

MPHEC ANNUAL REPORT YEAR IN REVIEW: 2023-2024



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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 2023-24 Annual Report, showcasing our activities and accomplishments over the past fiscal year. Some selected highlights over the past year that continue to advance learner success are briefly listed below.

- Released the *Guidelines for Institutional Frameworks for Online and Technology-Supported Learning*.
- Considered 55 academic program proposals; of the 49 proposals that were closed, 89% were approved through a Stage I expedited program assessment.
- Reviewed 28 responses to conditional approvals: 22 were confirmed, met or met to date; 4 resulted in new conditions; 1 was discharged (the program was terminated) and 1 was still under review at year-end.
- Established a QA Community of Practice with key university contacts.
- Worked on a record high number of assessments (13) under the New Brunswick Degree Granting Act.
- Released 7 reports on various post-secondary education topics such as university enrolment trends over the past 10 years, employment outcomes, post-graduation pathways, mobility, borrowing and debt of Maritime first-degree holders, as well as focus reports on the outcomes and retention of Nursing and Education graduates.



Special thank you to our many talented and dedicated commission and committee members who generously contribute their time and expertise, as well the MPHEC staff for their dedicated 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 that serve a valuable role for universities and governments.

Sincerely,

Greg Naterer

Président

Catherine Stewart

Directrice générale

TABLE OF CONTENTS

THE COMMISSION 1

- **About the MPHEC** 1
- **Operational Framework** 1
- **Multi-Year Business Plan** 1
- **Funding** 2

QUALITY ASSURANCE 3

- **Program Assessment** 3
 - Time to Decision 5
- **Quality Assurance Monitoring** 6

DATA & RESEARCH 7

- **Data Collection** 7
 - Post-secondary Student Information System (PSIS) 7
 - Graduate Outcomes (GO) Survey 7
 - Other Data Sources 8
- **Statistical and Research Products** 8
 - Basic Statistics 8
 - Record Linkages 9
 - Measures of Student Progress and Outcomes 9
 - Custom Requests 9
 - Open Data 9

COLLABORATION & OTHER SERVICES 13

- **Cooperative Action** 13
 - Collaborative projects with partners 13
 - Presentations 14
 - Committees, Working Groups and Associations 14
 - NB/PEI Educational Computer Network Agreement (NB/PEI ECN) 14
- **Services to Provinces** 15
 - Financial Services to Prince Edward Island 15
 - New Brunswick & Nova Scotia Degree Granting Acts 15
 - Initial Accreditation of Nova Scotia Bachelor of Education Programs 16

APPENDICES 17

- **Appendix A - Membership of the Commission and its Committees** 17
- **Appendix B - Audited Financial Statements** 18

THE COMMISSION

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.

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).

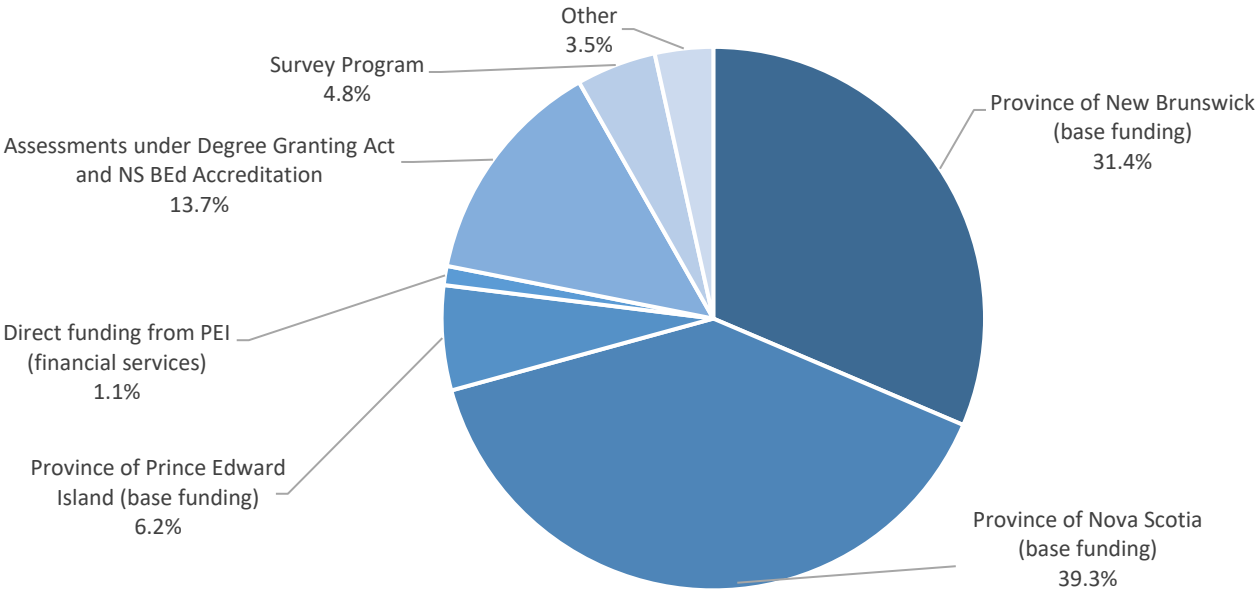
MULTI-YEAR BUSINESS PLAN

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.

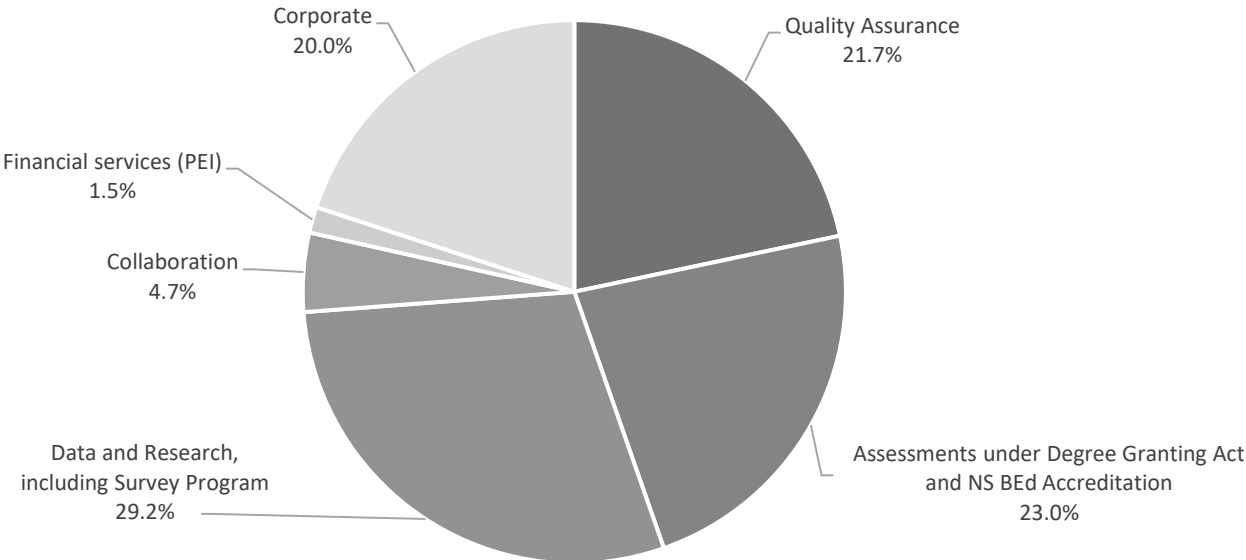
FUNDING

In 2023-2024 the Commission’s base funding was \$1.354 million. The administration budget resulted in a deficit of \$18,527. Expenditures totalled \$1.777 million and revenues totalled \$1.759 million. The deficit was due to the amortization of the Commissions net assets. The detailed MPHEC 2023-2024 financial statements can be found in [Appendix B](#).

REVENUE BY FUNDING SOURCE (2023-2024)



EXPENDITURES BY FUNCTION (2023-2024)



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 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](#).

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.

2023-2024 BY THE NUMBERS - PROGRAM ASSESSMENT

55
Program proposals considered

versus

38
in 2022-2023

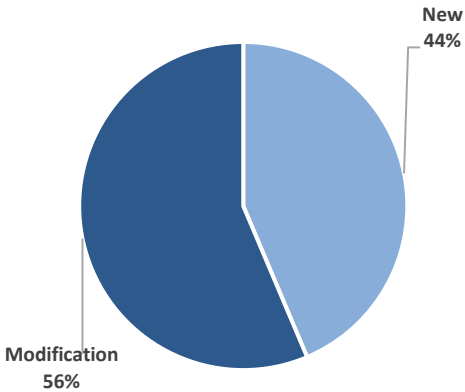


10/15
universities submitted a proposal

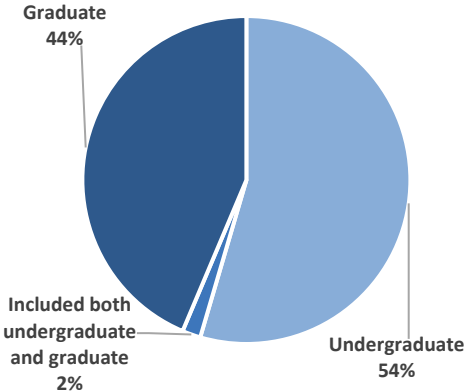
89%
SI Approved*

11%
SII Approved

Type of Proposal

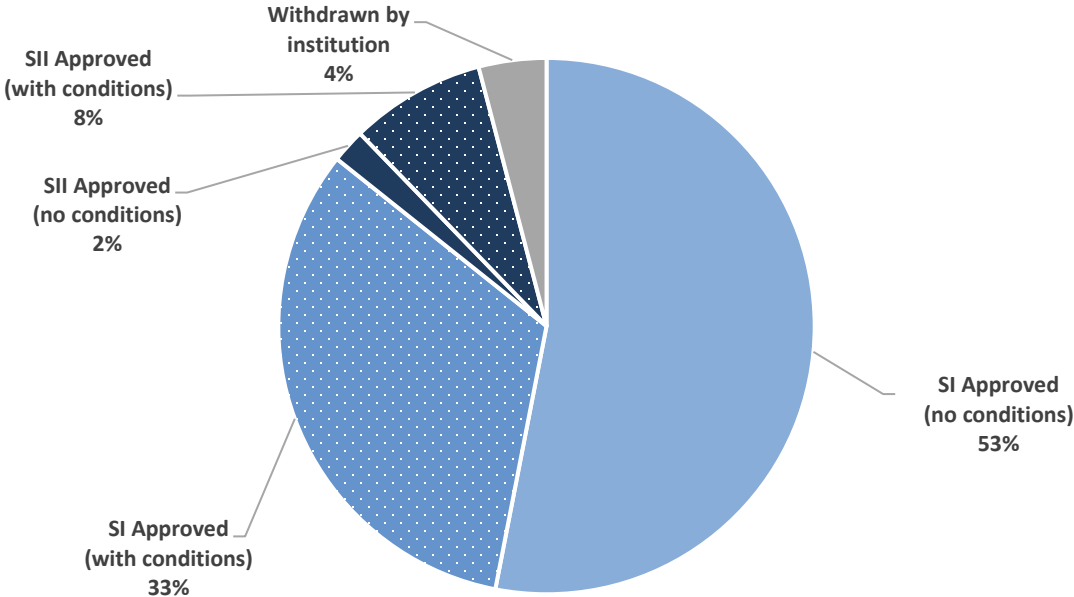


Proposal by Program Level



As of March 31, 2024
49 program proposal files were closed
6 were pending a decision

Of the 49 Program Proposal Files Closed



*n=47 (i.e. does not include the 2 proposals that were withdrawn by institution)

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.

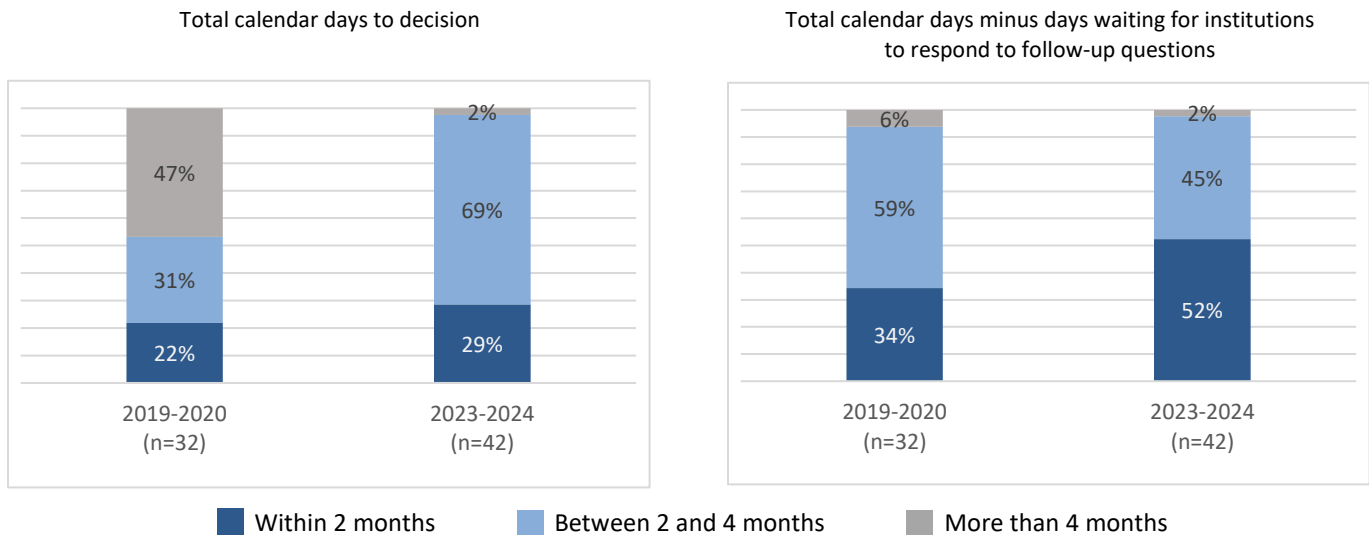
In 2023-2024

Of the 49 proposals closed, all but 4 were closed within 4 months (i.e., 92%); this is the case regardless of whether calculating time to decision based on total calendar days or total calendar days minus time waiting for institutions to respond to follow-up questions.

For **Stage I Approvals**, 41/42 (98%) were approved within 4 months: 29% within 2 months and 69% between 2 and 4 months. When time waiting for institutions to respond is removed, just over half were approved in 2 months or less (52% within 2 months, 45% 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 have paid off. As shown in the diagram below, the proportion of program proposals approved within the shorter timeframes has increased and the percentages are even higher if the time waiting for an institution to respond to follow-up questions is removed

Stage I - Time to Decision



Note: Given that terminations are no longer assessed (as of March 31, 2022), they have been removed from the 2019-2020 numbers.

For **Stage II Approvals¹**, 5 program proposals were approved, with 2 approved very quickly (1 within a month and the other just over a month). The remaining 3 were approved in 5.1 months, 5.8 months and 8.1 months, respectively.

In 2023-2024, the Commission:

- Released the *Guidelines for Institutional Frameworks for Online and Technology-Supported Learning*; the guidelines are designed to foster an intentional approach to online and technology-supported learning with built-in continuous improvement. Universities have until spring 2026 to develop and submit their institutional frameworks aligned to these guidelines.
- Further revised its Assessment Standards and Criteria for the program assessment process, as well as its Information Requirements for New Degrees and Information Requirements for New Diplomas and Certificates. Final versions of the documents will be released in 2024-2025.

¹ Two proposals identified for Stage II Assessment were withdrawn in advance of the QA Committee discussion; they are removed from the timelines for proposals closed Stage II.

- Provided QA-related advice and support in response to approximately 180 requests.

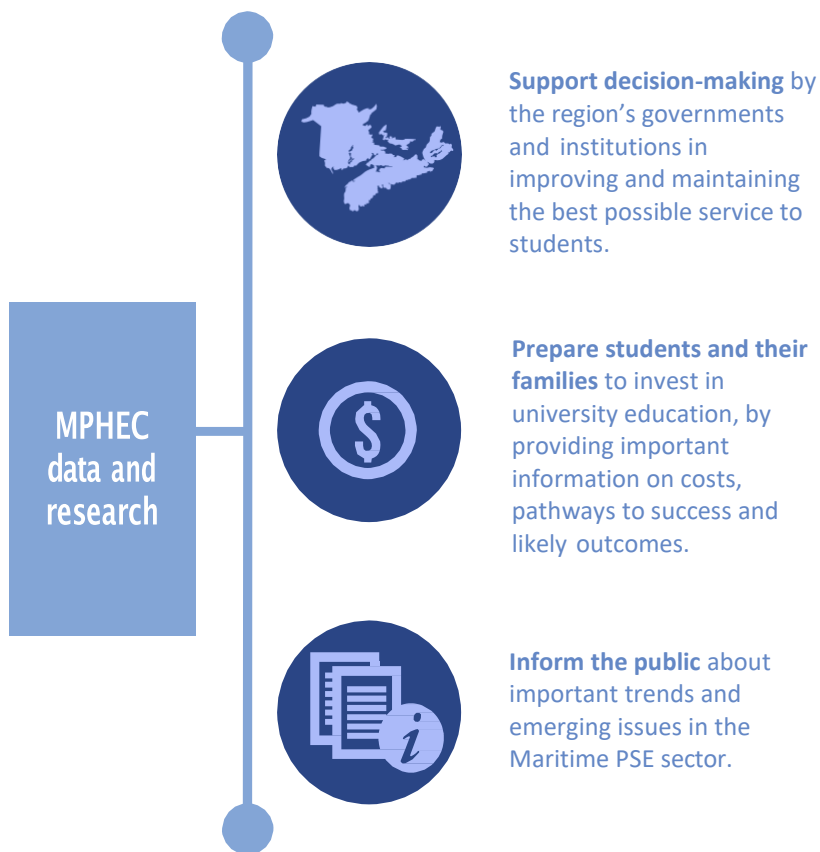
QUALITY ASSURANCE MONITORING

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 2023-2024, the Commission:

- Reviewed 28 responses to conditional approvals: 22 were confirmed met or met to date; 4 resulted in new conditions; 1 was discharged (the program was terminated) and 1 was still 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 the Université de Moncton, with the university's action plan appended, was posted to the MPHEC website May 2023.
 - With the submission of St. Thomas University's one-year follow-up report that demonstrated that it had adequately addressed the recommendations of the Review Panel, the Commission concluded its assessment of STU's quality assurance policies and procedures.
 - The Nova Scotia College of Art and Design's action plan in response to the Panel Report was received February 2024.
 - The virtual site visit to Cape Breton University took place April 25-26, 2023. The Panel Report, with CBU's action plan appended, was posted on the MPHEC website February 2024.
 - The Panel Report for the University of Prince Edward Island, with the university's action plan appended, was posted to the MPHEC website February 2024.

DATA & RESEARCH



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 **2023-2024**, the Commission:

- Collected 2022-2023 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 2023-2024, the Commission:

- Engaged Prairie Research Associates to carry out, on behalf of the MPHEC, the six-year-out survey of the Class of 2018 Maritime university graduates in fall 2024.

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

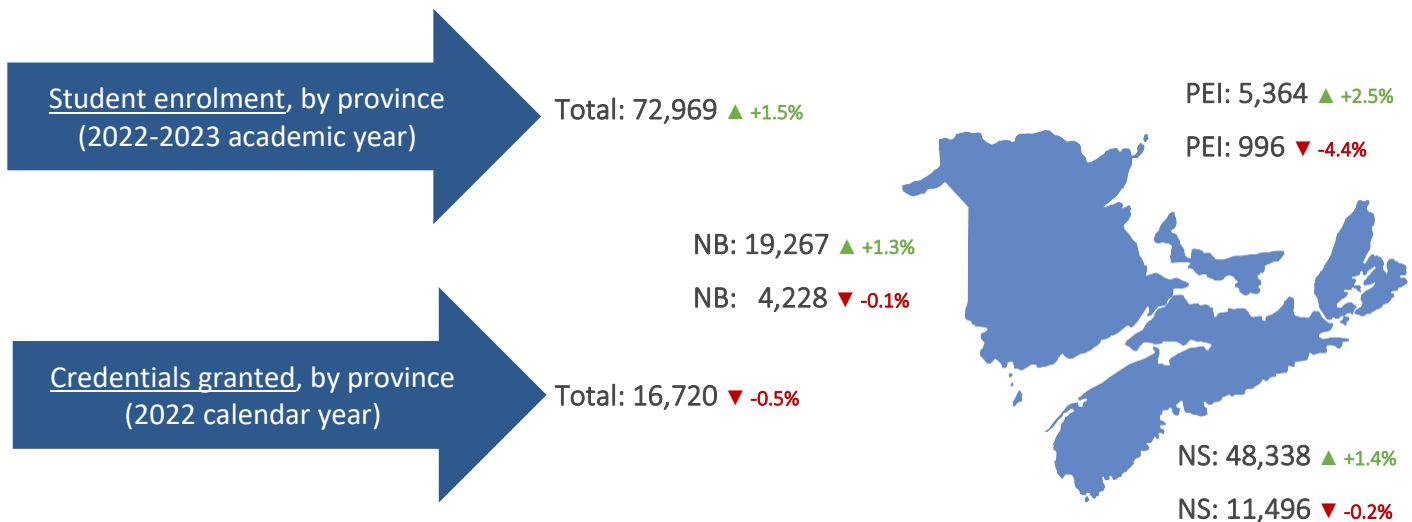
From these sources of data, the Commission makes available to governments, PSE institutions, students and the public-at-large value-added statistical and research products in support of evidence-based decision-making and to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

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 2.2 million student PSIS records representing more than 670,000 individuals from 1999-2000 to 2021-2022 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.

In 2023-2024, the Commission:

- Linked 2021-2022 data from colleges and universities.

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), and
- Measures of graduate outcomes (employment, financing education, pursuing further education, mobility).

Custom Requests

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

In 2023-2024, the Commission:

- Responded to over 57 individual custom 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 2023-2024

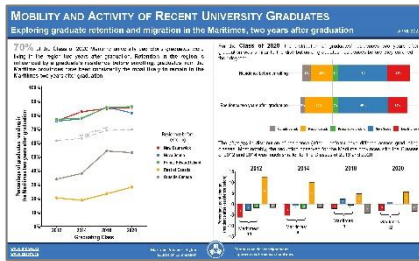
Employment Profile of Maritime First-Degree Holders (April 2023)

Employment Profile of Maritime University First-Degree Holders					
Province of Graduation	Class of 2014	Class of 2016	Class of 2018	Class of 2020	April 2023
New Brunswick	% of graduates	92%	87%	87%	87%
	% full-time employed	70%	70%	69%	70%
	job requires university education / management	100%	100%	100%	100%
	Salary (median)	\$45,362	\$51,000	\$53,282	\$56,000
Nova Scotia	% of graduates	92%	87%	87%	87%
	% full-time employed	70%	70%	69%	70%
	job requires university education / management	100%	100%	100%	100%
	Salary (median)	\$45,362	\$51,000	\$53,282	\$56,000
Prince Edward Island	% of graduates	92%	87%	87%	87%
	% full-time employed	70%	70%	69%	70%
	job requires university education / management	100%	100%	100%	100%
	Salary (median)	\$45,362	\$51,000	\$53,282	\$56,000
All Maritime University First Degree Holders					
% of graduates	92%	87%	87%	87%	
% full-time employed	70%	70%	69%	70%	
job requires university education / management	100%	100%	100%	100%	
Salary (median)	\$45,362	\$51,000	\$53,282	\$56,000	

- Excluding those not looking for work, 91% of the Class of 2020 bachelor's graduates were employed in the fall of 2022, and 80% of employed graduates were working full-time.
- Two years after graduation, Class of 2020 graduates were earning a median annual income of \$50,000, while those working full-time were earning \$55,000.
- In all three Maritime provinces, recent university graduates were earning more than the general population in the province aged 15 years or older.

Mobility and Activity of Recent University Graduates:

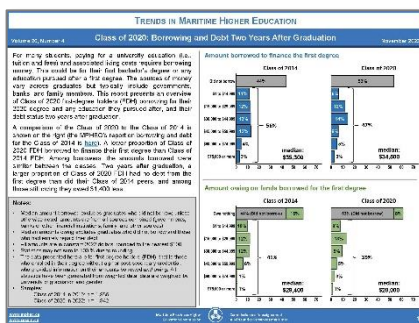
Exploring graduate retention and migration in the Maritimes, two years after graduation (April 2023)



- Seventy percent of the Class of 2020 Maritime university bachelor's graduates were living in the region two years after graduation, compared to only 62% of the Class of 2012.
- Retention in the region is influenced by a graduate's residence before enrolling. Graduates from the Maritime provinces are more likely to remain in the Maritimes after graduation. Over 80% of graduates that were originally from the Maritimes were living in the region two years later, compared to 28% of graduates who were from elsewhere in Canada, and 53% of graduates who were originally from outside Canada.

Trends in Maritime Higher Education:

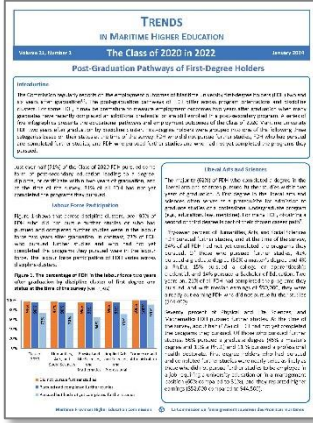
Class of 2020: Borrowing and Debt Two Years After Graduation (November 2023)



- Forty-seven percent of Class of 2020 first-degree holders (FDH) borrowed to finance their first university degree, down from 56% for the Class of 2014.
- Among borrowers, the median amount borrowed was similar between the two classes: \$34,500 for the Class of 2020 compared to \$35,300 for the Class of 2014 (in constant 2022 dollars).
- Two years after graduation, fewer Class of 2020 FDH (39%) still had debt from their first degree compared to Class of 2014 FDH (41%), and among those still owing they owed \$1,400 less (in constant 2022 dollars).

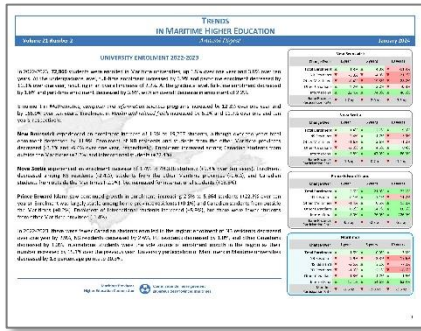
HIGHLIGHTS OF REPORTS RELEASED IN 2023-2024

Trends in Maritime Higher Education: Post-Graduation Pathways of First-Degree Holders (January 2024)



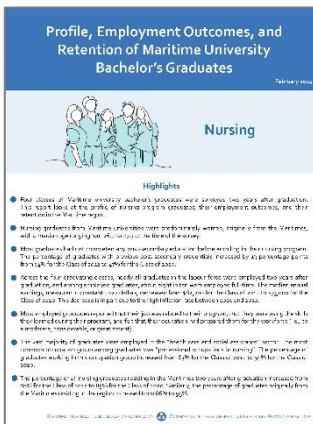
- Over half of the Class of 2020 Maritime university first-degree holders (FDH) pursued further studies within two years of graduation.
- The program orientation and discipline cluster of the first degree are perhaps the most important factors affecting the post-graduation pathways of graduates.
- The majority (62%) of FDH who completed a degree in the liberal arts and sciences pursued further studies within two years of graduation.
- The most common pathway for FDH from applied and professional programs was to forgo further studies and find full-time employment soon after graduation. Nevertheless, 40% pursued another credential within two years of graduation.

Trends in Maritime Higher Education: Annual Digest on University Enrolment 2022–2023 (January 2024)



- In 2022-2023, 72,969 students were enrolled in Maritime universities, an increase of 1.5% over the previous year and 3.8% over 10 years.
- The number of Canadian students enrolled in the region's universities decreased over one year: enrolment of New Brunswick residents decreased by 2.9%, enrolment of Nova Scotia residents decreased by 2.6%, and enrolment of Prince Edward Island residents decreased by 1.0%, and the enrolment of Canadians from outside the Maritimes decreased by 1.3%.
- International students were the sole source of enrolment growth in the region as their number increased by 15.1% over the previous year.

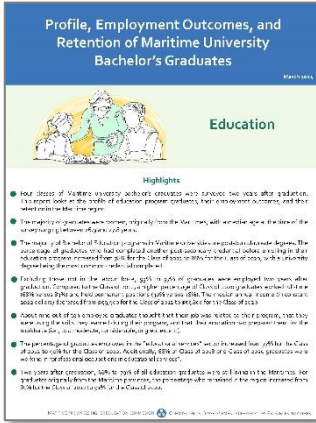
Profile, Employment Outcomes, and Retention of Maritime University Bachelor's Graduates: Nursing (February 2024)



- Four classes of Maritime university bachelor's graduates were surveyed two years after graduation. This report focussed on graduates from nursing programs.
- Across the four graduating classes, nearly all graduates in the labour force were employed two years after graduation, and among employed graduates, about eight in ten were employed full-time. The median annual earnings, measured in constant 2022 dollars, decreased from \$82,200 for the Class of 2012 to \$73,000 for the Class of 2020. This decrease is in part due to the high inflation rate between 2020 and 2022.
- The percentage of all nursing graduates residing in the Maritimes two years after graduation increased from 80% for the Class of 2012 to 85% for the Class of 2020.

HIGHLIGHTS OF REPORTS RELEASED IN 2023-2024

Profile, Employment Outcomes, and Retention of Maritime University Bachelor's Graduates: Education (March 2024)



- Four classes of Maritime university bachelor’s graduates were surveyed two years after graduation. This report focusses on graduates from education programs.
- Excluding those not in the labour force, between 93% and 97% of graduates were employed two years after graduation. The median annual income (in constant 2022 dollars) decreased from \$59,900 for the Class of 2012 to \$55,800 for the Class of 2020.
- Two years after graduation, 68% to 79% of all education graduates were still living in the Maritimes. For graduates originally from the Maritime provinces, the percentage who remained in the region increased from 81% for the Class of 2012 to 91% for the Class of 2020.

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 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.

Collaborative projects with partners

In 2023-2024, the Commission:

- 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.
- Prepared a report for the Association of Atlantic Universities on the outcomes of Atlantic university graduates from the Class of 2020 in 2022 GO Survey.
- Participated on the project steering committee for a survey on the satisfaction and well-being of international students in Atlantic Canada undertaken by the Atlantic Research Group on Economics of Immigration, Aging and Diversity.
- Sponsored the Canadian Digital Learning Research Association (CDLRA) national-level surveys (spring and fall) on digital learning in Canada. 207 out of a total 438 respondents to the spring survey were from the Maritimes (47%), and 236/438 respondents to the fall survey were from the Maritimes (54%).

Presentations

In 2023-2024, the Commission:

- Presented on the Commission and its work to the Deputy Minister responsible for post-secondary education in Prince Edward Island on June 28, 2023.
- Presented on “Post-secondary education trends in the Maritimes” at the Maritime Student Congress in Fredericton, New Brunswick on June 29, 2023.
- Participated in the keynote panel at the Canadian Institutional Research and Planning Association Conference to discuss the role that institutional research and planning plays in different national and regional organizations on October 23, 2023
- Presented the MPHEC *Guidelines for Institutional Frameworks for Online and Technology-Supported Learning* at the Atlantic Deans of Arts and Science meeting on November 24, 2023.

Committees, Working Groups and Associations

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

- Association for Institutional Research
- Canadian Institutional Research and Planning Association
- Council for Higher Education Accreditation
- Global Academic Integrity Network
- International Network for Quality Assurance Agencies in Higher Education
- National Advisory Committee on Post-Secondary Education Statistics
- Strategic Management Committee of the Canadian Education Statistics Council
- Pan-Canadian Working Group on Quality Assurance
- International Association of Privacy Professionals

In addition, the Commission hosted its first QA Community of Practice session with key contacts at 9 of the 15 Maritime universities in December 2023; participants agreed that quarterly meetings would be appropriate, and the second session was held in March 2024 with 1 additional university represented.

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 53 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 2023-2024, the NB/PEI ECN:

- Hosted a virtual ECN Technical Workshop in December that focussed on QRadar and Stratejm and the joint initiative to enhance the management of cybersecurity incidents and response.
- Participated in the second CANARIE led and funded National Cybersecurity Assessment to identify individual institution’s cybersecurity gaps as well as common issues across institutions. The results provided a narrative for ECN, Atlantic Canada and the higher education sector across Canada.
- Continued to take part in CANARIE Cybersecurity Initiative Programs, including the QRadar Security Information and Event Management (SIEM) platform that went live in September with Stratejm and monitors logs from ECN members.
- Participated in a pilot led by the Canadian Shared Security Operations Centre (CanSSOC). Specifically, UNB, UPEI and NBCC are taking part in this pilot. The goal is to determine required capabilities, architecture and roles of a functioning federated, shared, security operations centre.
- Developed a router replacement plan and purchase, including a double router at major sites and upgrade to 10G.

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 2023-2024, under the [New Brunswick Degree Granting Act](#):

The following assessments were concluded:

- [Associate Degree in Business Administration & Bachelor of Business Administration, specializations in General Management and in International Business Management – University of Fredericton](#): The review was conducted in accordance with the *Policy on Assessment of Programs submitted under the New Brunswick Degree Granting Act*. For the ADBA and the BBA specialization in International Business Management, the Commission concluded that, with the modifications and conditions identified, and if effectively delivered, the proposed programs appear to correspond to the standards normally associated with the credentials. (UFred withdrew its proposed BBA specialization in General Management.) The Province confirmed their agreement in May 2023.
- [Institutional Assessment & Bachelor of Science in Nursing, Beal University Canada](#): As the BScN would be the first degree to be offered by Beal University Canada under the NB Degree Granting Act, both an institutional assessment (in accordance with the *Procedures and Information Requirements for Institutional Assessments of Degree Providers under the New Brunswick Degree Granting Act*) and program assessment (in accordance with the *Policy on Assessment of Programs submitted under the New Brunswick Degree Granting Act*) were undertaken. The Commission concluded that, with the modifications and conditions identified, BUC has the necessary governance, policies, planning and financing in place to deliver quality degree programs and that, if effectively delivered, the proposed BScN also appears to correspond to the standards normally associated with the credential. The Province confirmed their agreement in May 2023 (with the first condition met in September 2023) and January 2024 respectively.
- [Institutional Assessment & Bachelor of Science in Nursing, Oulton College](#): As the BScN would be the first degree to be offered by Oulton College under the NB Degree Granting Act, both an institutional assessment (in accordance with the *Procedures and Information Requirements for Institutional Assessments of Degree Providers under the New Brunswick Degree Granting Act*) and program assessment (in accordance with the *Policy on Assessment of Programs submitted under the New Brunswick Degree Granting Act*) were undertaken. The Commission concluded that, with the modifications and conditions identified, Oulton has the necessary governance, policies, planning and financing in place to deliver quality degree programs and that, if effectively delivered, the proposed BScN also appears to correspond to the standards normally associated with the credential. The Province confirmed their agreement in February 2024.

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

- [Associate Degree in Occupational Health and Safety and BBA specialization in Occupational Health and Safety Management – University of Fredericton](#)
- [Associate Degree in Business Administration & Bachelor of Business Administration specialization in International Business Management – University of Fredericton](#)
- [Bachelor of Computer Science & Master of Computer Science – University of Fredericton](#)
- [Bachelor of Cyber Security & Master of Cyber Security – University of Fredericton](#)
- [Bachelor of Artificial Intelligence & Master of Artificial Intelligence – University of Fredericton](#)
- [Bachelor of Data Science & Master of Data Science – University of Fredericton](#)
- [Institutional Assessment & Bachelor of Science in Nursing – Oulton College](#)

- Doctor of Counselling and Psychotherapy – Yorkville University
- Master of Arts in Counselling Psychology – Yorkville University
- Master of Education in Curriculum and Pedagogy – Yorkville University

In 2023-2024, 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 2023-2024, the Commission:

- Worked with the Nova Scotia universities offering Bachelor of Education programs to establish the schedule of site visits as part of the full accreditation process. The first site visit is planned for November 2024.

APPENDIX A – MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

COMMISSION MEMBERS

Institutional Representatives:

Elizabeth Dawes, New Brunswick

Petra Hauf, New Brunswick

Amanda Cockshutt, Nova Scotia

Pemberton Cyrus, Nova Scotia

Richard MacKinnon, Nova Scotia

Greg Naterer, Prince Edward Island (Chair)

Senior public officials or executive heads:

Rachel Brown, New Brunswick

France Haché, New Brunswick

Cheryl To, Nova Scotia

Lindsay Wadden, Nova Scotia

Vacant, Nova Scotia

Nicole Bellefleur, Prince Edward Island

Patricia Shields, Prince Edward Island

Public-at-Large:

Brian E. H. Baxter, New Brunswick

Jérémy Guy Belliveau, Student Representative, New Brunswick

Jeff Conrad, Nova Scotia

Marcel Desmond, Student Representative, Nova Scotia

Martin Zelenietz, Nova Scotia

Vacant, Prince Edward Island

Ex-officio, non-voting:

Catherine Stewart, MPHEC CEO

STANDING COMMITTEES

MPHEC GOVERNANCE AND EXECUTIVE COMMITTEE

Greg Naterer, MPHEC Chair

Catherine Stewart, MPHEC CEO

Vacant, MPHEC Vice-Chair

Vacant, Quality Assurance Committee Chair

Vacant, Provincial Government Representative

AAU-MPHEC QUALITY ASSURANCE COMMITTEE

Appointed by the AAU:

Richard MacKinnon, Cape Breton University

Leslie Phillmore, Dalhousie University

Madine VanderPlaat, Saint Mary's University

Appointed by the MPHEC:

Kathy Gottschall-Pass, University of Prince Edward Island

Dale Keefe, Acadia University

Matthieu LeBlanc, Université de Moncton (Chair)

Student Representatives:

Sophia Carpenter, Acadia University

Emily Csontos-Frost, University of New Brunswick

MPHEC FINANCE COMMITTEE

France Haché, New Brunswick

Vacant, New Brunswick

Richard MacKinnon, Nova Scotia

Cheryl To, Nova Scotia

Nicole Bellefleur, Prince Edward Island

Greg Naterer, Prince Edward Island (Chair)

Catherine Stewart, MPHEC CEO

APPENDIX A - MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

NB/PEI EDUCATIONAL COMPUTER NETWORK BOARD OF DIRECTORS

Mary Butler, New Brunswick
Community College

Nauman Farooqi, St. Thomas University

Chris Finnamore, Maritime College of
Forest Technology

Gregory Keefe, University of Prince
Edward Island

Alexander MacDonald, Holland College
(Chair)

Robert MacKinnon, Mount Allison
University

Paul Mazerolle, University of New
Brunswick

Denis Prud'homme, Université de
Moncton

Catherine Stewart, MPHEC

Pierre Zundel, Collège communautaire
du Nouveau-Brunswick

NB/PEI EDUCATIONAL COMPUTER NETWORK COMMITTEE

Rachael Anderson, MPHEC

Kristi Barrieau, St. Thomas University

Simon Collier, New Brunswick
Community College

Jacob Gallant, Holland College

John Gillis, Mount Allison University

Mark Humphries, University of New
Brunswick

André Lee, Université de Moncton

Tony Roy, Collège communautaire du
Nouveau-Brunswick

Dana Sanderson, University of Prince
Edward Island

Ying Zhang, University of New
Brunswick

Vacant, 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, Director,
Quality Assurance

Maryam Namazi, Policy and Research
Analyst

Lisa O'Connell, Director, Research and
Data Analysis

Vicky Simpson, Policy and Research
Analyst

Kathrine Stanley, Administrative
Assistant

Catherine Stewart, Chief Executive
Officer

Scott Stonehouse, Information Systems
Architect

Andy Thompson, Policy and Research
Analyst

Gillian Tillard, Policy and Research
Analyst

APPENDIX B - AUDITED FINANCIAL STATEMENTS

Available online only