboriginal students (15%) is higher than it is for non-Aboriginal students (9%) and this tends to vary, depending upon the type of post-secondary institution first attended. For example, the university dropout rates are the same for both groups (3%), the dropout rate from urban colleges is twice as high for Aboriginal students (18%) as it is for non-Aboriginal students (9%), and Aboriginal students in small colleges do not drop out to the extent that non-Aboriginal students do (16% versus 19%). See Figure 11.

Figure 11: First Year, Immediate-Entry Dropout Rates by Type of Institution Attended.

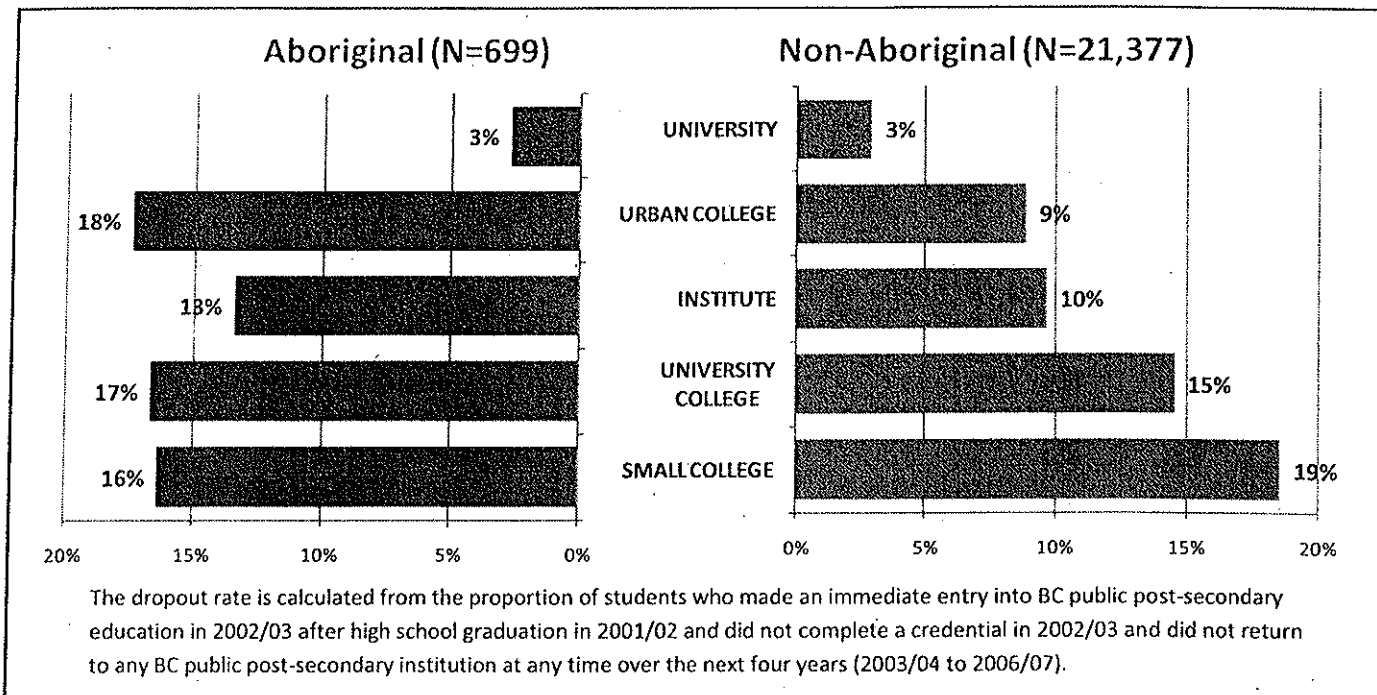
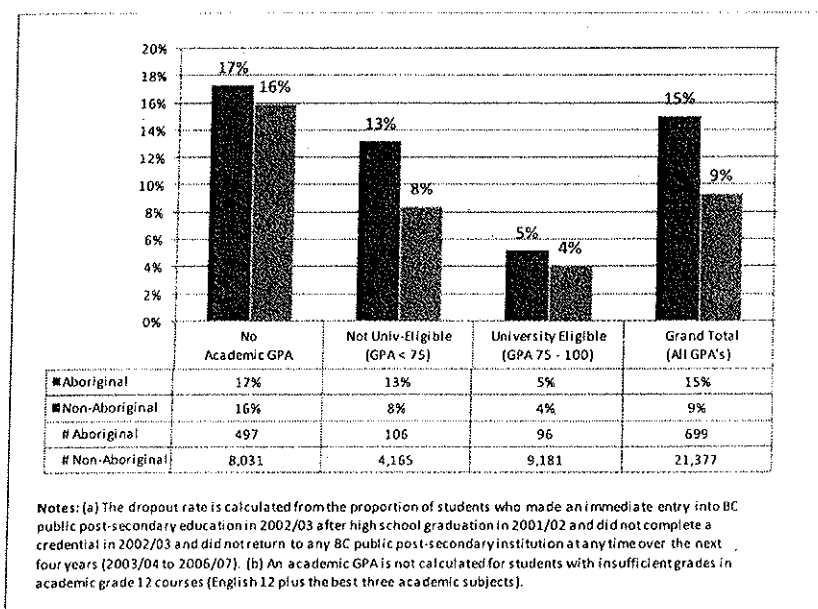


Figure 12: First Year, Immediate-Entry Dropout Rates by High School Academic GPA.



Dropout Rates by GPA: The rate at which students drop out of post-secondary education may be attributed to their level of academic qualifications upon high school graduation. The dropout rate of university-eligible high school graduates, or students with an academic GPA of 75% or higher, is similar for Aboriginal and non-Aboriginal graduates (5% and 4% respectively). Among the graduates who are not university-eligible (with a GPA below 75%), the dropout rate is much greater for Aboriginal graduates (13%) than non-Aboriginal graduates (8%). See Figure 12.

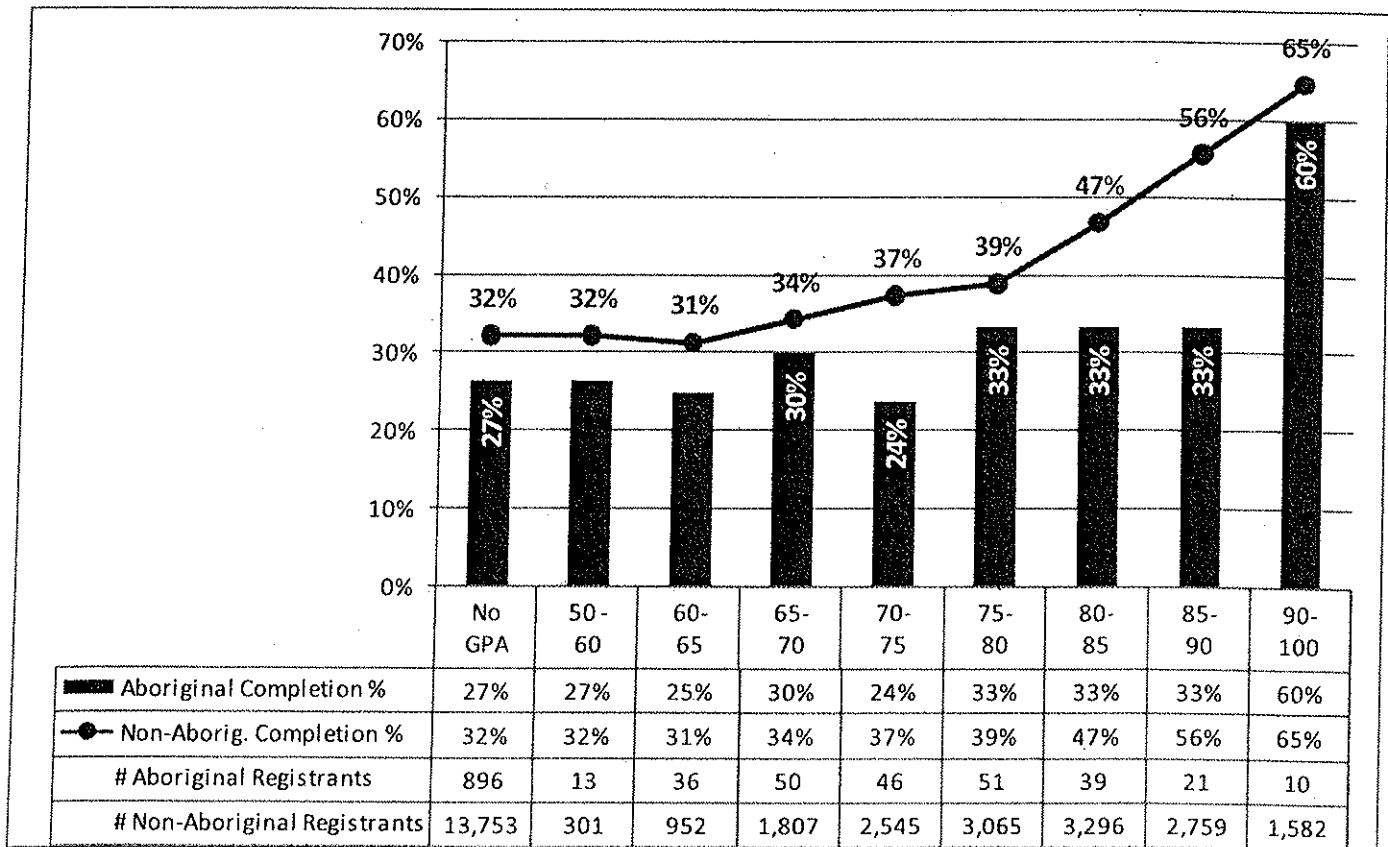
¹⁸ Research Report: Movement Among B.C. Public Post-Secondary Institutions, November, 2008, http://www.aved.gov.bc.ca/student_transitions/documents/STP-Movement-Among-Report_2008-10-20.pdf

Credential Completion Rates: In the Fall of 2008, STP conducted a cohort analysis of the grade 12 graduation class of 2001/02. In this study, a credential completion rate, based on the number of students from that graduation class who completed a credential within five-years of graduating from high school was calculated at 38%.¹⁹ In this subsequent analysis of Aboriginal and non-Aboriginal graduates from this same high school cohort, STP reveals a 12 percentage point gap in the post-secondary credential completion rates of Aboriginal and non-Aboriginal students (27% versus 39%), within five years of high school graduation.

An alternative and more traditional method of calculating a credential completion rate is to exclude students who delayed their entry to post-secondary education, thus allowing an equal amount of time for all students to complete their post-secondary education (five years). The comparable credential completion rates are 31% for Aboriginal students and 45% non-Aboriginal students, representing a 14 percentage point gap. Given a longer time horizon, it is possible that this gap will narrow and STP plans to monitor this progress over time.

Credential Completion Rates by GPA: As previously shown by STP in the Fall of 2008, students generally achieved higher post-secondary credential completion rates, the higher their academic GPA upon graduation from high school.¹⁹ This is demonstrated in Figure 13. The gap between Aboriginal and non-Aboriginal graduates is evident at each GPA range.

Figure 13: Credential Completion Rates of 2001/02 Grade 12 Graduates Within Five Years of High School Graduation, Immediate and Delayed-Entry Students



¹⁹ Research Report: Movement Among B.C. Public Post-Secondary Institutions, November, 2008, http://www.aved.gov.bc.ca/student_transitions/documents/STP-Movement-Among-Report_2008-10-20.pdf

Credential Completion Rates by College Region: B.C. grade 12 graduates are classified into one of fifteen college regions, based on the geographic location of their high school of graduation. The graduation class of 2001/02 was followed into B.C. public post-secondary education and the credential completion rates were calculated for all students who made an immediate or delayed entry to post-secondary education between 2002/03 and 2006/07. The credential completion rates are not consistent across all regions of the province, and nor are they consistent between Aboriginal and non-Aboriginal graduates (see Figure 14). The credential completion rate of non-Aboriginal students exceeds that of Aboriginal students, except in the Selkirk and Northern Lights regions where Aboriginal students achieve higher credential completion rates. The gap in the credential completion rate between Aboriginal and non-Aboriginal graduates is widest in the Vancouver/Langara college region (26%).

Figure 14: Credential Completion Rates of 2001/02 Grade 12 Graduates by Region of High School Graduation

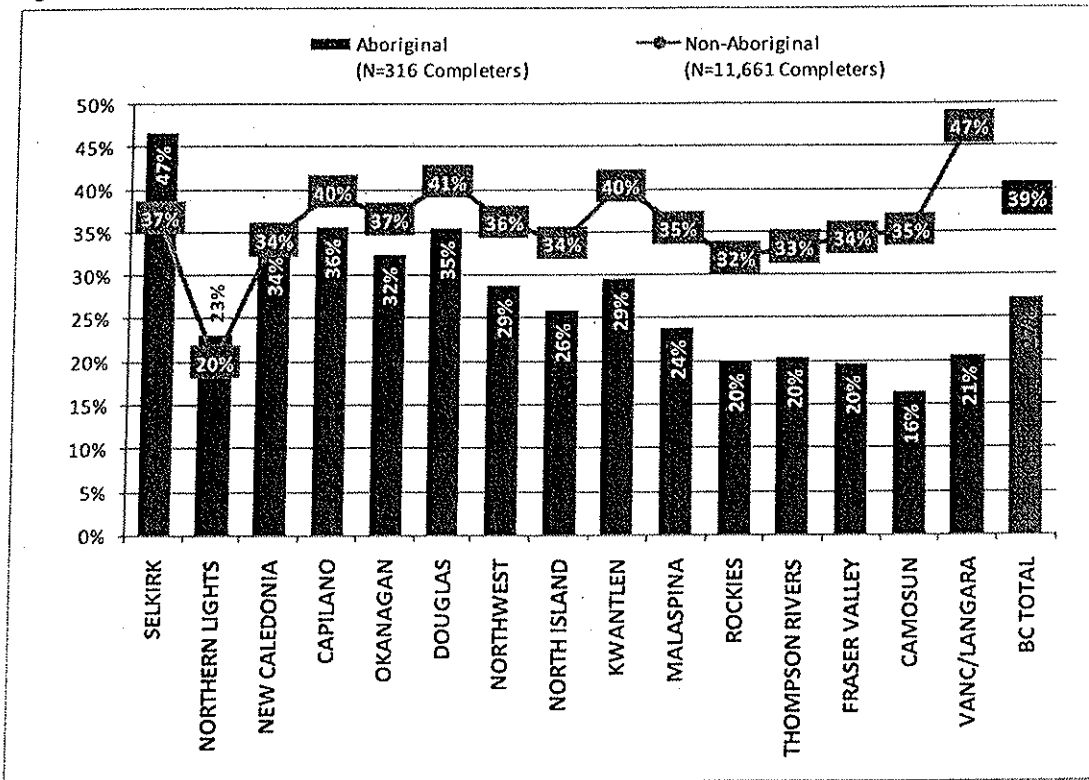
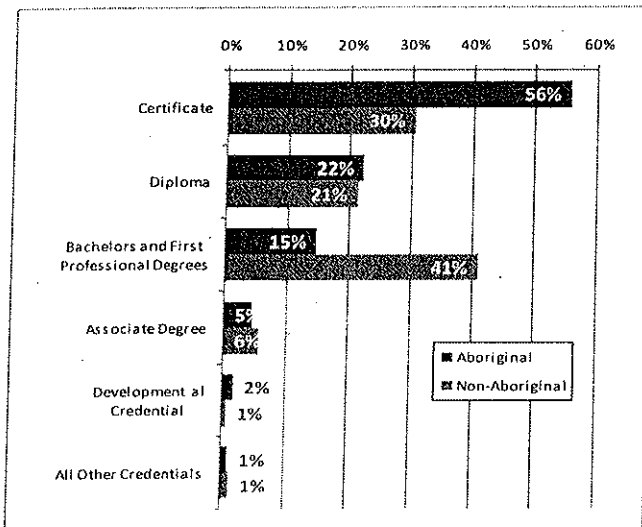


Figure 15: Distribution of Post-Secondary Credentials Completed by 2001/02 Grade 12 Graduates Over a Five-Year Period, 2002/03 to 2006/07



Credentials Completed: Among the 43,360 students who graduated from high school in 2001/02, a total of 1,680 (or 3.9%) were Aboriginal students. Among this group, a total of 1,162 (69%) enrolled in B.C. public post-secondary education over the next five years and within this period, 316 students (27% of enrollees) completed 348 post-secondary credentials. The distribution of the types of credentials completed is shown in Figure 15.

Since Aboriginal students complete high school with generally lower academic qualifications than non-Aboriginal students, they are less inclined to enroll in university-level degree programs and therefore less likely to complete a Bachelors Degree or First Professional Degree within five years of completing high school (15%), compared to non-Aboriginal students (41%). For similar reasons, Aboriginal credential completers are almost twice as likely as non-Aboriginal completers to finish a certificate program (56% versus 30%).

Conclusion:

The findings in this report suggest that early intervention and outreach in secondary schools and improvements in the rate at which Aboriginal students progress through the grades and into grade 12 and graduation are critical to the successful transition to post-secondary education. Grade 12 graduates who achieve college or university-level GPA's in high school have a reasonably good chance of pursuing post-secondary education. The post-secondary education performance of non-Aboriginal students exceeds that of Aboriginal students in many ways, but this is not widespread nor consistent across all sectors and all regions of the province. Therefore, further interventions for Aboriginal students enrolled in post-secondary education, especially for those enrolled below the university-level or without university-eligible GPA's, could help to boost the retention rate and credential completion rate of Aboriginal students in post-secondary education.

The Ministries of Education and Advanced Education and Labour Market Development have begun to launch strategies to close the education attainment gaps between Aboriginal and non-Aboriginal citizens of British Columbia. For example, the Ministry of Education has signed Aboriginal Education Enhancement Agreements to "help Aboriginal students build academic success, a sense of belonging, youth leadership, and a stronger connection to their culture".²⁰ Similarly, the Ministry of Advanced Education and Labour Market Development has consulted with Aboriginal communities and "developed an Aboriginal Post-Secondary Education Strategy to help close the higher education between Aboriginal and non-Aboriginal people."²¹ As the gaps in education participation and attainment begin to narrow, the Student Transitions Project will closely monitor and report these achievements over the coming years.

²⁰ Ministry of Education 2008/09-2010/11 Service Plan.

²¹ Ministry of Advanced Education, 2008/09-2010/11 Service Plan.

Appendix A: STP Definitions

Student Transitions Project (STP) – a collaborative effort of British Columbia’s Ministries of Education and Advanced Education and B.C.’s public post-secondary institutions. STP research is helping school districts, post-secondary institutions and the Ministries of Education and Advanced Education and Labour Market Development to plan and manage programs and access to higher education in BC. 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. STP links the student PEN’s between the two education systems to track student transitions in a manner that protects personal privacy.

Aboriginal Student — In B.C.’s K-12 education system, Aboriginal students are self-identified (or identified by the student’s parents/guardians) if the student has Aboriginal ancestry, including First nations: status and non-status, Metis or Inuit). Similarly, students in B.C.’s public post-secondary education system self-identify their Aboriginal status²². The Student Transitions Project expands on the Aboriginal self-identification by assigning an *Overall Aboriginal Status* which indicates Aboriginal identity if the student ever declared Aboriginal identity in the K-12 education system (in 2002/03 or later), or declared Aboriginal identity in a post-secondary enrollment record.

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 (October 1 to September 30). Students who return to the K-12 system, to re-take 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 (September 1 to August 31) and is still registered on the stable enrollment date.

Immediate entry — students who first transition to a B.C. post-secondary institution within one year of secondary 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 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 secondary school graduation.

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%-60% 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% or higher.

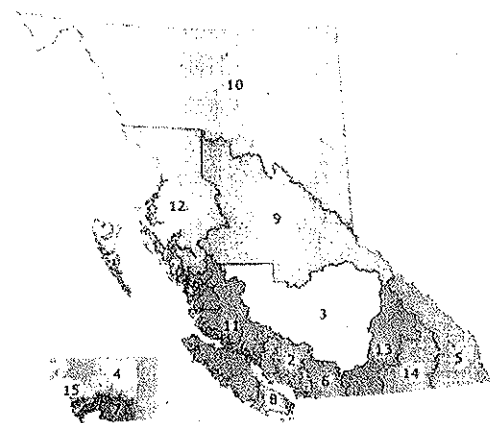
Stop outs — Students who enrolled in B.C. public post-secondary education and subsequently took one, two or three years off from their studies. The majority of stop outs in B.C. do not complete a credential before leaving. Stop outs who subsequently return to their education within four years are called returning stop outs, otherwise STP classifies these students as *dropouts*.

Immediate Entry Dropout Rate — The proportion of students who made an immediate entry into B.C. public post-secondary education within one year of high school graduation who did not return to any B.C. public post-secondary institution at any time over the next four years (and did not complete a credential).

BC College Regions:

- | | |
|----------------------|--------------------|
| 1-Camosun | 2-Capilano, |
| 3-Thompson Rivers | 4-Douglas |
| 5-Rockies | 6-Fraser Valley |
| 7-Kwantlen | 8-Malaspina |
| 9-New Caledonia | 10-Northern Lights |
| 11-North Island | 12-Northwest |
| 13-Okanagan | 14-Selkirk |
| 15-Vancouver/Langara | |

<http://www.bclmguide.ca/application/maps/collegeregions.asp>



²² By matching individual student records on PEN’s between the K-12 and post-secondary education systems, it is evident that students who declared Aboriginal identity at the K-12 level often do not make the same declaration at the post-secondary level.

Appendix B: STP Information

STP Steering Committee: STP is managed by a steering committee with representation from the two ministries, public institutions and BC Council on Admissions and Transfer (BCCAT). Three subcommittees are established to address key areas of research: mobility of transfer students, data management and applicant research. The ministries and institutions are equal partners in this undertaking.

Devron Gaber, STP 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.

Patty Beatty-Guenter and 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.

Special Thanks: The Student Transitions Project would like to thank the Ministry of Education, the Ministry of Advanced Education and Labour Market Development and the B.C. public post-secondary institutions²³ for collaborating in this research effort. Without their co-operation and data contributions, this research could not have been accomplished.

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

Urban Colleges: Camosun College, Douglas College, Langara College, Okanagan College, Vancouver Community College.

Institutes: British Columbia Institute of Technology, Justice Institute of B.C., Nicola Valley Institute of Technology and Open Learning Agency.

Research Universities: Simon Fraser University, University of British Columbia, University of Northern British Columbia and University of Victoria.

Special Purpose Universities: Capilano University^a, Emily Carr University of Art and Design^b, Kwantlen Polytechnic University^c, Thompson Rivers University^d, Royal Roads University, University of the Fraser Valley^e, Vancouver Island University

²³ A number of institutions have changed names and/or sectors during or following the time period of this study. The current institution names are provided above. Former names were: ^aCapilano College, ^bEmily Carr Institute of Art and Design, ^cKwantlen University College, ^dCariboo College, ^eUniversity College of the Fraser Valley^e, and Malaspina University-College^f.

