

# **MPHEC ANNUAL REPORT YEAR IN REVIEW: 2022-2023**



**Additional copies of the Annual Report may be obtained online ([www.mphec.ca](http://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

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## 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

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On behalf of the Maritime Provinces Higher Education Commission, we are pleased to present our 2022-2023 Annual Report, showcasing our activities and accomplishments over the past fiscal year. Highlights of the things we did this year to continue to advance learner success include:

- Considered 38 program proposals; of the 29 proposals that were closed, 90% were approved through a Stage I expedited program assessment.
- Released the Maritime University Certificate and Diploma Framework.
- Carried out virtual site visits to the Nova Scotia College of Art and Design, the Université de Moncton and the University of Prince Edward Island to confirm that each university's QA framework for ensuring the ongoing quality of its programs and services is appropriate.
- Worked on a record number of assessments (7) under the New Brunswick Degree Granting Act.
- Engaged Prairie Research Associates to carry out the two-year-out survey of the Class of 2020 Maritime university graduates.
- Released nine reports on various post-secondary education topics such as the impact of the COVID-19 pandemic on degree progression, student course load, international students, pathways to a first post-secondary education credential.



We would like to thank our many talented and dedicated commission and committee members who generously contribute their time and expertise, as well the MPHEC staff for their hard work, commitment and professionalism. Finally, we wish to thank the three Maritime provincial governments for their continued investment in the MPHEC, without which, we could not continue to deliver quality services and programs to universities and governments.

Sincerely,



**Jeff Hennessy**

Chair



**Catherine Stewart**

Chief Executive Officer

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# THE COMMISSION

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## ABOUT THE MPHEC

Established in 1974, 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).

The Commission’s mission is to assist institutions and governments in enhancing the post-secondary learning environment. Its key functions are: quality assurance, data and research, cooperative action, and provision of services to the provinces.

The Commission, made up of 20 members (representing universities, the public-at-large, including students, and the three Maritime provincial governments) and the CEO (ex-officio, non-voting), usually meets five times per year. At year-end, the Commission operated with 11 permanent and 2 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 committee 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](http://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, through consultations on various policies or guidelines).

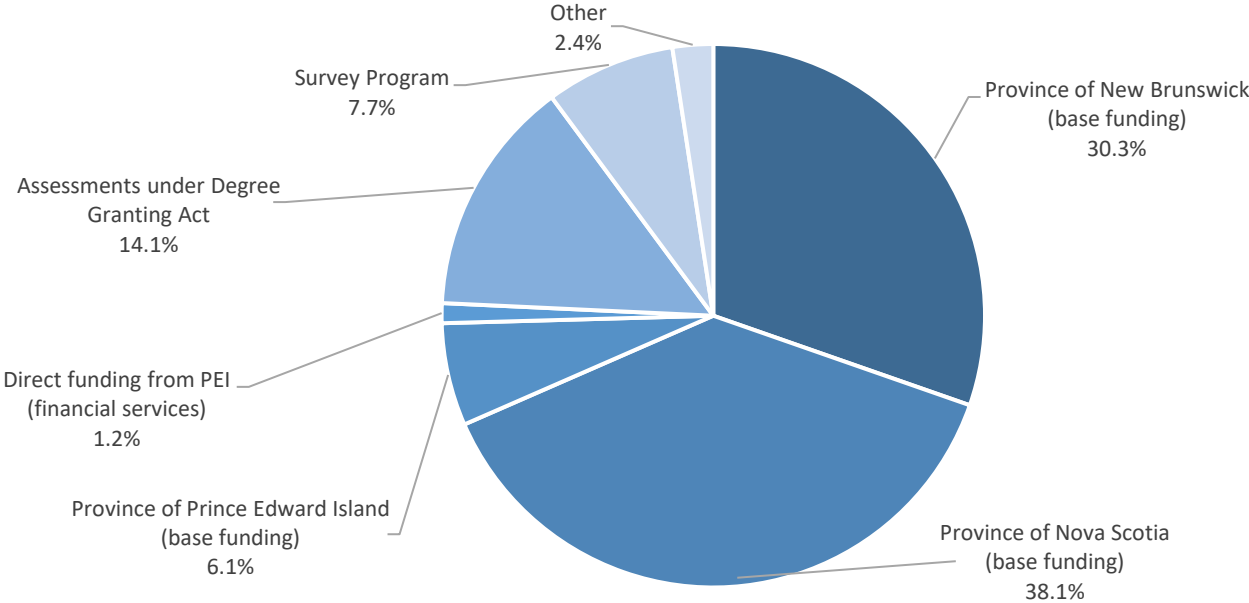
## MULTI-YEAR BUSINESS PLAN

The Commission’s [2023-2024 to 2024-2025 Multi-Year Business Plan](#) (MYBP) presents the Commission’s improvement objectives and the activities it will undertake to meet these and 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 its improvement and operational objectives and activities outlined in its MYBP.

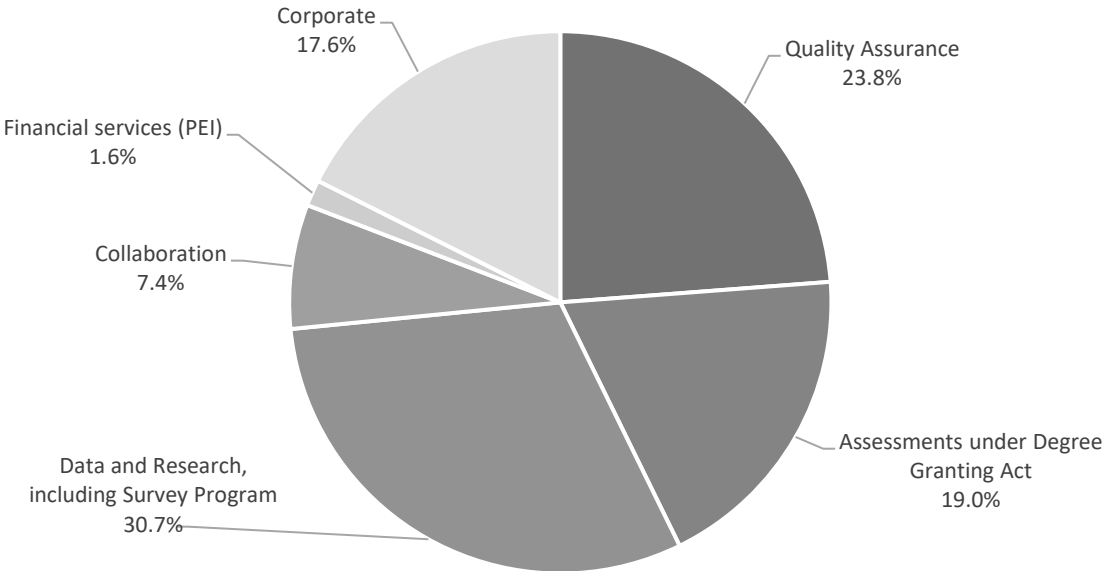
# FUNDING

In 2022-2023 the Commission’s base funding was \$1.260 million. The administration budget resulted in a surplus of \$55,169. Expenditures totalled \$1.735 million and revenues totalled \$1.790 million. The surplus was due to the capitalization of the Commissions net assets. The detailed MPHEC 2022-2023 financial statements can be found in [Appendix B](#).

## REVENUE BY FUNDING SOURCE (2022-2023)



## EXPENDITURES BY FUNCTION (2022-2023)





# QUALITY ASSURANCE

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*The Commission provides quality assurance (QA) services for all publicly-funded universities in New Brunswick, Nova Scotia and Prince Edward Island<sup>1</sup>.*

*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 and modified 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](#).

<sup>1</sup> 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.

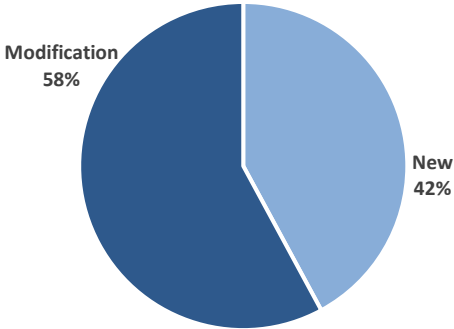
### 2022-2023 BY THE NUMBERS - PROGRAM ASSESSMENT

**38**  
Program proposals considered  
  
versus  
  
**43**  
in 2021-2022

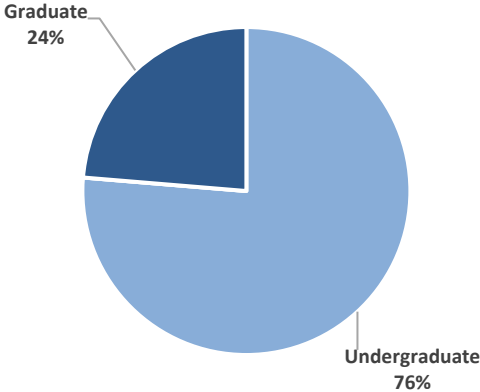
  
  
**12/15**  
universities submitted a proposal

**90%**  
SI Approved  
  
**10%**  
SII Approved

Type of Proposal

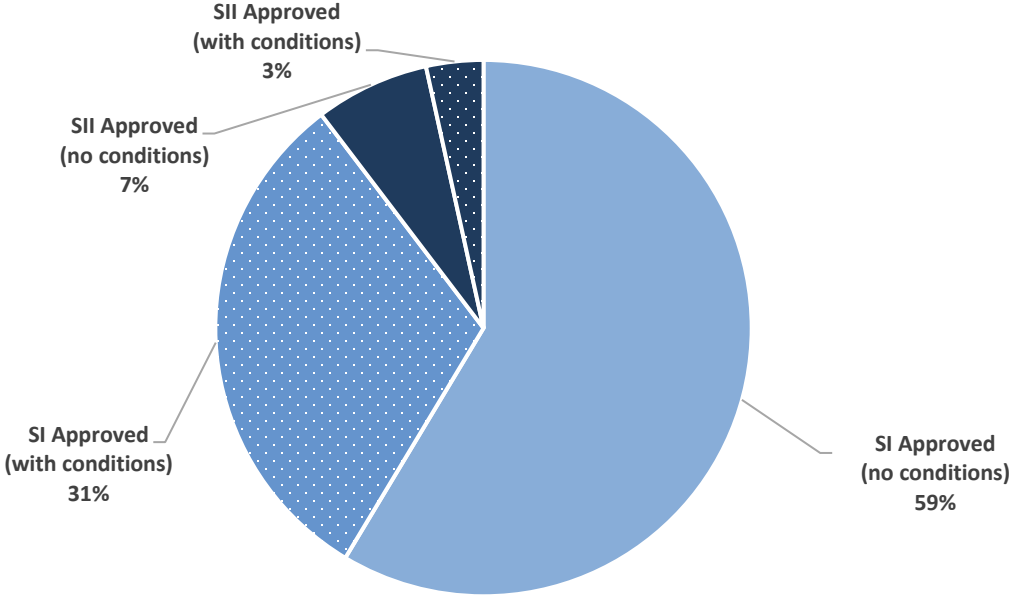


Proposal by Program Level



**As of March 31, 2023**  
**29** program proposal files were closed  
**9** were pending a decision

Of the 29 Program Proposal Files Closed



## Time to Decision

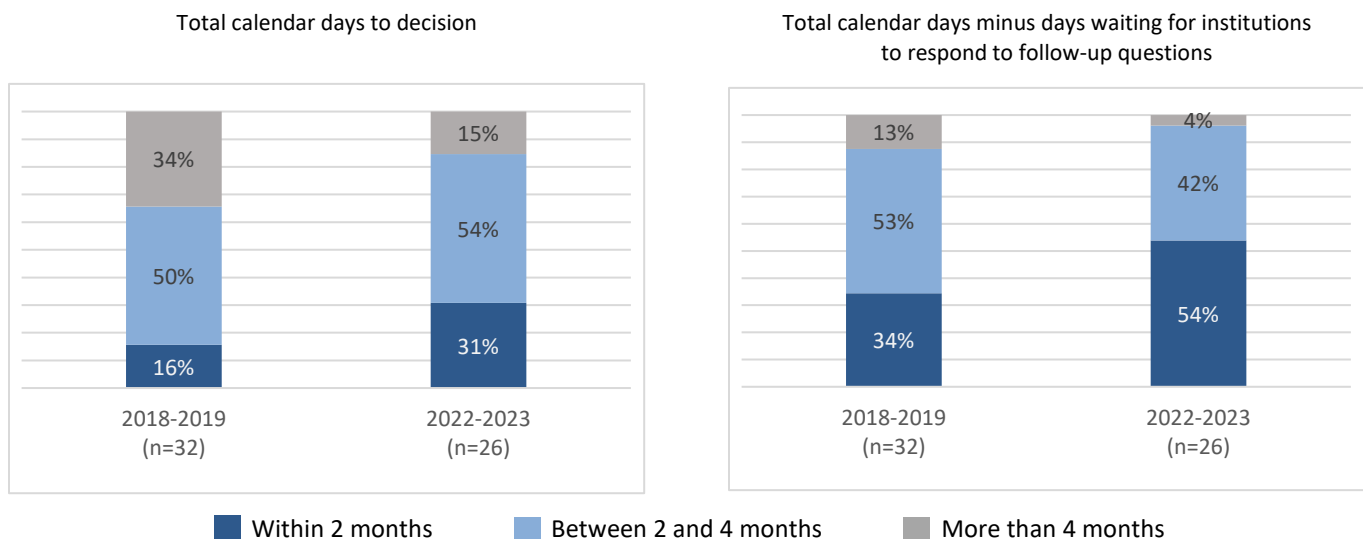
Time to decision for the program assessment process, from receipt of proposal to decision, is reported in two ways: 1. Total calendar days; and, 2. Total calendar days minus the number of days waiting for institutions to respond to follow-up questions during the assessment process.

### In 2022-2023

For **Stage I Approvals**, 31% of proposals were approved within 2 months, 54% between 2 and 4 months, and 15% took longer than 4 months (with 3 of those 4 proposals approved within 6 months). The timelines are further shortened when time waiting for institutions to respond is removed (54% within 2 months, 42% between 2 and 4 months, and 4% over 4 months).

Over the past few years, the Commission has been working, with universities, to improve its program assessment timelines. A number of steps have been taken to shorten time to decision, streamline processes, and clarify expectations. These efforts are paying off. As shown in the diagram below, the proportion of program proposals approved within the shorter timeframes has increased (i.e., 66% [16% + 50%] of proposals were approved within 4 months in 2018-2019<sup>2</sup>, 85% [31% + 54%] were approved in that timeframe in 2022-2023); the percentages are higher if the time waiting for an institution to respond to follow-up questions is removed (2018-2019 = 87% [34% + 53%]; 2022-2023 = 96% [54% + 42%]). Overall, all but 3 of the 32 proposals Stage I approved in 2018-2019, and all but 1 of the 26 proposals Stage I approved in 2022-2023, were approved within 6 months, whether you include time waiting for an institution to respond for not.

### Stage I - Time to Decision



For **Stage II Approvals**, 3 program proposals were assessed in 2022-2023. Two were approved within 3 months and the remaining program was approved within 5 months.

### In 2022-2023, the Commission:

- Released the *Maritime University Certificate and Diploma Framework*; the framework will guide future program development and MPHEC assessment and will serve to further improve time to decision by clarifying expectations.
- Circulated a draft of its proposed *Guidelines for Institutional Frameworks for Online Learning* for feedback from universities; the guidelines are designed to foster an intentional approach to online learning with built-in continuous improvement. Once final, universities will develop their own institutional frameworks aligned to the guidelines. At year-end, input from universities was being considered; a final version of the guidelines will be released in spring 2023.

<sup>2</sup> Given that terminations are no longer assessed as of March 31, 2022, they have been removed from the 2018-2019 numbers.

- Circulated a draft of its updated Assessment Standards and Criteria for its program assessment process, as well as updated Information Requirements for New Degrees and updated Information Requirements for New Diplomas and Certificates, for feedback from universities. The revisions will serve to further improve time to decision by reducing some of the response burden on universities and clarifying Commission expectations. Feedback from universities is due in spring 2023. A final version of the documents will be released in 2023-2024.

## QUALITY ASSURANCE MONITORING

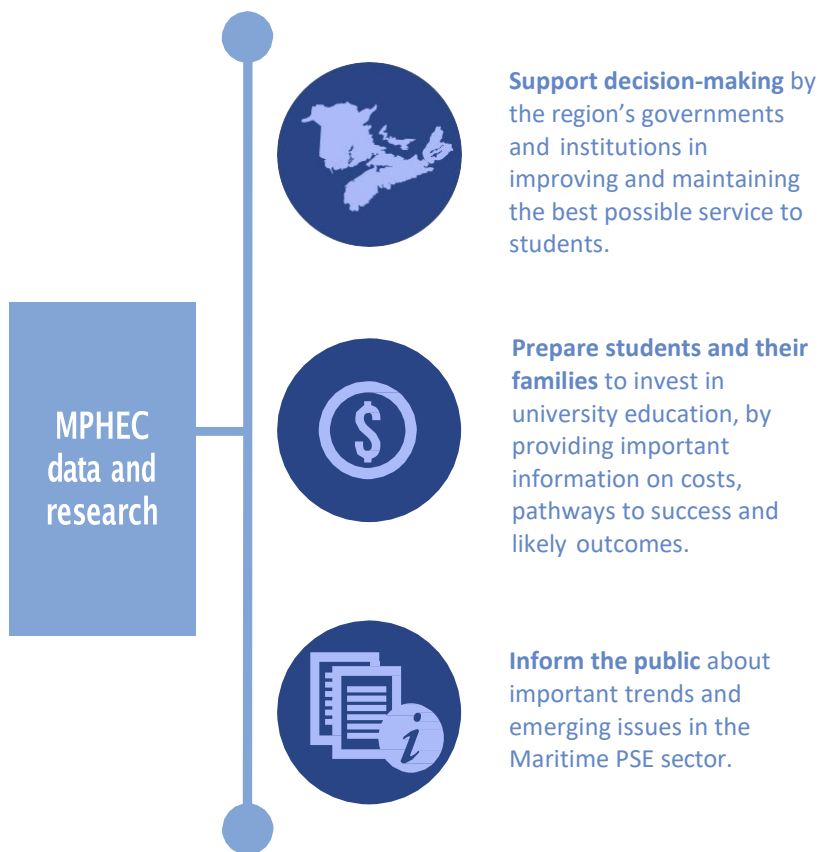
The Commission follows up with institutions after program implementation to monitor that institutions are meeting conditions to approval, and are internally assessing their existing programs and activities with a focus on students and learning.

In 2022-2023, the Commission:

- Reviewed conditional approval follow-ups for 28 programs: 25 were confirmed met or met to date; three were under review at year-end.
- Continued to carry out the second cycle of the Quality Assurance Monitoring process to confirm that Maritime universities' QA frameworks for ensuring the ongoing quality of their programs and services are appropriate.
  - The Panel Report for Saint Mary's University, with SMU's action plan appended, was posted to the MPHEC website April 2022.
  - The virtual site visit to the Université de Moncton took place May 30-31, 2022. The Panel Report was received June 2022 and UdeM's action plan in response to the report was received December 2022.
  - The University of New Brunswick's action plan in response to the Panel Report was received July 2022. The Panel Report, with the action plan appended, was posted on the MPHEC website November 2022.
  - The virtual site visit to the Nova Scotia College of Art and Design took place January 24-26, 2023.
  - The virtual site visit to the University of Prince Edward Island took place March 13-14, 2023.

# DATA & RESEARCH

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*The Commission makes available value-added sources of information to governments, PSE institutions, 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 research 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, stores, and maintains data about post-secondary education in the region through the following data sources:

1. Post-secondary Student Information System (PSIS),
2. Graduate Outcomes (GO) Survey and
3. Special data collections.

### Post-secondary Student Information System (PSIS)

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 PSIS data from universities since 1980 and from colleges since 2017.

In **2022-2023**, the Commission:

- Collected 2021-2022 university and college PSIS data.

### Graduate Outcomes (GO) Survey

The GO Survey is administered every two years and provides information on financing education, employment outcomes, graduate mobility, and further education. It focusses solely on Maritime university bachelor's degree graduates and follows a six-year cycle,

which includes two graduating cohorts (both surveyed two years after graduation, with one of those two cohorts also surveyed six years after graduation).

In 2022-2023, the Commission:

- Engaged Prairie Research Associates to carry out, on behalf of the MPHEC, the two-year-out survey of the Class of 2020 Maritime university graduates in fall 2022. The final survey sample was 2,990 and the response was 27.5%.

### Other Data Sources

From time to time the Commission conducts special data collections to address emerging issues. It also uses third-party data (e.g., Statistics Canada) to add value to its existing data sources and avoid duplication of effort.

## STATISTICAL AND RESEARCH PRODUCTS

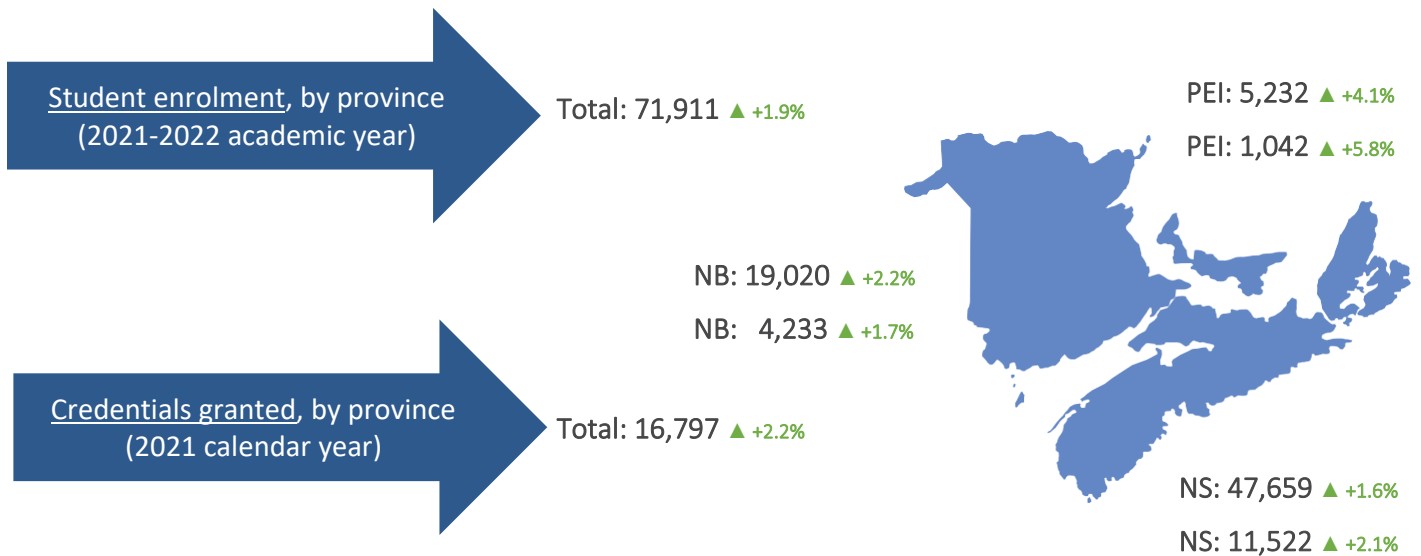
From these sources of data, the Commission makes available to governments, PSE institutions, students and the public-at-large value-added statistical and research products in support of evidence-based decision-making and to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

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

The Commission releases sets of standard statistical tables that provide information on key indicators and trends in the Maritime university system. The following tables are available on the Commission website:

- Enrolment and full-time equivalents
- Credentials granted
- Tuition, ancillary and residence fees for undergraduate, graduate and international students
- Full-year full-time equivalents and weighted full-time equivalents
- University participation rates



## Record Linkages

The Commission transforms data received from individual institutions into a system-level resource that links student records across Maritime institutions and over time. Currently, over 2 million student PSIS records representing more than 630,000 individuals from 1999-2000 to 2020-2021 are longitudinally linked across all Maritime public PSE institutions. The longitudinal PSIS database allows the Commission to better understand the characteristics of student pathways as they progress through their programs across the Maritime post-secondary system.

## Measures of Student Progress and Outcomes

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

- Student progression (persistence and graduation rates, time-to-degree, student course load, term-to-term persistence and stop-outs)
- Measures of graduate outcomes (employment, financing education, pursuing further education, mobility)

In 2022-2023, the Commission released:

- Updated measures of persistence and graduation
- Updated measures of time-to-degree
- New measures of course load, term-to-term persistence, and stop-outs

## Custom Requests

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

In 2022-2023, the Commission:

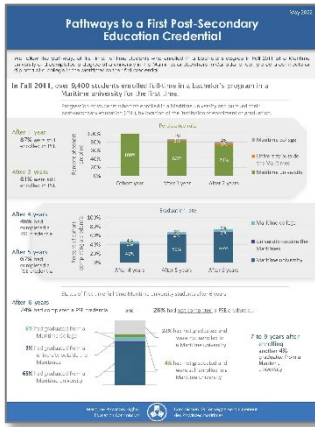
- Responded to over 52 individual data requests.

## Open Data

The Commission provides enrolment and credentials granted data sets in the open CSV format and through a user-friendly interactive tool. 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.

# HIGHLIGHTS OF REPORTS RELEASED IN 2022-2023

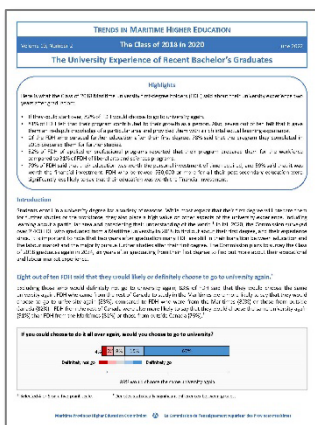
## Pathways to a First Post-Secondary Education Credential (May 2022)



- Using MPHEC PSIS linked records and data from Statistics Canada’s Education and Labour Market Longitudinal Platform the MPHEC calculated national levels of persistence and graduation for seven cohorts of Maritime university students.
- In fall 2011, over 9,400 students enrolled full-time in a bachelor’s program in a Maritime university for the first time.
- After one year, 87% were still enrolled in PSE, and after four years 46% had completed a PSE credential.
- After six years, 74% had completed a post-secondary credential (6% had graduated from a Maritime college, 3% had graduated from a university outside the Maritimes, 65% had graduated from a Maritime university) and 26% had not completed a PSE credential from a Canadian university or Maritime college (4% had not graduated but were still enrolled in a Maritime university).

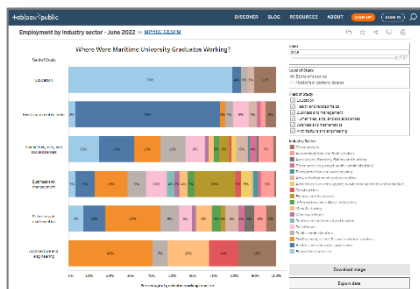
## Trends in Maritime Higher Education:

### The Class of 2018 in 2020: The University Experience of Recent Bachelor’s Graduates (June 2022)



- If they could start over, 82% of first-degree holders (FDH) would likely or definitely choose to go to university again.
- The majority of FDH felt that their university education provided them with opportunities for growth and life experiences. 81% of FDH felt that their program contributed to their growth as a person and 61% said that it provided them with opportunities to meet and interact with people from different cultural backgrounds.
- 70% of FDH said that the program they completed in 2018 prepared them for further education.
- 52% of FDH of applied and professional programs reported that their program prepared them for the workforce compared to 31% of graduates of liberal arts and sciences programs.
- Most FDH said that their education was worth the personal investment of time (70%) and the financial investment (59%).

## Where Were Maritime University Graduates Working? (June 2022)

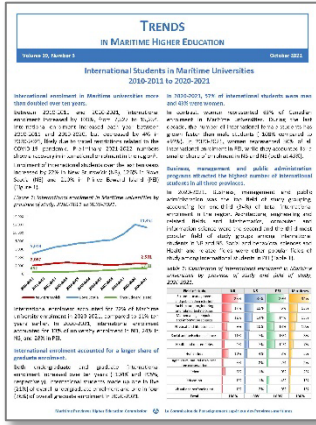


- This interactive graph links Maritime university graduates’ field of study to the sector in which they were employed two to three years after graduation. The data were extracted from four graduating classes of the Statistics Canada’s National Graduate Survey.
- For some applied fields of study, such as education and health, there is a more direct path between the field of study and a particular industry sector. Among the Class of 2015, 79% of Bachelor of Education graduates worked in educational services and 70% of bachelor’s degree graduates in a health or related field worked in health care or social assistance.
- In general studies programs graduates are more likely to be working in a variety of different sectors.



# HIGHLIGHTS OF REPORTS RELEASED IN 2022-2023

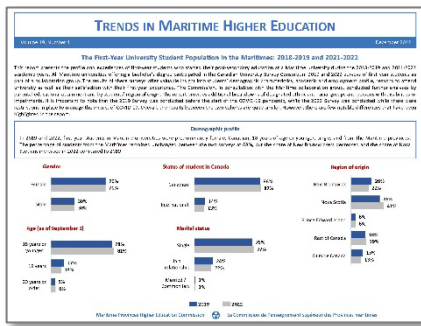
## Trends in Maritime Higher Education: International Students in Maritime Universities (October 2022)



- The number of international students enrolled in Maritime universities has more than doubled over ten years. Enrolment of international students over the last ten years increased by 22% in New Brunswick, 126% in Nova Scotia, and 210% in Prince Edward Island.
- China and India accounted for more than half (51%) of all international enrolment in 2020-2021.
- Business, management and public administration programs attracted the highest number of international students in all three Maritime provinces.
- The number of credentials granted to international students increased by 188% over ten years.
- Two years after graduation, the majority of international students remained in the Maritimes and their employment outcomes compare well with Canadian graduates.

## Trends in Maritime Higher Education:

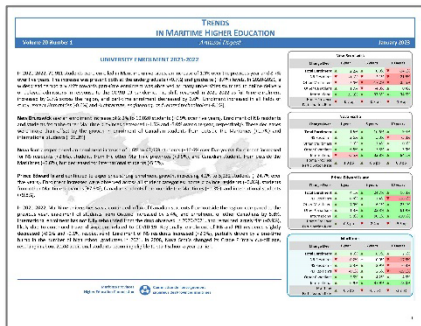
### The First-Year University Student Population in the Maritimes: 2018-2019 and 2021-2022 (December 2022)



- This report uses data from the 2019 and 2022 Surveys of First-Year Students conducted by the Canadian University Survey Consortium (CUSC).
- About three in 10 students were employed at the time of the survey. Among those who were employed, more than one third said their employment had a somewhat or very negative impact on their academic performance.
- Over 70% of first-year students received a financial award from their university. Among those who received an award, over one third said they would not have been able to attend university without this financial assistance.
- Around 90% of students agreed that they were satisfied with the quality of teaching they received, and a similar percentage said they were satisfied with their decision to attend their university.

## Trends in Maritime Higher Education:

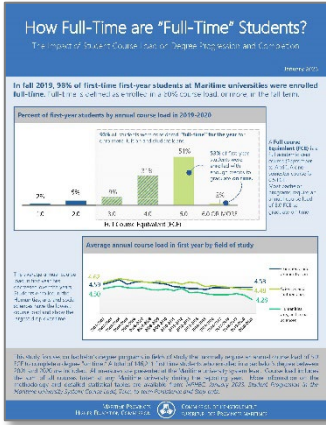
### Annual Digest on University Enrolment 2021–2022 (January 2023)



- In 2021-2022, 71,911 students were enrolled in Maritime universities, an increase of 1.9% over the previous year and 8.7% over five years. The increase was present both at the undergraduate (+0.7%) and graduate (+8.4%) levels.
- In 2020-2021, a widespread temporary shift towards part-time enrolment was observed as many universities switched to online delivery or delayed admissions in response to the COVID-19 pandemic. The shift reversed in 2021-2022 as full-time enrolment increased by 3.7% and part-time enrolment decreased by 6.6%.
- Enrolment increased in all fields of study, except humanities (-0.6%) and architecture, engineering, and related technologies (-8.1%).

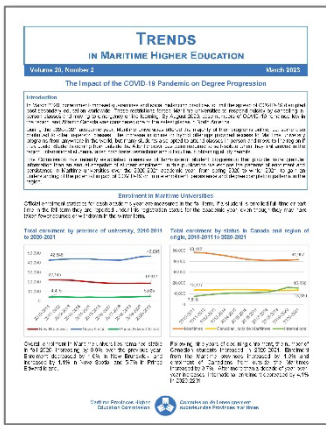
# HIGHLIGHTS OF REPORTS RELEASED IN 2022-2023

## How Full-Time are “Full-Time” Students? (January 2023)



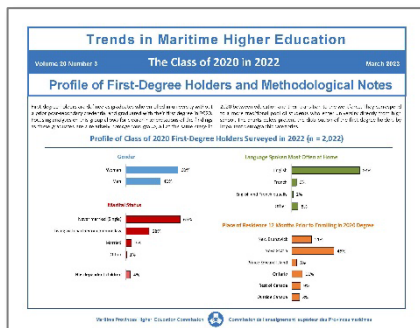
- In fall 2019, 98% of first-year students at Maritime universities were enrolled full-time.
- 93% of students were considered “full-time” for the year for enrolment, tuition and student loans. Only 53% of first-year students were enrolled with enough credits to graduate in the expected time (100% course load or 5.0 full course equivalents [FCE])
- Humanities, arts and social sciences programs show the lowest annual student course load and the largest drop in course load over 20 years from 4.55 FCE to 4.28 FCE.
- A lower course load in first year is linked to lower graduation rates and a longer time-to-degree.

## Trends in Maritime Higher Education: The impact of the COVID-19 Pandemic on Degree Progression (March 2023)



- In 2020-2021, overall enrolment in Maritime universities remained stable compared to 2019-2020 (+0.9%). Over the same period, international enrolment decreased by 4.1%, and first-time first-year enrolment decreased by 8%.
- One in four first-time first-year students enrolled in courses in the spring or summer terms in 2020. Persistence of first-year students in the spring-summer term increased in 2020-2021 compared to previous years.
- Persistence rates after one and two years increased significantly in fall 2020 (+1 percentage point, and +2.6 percentage points, respectively).
- Fall-to-winter persistence of international students dropped from 97% in 2019-2020, to 92% in 2020-2021.
- The annual course load of first- and second-year students decreased in 2020-2021, but the annual course load of third- and fourth-year students increased during the same period.

## Trends in Maritime Higher Education: Profile of First-Degree Holders and Methodological Notes (March 2023)



- First-degree holders (FDH) are defined as graduates who enrolled in university without a prior post-secondary credential and graduated with their first degree in 2020. The total sample of FDH is 2,022.
- Sixty percent of FDH were women, and the median age at the time of the survey was 25 years old.
- Prior to enrolling in their 2020 degree, 72% of FDH were living in the Maritime provinces, 20% in the rest of Canada and 8% outside Canada.
- About four in ten FDH (38%) were first-generation university graduates, that is, a graduate whose parents or guardians did not complete a university degree.
- Half of the FDH completed a liberal arts and sciences program, while the other half completed an applied or professional program.

# COLLABORATION & OTHER SERVICES

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## 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 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 research (which make up the bulk of the Commission's work), the Commission is also responsible for:

1. Stimulating cooperative action; and,
2. Providing services to provinces by request.

## 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 working on common projects related to post-secondary education.

### Meetings on Data Collection and Research

In **2022-2023**, the Commission:

- Hosted one meeting with university registrars and institutional researchers to discuss the Commission's research and data collection activities.
- Hosted one meeting with college registrars and institutional researchers to discuss the collection of PSIS data and preliminary college statistics.
- Hosted one meeting of the Canadian University and Survey Consortium (CUSC) Maritime university collaboration group.
- Held a one-day in-person Forum on Data Collection and Research on March 30, 2023 in Moncton, New Brunswick. The Forum brings together registrars, institutional researchers, provincial representatives, and Commission staff to discuss and collect feedback on the Commission's research and data collection activities. A total of 43 participants representing 19 universities and colleges, the New Brunswick government, and the Atlantic Colleges Atlantique attended the Forum.

### Collaborative projects with partners

In 2022-2023, the Commission:

- Updated student credit transfer benchmarks using university PSIS data for the Council on Articulation and Transfers of New Brunswick on a cost-recovery basis.
- Shared New Brunswick university enrolment and graduate data with the New Brunswick Institute for Research, Data and Training to conduct research to support New Brunswick government programs.
- Collaborated with the Association of Atlantic Universities and Memorial University of Newfoundland (MUN) to include MUN graduates in the Class of 2020 in 2022 GO Survey.

### Presentations

In 2022-2023, the Commission:

- Presented on “Post-secondary education trends in the Maritimes” at the Maritime Student Congress in Wolfville, Nova Scotia on June 18, 2022.
- Presented on the Commission’s work in Quality Assurance to faculty and staff of Mount Saint Vincent University on June 20, 2022.
- Presented on the Commission’s work in Quality Assurance to the Nova Scotia Department of Advanced Education’s senior leadership team on September 20, 2022.
- Presented on the Commission’s data holdings and research products to the Nova Scotia Department of Advanced Education staff on September 21 and 22, 2022.
- Presented on the Commission and its work to New Brunswick’s Department of Post-Secondary Education, Training and Labour’s senior leadership team on November 8, 2022.
- Presented on “How Recent Changes in Student Progression May Impact Future Enrolment and Academic Outcomes” at the Canadian Institutional Research and Planning Association (CIRPA) conference in Burnaby, British Columbia on October 23, 2022.
- Presented on “International Students in Maritime Universities” and participated in a panel discussion at the one-day event: *Future of Skilled Labor Force in Canada and Atlantic Canada: Attracting and Retaining International Students* held at Saint Mary’s University in Halifax on February 10, 2023.
- Presented to the New Brunswick’s Select Committee on Public Universities on March 1, 2023.

### Committees, Working Groups and Associations

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

- Canadian Institutional Research and Planning Association
- Council for Higher Education Accreditation
- 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
- International Association of Privacy Professionals
- Nova Scotia Working Group on Microcredentials

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

### 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 over 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 2022-2023, the NB/PEI ECN:

- Celebrated its 52 Year Anniversary at the Delta Hotel in Fredericton, NB on November 2, 2022. The ECN Technical Workshop followed the anniversary celebration with the theme “The future of IT is here – are you ready?”.
- Participated in the CANARIE led and funded National Cybersecurity Assessment to identify individual institution’s cybersecurity gaps as well as common issues across institutions. The results will be used to address the future needs of institutions and will drive funding and initiative decisions.
- Completed the deployment of QRadar Security Information and Event Management (SIEM) platform for the ECN and all ECN member sites. An RFP was issued to outsource after hours monitoring of the QRadar tool to address the staffing gap that is common across the ECN.
- Launched the Climate Change Centre in Saint Peter’s Bay, PEI, in June 2022. This installation provides a failover through the CANARIE link to Moncton.
- Continued to take part in CANARIE Cybersecurity Initiative Programs.
- Transitioned ECN members to Microsoft Teams VOIP Telephony through UNB (which provides a hosting service). The shared service enables ECN members to update their individual telephony environment, providing significant cost savings.
- Held a strategic planning session and developed an updated strategic plan.

## 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 to PEI

The Commission provides financial services to Prince Edward Island on a cost-recovery basis. This includes:

- Administering the PSE budget throughout the year, including the Province’s committed funds;
- 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 2022-2023, under the **New Brunswick Degree Granting Act**:

The following assessments were concluded:

- **Bachelor of Business Administration - Yorkville University:** This assessment combined a renewal of designation<sup>1</sup> review with a review to follow up on conditions identified by the Minister in their March 2019 decision letter. The review was conducted in accordance with the *Policy on the Assessment of Existing Programs Established Under the New Brunswick Degree Granting Act*. The Commission concludes that the BBA program appears to continue to correspond to the standards normally associated with the credential and to be effectively delivered, provided additional conditions are met. The Commission’s recommendations were forwarded to the Minister in November 2022. The Minister confirmed their agreement in February 2023.

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<sup>1</sup> Designated institutions are required to submit their programs for reassessment in the fifth year following designation and be redesignated every ten years.

- **Master of Education in Adult Education & Master of Education in Educational Leadership – Yorkville University:** This assessment combined a renewal of designation review with a review to follow up on conditions identified by the Minister in their October 2019 decision letter, plus a proposed program modification. The review was conducted in accordance with the *Policy on the Assessment of Existing Programs Established under the New Brunswick Degree Granting Act*. The Commission concludes the MEd programs appear to continue to correspond to the standards normally associated with the credentials and to be effectively delivered. The Commission’s recommendations were forwarded to the Minister in April 2022. The Minister confirmed their agreement in June 2022.

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

- Associate Degree in Occupational Health and Safety – University of Fredericton
- Associate Degree in Business Administration & Bachelor of Business Administration, Specializations in General Management; International Business Management & Occupational Health and Safety Management – University of Fredericton
- Bachelor of Science in Nursing – Oulton College
- Institutional Assessment – Beal University Canada
- Institutional Assessment – Oulton College

**In 2022-2023**, 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 accreditation of Bachelor of Education (BEd) programs offered in Nova Scotia institutions, as a full-cost recovery service.

**In 2022-2023**, the Commission:

- Engaged a consultant to develop a handbook to guide the full accreditation of Nova Scotia BEd programs (i.e., after the first cohort of graduates following initial accreditation). The purpose of the handbook is to provide a step-by-step guide, including the overall purpose of accreditation, the planned timelines, and the expectations for the self-study, site visit and panel report. The handbook was approved by the AAU-MPHEC Quality Assurance Committee at its June 2022 meeting; in fall 2022, it was shared with the Deans of Education in Nova Scotia and the Nova Scotia Department of Education and Early Childhood Development (NSEECD) for final feedback. This consultation resulted in minor edits. The final version of the handbook was approved by NSEECD in March 2023.

# APPENDIX A – MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

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## COMMISSION MEMBERS

### *Institutional Representatives:*

Elizabeth Dawes, New Brunswick

Jeffrey Hennessy, New Brunswick (Chair)

Amanda Cockshutt, Nova Scotia

Pemberton Cyrus, Nova Scotia

Richard MacKinnon, Nova Scotia

Kathy Gottschall-Pass, Prince Edward Island (Vice-Chair)

### *Senior public officials or executive heads:*

Peter French, New Brunswick

France Haché, New Brunswick

DeRico Symonds, Nova Scotia

Cheryl To, Nova Scotia

Lindsay Wadden, Nova Scotia

Natalie Mitton, Prince Edward Island

Anne Partridge, Prince Edward Island

### *Public-at-Large:*

Brian E. H. Baxter, New Brunswick

Jason O'Hearn, Student Representative, New Brunswick

Jeff Conrad, Nova Scotia

Marcel Desmond, Student Representative, Nova Scotia

Martin Zelenietz, Nova Scotia

Michelle Pineau, Prince Edward Island

### *Ex-officio, non-voting:*

Catherine Stewart, MPHEC CEO

## STANDING COMMITTEES

### MPHEC GOVERNANCE AND EXECUTIVE COMMITTEE

Kathy Gottschall-Pass, MPHEC Vice-Chair

Jeffrey Hennessy, MPHEC Chair

Anne Partridge, Provincial Government Representative

Catherine Stewart, MPHEC CEO

Vacant, Quality Assurance Committee Chair

### AAU-MPHEC QUALITY ASSURANCE COMMITTEE

#### *Appointed by the AAU:*

Dale Keefe, Acadia University

Richard MacKinnon, Cape Breton University

Madine VanderPlaat, Saint Mary's University

#### *Appointed by the MPHEC:*

Kathy Gottschall-Pass, University of Prince Edward Island

Ann-Barbara Graff, Nova Scotia College of Art and Design University

Matthieu LeBlanc, Université de Moncton (Chair)

#### *Student Representatives:*

Brandon Case, Dalhousie University

Chelsey Purdy, Mount Saint Vincent University

## MPHEC FINANCE COMMITTEE

France Haché, New Brunswick

Jeff Hennessy, New Brunswick (Chair)

Richard MacKinnon, Nova Scotia

Cheryl To, Nova Scotia

Anne Partridge, Prince Edward Island

Michelle Pineau, Prince Edward Island

Catherine Stewart, MPHEC CEO

## APPENDIX A - MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

### NB/PEI EDUCATIONAL COMPUTER NETWORK BOARD OF DIRECTORS

Jean-Paul Boudreau, Mount Allison University

Mary Butler, New Brunswick Community College

Kim Fenwick, St. Thomas University

Denis Prud'homme, Université de Moncton

Gregory Keefe, University of Prince Edward Island

Alexander MacDonald, Holland College (Chair)

Tim Marshall, Maritime College of Forest Technology

Paul Mazerolle, University of New Brunswick

Catherine Stewart, MPHEC

Pierre Zundel, Collège communautaire du Nouveau-Brunswick

### NB/PEI EDUCATIONAL COMPUTER NETWORK COMMITTEE

Rachael Anderson, MPHEC

Simon Collier, New Brunswick Community College

Dan Crabbe, St. Thomas University

John Gillis, Mount Allison University

André Lee, Université de Moncton

Richard MacDonald, Holland College

Terry Nikkel, University of New Brunswick

Tony Roy, Collège communautaire du Nouveau-Brunswick

Dana Sanderson, University of Prince Edward Island

David Totton, University of New Brunswick

Sarah Weatherby, Maritime College of Forest Technology

### MPHEC STAFF

Rachael Anderson, Corporate Service Officer

Stanislav Bashalkhanov, Policy and Research Analyst

Nicole Boudreau, Policy and Research Analyst

Amin Erfanmanesh, Policy and Research Analyst

Benoit Gallant, Business and Data Analyst

Shannon McKenna-Farrell, Senior Policy and Research Advisor

Lisa O'Connell, Director, Research and Data Analysis

Kale Robinson, Policy and Research Analyst

Vicky Simpson, Policy and Research Analyst

Kathrine Stanley, Administrative Assistant

Catherine Stewart, Chief Executive Officer

Scott Stonehouse, Information Systems Architect

Chris Teeter, Policy and Research Analyst

## APPENDIX B - AUDITED FINANCIAL STATEMENTS

Available online only