



MPHEC ANNUAL REPORT YEAR IN REVIEW: 2019-2020



Additional copies of the Annual Report may be obtained online (www.mphec.ca) or from:

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OUR MISSION

The Maritime Provinces Higher Education Commission (MPHEC) assists institutions and governments in enhancing the post-secondary learning environment.

EXCERPT OF THE MPHEC ACT

1. THE COMMISSION SHALL, IN CARRYING OUT ITS DUTIES, GIVE FIRST CONSIDERATION TO IMPROVING AND MAINTAINING THE BEST POSSIBLE SERVICE TO STUDENTS AS LIFE-LONG LEARNERS BY:

- A. Taking measures intended to ensure that programs of study are of optimum length and best quality,
- B. Stressing prior learning assessment and recognition, and credit transfer, to implement the principle that duplication of effort is not required in order to gain credit for learning which [that - NS] has been successfully accomplished,
- C. Promoting smooth transitions between learning and work,
- D. Promoting equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the student, and
- E. Taking measures intended to ensure teaching quality.

2. THE COMMISSION'S PRINCIPAL DUTIES ARE:

- A. To undertake measures intended to ensure continuous improvement in the quality of academic programs and of teaching at institutions, which without limiting the generality of the foregoing may include the review of institutional programs and practices for assuring such improvement and making recommendations to institutions and the Provinces,
- B. To ensure that data and information is collected, maintained and made available for assuring the public accountability of institutions, and to assist institutions and the Provinces in their work, which without limiting the generality of the foregoing may include:
 - (I) Establishing data and system standards,
 - (II) Establishing public reporting requirements and producing public reports, and
 - (III) Carrying out studies in regard to public policy, institutional concerns and issues related to post-secondary education, and providing advice to institutions and the Provinces on these matters.
- C. To take initiatives to stimulate cooperative action among institutions and the Provinces where such action is likely to improve the efficiency and effectiveness of the post-secondary education system in the Provinces, which without limiting the generality of the foregoing may include:
 - (I) Encouraging initiatives for institutions to offer joint, complementary and regional programs, and
 - (II) Encouraging administrative, financial and common service arrangements which reduce the overhead cost of programs and the overall cost to students and the Provinces.
- D. To continue to develop and administer funding transfers among the Provinces for regional programs, which without limiting the generality of the foregoing may include developing and administering funding arrangements for programs outside the region, as required to provide additional educational opportunities for students from the region, and
- E. To undertake such other duties as the Ministers may assign.

3. THE COMMISSION MAY:

- A. Provide such services and functions, as may be agreed upon by the Ministers, to one or more institutions or to one or more of the Provinces,
- B. Provide such advice and services, as may be agreed upon by the Ministers, to one or more of the Provinces to determine their post-secondary education funding policy, and
- C. Recommend to the Ministers the names of post-secondary educational institutions that may be added to or deleted from those prescribed by [the - NS] regulation for the purposes of the definitions "institutions" and "universities" [in section 1 - NB]; [2002, c.34, s.11 -PEI].

MESSAGE FROM THE CHAIR AND THE CHIEF EXECUTIVE OFFICER

On behalf of the Maritime Provinces Higher Education Commission, we are pleased to present our 2019-2020 Annual Report, highlighting our activities and accomplishments over the past fiscal year.

2019-2020 was another busy year, highlights include:

- Completed the three-year project to integrate student administrative data from Maritime colleges into the Commission's data warehouse.
- Facilitated, through a cost-sharing and collaboration model, the participation of all Maritime universities with bachelor's level students in the Canadian University Survey Consortium first year student survey.
- Launched a Privacy Management Program to strengthen the Commission's existing policies and practices to align with privacy legislation and in response to a heightened awareness of risk around the protection of personal information.
- Considered 57 program proposals; of the 48 proposals that were closed, 70% were approved through the Stage I expedited program assessment process.
- Took steps to streamline the program assessment process and shorten timelines by increasing the number of times the AAU-MPHEC Quality Assurance Committee meets per year from every other month to monthly and by delegating authority to this Committee to grant Stage II approvals.
- Provided advice to the Nova Scotia Department of Education and Early Childhood Development on the initial accreditation of Bachelor of Education programs in Nova Scotia.
- Launched the second cycle of the Quality Assurance Monitoring Process with Saint Mary's University, St. Thomas University and the University of New Brunswick.



We are grateful to the many talented and dedicated Commission and Committee members who generously contribute their time and experience, adding value to this organization's important work. We would also like to highlight the expertise, work, and dedication of the Commission's staff.

We regularly add content to our web site, so please bookmark us to stay up-to-date with our activities: www.mphec.ca.

In closing, the end of the 2019-2020 year was unprecedented as the Commission and our partners in the post-secondary sector responded to the challenges of COVID-19 with a shift to delivering programs and services remotely. The Commission commends our partners for the resilience, dedication and resourcefulness they demonstrated to ensure students were able to complete the Winter semester, albeit in a much different way than anticipated. The Commission responded with new ways of working and continues to adjust how it carries out its mandate while supporting our partners and working with them to ensure a quality learning environment for students in these challenging times.

Sheila Brown

Chair

Catherine Stewart

Chief Executive Officer

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THE COMMISSION

ABOUT THE MPHEC

The Commission is an arm's-length organization accountable to the Ministers responsible for post-secondary education (PSE) in the Maritimes, through the Council of Atlantic Ministers of Education and Training (CAMET) and its Board of Directors.

The key functions of the Commission are: quality assurance, data and information, cooperative action, administration of regional programs, and provision of services to the provinces. In carrying out its duties, the Commission must give first consideration to improving and maintaining the best possible service to students as lifelong learners.

The Commission, made up of 20 members and the CEO (ex-officio, non-voting), usually meets five times per year. At year-end, the Commission operated with 12 permanent and 3 contractual employees. A list of Commission members and staff can be found in [Appendix A](#).

OPERATIONAL FRAMEWORK

The Commission draws heavily on a network of over 50 stakeholders through its operational framework (Commission board, joint committees with the Association of Atlantic Universities (AAU), committees, working groups, etc.). The membership of our committees can be found in [Appendix A](#). The Terms of References are available at www.mphec.ca.

Additional stakeholder input is obtained through workshops/forums, stakeholder meetings, as well as seeking formal comments in various formats (e.g., through the Commission's program distribution process).

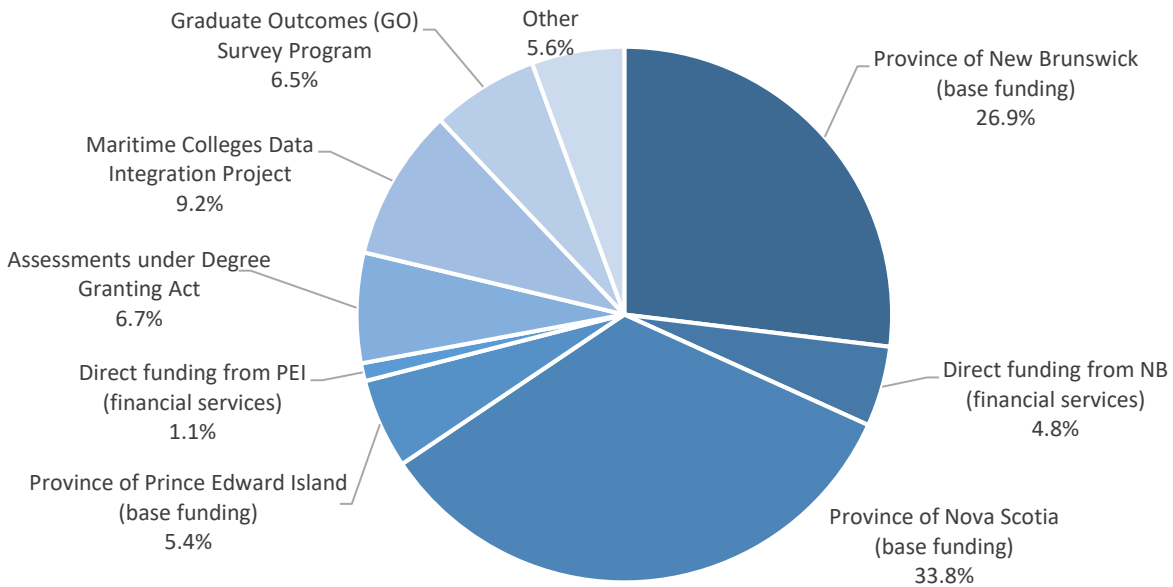
MULTI-YEAR BUSINESS PLAN

In 2018-2019, the Commission released its [2018-2019 to 2020-2021 Multi-Year Business Plan](#) (MYBP), which: (1) presents the Commission's three-year improvement objectives and the activities it will undertake to meet these; and, (2) outlines the objectives and activities to be undertaken by the Commission in order to deliver on its operational mandate. This Annual Report provides an overview of the Commission's progress in meeting year two of its improvement and operational objectives and activities outlined in its MYBP.

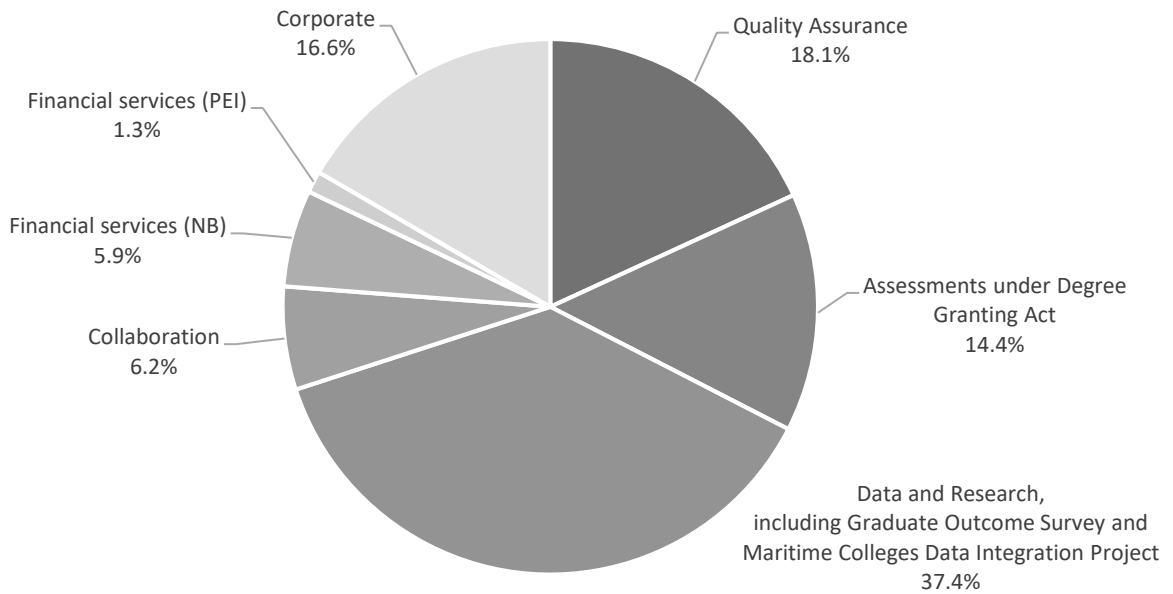
FUNDING

In 2019-2020, the Commission’s base was maintained at the previous year’s level of \$1.14 million. Administration resulted in a surplus of \$6,001 with total revenues of \$1.857 million while expenditures totalled \$1.851 million. The surplus was due mainly to vacant positions for a portion of the year. Revenues generated outside of the operating budget totalled \$118,392 and was set aside for future use. The detailed MPHEC 2019-2020 financial statements can be found in [Appendix B](#).

REVENUE BY FUNDING SOURCE (2019-2020)



EXPENDITURES BY FUNCTION (2019-2020)



QUALITY ASSURANCE



The Commission provides quality assurance (QA) services for all publicly-funded universities in New Brunswick, Nova Scotia and Prince Edward Island¹.

With a focus on the student's experience, the Commission's QA services are built on a partnership with the institutions to help ensure students receive quality education and related services over the course of their university experience.

The Commission's quality assurance (QA) framework brings together two major tools:

1. Program assessment prior to implementation and
2. Quality assurance monitoring.

PROGRAM ASSESSMENT

A key function of the Commission is to assess academic programs prior to implementation to ensure that institutional offerings meet established regional standards. To this end, the Commission coordinates and leverages internal and external expertise to assess proposals for new, modified, and terminated programs. The program assessment process includes two stages.

1. **Stage I (SI) Assessment** - is an expedited staff-led analysis based on established assessment standards.
2. **Stage II (SII) Assessment** - is an iterative process with institutions and the joint QA Committee of the Association of Atlantic Universities (AAU) and the MPHEC. The Committee works collaboratively with institutions to address proposals that do not readily meet the established criteria.

The Commission publicly reports on program proposals undergoing review at regular intervals during the year on its website - [Programs under Review](#).

¹ As a service to the provinces of New Brunswick and Nova Scotia, the MPHEC also carries out assessments of private institutions and their programs to ensure they meet agreed-upon standards of quality. See the section on Services to Provinces for details.

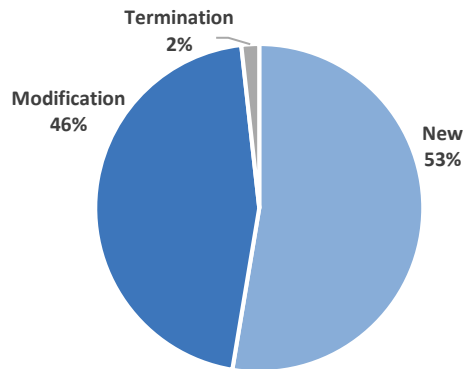
2019-2020 BY THE NUMBERS - PROGRAM ASSESSMENT

57
Program proposals considered
versus
61
in 2018-2019

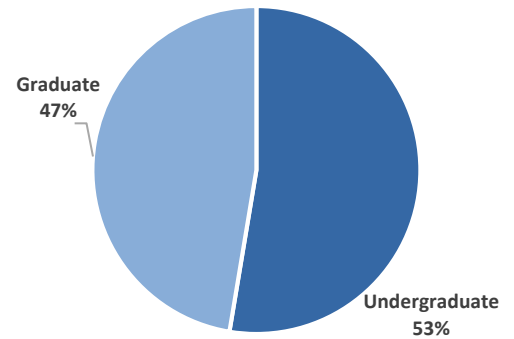

12/15
universities submitted a proposal

70%
SI Approved*
30%
SII Approved

Type of Proposal

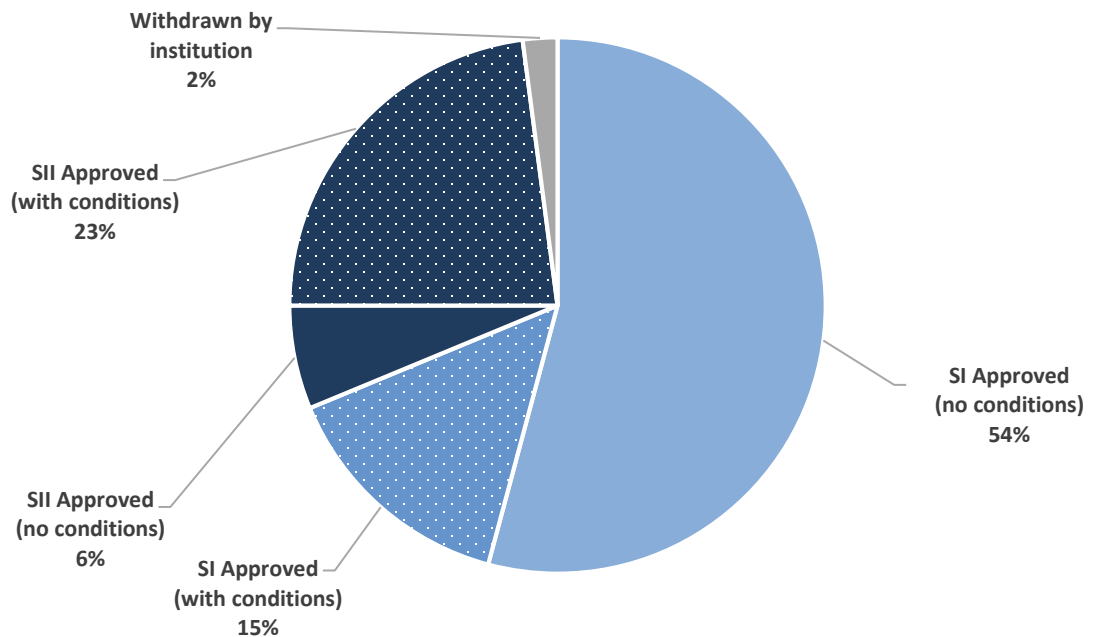


Proposal by Program Level



As of March 31, 2020
48 program proposal files closed
9 pending a decision

Of the 48 Program Proposal Files Closed



*n=47 (i.e. does not include the 1 proposal that was withdrawn by institution)

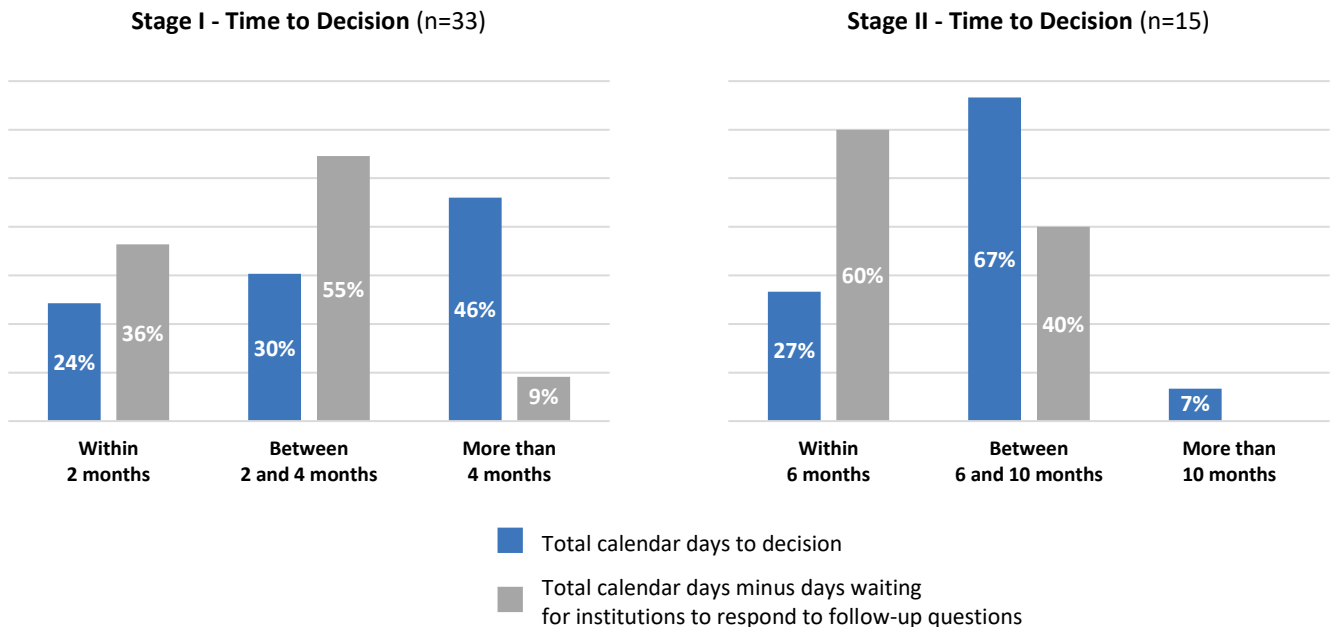
Time to Decision

As part of its MYBP, the Commission agreed to identify key performance indicators to allow it to better understand, manage and improve its programs and services. As a result, starting last year, the Commission is now reporting on its timelines to decision for the program assessment process, from receipt of proposal to decision. Timelines are reported in two ways: 1. Total calendar days; and, 2. Total calendar days minus the number of days waiting for institutions to respond to follow-up questions during the assessment process.

In 2019-2020

For **Stage I Approvals**, 24% of proposals were approved within 2 months, 30% between 2 and 4 months, and 45% took longer than 4 months. The timelines improve significantly when time waiting for institutions to respond is removed (36% within 2 months, 55% between 2 and 4 months, and 9% over 4 months).

For **Stage II Approvals**, 27% were approved within 6 months, 67% were approved between 6 and 10 months, and 7% took longer than 10 months. The timelines improve significantly when the time waiting for institutions to respond is removed (60% within 6 months, 40% between 6 and 10 months, and 0% over 10 months).



In 2019-2020, the Commission launched an in-depth review of its program assessment process to identify ways in which it could streamline its assessment to facilitate as timely a decision as possible while maintaining rigour; this work is continuing into 2020-2021.

In the interim, two immediate changes have been implemented: (1) the AAU-MPHEC Quality Assurance Committee increased the number of times it meets per year to assess proposals undergoing Stage II Assessment from every other month to monthly and (2) the Commission delegated authority to the AAU-MPHEC Quality Assurance Committee to grant Stage II approvals.

The review process is expected to identify other areas where the process could be improved, as well as targets for Stage I and Stage II times to decision. Additional performance indicators may also be identified.

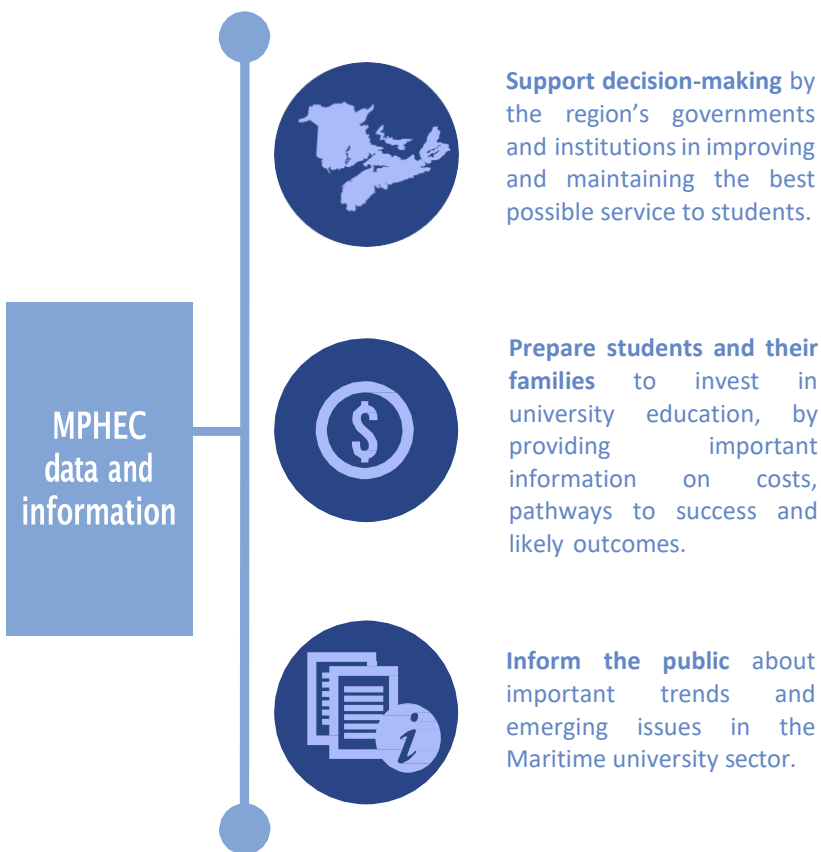
QUALITY ASSURANCE MONITORING

The Commission follows up with institutions after program implementation to monitor that institutions are meeting conditions to approval, and are internally assessing their existing programs and activities with a focus on students and learning.

In 2019-2020, the Commission:

- Confirmed that conditions to approval were met for 19 programs. At year-end, there were 39 program approvals with outstanding conditions.
- Launched, as part of its MYBP improvement objectives, the second cycle of the Quality Assurance Monitoring process to confirm that institutions have an appropriate QA framework in place to ensure the ongoing quality of their programs and services; and developed process and supporting documentation. The University of New Brunswick, St. Thomas University and Saint Mary's University volunteered to be the first three institutions to undergo the process. Site visits to the three universities were expected to occur in April and May 2020; however, a decision was made at year-end to defer the site visits to fall 2020 for the University of New Brunswick and St. Thomas University given the pandemic. The site visit to Saint Mary's University remained scheduled for May, but will now be done virtually.

DATA & INFORMATION



The Commission makes available value-added sources of information to governments, PSE, students and the public-at-large, to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

A key focus of the data and information function is identifying the characteristics of educational streams/ pathways and other factors that impact student progression, credential completion and graduate outcomes.

The Commission collects data and develops statistical and research products that are nationally recognized as credible sources of information on post-secondary education.

DATA COLLECTION

The Commission collects data through two key data sources:

1. Post-secondary Student Information System (PSIS) and
2. Graduate Outcomes (GO) Survey Program.

It also uses third party data to add value to its existing data sources and avoid duplication of effort.

Post-secondary Student Information System

Each year, the Commission collects, through PSIS, data on institutions' program and course offerings, student demographics, program and course registration, and credit transfer to fulfill many information needs for the Commission, provincial governments, institutions and others invested in PSE. The Commission has been collecting student data from Maritime universities since 1980 and in 2017-2018 launched a project, as part of its MYBP improvement objective to grow its data holdings, to start collecting student data from Maritime colleges, which will increase the Commission's data holdings by 40% and expand its capacity to track post-secondary education students in the region to inform its understanding of student pathways.

In 2019-2020, the Commission:

- Collected 2018-2019 university PSIS data
- Completed year three of a three-year project to integrate student administrative data from Maritime colleges into the Commission's data warehouse. The collection of college PSIS data is now part of the Commission's ongoing data collection.
- Launched a Privacy Management Program to ensure the Commission is in compliance with relevant legislation and has policies and procedures in place to meet its privacy obligations.

Graduate Outcomes Survey

The GO Survey Program provides information on financing education, employment outcomes, graduate mobility, and further education. It focuses solely on Maritime university bachelor's degree graduates and follows a six-year cycle, which includes two graduating cohorts (both interviewed two years after graduation, with one of those two cohorts also interviewed six years after graduation).

In 2019-2020, the Commission:

- Conducted a review its GO Survey Program to ensure that it continues to be aligned with its stakeholders needs. This included consulting with stakeholders on topics and trends to monitor, the schedule and structure of the program, the dissemination of information, and the scope of the surveys (i.e., what groups should be surveyed).
- Posted a Request for Proposals to carry out, on behalf of the MPHEC, the two-year-out survey of the Class of 2018 Maritime University Graduates in fall 2020. Prairie Research Associates was the successful proponent.

Other Data Sources

The Commission identified leveraging other data sources as part of its MYBP improvement objectives.

In 2019-2020, the Commission:

- Shared the cost to have all Maritime universities with bachelor's level students participate in the Canadian University Survey Consortium (CUSC) first year student survey, as part of a Maritime Collaboration Group. The survey was conducted between January and April 2019. The total number of respondents was 3,620 with a response rate of 38% (1,544 in NB, 300 in PEI and 1,776 in NS). Results from the survey will fill important information gaps on:
 - Factors impacting affordability
 - How successfully students adjust to university
 - How competitive the marketplace is for local students
 - Reasons students give for attending university

STATISTICAL AND RESEARCH PRODUCTS

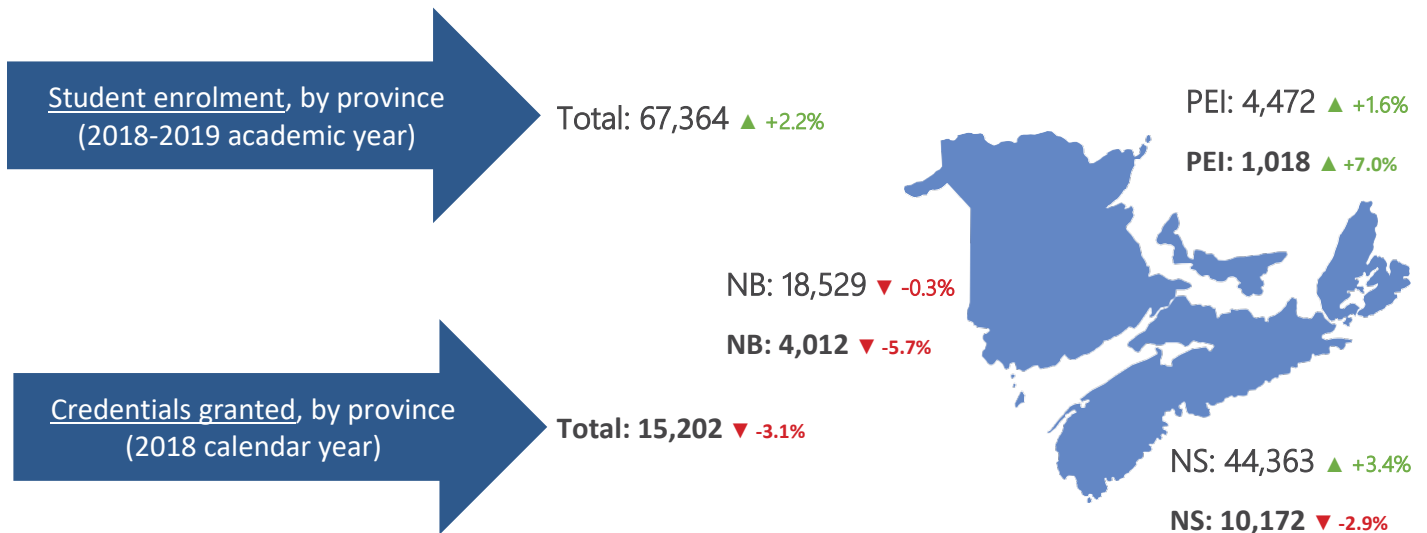
From these sources of data, the Commission makes available to governments, institutions, students and the public-at-large value-added statistical and research products in support of evidence-based decision-making and to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

The focus of the Commission's research products is identifying the characteristics of educational pathways and other factors that impact student progression, credential completion and graduate outcomes.

Basic Statistics (updated annually)

Each fall, the Commission releases a set of standard statistical tables and downloadable databases that provide information on key indicators and trends in the Maritime university system. The following tables and data are available on the Commission website:

- Enrolment and full-time equivalents statistical tables
- Credentials granted tables
- Tuition fees data for undergraduates, graduates and international students
- Full-year full-time equivalents and weighted full-time equivalents



Data in Support of Funding Formulas (for NB & NS)

As a service to the Provinces, the Commission each year provides statistics on:

- Full-course equivalents, weighted full-course equivalents, full-time equivalents, and enrolments in support of various components of the Nova Scotia funding formula.
- Full-year weighted full-time equivalents for use within: the funding formula calculating the distribution of unrestricted operating assistance to NB universities; and, the annual calculation of the regional transfer arrangement (more details under “Interprovincial Agreements” below).

Measures of Student Progress and Outcomes

Using student administrative data (PSIS) as well as the GO Survey data, the Commission has developed measures of student progress and outcomes related to:

- Demand for university education (participation rate);
- Student progress (persistence and graduation rates);
- Educational pathways (time-to-degree, switching institutions, student course load); and,
- Outcomes (employment, financing education, pursuing further education, mobility, and perceptions of university experience).

Other value-added products

In 2019-2020, the Commission:

- Developed student credit transfer benchmarks using university PSIS data for Council on Articulation and Transfers of New Brunswick on a cost-recovery basis.
- Continued to provide support to CAMET’s vision for an Atlantic Student Tracking System.
- Continued to provide information on experiential learning to FutureReadyNB.

Custom Requests

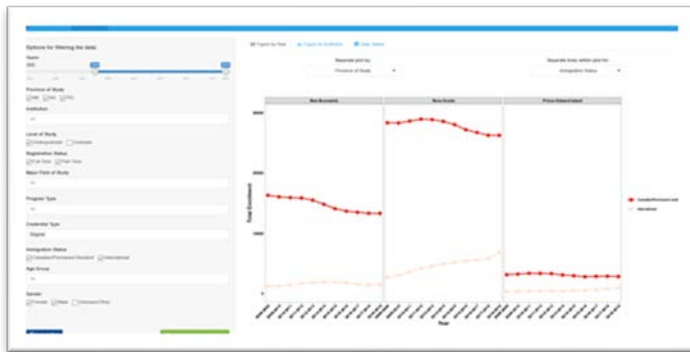
Upon request, the Commission provides custom data files and measures to governments, institutions, and other stakeholders.

Open Data

The Commission provides enrolment and credentials granted data sets in the open CSV format. The open data are accompanied by an explicit license ensuring that these data sets are truly accessible to further facilitate analysis and debate on issues of importance among the Commission’s stakeholders.

In 2019-2020, the Commission:

- Made available an interactive tool that provides access to the open data on enrolment and credentials granted in a user-friendly format. The statistics can be visualized by several variables including university, level of study, field of study, province of residence, and student gender.



Data Sharing with Universities and Governments

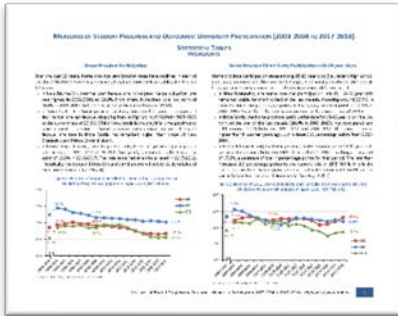
A key mandate of the Commission is to ensure that data and information are made available to assist institutions and governments in their work. However, during the development of the MPHEC’s Privacy Management Program it was made clear that under current legislation the Commission can only disclose data in aggregate form to ensure the protection of personal information. For this reason, the Commission has been exploring what legislative changes are required to expand its data sharing capacity in order to better serve institutions and governments.

In 2019-2020, the Commission:

- Engaged Mara Consulting to conduct a privacy impact assessment of sharing record-level PSIS and GO Survey data with institutions and provincial governments for research purposes and to propose amendments to the MPHEC Act that will allow data sharing under controlled conditions to safeguard the privacy of students and graduates.
- Met with the New Brunswick Institute for Research, Data and Training to discuss the sharing of New Brunswick university PSIS data to conduct research to support New Brunswick government programs.

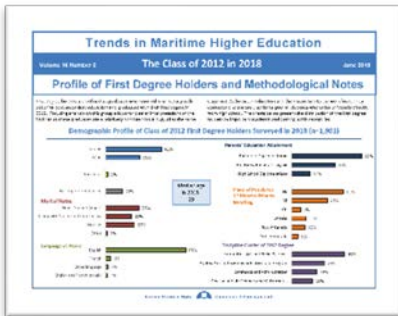
HIGHLIGHTS OF DATA RELEASED IN 2019-2020

Measures of Student Progress and Outcomes: University Participation (2003-2004 to 2017-2018) (April 2019)



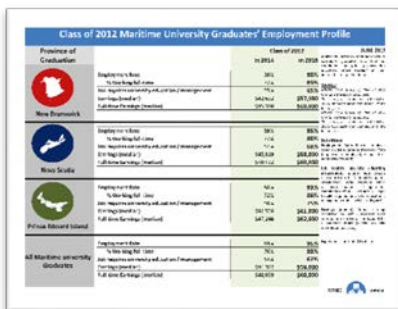
- Over the past 15 years, home province university participation rates have declined in each of the three Maritime provinces, however, they have more or less stabilized in the last 3-4 years.
- Among 18-19 year olds (i.e., recent high school graduates), the home province participation rates has increased in the last 2-3 years in New Brunswick and Prince Edward Island after several years of decline, but has remained stable in Nova Scotia over the same period.

Trends in Maritime Higher Education: Profile of First Degree Holders (June 2019)



- The Class of 2012 was surveyed in fall 2018. The total sample of 2,630 respondents represents 25% of the total Class of 2012 bachelor's graduate population of the 14 universities in the region. The report focuses on 1,901 first degree holders, i.e., graduates who enrolled in university without a prior post-secondary credential and graduated with their first degree in 2012.
- 74% of graduates surveyed live in the Maritimes prior to enrolling in their first degree, 21% lived elsewhere in Canada and 5% outside Canada.
- Most graduates surveyed completed a degree in the Humanities Arts and Social Sciences (40%) followed by graduates in Applied Arts and Sciences and Professional Program (25%), Commerce and Administration (19%) and Physical and Life Science and Mathematics (16%).

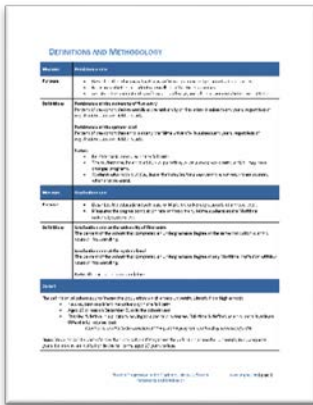
Class of 2012 Maritime University Graduates' Employment Profile (June 2019)



- Excluding those who were not looking for work, 96 percent of graduates reported being employed. Of those employed, 88 percent are working full-time and just over two-thirds (67%) are working in an occupation that requires a university level education or is in a management position.
- Six years after graduation, Class of 2012 graduates are earning a median annual income of \$58,000, while those working full-time are earning \$60,000. Compared in constant dollars, these earnings are higher than what was reported by this class at two-years after graduation (\$48,039), and higher than that of the general Canadian population (\$51,321).

HIGHLIGHTS OF DATA RELEASED IN 2019-2020

Student Progression in the Maritime University System: Persistence and Graduation Rates (October 2019)



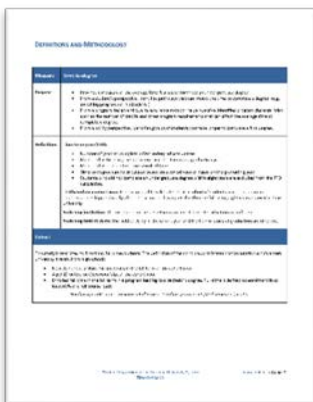
- At the Maritime level, persistence after one year and graduation rates after six years have been fairly consistent over the years: Persistence ranged from 82.2% and 83.7% over 16 cohorts, and the graduation rate ranged from 64.2% and 65.5% over 11 cohorts.
- Persistence rates for female students were significantly higher than for male students in the past, but over the last six cohorts that difference has disappeared. Graduation rates for all cohorts are significantly higher for female students by eight to twelve percentage points.
- Persistence rates for international students ranged between 75.5% and 81.9% until 2011. Starting with the 2011 cohort, the persistence of international students has ranged between 83.1 and 84.9%. Graduation rates have increased from 56.8% for the 2001 cohort to 67.5% for the 2011 cohort.

Annual Digest on University Enrolment 2018–2019 (January 2020)



- In 2018-2019, 67,364 students were enrolled in Maritime universities, up 2.2% since last year. Undergraduate enrolment increased by 2.2%, and graduate enrolment increased by 2.4%. Enrolment of Maritime residents increased by 0.2%, but there were fewer Canadian students from outside the Maritimes (-2.7%). International enrolment increased by 15% from last year, and international students now comprise 19.6% of all university students in the region, up from 9.6% ten years ago.
- 4,133 students from China were studying at Maritime universities, representing 31.2% of all international students. India represents 16.8% of international students, the number of students doubled since last year, from 957 to 2,219 students.

Student Progression in the Maritime University System: Time-to-Degree (February 2020)



- The overall average time-to-degree for the 2009 cohort was 4.56 years. 60% of graduates completed their first degree within four years.
- Graduates who switched university and/or field of study took longer to complete a first degree than those who did not. Only 15% of graduates who switched both university and field of study completed their degree within four years, while 67% of graduates who did not switch their university completed within four years.
- Canadian students from outside the Maritimes took less time to complete a first degree (4.4 years) than Maritimers who studied outside their home province (4.5 years), international students (4.5 years), and Maritimers who studied in their home province (4.6 years).

COLLABORATION & OTHER SERVICES

Stimulating Debate



The Commission knows that much more is achieved through cooperation with stakeholders. Each stakeholder group brings a different, important, piece of the puzzle when offering their input on the issue at hand. Collaborative work has yielded positive results time and time again, and it has helped to ensure that the Commission's efforts are in line with stakeholders' needs and expectations.

In many cases, working together represents a cost-effective approach for all those involved. For these reasons, and many more, the Commission is continuously engaging in collaborative efforts with its stakeholders.

In addition to quality assurance and data and information (which make up the bulk of the Commission's work), the Commission is also responsible for:

1. Administering interprovincial agreements;
2. Stimulating cooperative action; and,
3. Providing services to provinces by request.

INTERPROVINCIAL AGREEMENTS

The Commission administers agreements with other Canadian provinces to place Maritime students in programs of study not available in this region. In the 2019-2020 academic year, 487 Maritime students benefited from these agreements. In addition, the Commission transferred funds from the Province of Newfoundland and Labrador to the Province of Nova Scotia for 36 rehabilitation students (Physiotherapy and Occupational Therapy) at Dalhousie University.

The Commission also administers the Regional Transfer Arrangement (RTA) whereby each of the three Maritime provinces provides funding for any of its residents enrolled in a university program in either of the other two Maritime provinces that is not offered in the student's home province. In 2017-2018, the latest year for which statistics were available, a total of 1091 students benefited from the RTA.

In addition, 210 Atlantic students in Veterinary Medicine and Veterinary Sciences were funded through the Atlantic Veterinary College Interprovincial Funding Agreement in 2018-2019, the latest year for which statistics were available at the time. The Province of PEI administers the agreement.

COOPERATIVE ACTION

Under its cooperative action function, the Commission facilitates cooperation within the Maritimes, with other provinces and with external partners in order to develop cost-effective and collaborative approaches to post-secondary education administration, programs, and policies.

Committees and Presentations

The Commission is a member of various committees and working groups:

- Atlantic Financial Reporting Committee
- Canadian Association of University Business Officers (CAUBO)
- Canadian Institutional Research and Planning Association
- International Network for Quality Assurance Agencies in Higher Education
- National Advisory Committee on Post-Secondary Education Statistics
- Pan-Canadian Consortium on Admissions & Transfer
- Strategic Management Committee of the Canadian Education Statistics Council
- Pan-Canadian Working Group on Quality Assurance

Participation in these groups provides an important opportunity to share best practices and identify opportunities for collaboration.

In 2019-2020, Commission staff:

- Presented to New Brunswick's Select Committee on Public Universities on September 26, 2019.
- Presented "Is the proportion of first-generation Maritime university graduates decreasing? An exploration into the equitability of access to higher education in the Maritime provinces over the last twenty years", at the Canadian Institutional Research and Planning Association conference on October 21, 2019.
- Presented on the Integration of College Data into the MPHEC Data Warehouse to the board of Atlantic Colleges Atlantique on November 4, 2019.
- Presented on the Commission's program assessment process (including tips for developing strong proposals) to Mount Allison University's Presidential Advisory Committee on Academic Program Innovation on November 28, 2019.
- Provided two workshops on the program assessment process (including tips for developing strong proposals) to Mount Allison University faculty and staff on January 17, 2020.
- Presented on MPHEC research and data resources to the Nova Scotia Working Group on Student Recruitment and Retention on January 29, 2020.

NB/PEI Educational Computer Network Agreement (NB/PEI ECN)

The Commission provides staff support, and is a signatory, to the NB/PEI Educational Computer Network (ECN). ECN is an innovative and practical shared service platform transcending institutional and provincial boundaries with an outstanding track record of effective collaboration. It has been providing connectivity among its members and to the wider world for almost 50 years. Benefits include joint purchasing and licensing, shared IT support services, professional development, cyber security and the delivery of network-based services, and information exchange.

In 2019-2020, the NB/PEI ECN:

- Presented along with its NS counterpart Higher-ed IT Shared Services (HISS) to Interuniversity Services Incorporated (ISI).
- Organized the ECN50RIÉ and AtlanticNet 2020 conference, however, due to the COVID-19 restrictions, both events have been rescheduled for May 11-12, 2021.
- Identified, through its Network Sustainability Team, three top priorities: 1) Monitoring graphing and data collection, 2) Redundant internet and 3) Spare hardware. A new site connection for the CCNB expansion in Moncton was completed and a proposed connection for the new Climate Change Centre in St. Peter's Bay will be presented to CANARIE in June 2021.
- Partnered financially with CANARIE on a contribution to the Huntsman Marine Project for backbone connectivity between Saint John and St. Andrews.
- Continued its partnership with CANARIE to implement a Security Information and Event Management solution.

- Provided training on Securing Office 365 (O365) and Compliance Tools, Managing and Building Solutions in O365, sharing and collaborating tools at its annual technical workshop attended by over 90 participants.
- Purchased LastPass Enterprise as a Password Manager for use by faculty/staff, students (free of cost) and consortium members.

SERVICES TO PROVINCES

The MPHEC Act allows the Commission to provide services to the provinces and to institutions. Services are generally provided through cost-recovery agreements and have been provided primarily to the provinces.

Financial Services (For NB & PEI)

The Commission provides financial services to New Brunswick and Prince Edward Island on a cost-recovery basis.

In New Brunswick, the Commission is responsible for:

- Supporting the university education budget process (including for the Maritime College of Forest Technology);
- Calculating operating (unrestricted and restricted) assistance and the various transfers through interprovincial agreements in which the Province participates;
- Administering the university education budget throughout the year, including the Province's committed funds;
- Providing audited financial statements for the Province's university education funding;
- Providing support to the NB/MPHEC Finance Working Group; and,
- Sitting on the bi-partite committee that reviews projects submitted under the Province's University Deferred Maintenance Program.

In Prince Edward Island, the Commission is responsible for:

- Administering the PSE budget throughout the year, including the Province's committed funds;
- Flowing funding for the Department of Health relating to PEI's contribution to the residency stipends at the Dalhousie Medical School; and
- Providing audited financial statements for the Province's university education funding.

New Brunswick & Nova Scotia Degree Granting Acts

Under the New Brunswick Degree Granting Act and the Nova Scotia Degree Authorization Act, the Commission, at the Ministers' request and on a cost-recovery basis, carries out assessments of private institutions and their programs to ensure they meet agreed-upon standards of quality.

In 2019-2020, under the **New Brunswick Degree Granting Act**:

The following assessments were concluded:

- **Master of Education in Adult Education & Master of Education in Educational Leadership – Yorkville University:** The Commission assessed these programs and advised the Minister that (1) Yorkville has met the conditions identified by the Minister and (2) the programs appear to be developing appropriately and continue to correspond with the standards normally associated with each credential. The Commission identified follow-up actions for Yorkville to address as well as items to include in its annual reports to the Province and in documentation for the next program review. The Minister announced in October 2019 that the University was authorized to continue offering the MEd programs subject to conditions as recommended by the MPHEC.
- **Master of Business Administration – University of Fredericton:** The Commission assessed a proposed modification to this program and advised the Minister that the proposed change represented a relatively moderate modification that ought to be approved with a report on its implementation provided after two years, and as part of the University's next program review. The Minister announced in February 2020 that the proposed modification was approved with the conditions as recommended by the MPHEC.

The following assessments were underway but not complete at year-end:

- **Associate in Occupational Health and Safety – University of Fredericton** [The University of Fredericton withdrew its proposed Bachelor of Applied Safety Management]

- Doctor of Counselling and Psychotherapy – Yorkville University
- Master of Arts in Counselling Psychology – Yorkville University
- Master of Business Administration & Executive Master of Business Administration – University of Fredericton

In 2019-2020, under the [Nova Scotia Degree Authorization Act](#):

There were no assessments requested.

Initial Accreditation of Nova Scotia Bachelor of Education Programs

The province of Nova Scotia engaged the Commission to carry out the initial accreditation of Bachelor of Education (BEd) programs offered in Nova Scotia institutions, as a full-cost recovery service to the Province of Nova Scotia.

In 2019-2020, the Commission:

- Carried out a site visit to the remaining two (of five) institutions (St. Francis Xavier University and Université Sainte Anne).
- Received the review panel reports for all five institutions (Acadia University, Cape Breton University, Mount Saint Vincent University, St. Francis Xavier University, and Université Sainte Anne).
- Established the joint Nova Scotia Department of Education and Early Childhood Development (NSEECD) and MPHEC Accreditation Committee, which met on October 4-5 to prepare its advice on the initial accreditation of the BEd programs offered at Acadia University, Cape Breton University, St. Francis Xavier University and Université Sainte-Anne. The advice, based on the findings of the Review Panels (considered at the institutional-level and collectively) and the expertise and experience of the Accreditation Committee members, was vetted by the joint Quality Assurance Committee of the Association of Atlantic Universities and the MPHEC, and endorsed by the Commission, prior to being forwarded to the NSEECD in December 2019. Based on this advice, the BEd programs at Acadia University, Cape Breton University, St. Francis Xavier University and Université Sainte-Anne received initial accreditation.

APPENDIX A – MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

COMMISSION MEMBERS

Institutional Representatives:

Lily Fraser, New Brunswick

Elizabeth Dawes, New Brunswick

Malcolm Butler, Nova Scotia

Richard MacKinnon, Nova Scotia

Pemberton Cyrus, Nova Scotia

Kathy Gottschall-Pass, Prince Edward Island

Senior public officials or executive heads:

France Haché, New Brunswick

Ava Czapalay, Nova Scotia

Marjorie Davison, Nova Scotia

Greg Ells, Nova Scotia

Donald DesRoches, Prince Edward Island

Anne Partridge, Prince Edward Island

Public-at-Large:

Darcie Reidpath, New Brunswick

Tristian Gaudet, Student Representative, New Brunswick

Sylvie Levesque-Finn, New Brunswick

Sheila Brown, Nova Scotia (Chair)

Bryn de Chastelain, Student Representative, Nova Scotia

Martin Zelenietz, Nova Scotia

Paul MacDonald, Prince Edward Island

Ex-officio, non-voting:

Catherine Stewart, MPHEC CEO

STANDING COMMITTEES

MPHEC GOVERNANCE AND EXECUTIVE COMMITTEE

Sheila Brown, MPHEC Chair

France Haché, Provincial Government Representative

Catherine Stewart, MPHEC CEO

Pemberton Cyrus, MPHEC Vice-Chair

Anne Partridge, Interim PEI Representative

AAU-MPHEC QUALITY ASSURANCE COMMITTEE

Appointed by the AAU:

Malcolm Butler, Saint Mary's University

Kathy Gottschall-Pass, University of Prince Edward Island

Richard MacKinnon, Cape Breton University

Appointed by the MPHEC:

Sheila Brown, Public-at-large, Nova Scotia

Matthieu LeBlanc, Université de Moncton

Vacant

Student Representatives:

Brandon Case, St. Thomas University

Vacant

MPHEC FINANCE COMMITTEE

Lily Fraser, New Brunswick

France Haché, New Brunswick

Sheila Brown, Nova Scotia (Chair)

Greg Ells, Nova Scotia

Vacant, Nova Scotia

Anne Partridge, Prince Edward Island

Donald DesRoches, Prince Edward Island

Catherine Stewart, MPHEC CEO

NB/MPHEC FINANCE WORKING GROUP

Jean-Charles Doucet, MPHEC

Paul Saad, Department of Post-Secondary Education, Training and Labour

France Haché, Department of Post-Secondary Education, Training and Labour

Ben Mersereau, Department of Post-Secondary Education, Training and Labour

Catherine Stewart, MPHEC CEO (Chair)

APPENDIX A - MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

NB/PEI EDUCATIONAL COMPUTER NETWORK BOARD OF DIRECTORS

Alaa Abd-El-Aziz, University of Prince
Edward Island

Jean-Paul Boudreau, Mount Allison
University

Paul Mazerolle, University of New
Brunswick

Jacques Paul Couturier, Université de
Moncton (Chair)

Pierre Zundel, Collège communautaire
du Nouveau-Brunswick

Mary Butler, New Brunswick
Community College

Alexander MacDonald, Holland College

Tim Marshall, Maritime College of
Forest Technology

Dawn Russell, St. Thomas University

Catherine Stewart, MPHEC CEO

NB/PEI EDUCATIONAL COMPUTER NETWORK COMMITTEE

Rachael Anderson, MPHEC

John Gillis, Mount Allison University

Jim Bowen, Maritime College of Forest
Technology

Dan Crabbe, St. Thomas University

David Totton, University of New
Brunswick

André Lee, Université de Moncton

Richard MacDonald, Holland College

Terry Nikkel, University of New
Brunswick

Carole Daley, New Brunswick
Community College

Tony Roy, Collège communautaire de
Nouveau-Brunswick

Dana Sanderson, University of Prince
Edward Island

MPHEC STAFF

Rachael Anderson, Corporate Service
Officer

Stanislav Bashalkhanov, Policy and
Research Analyst

Kimberly Chevarie, Administrative
Assistant

Jean-Charles Doucet, Director of
Finance

Amin Erfanmanesh, Policy and
Research Analyst

Benoit Gallant, Business and Data
Analyst

Linnet Humble, Policy and Research
Analyst

Shannon McKenna-Farrell, Senior
Policy and Research Advisor

Lisa O'Connell, Director, Research and
Data Analysis

Kale Robinson, Policy and Research
Analyst

Kathrine Stanley, Administrative
Assistant

Catherine Stewart, MPHEC CEO

Scott Stonehouse, Information Systems
Architect

Chris Teeter, Policy and Research
Analyst

Bhuvana Vee Ramalingham, Database
Developer

APPENDIX B - AUDITED FINANCIAL STATEMENTS

Available online only