

Understanding Student Mobility in the B.C. Public Post-Secondary System

This annual newsletter summarizes the work of the **Post-secondary Student Mobility (PSM)** Subcommittee of the **Student Transitions Project (STP)** (see inset box on [page 2](#) to learn more about the PSM and STP). In an effort to better understand student mobility in the B.C. public post-secondary system, the Student Transitions Project continues to describe and quantify the numerous education pathways of students as they enter, move between and exit post-secondary institutions each year. The mobility study has also been enhanced this year to provide two new viewpoints of long-run mobility patterns, first from the perspective of a cohort of new students who move through the system over a ten-year period, and second, from a retrospective view of a cohort of recent credential completers.

Student Mobility Over Time

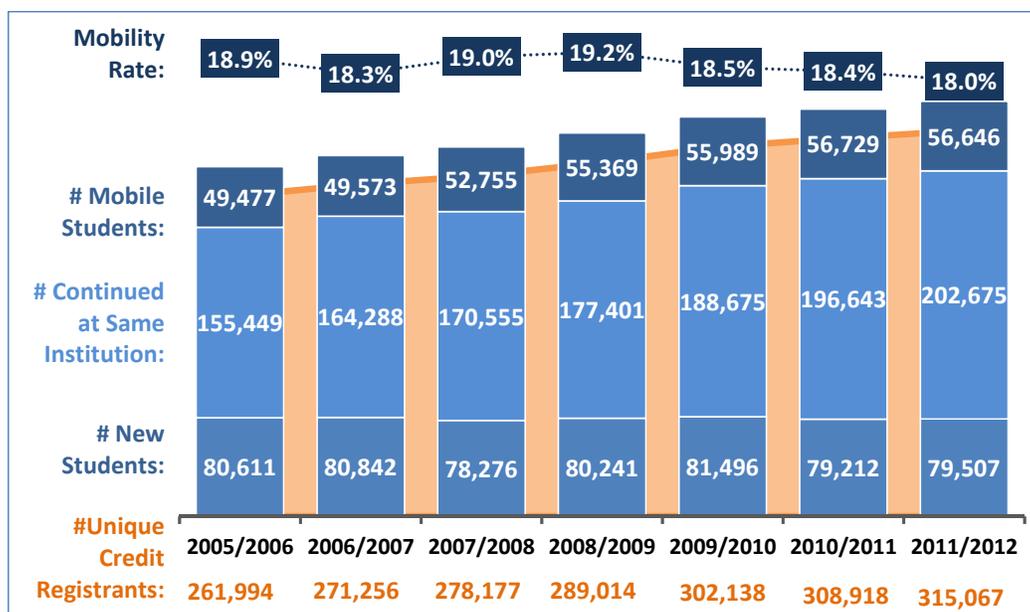
The total unique headcount enrollment in B.C.'s 25 public post-secondary institutions was roughly 445,000 students¹ in 2011/2012, or 315,000 students² when limited to students registered in academic credits only. The B.C. public post-secondary system has seen a 20% growth rate in unique academic credit registrants over the last six years, increasing from 262,000 in 2005/2006 to 315,000 in 2011/2012 (see [Figure 1](#)). Which students are contributing to this growth?

- Most of this increase arises from students **continuing at the same institution** where they last registered in a preceding year.
- The number of **new students** has remained at roughly 80,000 students per year.
- The number of **mobile** students, which currently represent 18% of unique credit registrants, has increased slightly³, currently hovering around 56,000 to 57,000 students in each of the last three years.

Inside This Newsletter	Page
• Student Mobility Rate and Trends	1 - 2
• Student Pathways	3 - 4
• Definitions	3 - 4
• Traditional "Transfer Students"	5
• Student Mobility Rates by Student Group	6
• Student Mobility Between PSI Types and Regions	6 - 8
• Student Mobility by Graduation Year	8
• Mobility of a New Entry Cohort	9 - 10
• Mobility of Credential Completers	10 - 12
• Conclusion	11

1. 445,000 total unique headcount in the B.C. system excludes continuing education enrollments at B.C. research-intensive universities.
2. 315,000 unique academic credit registrants excludes students enrolled exclusively in non-credit or continuing education programs.
3. Some of the initial growth in the number of mobile students was due to the incremental increase in the number of preceding years of available enrollment history (back to 2002/03), thus increasing the pool of returning stop outs included in the mobility rate. It appears that a steady state has now been reached as returning stop outs have leveled off at roughly 6% of the 18% total student mobility rate.

Figure 1: Student Mobility Trend



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.

Post-Secondary Student Mobility (PSM) Sub-committee of STP:

This post-secondary student mobility research was conducted under the auspices of the Student Transitions Project (STP). This report was prepared by Joanne Heslop with research directions provided by the Post-secondary Student Mobility Sub-committee of STP. The sub-committee membership includes representatives from across post-secondary sectors:

Robert Adamoski, Associate Director, Admissions and Research, BCCAT (Chair)

Kathleen Bigsby, Director, Institutional Analysis & Planning, Kwantlen Polytechnic University

Frank DiPuma, Manager, Institutional Research, Capilano University

Joanne Heslop, Manager, Student Transitions Project

Hugh Judd, Central Data Warehouse Coordinator, Research and Analysis, Ministry of Advanced Education

Zareen Naqvi, Director, Institutional Research and Planning, Simon Fraser University

The Committee would like to thank **Liny Chan**, Senior Analyst, Institutional Research and Planning, SFU, for her contributions to this newsletter.

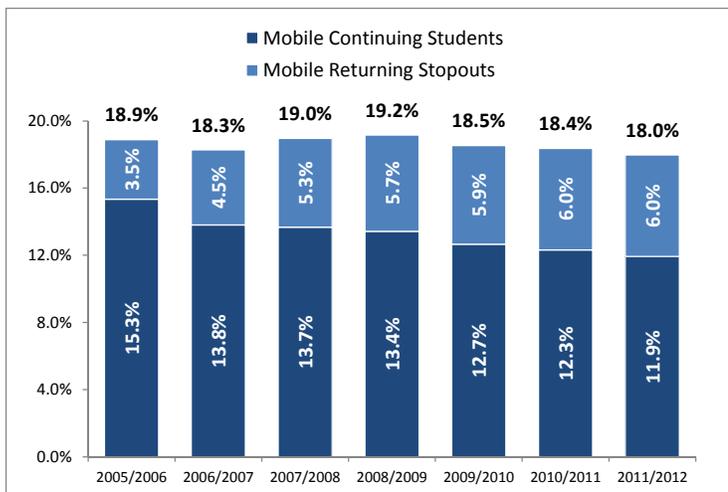
Student Mobility Rate

The **student mobility rate** is the proportion of the total unique headcount credit registrants who moved from one institution to another, or returned to a previously attended institution, after last enrolling elsewhere. In the most recent year for which data is available (2011/2012), the student mobility rate was 18.0% or (56,645 mobile students ÷ 315,067 unique academic credit registrants). Each year, student mobility rates are recalculated and restated to ensure any changes to student enrollment figures are included in the latest rates.

As shown in **Figure 1**, the fairly stable student mobility rate has remained around 18% to 19% each year, with roughly 56,000 students benefiting from B.C.'s transfer system annually. The student mobility rate provides a simple gauge of student movement in the B.C. public post-secondary system each year and minor annual fluctuations in this rate are expected. For example, a recent dip in the student mobility rate might be due to the numerous new opportunities for students to complete a bachelor's degree or other credentials at a single institution, without the need to transfer to elsewhere for completion.

The largest component of student mobility is attributed to continuing students who last registered in the immediately preceding year, but at a different institution in the B.C. public post-secondary system. These mobile students account for about two-thirds or 12% of the total 18% mobility rate. The smaller component (roughly 6% of the 18% mobility rate) is attributed to students who switched institutions upon returning to the system after a stop out period of one or more years of non-registration. The mobile returning stopouts have reached a steady state of roughly 6% per year. Hence the recent small decline in the student mobility rate is primarily attributed to a decline in continuing students who switched institutions from the immediately preceding year (see **Figure 2**).

Figure 2: Student Mobility of Continuing vs. Returning Stopouts

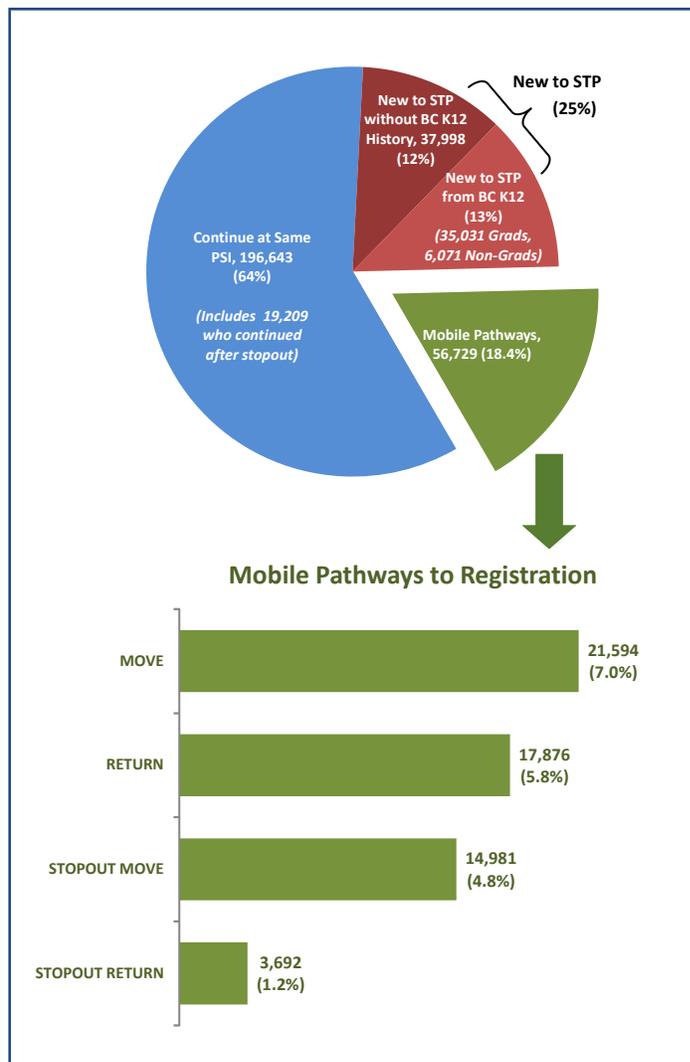


Student Pathways into B.C. Public Post-Secondary Registration in 2010/2011

There were roughly 309,000 students registered in academic credits in B.C.'s 25 public post-secondary institutions in 2010/2011. Where did these students come from? (See Figure 3)

- 64% were **continuing** students at the same institution where they last registered, including 58% who last registered in 2009/2010, and 6% who last registered in an earlier time period (after stopping out in the previous year or longer)
- 25% were **new** to the B.C. system, of which roughly half were former students from B.C.'s K-12 system (including roughly 35,000 grade 12 graduates and 6,000 non-graduates) and the other half (38,000) had no previous history⁴ in the B.C. K-12 system.
- 18% were **mobile** students, including 13% who were last registered in the previous year, and 6% who last registered prior to 2009/2010, after stopping out for at least one year. These students followed at least one of four possible mobile pathways:
 - 7% moved from one institution to a new institution they never attended previously;
 - 6% returned to an institution previously attended, after last registering elsewhere;
 - 5% moved from one institution to another, after a stop out period; and
 - 1% returned to a previously attended institution after a stop out period.

Figure 3: Pathways to Post-Secondary Registration in 2010/2011



- Note that students may attend multiple institutions in a year, either simultaneously or sequentially, thus creating multiple pathways in a single year.

Definitions:

Student mobility is the movement of students (specifically registrants in post-secondary credit courses) from one B.C. public post-secondary institution to another.

Students take a variety of routes or **pathways** between institutions over time. When a student switches institutions, the student takes a **mobile student pathway**, otherwise the student takes a **non-mobile student pathway**.

The **student mobility rate** is the proportion of students who took a mobile pathway to their registration in a given year, expressed as a percentage of all students registered in that year.

Mobile Student Pathways: Depending on the timing and type of mobility, four different mobile pathways are possible.

Move – Switch institutions by moving to an institution never attended before

Stopout Move – Switch institutions by moving to an institution never attended before, but after a stop out period of non-registration.

Return – Switch institutions by returning to an institution previously attended

Stopout Return - Switch institutions by returning to an institution previously attended, but after a stop out period of non-registration.

(Definitions continue on next page)

4. New students to the B.C. public post-secondary system without any previous B.C. K-12 enrollment history includes: (a) students without a Personal Education Number (PEN), (b) students who graduated from the BC K-12 system before 1991, and (c) students who graduated outside of B.C., such as students from other Canadian provinces and international students who graduated in another country.

A Balance of Flows on Student Pathways



Numerous education pathways were taken by 2010/2011 academic credit registrants and this is evident by retracing their steps from the preceding and into the

subsequent time periods (see Figure 4). Although the total number of years on the inflow side of the diagram exceeds the number of years on the outflow side, a roughly equal balance of direct student inflows and outflows is evident in the center portion of the diagram for 2010/2011 registrants, from the directly preceding year (2009/2010) and into the immediate subsequent year (2011/2012):

- 59% of direct inflow and 57% of direct outflow students **continued** at the same institution;
- 13% of direct inflow and 13% of direct outflow students switched institutions, including 7% who **moved** to a new institution and 6% who **returned** to a previously attended institution.

The only imbalance of flows appears to be in the proportion of new students entering the B.C. public post-secondary system for the first time (26%), compared to the proportion of exiting students (34%). This imbalance is equalized on the inflow side by students returning to the system after a stopout period of one or more years.

More Student Pathways Diagrams

A series of Pathways Diagrams, similar to the system-level diagram shown in Figure 4, are available for each of B.C.'s 25 public post-secondary institutions on the Student Transitions Project web site. Also on the website are aggregated student pathways diagrams for each of the four regions of B.C. and four sectors or types of B.C. public post-secondary institutions.

For more information and interpretation of these pathways diagrams, please refer to the **Definitions** inset boxes on pages 3 and 4 of this newsletter and **Understanding a Student Pathways Diagram** on page 12 of last year's [Student Mobility Newsletter](#) (October 2012) available on the STP public web site (http://www.aved.gov.bc.ca/student_transitions/).

Definitions, continued:

Non-Mobile Student Pathways: When students do not switch institutions, there are four other pathways they might have taken (or will take in the future).

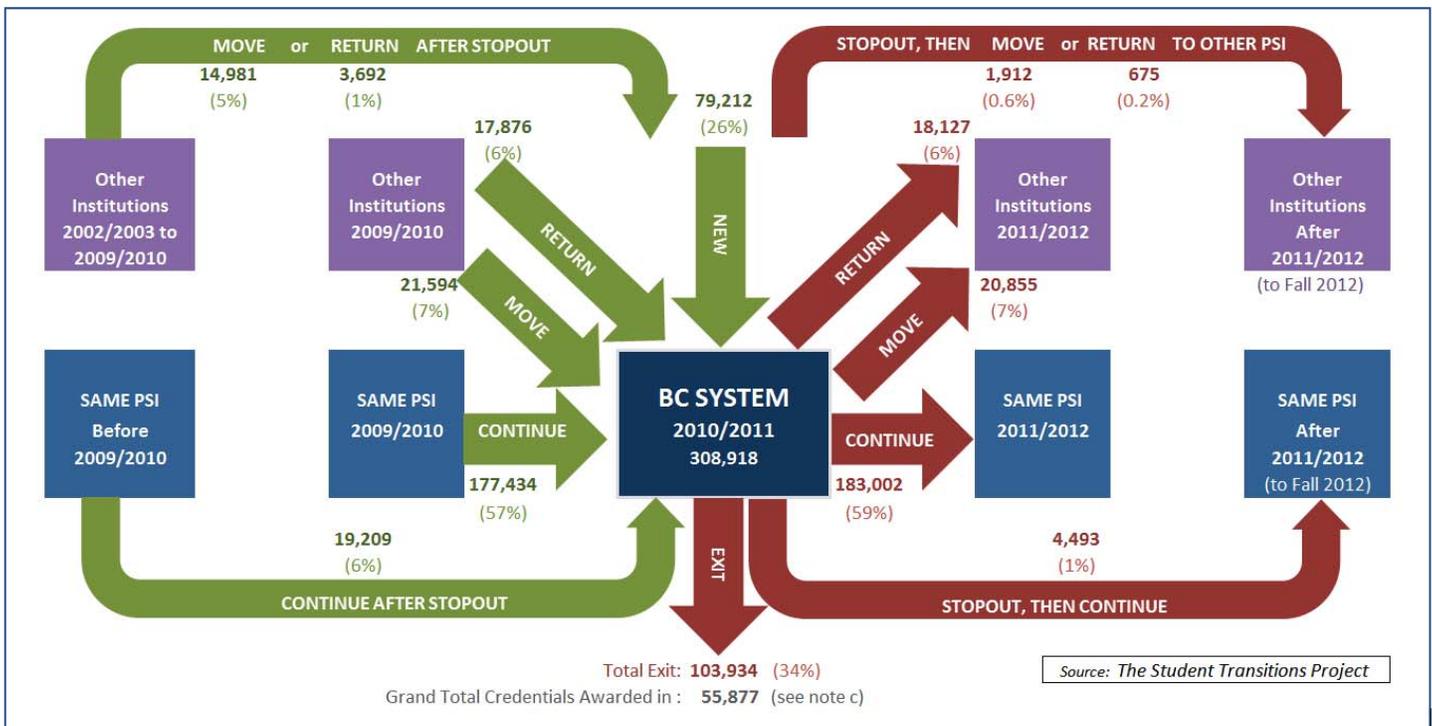
New to STP – New student to the STP with no previous record of registration (back to 2002/03) in any institution in the B.C. public post-secondary system.

Exit STP – Left the B.C. public post-secondary system. There are no further record(s) of registration in the B.C. public post-secondary education system beyond this point in time (up to Fall 2011).

Continue – Continue registration at the institution last attended in the previous time period.

Stopout Continue – Continue at the institution last attended, but after a stop out period of non-registration. No other institutions were attended in the intervening period.

Figure 4: Student Pathways in the B.C. Public Post-Secondary Education System



Traditional Transfer Students

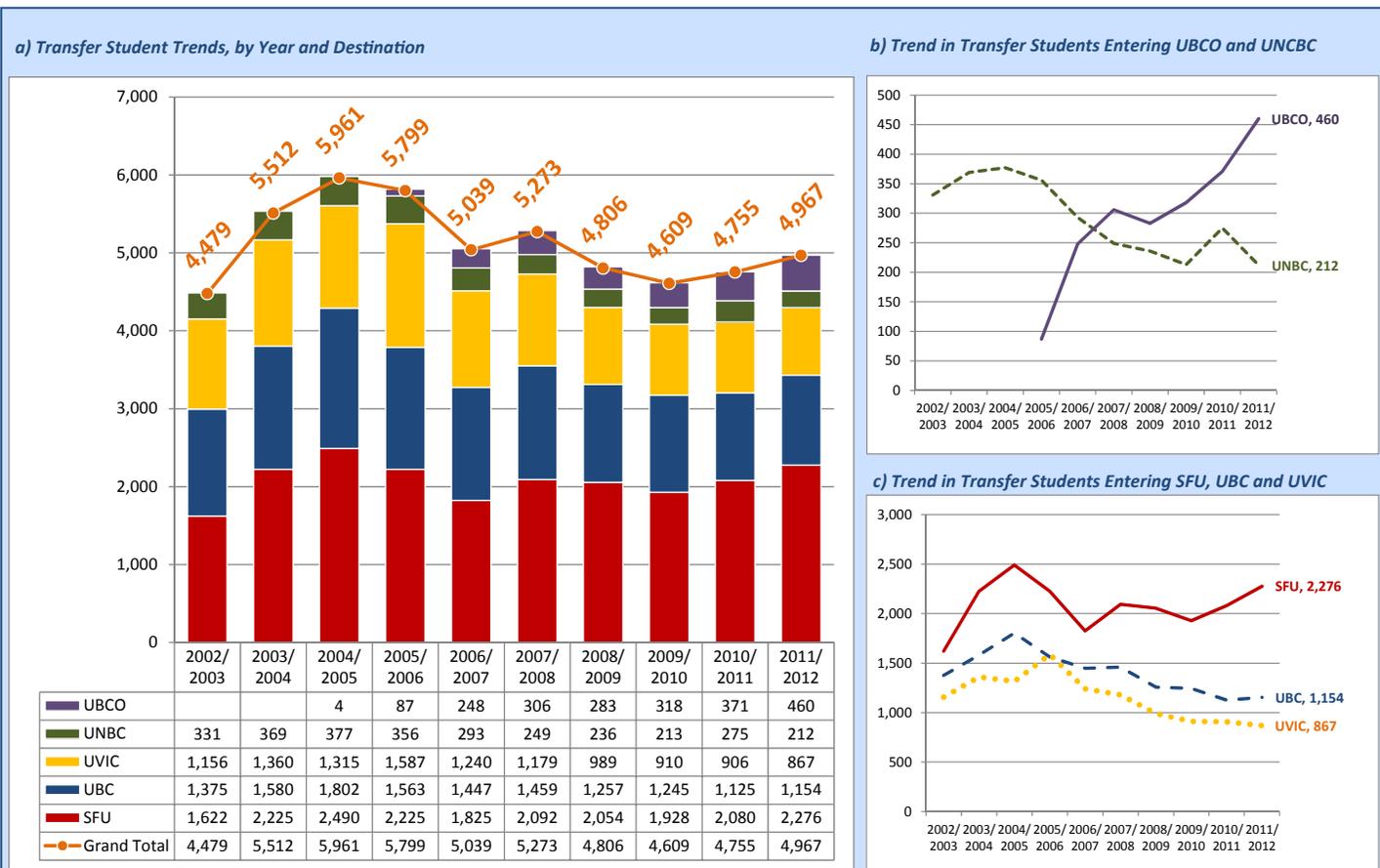
The B.C. college transfer system is becoming more widely understood as a B.C. post-secondary student mobility system. We now appreciate that the traditional transfer⁵ pathway from a B.C. college or institute to a B.C. research-intensive university is just one of the many routes that students may take through B.C.’s post-secondary system towards earning a bachelor’s degree or other post-secondary credential or other personal education goals. For more information, see [Student Mobility Between Institution Types and Regions](#) in this newsletter.

B.C.’s increasingly complex post-secondary system now offers opportunities for students to complete baccalaureate programs in virtually any of B.C.’s 25 public post-secondary institutions, including B.C. colleges, institutes, teaching-intensive universities or research-intensive universities.

As shown in [Figure 5\(a\)](#), the traditional transfer pathway to a B.C. research-intensive university is taken by roughly 5,000 students per year. While the number of transfer students had reached a peak of nearly 6,000 students in 2004/2005, the trend has smoothed out to the current level of 4,967 students, the highest in the past three years. [Figures 5\(b\)](#) and [5\(c\)](#) show the transfer student trends at each of the research-intensive universities individually.

5. “Transfer students” have traditionally been defined as students who transferred to a research-intensive university (RIU) from a B.C. college, institute or teaching-intensive university with a minimum of 24 credits and a cumulative GPA of at least 2.00 with a basis of admission of B.C. College or B.C. Associate Degree.

Figure 5: Number of Traditional Transfers Students* by Academic Year and Destination Research-Intensive University



* Traditional transfer students transferred from B.C. Colleges, Institutes and Teaching-Intensive Universities to Research-Intensive Universities with a minimum of 24 credits and accumulative GPA of at least 2.00 with a basis of admission “B.C. College” or “B.C. Associate Degree”.

Student Mobility Rates by Student Group

With an overall student mobility rate of 18% in 2011/12, the rate at which students switched institutions tends to vary across student groups. For example, Aboriginal students are more mobile than non-Aboriginal students, as are younger students, domestic students and female students (see Figure 6).

Student Mobility Between Institution Types

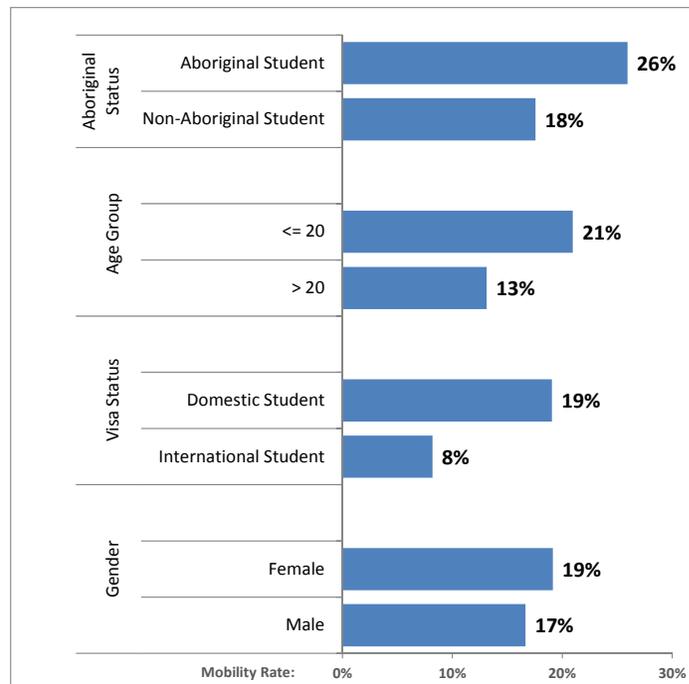
Figure 7 shows the number and direction of students flowing between each of the B.C. institution types in 2011/2012. Some of the student pathways are more dominant in one direction than the opposite direction, such as:

- the traditional transfer pathway from B.C. colleges to research-intensive universities;
- the flow of students from teaching-intensive universities to all other institution types; and
- the flow of students from research-intensive universities to institutes.

Student Mobility Between Regions of B.C.

Similar to the sector mobility diagram, a regional mobility diagram is provided in Figure 8. A remarkable balance of student flows is evident between each of the four regions of B.C. Among those students who switched institutions in 2011/12, roughly equal numbers of students entered each

Figure 6: 2011/2012 Student Mobility Rates by Student Group



region as those who left. One exception is the net inflow of students into the Mainland-Southwest region from Vancouver Island, where roughly one thousand more students entered the Mainland-Southwest region (3,600) from Vancouver Island than those who left (2,600).

B.C. Public Post-secondary Institutions by Type

B.C.'s public post-secondary institutions belong to one of four institution types or sectors, as defined by the Ministry of Advanced Education. Institution designations have changed over time and these are the current groupings by institution type. Any historical mobility information in this study assigns each institution to its current institution type, as defined below.

Institutes – British Columbia Institute of Technology, Justice Institute of B.C., Nicola Valley Institute of Technology.

Community Colleges – Camosun College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, Northwest Community College, Okanagan College, Selkirk College, Vancouver Community College.

Research-Intensive Universities – Simon Fraser University, University of British Columbia, University of British Columbia Okanagan, University of Northern British Columbia, University of Victoria.

Teaching-Intensive Universities – Capilano University, Emily Carr University, Kwantlen Polytechnic University, Royal Roads University, Thompson Rivers University, Thompson Rivers University (Open Learning), University of the Fraser Valley, Vancouver Island University.

B.C. Public Post-secondary Institutions by Region

B.C. public post-secondary institutions are located in urban and rural regions of the province. For the purpose of tracking the mobility of students around the province, the STP has assigned each of the post-secondary institutions to one of the following four geographic regions.

Cariboo-North Region – College of New Caledonia, Northern Lights College, Northwest Community College, University of Northern British Columbia.

Mainland-Southwest Region – British Columbia Institute of Technology, Capilano University, Douglas College, Emily Carr University, Justice Institute of B.C., Kwantlen Polytechnic University, Langara College, Simon Fraser University, University of British Columbia, University of the Fraser Valley, Vancouver Community College.

Thompson-Okanagan-Kootenay Region – College of the Rockies, Nicola Valley Institute of Technology, Okanagan College, Thompson Rivers University, Thompson Rivers University (Open Learning), Selkirk College, University of British Columbia (Okanagan).

Vancouver Island Region – Camosun College, North Island College, Royal Roads University, University of Victoria, Vancouver Island University.

Figure 7: Student Mobility Between Institutions and Sectors⁶ in the B.C. Public Post-Secondary System (2011/12)

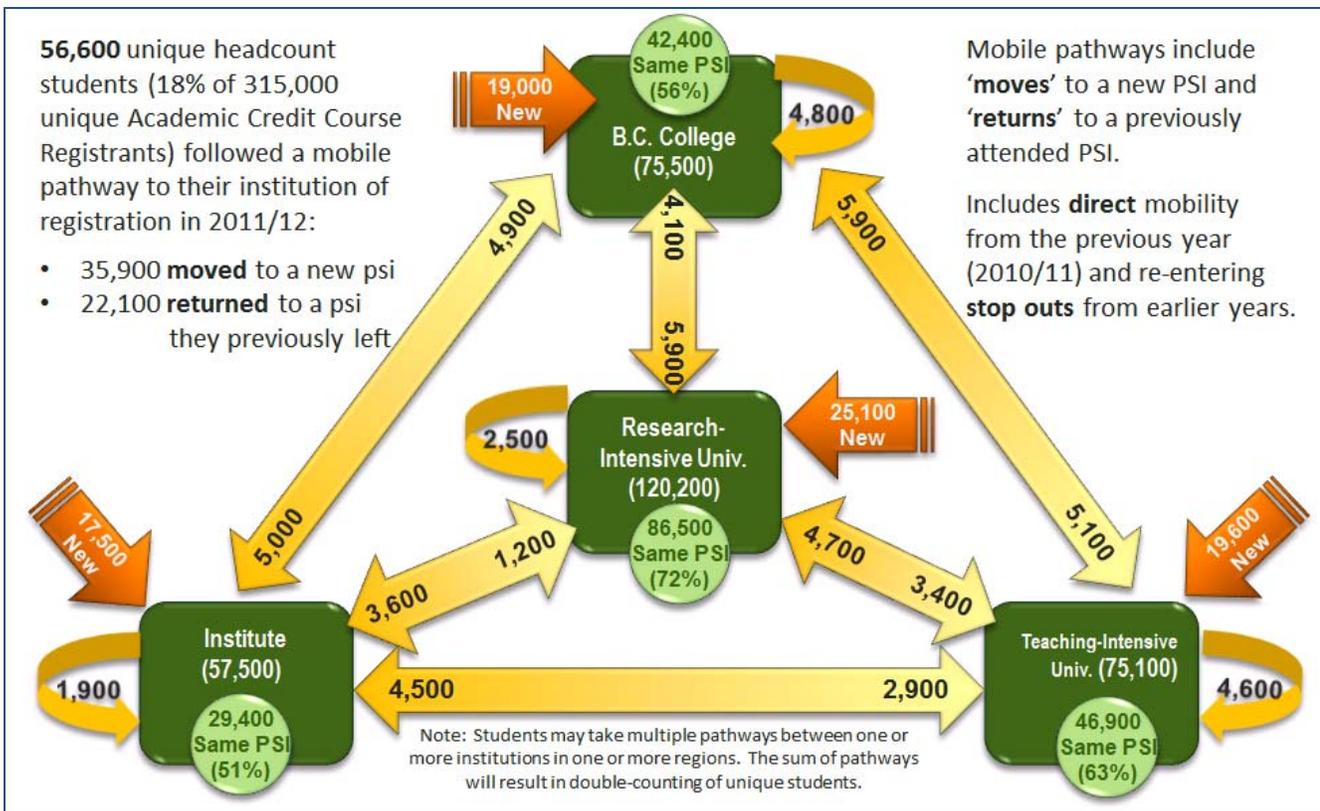
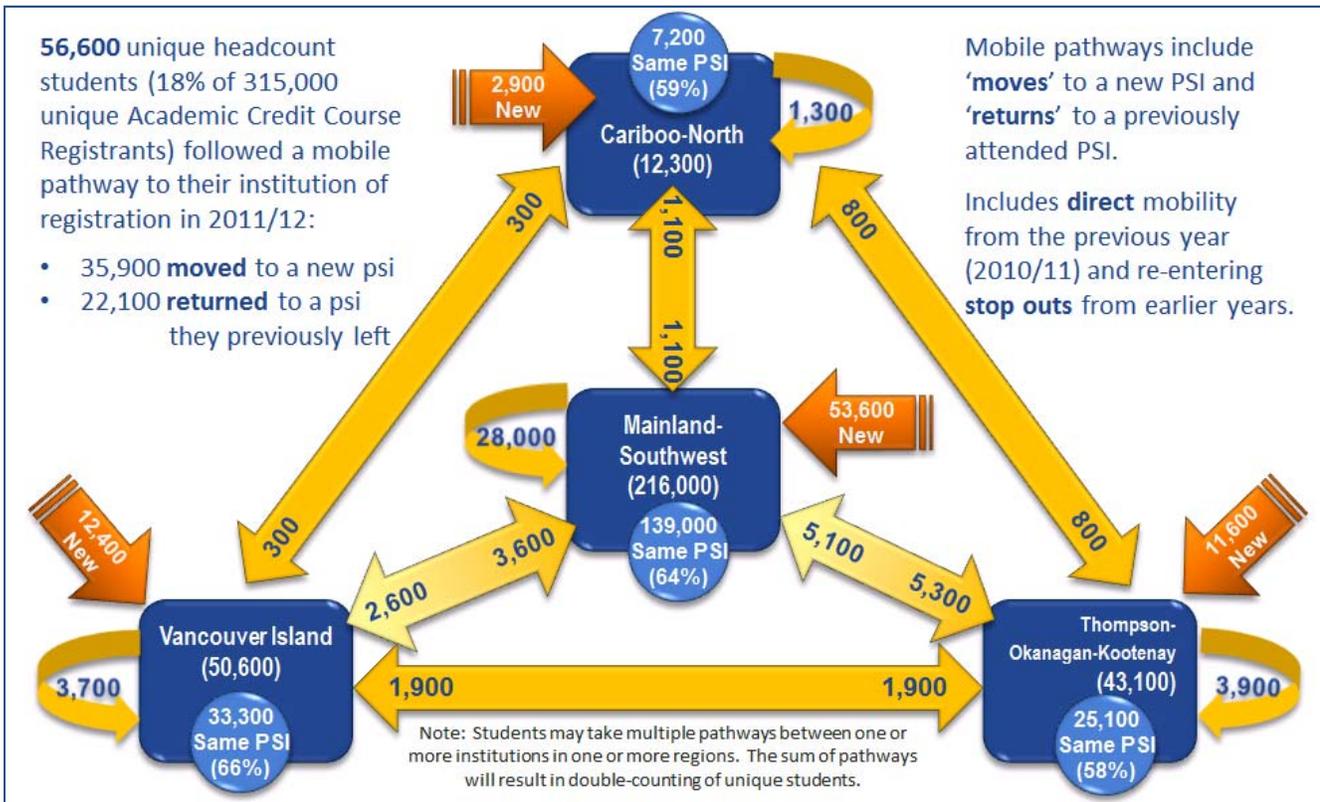


Figure 8: Student Mobility Between Institutions and Regions⁶ in the B.C. Public Post-Secondary System (2011/12)



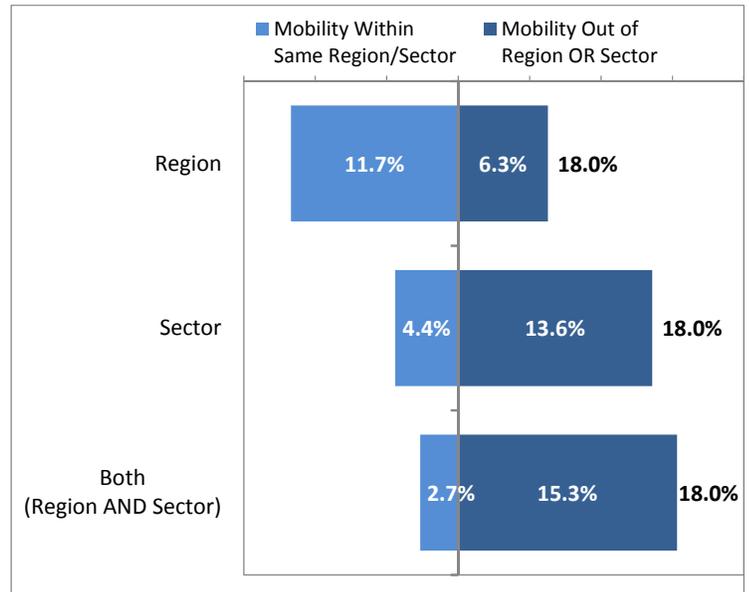
6. The [sector mobility](#) and [regional mobility](#) diagrams are also available on the public [STP web site](#).

Student Mobility Between Institution Types *and* Regions

When students change institutions (about 18% annually), they are more likely to remain in the same region (12%) than to switch regions (6%); however, they are more likely to switch to a different institution type (14%) than remain in the same institution type (4%). See **B.C. Public Post-Secondary Institutions by Type** and **B.C. Public Post-Secondary Institutions by Region** (inset boxes on page 6).

When the region and sector of mobile students are examined in combination, it is evident that 3% of mobile students move to both a new region *AND* a new sector when they switch institutions and they are five times more likely to change only one of these dimensions (sector OR region) (see **Figure 9**).

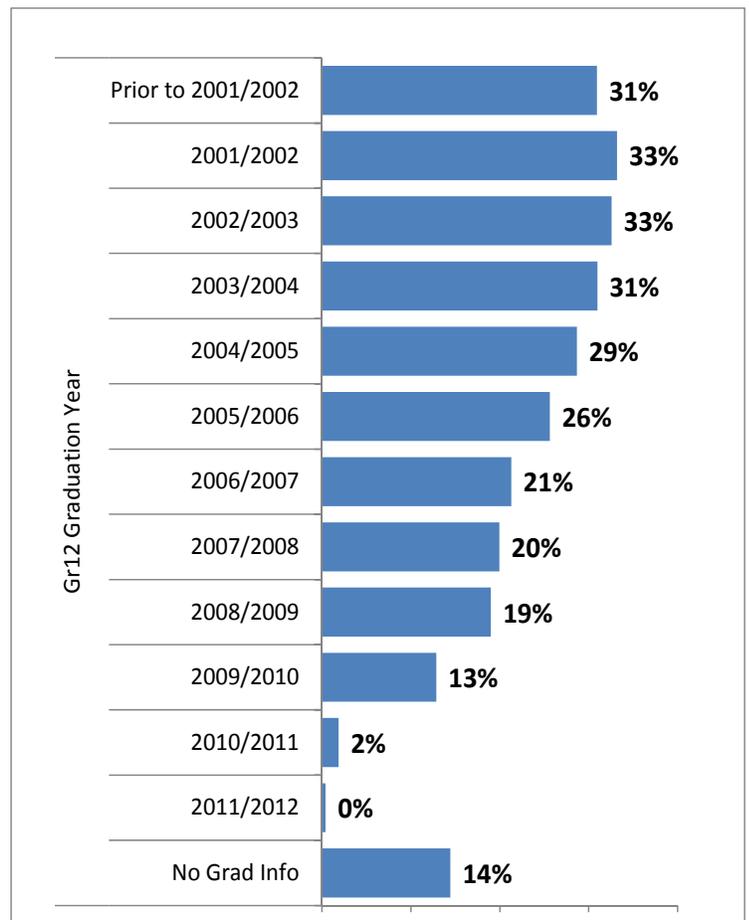
Figure 9: Student Mobility Rates Within and Between Institution Types and Regions (2010/11)



Student Mobility by Graduation Year

Among the 18% or 56,600 students who switched institutions in 2011/12, an analysis of mobility rates by grade 12 graduation year (see **Figure 10**) reveals that recent (2009/2010) grade 12 graduates had lower mobility rates (13%) than students who graduated a decade ago (33%). This might suggest that the likelihood of student mobility increases with the length of time a student has been enrolled in the post-secondary system. An analysis of the 10-year mobility rates of a cohort of new students also supports this same conclusion (see **Retrospective Look at Mobility Rates of Credential Completers** later in this newsletter).

Figure 10: 2011/2012 Student Mobility Rates by Grade 12 Graduation Year



Long-Run Student Mobility Rates of a Cohort of New Students

The student mobility patterns of 66,357 new students admitted to B.C. public post-secondary institutions in Fall 2003 was followed over approximately ten years, to Fall 2013 for the purpose of identifying and understanding their long-run mobility patterns.

- As shown in **Figure 11**, 12% of these new students attended a B.C. public post-secondary institution in Fall 2003 only and did not register again by Fall 2013. Half of the cohort (50%) attended for eight or more terms between Fall 2003 and Fall 2013 and 26% attended for 13 terms or longer.
- Although not depicted in Figure 11⁷, it is interesting to note that 24% of the entry cohort registered in one or more of the first four terms (Fall 2003, Spring 2004, Summer, 2004, Fall 2004), but did not return by Fall 2013, including:
 - 12% who registered in the first term only,
 - 6% who registered for the first 2 terms only,
 - 3% who registered for the first 3 terms only,
 - and 3% who had other registration patterns within the first four terms.
- 44% (or 29,027) of the Fall 2003 entry cohort switched institutions at least once over the decade, by Fall 2013 (see **Figure 12a**).
- Of those 29,027 students who switched institutions, 62% made their first institution change within the first 10 terms or roughly 3 years of initial entry (see **Figure 12b**). Students may switch institutions multiple times over the duration of their studies, but on their first move, they primarily switched institutions in a Fall term.
- Long-run mobility rates varied by type of institution initially entered, with entrants to TIU's being the most mobile over ten years (with 52% switching institutions at least once), compared to 44% of initial entrants to college and 32% of initial entrants to RIUs (see **Figure 13**).
- Regardless of the institution type initially entered, the largest proportion of students switched to a college or institute (CIN) (see **Figure 13**).

Figure 11: New Fall 2003 Entrants to B.C. Public Post-Secondary Institutions – Distribution of Number of Terms Attended Between Fall 2003 and Fall 2013

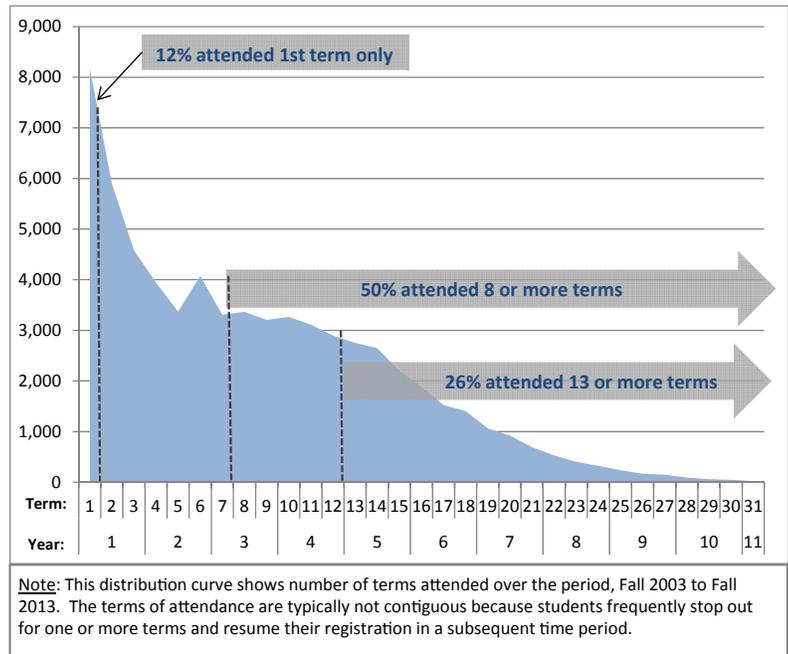
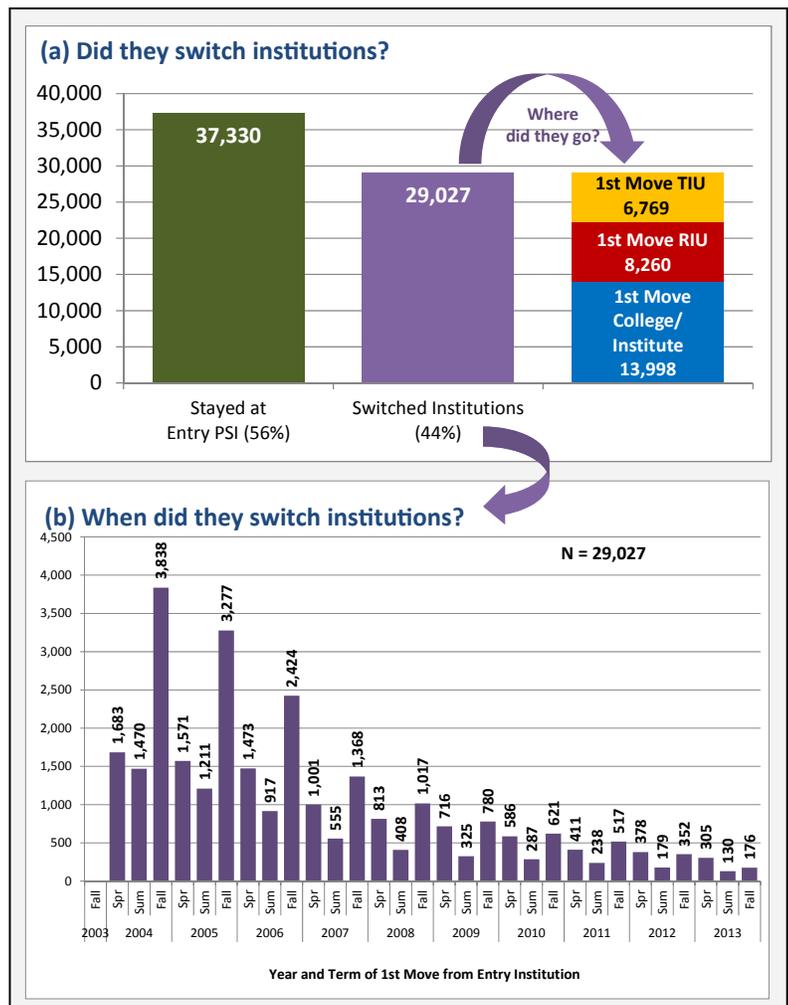


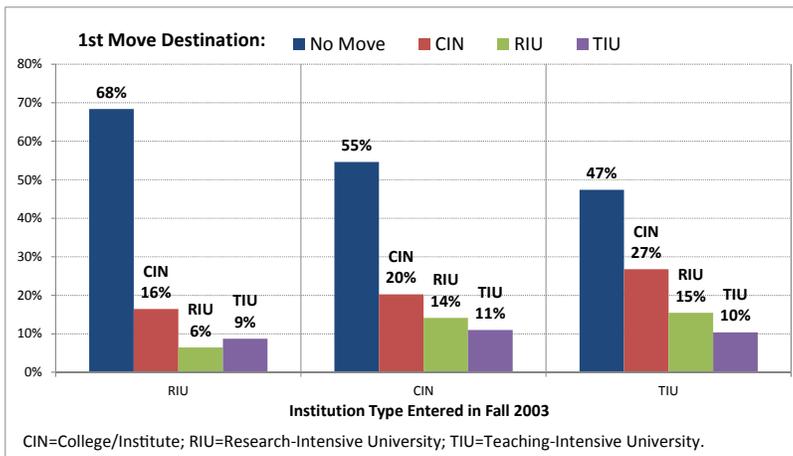
Figure 12: New Fall 2003 Entrants to B.C. Public Post-Secondary Institutions



7. Figure 11 provides a distribution of students by the total number of terms attended over the ten-year period, from Fall 2003 to Fall 2013, rather than continuous un-interrupted registration terms before stopping out.

- Students who initially entered a TIU or College/Institute were about equally likely to move to an RIU (13% and 15%), whereas RIU entrants are about half as likely to move to another RIU (7%).
- The least common mobile pathway over the long-run ten-year period was RIU to RIU (see [Figure 13](#)).

Figure 13: New Entrants to B.C. Public Post-Secondary Institutions – Ten-Year Mobility Status by Type of Institution Initially Entered in Fall 2003



A Retrospective Look at Mobility Rates of Credential Completers

An alternative viewpoint on long-run mobility rates is a retrospective look at credential completers. What proportion of 2010/2011 credential completers followed a mobile pathway to credential completion?

As shown in [Figure 14](#), 34% (or 21,384) of all 2010/2011 credential completers followed a mobile pathway to credential completion. These students completed any credential(s) over any length of time. Students who completed their *first* credential (27% or 12,884 students) were less mobile than those who completed a subsequent credential (58% or 8,500 students) in 2010/2011.

Figure 14: % of Mobile⁸ Credential Completers by Credential Level or Credential Category and by First⁹ or Subsequent Credential Completed

Credential Level or Credential Category	Number of Credential Completers			% Mobile Completers		
	First Credential	Subsequent Credential	All Credentials	First Credential	Subsequent Credential	All Credentials
Developmental	1,717	478	2,195	6%	9%	7%
Undergraduate	42,485	11,991	54,476	29%	61%	36%
Graduate	3,862	2,107	5,969	12%	54%	27%
Associate Degree	924	115	1,039	41%	64%	44%
Bachelors Degree	16,752	4,807	21,559	39%	73%	46%
Certificate	14,520	2,472	16,992	18%	53%	23%
Diploma	5,991	1,802	7,793	34%	57%	39%
Doctorate	482	246	728	7%	29%	14%
First Professional Degree	291	304	595	16%	52%	34%
Masters Degree	3,086	1,734	4,820	13%	57%	29%
Short Certificate	2,702	850	3,552	19%	59%	28%
Other Credentials	3,316	2,246	5,562	12%	38%	23%
All 2010/2011 Completers	48,064	14,576	62,640	27%	58%	34%
Figure 14 Notes:	# of Mobile Completers:			12,884	8,500	21,384

(a) Interpretation: In this interpretation example, please refer to the Bachelor’s Degree row of this table. A total of 21,559 students completed a Bachelor’s degree in 2010/2011, including 16,752 students who completed a Bachelor’s degree as their first credential and 4,807 students as a subsequent credential. Of the 16,752 first Bachelor’s completers, 39% (or 6,492 students) switched institutions and of the 4,807 subsequent Bachelor’s completers, 73% (or 3,511 students) switched institutions. Of all 21,559 Bachelor’s degree completers in 2010/2011 (first and subsequent completers) 46% or (10,003 students) were mobile.

(b) Credentials Included: All credentials awarded in all categories have been reported here. Note that the Ministry of Advanced Education normally excludes from its reports roughly 7,000 credentials in the including following categories: Apprenticeship, Developmental, None, Other and Short Certificates. Refer to [Figure 16](#) for a table of the types of credentials awarded in each of the B.C. public post-secondary institutions in 2010/2011.

8. A **mobile credential completer** is a student who moved at least once to a new institution or returned to a previously attended institution, with or without a stop out period between institutions attended. This mobility occurred before the credential was awarded to the student. In some cases, the student may have switched institutions after completing a credential, but before the convocation/award date, in which case student mobility will be slightly over-stated.
9. **First-time credential completers** represent the majority (77%) of 2010/2011 credential completers. These students had no previous record of a credential completed in the B.C. public system, at least not since the beginning of STP time (2002/03).

Among mobile credential completers, students “moved” to a new institution roughly twice as often as they “returned” to a previously attended institution.

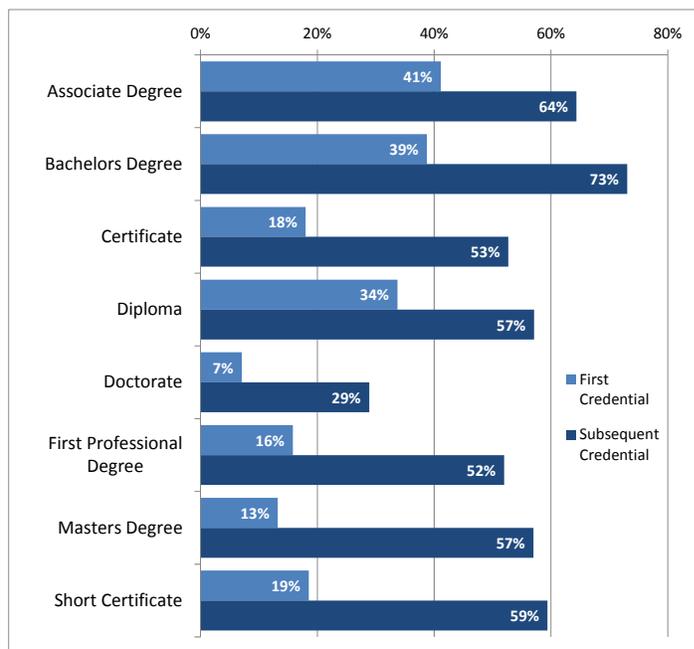
The length and type of credential also made a difference in whether students took a mobile pathway. For example, 39% of first-time bachelor’s completers took a mobile pathway, versus 18% of first-time certificate completers (see **Figure 15**).

Regardless of the type of credential awarded in 2010/2011, first-time credential completers were consistently less mobile than subsequent credential completers, thus suggesting that multiple credential earners typically earn their first and subsequent credential(s) at different institutions. This is typical of students who complete a Bachelor’s degree at one institution and a graduate degree at another.

It should also be noted that many of the students who completed a doctorate degree as their first credential in the B.C. public post-secondary system had likely completed their undergraduate degree in another jurisdiction, having moved to the B.C. public system to complete their PhD. Consequently, the mobility rate of these students may appear artificially low; however, all student mobility in this study is limited exclusively to student movement within the B.C. public post-secondary system.

For additional reference, **Figure 16** provides a table of the types of credentials awarded in each of the B.C. public post-secondary institutions in 2010/2011.

Figure 15: % of 2010/2011 Mobile Credential Completers by Credential Category and First/Subsequent Credential



Conclusion

Each year, the B.C. public post-secondary system finds roughly 18% of its current registrants had switched institutions since the time of their last registration. Roughly twice as many mobile students switched institutions from the immediately preceding year (12%), compared to those who switched institutions after stopping out for one or more years (6%). Although numerous opportunities now exist for students to complete a bachelor’s degree or other credentials at a single institution, without the need to transfer to elsewhere for completion, the BC transfer system continues to serve roughly 56,000 mobile students each year.

Over the long run, 44% of new students to the B.C. public post-secondary system follow a mobile pathway, switching institutions at least once over ten years. This is slightly more than the proportion (34%) of all 2010/2011 credential completers who followed a mobile pathway to credential completion. This might indicate that non-completers or partial completers are more mobile than those who ultimately completed a credential; or that students completing multiple credentials over a longer period of time are more mobile (which is typical of bachelor’s completers who pursue a graduate degree at a different institution). A more detailed STP study of the mobility patterns of credential completers and non-completers might be worthwhile to aid further understanding of the correlation between student mobility and credential completion.



Where to find more information:

Additional information is also available to post-secondary institutions seeking more detailed information on student transitions specific to their region or institution. STP Highlights newsletters and reports are available on the public Student Transitions Project web site at: http://www.aved.gov.bc.ca/student_transitions

Special Thanks:

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

Figure 16: Credentials Awarded (x 100) in B.C. Public Post-Secondary Institutions in 2010/2011

PSI	DEVELOPMENTAL				UNDERGRADUATE										GRADUATE				TOTAL			
	CERTIFICATE	DEVELOPMENTAL	NONE	SHORT CERTIFICATE	ADVANCED CERTIFICATE	ADVANCED DIPLOMA	APPRENTICESHIP	ASSOCIATE DEGREE	BACHELORS DEGREE	CERTIFICATE	DIPLOMA	FIRST PROFESSIONAL	NONE	OTHER	POST-DEGREE CERTIFICATE	POST-DEGREE DIPLOMA	SHORT CERTIFICATE	DOCTORATE		GRADUATE CERTIFICATE	GRADUATE DIPLOMA	MASTERS DEGREE
BCIT	1				3	*	1		7	29	22											64
CAM		4				1	1	2	1	13	6			1		*	*					27
CAPU	*	*		*		1		1	2	6	6		*									16
CNC		1				*		*		8	2											10
COTR	*	*			*		4	*		5	1											10
DOUG		1	*					2	3	3	7					*	3					20
ECU									4											*		4
JIBC						*			*	5	1		1	1								25
KWN		1					2	2	6	10	5				*	*						25
LANG					*			2	2	3	6				*							14
NIC		*						*	*	5	1				*							7
NLC		*					3	*		5	1										*	9
NVIT	*	*						*	*	1	*											2
NWCC	*	1					*	*		3	*											5
OKAN		1			*			1	2	18	4										1	26
RRU									3	*									2	*	5	11
SEL	*	*				*		*	*	4	2		*									7
SFU									45	4						1		1	*	1	10	62
TRU		3					*	*	7	6	4				1	*					*	22
TRU-OL		*						*	2	2	*					*						4
UBC									66			5			1	6		5			22	104
UBCO									11									*			1	12
UFV		*					*		7	7	3		*	*							*	20
UNBC									6	*	*				*			*			2	8
UVIC					*	1			32			1			1			1	1	*	6	43
VCC	*	*	*			*			1	22	5					*	*					29
VIU		7				*		*	8	10	3					1	10				2	41
TOTAL ('00)	2	20	*	*	4	4	11	10	216	168	78	6	2	1	2	8	36	7	2	2	48	626

Figure 16 Notes: Cell values indicate hundreds of credentials of that type were awarded by each institution. For example, 45 means 4,500 credentials were awarded in the credential category by the institution. When 1 to 49 credentials were awarded, the cell values is displayed as *. Blank cells indicate that no credentials were awarded in that category at that institution. A total of 62,642 credentials were awarded to students in the B.C. public post-secondary system in 2010/11. All credential types are reported, including roughly 7,000 credentials normally excluded by the Ministry of Advanced Education reports (Apprenticeship, Developmental, None, Other and Short Certificates).

Notes: _____
