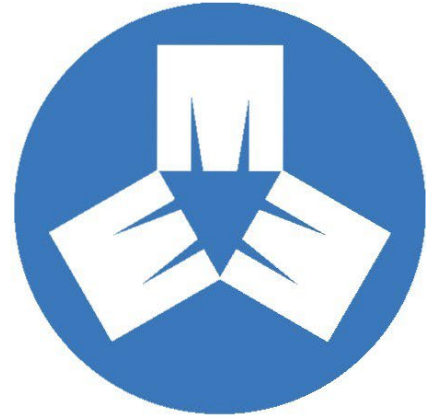




MPHEC ANNUAL REPORT YEAR IN REVIEW: 2025-2026



The Annual Report is available online (www.mphec.ca). Copies may also be obtained by contacting the MPHEC by mail, telephone or email.

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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 the 2025-2026 Annual Report. This year's work demonstrates the Commission's role in strengthening regional oversight, improving evidence base for post-secondary planning, and supporting governments and institutions in sustaining quality, relevant, and accountable post-secondary education across the Maritimes. Selected accomplishments from the past year include:

Strengthening quality assurance and accountability

- Released updated Assessment Standards and Criteria for the program assessment process as well as updated Information Requirements for New Degrees, Diplomas and Certificates.
- Carried out site visits to Acadia, Cape Breton, and St. Francis Xavier universities as well as Université Sainte-Anne as part of the accreditation of Bachelor of Education programs offered in Nova Scotia.
- Carried out virtual site visits to Acadia University, Mount Saint Vincent University and the Atlantic School of Theology to confirm that each university's QA framework for ensuring the ongoing quality of its programs and services is appropriate.

Supporting timely and consistent academic program assessment

- Considered 59 academic program proposals; of the 49 assessments completed by year-end, 76% were completed within 4 months regardless of whether the decision was through a Stage I or a Stage II Assessment. If removing time waiting for a university to respond to questions during the assessment process, this increases to 90%.
- Worked on a record high number of assessments (31) under the New Brunswick Degree Granting Act.

Improving evidence for labour-market and system planning

- Developed a methodology to link educational programs to occupations using graduate survey results, including a mapping of Classification of Instructional Programs codes to National Occupational Classification codes.
- Created a comprehensive program inventory of university certificate, diploma and degree programs offered by Nova Scotia universities.

Expanding regional data on students, graduates and their outcomes

- Released the first standard enrolment and credentials granted tables for all Maritime public colleges, along with a report analyzing enrolment patterns among Maritime college students from 2017–2018 to 2022–2023.
- Published *Class of 2018 Six Years On: Pursuing Education After a First Degree*, a report examining graduates' continued education pathways after completing a first degree.
- Distributed a comparative report on Canadian University Survey Consortium survey results, contrasting first-year student responses from 14 Maritime universities with those from 28 universities outside the Maritimes.

As governments and institutions continue to respond to changing learner needs, workforce demands and fiscal pressures, the Commission remains committed to supporting quality, accountability and informed decision-making across Maritime post-secondary education. We wish to thank the three Maritime provincial governments for their ongoing support of our work. We are also grateful to Commission and committee members for generously contributing their time and expertise, and to MPHEC staff for their professionalism, diligence and dedication.

Sincerely,



Jocelyn Yerxa

Chair



Catherine Stewart

Chief Executive Officer



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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. Its 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 is made up of 20 members representing universities, the public-at-large (including students), and the governments of Nova Scotia, New Brunswick, and Prince Edward Island. The CEO serves as an ex-officio, non-voting member. At year-end, the Commission operated with 16 employees. A list of Commission members and staff can be found in [Appendix A and B](#) respectively.

In 2025-2026, the Commission met six times:

- April 30, 2025 (virtual)
- June 25, 2025 (in-person, Moncton, NB)
- August 27, 2025 (virtual)
- October 8, 2025 (in-person, Moncton, NB)
- November 26, 2025 (virtual)
- February 11, 2026 (virtual)

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).

This framework helps ensure that the Commission's policies, quality assurance processes, data collections, and reports are relevant, practical, and responsive to the needs of governments and institutions. Engaging stakeholders as the Commission develops and carries out its work improves the quality of the Commission's work, strengthens transparency and trust, encourages sector-wide collaboration, and increases the likelihood that Commission products will be used to inform policy, planning, and continuous improvement.

MULTI-YEAR BUSINESS PLAN

The Commission's [2022-2023 to 2024-2025 Multi-Year Business Plan](#) was extended by one year to cover 2025-2026, including updated strategic and operational action plans for 2025-2026. It presents the Commission's improvement strategies and the activities it will undertake to meet these and it outlines the objectives and activities the Commission will undertake to deliver on its operational mandate. This Annual Report provides an overview of the Commission's progress in achieving its 2025-2026 strategic and operational action plans.

FINANCIAL OVERVIEW

In 2025-2026, MPHEC reported total revenues of \$2.90 million and total expenditures of \$2.72 million, resulting in a year-end surplus of \$178,640. Base provincial funding accounted for \$1.26 million of total revenues. The remaining revenue was primarily associated with cost-recovery services and project-specific work undertaken for provincial partners, including Nova Scotia's Academic Program Review, Nova Scotia Bachelor of Education accreditation activity, and assessments under the New Brunswick Degree Granting Act.

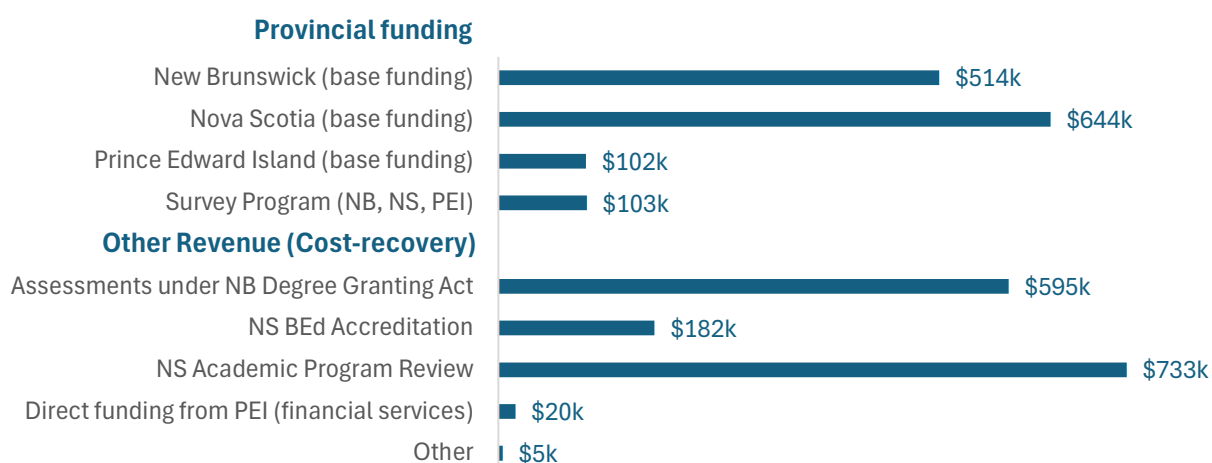
The year-end surplus reflects the timing and volume of cost-recovery activities undertaken during the fiscal year. Because these activities are demand-driven, related revenues and expenditures can vary significantly from year to year. The 2025-2026 surplus was largely attributable to a higher-than-usual level of cost-recovery activity during the year.

The detailed MPHEC 2025-2026 financial statements can be found in [Appendix C](#).

REVENUE BY FUNDING SOURCE (2025-2026)

Revenue by funding sources

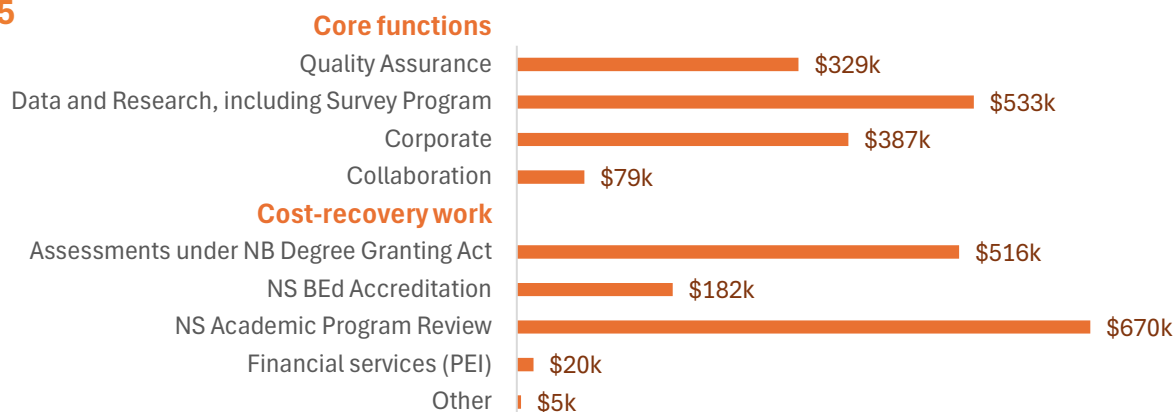
\$2,899,256



EXPENDITURES BY FUNCTION (2025-2026)

Expenditures by function

\$2,720,615



QUALITY ASSURANCE



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

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 a staff-led analysis based on established assessment standards. All proposals undergo a staff analysis to determine if the proposal can be approved through a Stage I assessment or whether it requires a Stage II assessment.
2. **Stage II (SII) Assessment** - is an assessment that occurs when staff cannot readily determine whether a proposal meets MPHEC standards. It is undertaken by the joint QA Committee of the Association of Atlantic Universities (AAU) and the MPHEC.

Arm's-length program assessment helps ensure curriculum is coherent, current, and relevant; learning and graduate outcomes are clearly defined and measurable; faculty expertise and staffing levels are appropriate; and credits and credentials are aligned with established standards to facilitate transferability and portability across institutions and jurisdictions. It protects students by helping ensure that program descriptions, learning and labour-market outcomes, and credential claims are supported by evidence and that resources are in place to support ongoing quality (i.e., truth in advertising).

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

In 2025-2026, the Commission:

- Released updated Assessment Standards and Criteria for the program assessment process, along with revised Information Requirements for Proposals for New Degrees and for New Diplomas and Certificates. These updates were intended to make program assessment more straightforward for both users and assessors. The most notable change was the addition of criteria for each standard, clarifying expectations for program development and assessment, increasing the transparency of the MPHEC's assessment process, and strengthening alignment between the standards and information requirements. These changes are also expected to reduce the number of follow-up questions during the assessment process, leading to faster time to decision.
- Further revised its definitions of new programs and of program modifications, as well as its Information Requirements for Proposals for Program Modifications. The goal is to provide greater clarity regarding the distinction between new programs and program modifications, streamline information requirements, reduce administrative burden, and support a more efficient and consistent assessment process.
- Provided QA-related advice and support in response to over 150 requests, offering stakeholders timely access to specialized expertise, strengthening academic quality, accountability, and continuous improvement.

Conditional Approvals

When the Commission approves a new or modified program, it may grant approval with conditions to support a timely decision. This allows an institution to launch a program before every element of the new program or major modification is fully in place. Conditions identify specific follow-up requirements, such as confirming faculty hires, providing updated program materials, confirming accreditation, or reporting on program implementation. They do not indicate that the program has failed to meet the Commission's quality standards. The Commission subsequently follows up to confirm that these requirements have been met, ensuring that any remaining implementation details are resolved before they affect students. This approach balances institutional flexibility with student protection and quality assurance.

In 2025-2026, the Commission:

- Reviewed 53 responses to conditions across 46 programs.¹ 22 programs had their conditions confirmed fully met; 13 programs had their conditions confirmed met to date, with responses to other conditions for those programs still remaining; and 11 programs had their responses to conditions still under review at year-end.

¹ Some programs are approved with more than one condition.

2025-2026 BY THE NUMBERS - PROGRAM ASSESSMENT

59

Program proposals considered

versus

50

in 2024-2025



12/15

universities submitted a proposal

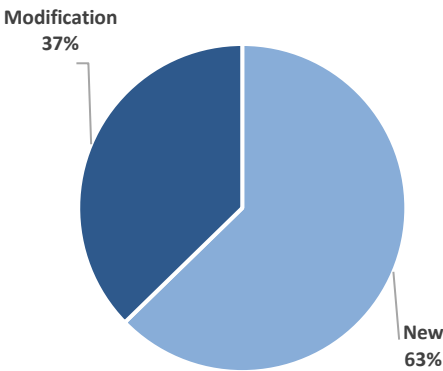
79%

SI Approved*

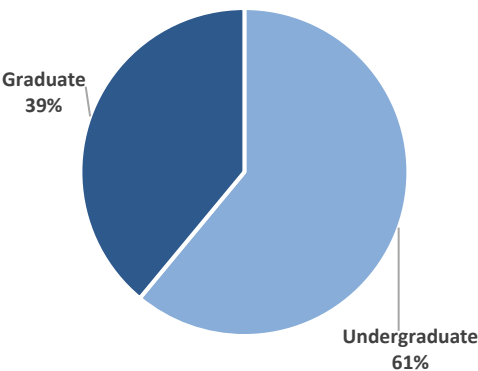
21%

SII Approved

Type of Proposal

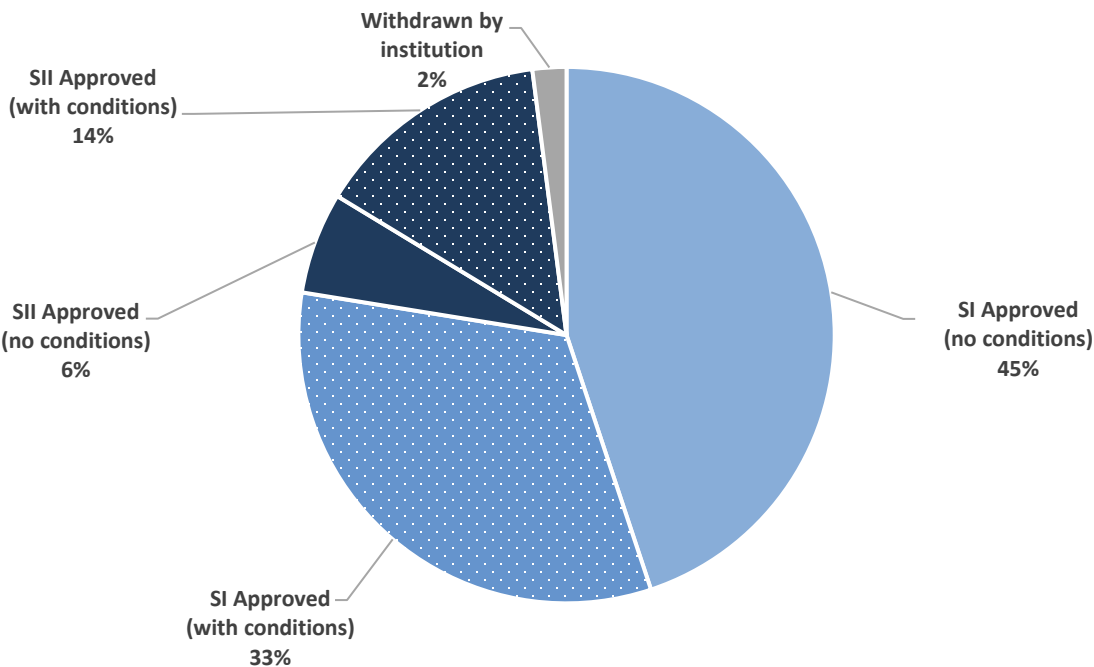


Proposal by Program Level



As of March 31, 2026
49 program proposal files were closed
10 were pending a decision

Of the 49 Program Proposal Files Closed



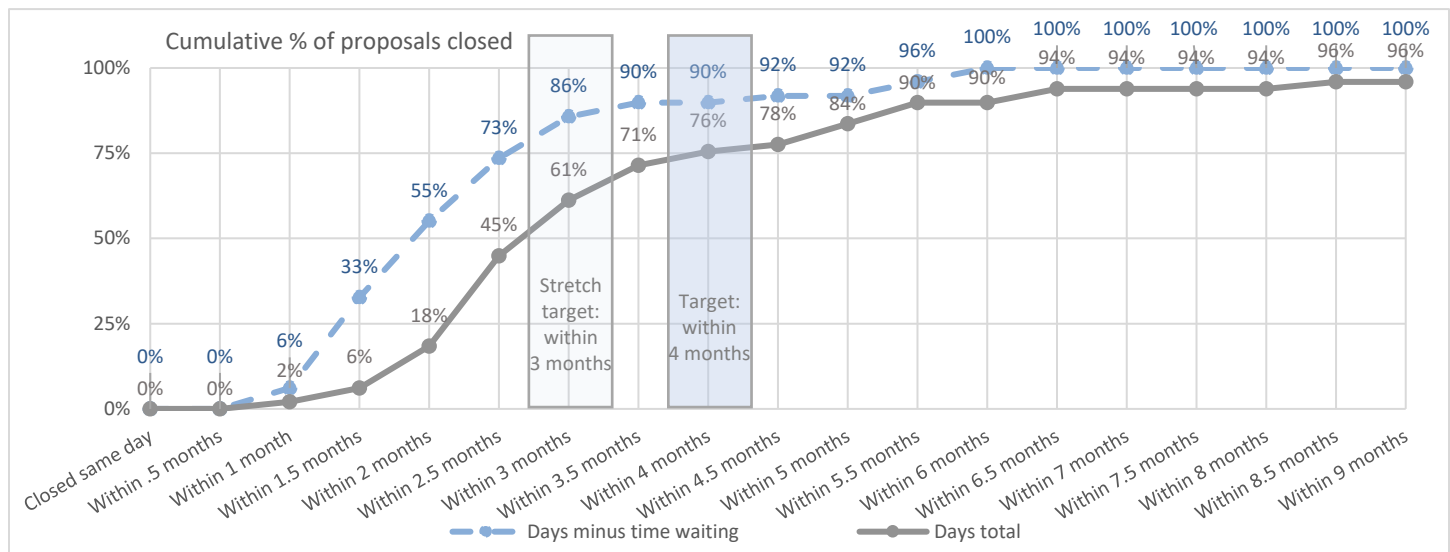
*n=48 (i.e. does not include the 1 proposal that was withdrawn by institution)

Time to Decision

Time to decision for the program assessment process, from receipt of proposal to decision, is reported in two ways: 1. Total calendars days; and 2. Total calendar days minus the number of days waiting for institutions to respond to follow-up questions during the assessment process. The Commission is committed to timely assessment, with a target of 4 months from receipt of proposal to a decision and a stretch target of 3 months.

In 2025-2026

Of the 49 proposals closed, 76% (37/49) were closed within 4 months of the MPHEC having received the proposal (18% within 2 months; 61% within 3 months); this includes all proposals assessed (i.e., whether closed through a Stage I or Stage II Assessment). If calculating time to decision based on total calendar days minus time waiting for institutions to respond to follow-up questions, 90% (44/49) were closed within 4 months (55% within 2 months; 86% within 3 months).



QUALITY ASSURANCE MONITORING

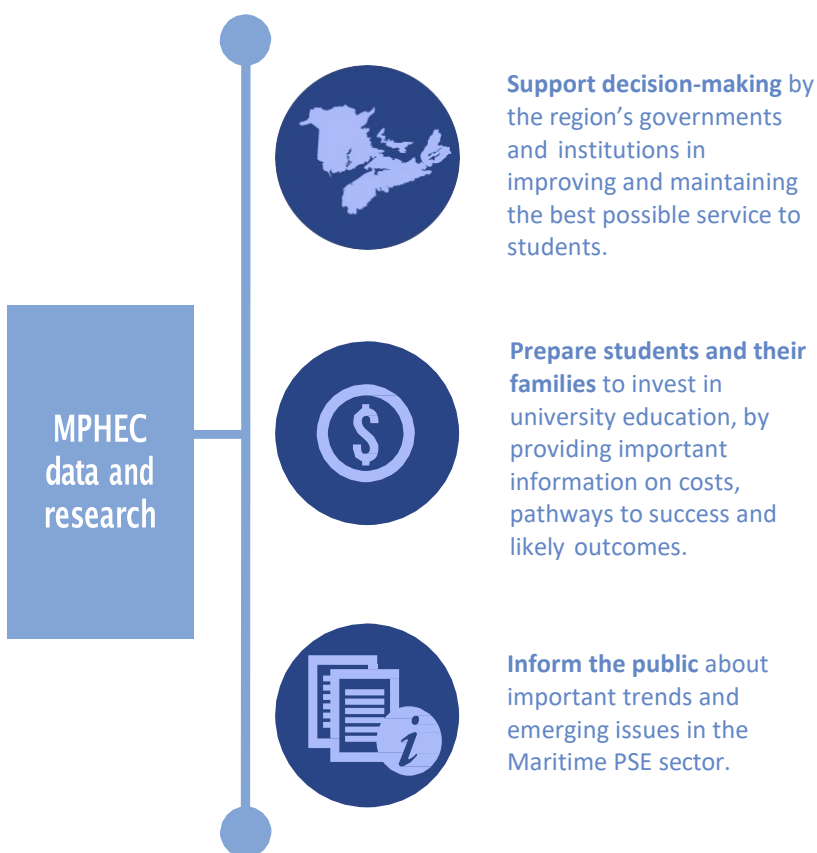
Universities are responsible for ensuring the ongoing quality of the programs they provide to students. This is largely accomplished through cyclical internal and external reviews managed independently by each university. The Commission's Quality Assurance Monitoring (QAM) process was established to confirm that such reviews are taking place and to validate the extent to which institutional quality assurance frameworks meet agreed-upon regional standards, while at the same time providing advice and assistance to universities. The MPHEC is currently undertaking the second cycle of this process; the first cycle was completed in 2009. Once the 2nd cycle of the QAM process is completed with all universities, a regional-level analysis will be prepared to highlight trends, best practices and areas for improvement in institutional QA Frameworks.

In 2025-2026, the Commission:

- Continued to carry out the second cycle of the Quality Assurance Monitoring process, as follows:

University	2025-2026 Update	Next Step
Cape Breton University	One-year follow-up report reviewed and approved. CBU has adequately addressed the recommendations in the external panel report.	No further action required; assessment concluded.
University of Prince Edward Island	One-year follow-up report considered; final approval deferred pending clarification from UPEI.	Upon receipt, review clarification before concluding assessment.
University of New Brunswick	Requested clarification on one-year follow-up report received.	To be considered in 2026-2027.
Nova Scotia College of Art and Design University	One-year follow-up report received.	To be considered in 2026-2027.
Dalhousie University	Action plan received.	To be considered in 2026-2027.
St. Francis Xavier University	Action plan received.	To be considered in 2026-2027.
Acadia University	Virtual site visit took place November 19-21, 2025. Panel report and Acadia's action plan received.	To be considered in 2026-2027.
Atlantic School of Theology	Virtual site visit took place March 23, 24, 30, 2026. Panel report and AST's action plan received.	To be considered in 2026-2027.
Mount Saint Vincent University	Virtual site visit took place December 2-4, 2025. Panel report received March 20, 2026.	MSVU action plan to be submitted in 2026-2027.

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, providing governments, institutions, and other stakeholders with evidence to track outcomes and support policy development, planning, accountability, and continuous improvement in the Maritime post-secondary education system.

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 1999 and from colleges since 2017.

In 2025-2026, the Commission:

- Collected 2024-2025 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). The survey results help governments, institutions, and students understand the value of a university education and how graduate outcomes evolve over time.

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, Canadian University Survey Consortium Survey of First-Year Students) to add value to its existing data sources and avoid duplication of effort. These special data collections and third-party data provide governments and institutions with a more complete evidence base to support planning, policy development, and system improvement.

In 2025-2026, the Commission:

- Collected tuition, ancillary and residence fee data from universities.

STATISTICAL AND RESEARCH PRODUCTS

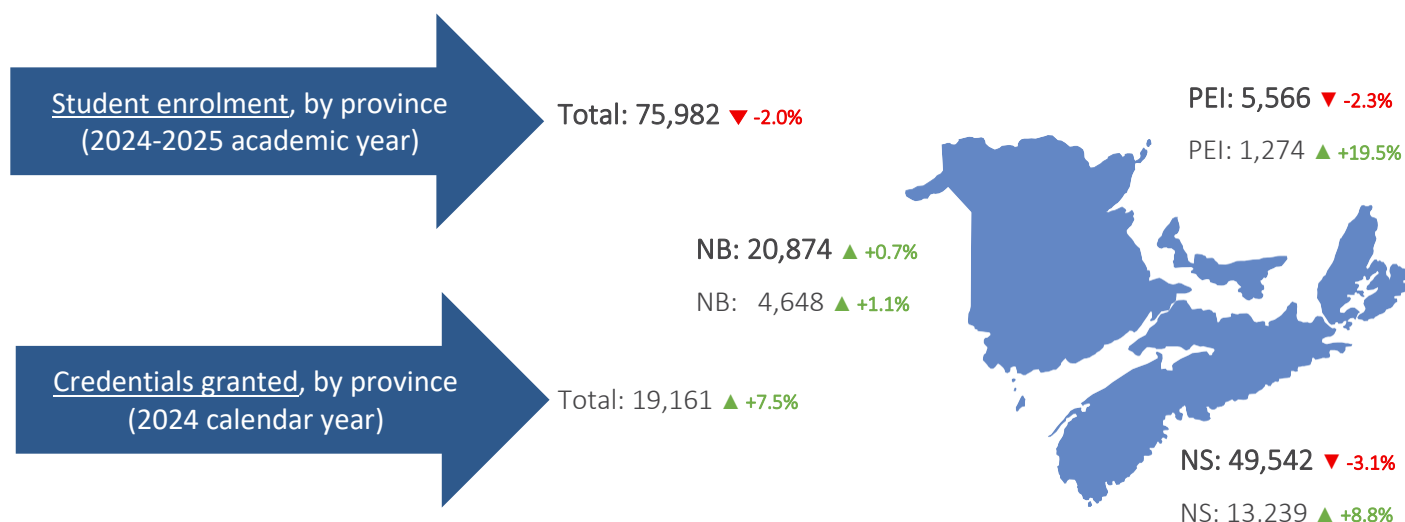
From these sources of data, the Commission makes available to governments, PSE institutions, students and the public-at-large value-added statistical and research products in support of evidence-based decision-making and to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

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.

University 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



College Statistics

The Commission develops and makes available sets of standard statistical data that provide information on key indicators and trends in Maritime colleges. This work establishes a common framework for measuring and reporting college activity across the Maritime provinces, creating a regional picture of the college sector that was not previously available.

In 2025-2026, the Commission:

- Finalized and published the methodology to calculate college enrolment and credentials granted, and released the first set of standard statistical tables for colleges.

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.

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).

These measures support policy development, institutional improvement, workforce planning, and accountability by demonstrating how students move through post-secondary education and their outcomes after graduation.

Custom Requests

The Commission responds to requests for custom data files and measures from governments, institutions, and other stakeholders. These tailored data products support evidence-based policy and planning, strengthen accountability, and help stakeholders address emerging priorities across the post-secondary sector.

In 2025-2026, the Commission:

- Responded to over 20 individual custom data requests.

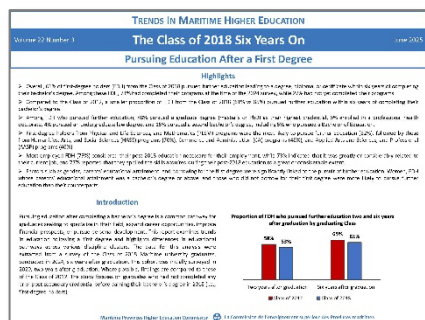
Open Data

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.

HIGHLIGHTS OF REPORTS RELEASED IN 2025-2026

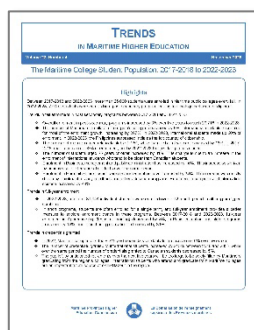
Trends in Maritime Higher Education:

The Class of 2018 Six Years On: Pursuing Education After a First Degree (June 2025)



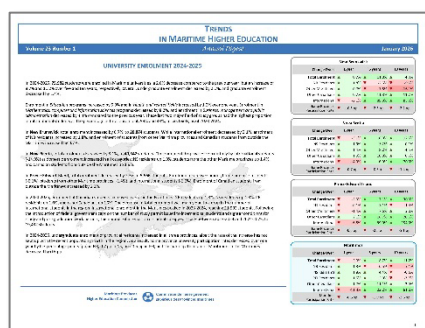
Trends in Maritime Higher Education:

The Maritime College Student Population: 2017-2018 to 2022-2023 (November 2025)



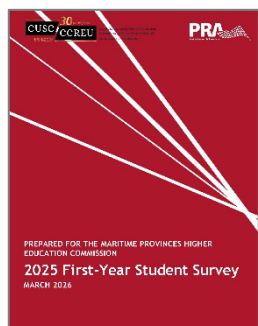
Trends in Maritime Higher Education:

Annual Digest on University Enrolment 2024-2025 (January 2026)



HIGHLIGHTS OF REPORTS RELEASED IN 2025-2026

Canadian University Survey Consortium 2025 First-Year Student Survey (March 2026)



- This report compares survey results from 14 Maritime universities (n = 2,123) to 28 universities (n = 9,911) outside the Maritimes.
- The demographic profile of first-year students attending Maritime universities showed that 81% were Canadian citizens, 75% were 18 or younger, 74% were single, 64% were female, 38% reported a disability, 29% self-identified as a member of a visible minority, 8% were first-generation post-secondary students, and 6% were Indigenous. These results were similar to those of students elsewhere in Canada, with the exception that students elsewhere were more likely to self-identify as a visible minority (52% versus 29%).
- In addition, 67% of Maritime students were living away from their parents/family compared to 47% of students elsewhere.

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 to support collective action on issues that matter to post-secondary education.

Presentations

In 2025-2026, the Commission:

- Presented on "Maritime Post-secondary Data and Trends" at the Maritime Student Congress in Halifax Nova Scotia on June 14, 2025.
- Presented "Gender Differences in Employment Outcomes of Maritime University Bachelor's Graduates" at the Canadian Society for the Study of Higher Education Conference in Toronto on June 1, 2025.
- Presented on "MPHEC Experiential Learning Data Collection and Research" at the Future NB/Future Wabanaki meeting in Fredericton, New Brunswick on January 28, 2026.

Committees, Working Groups, Associations and Collaborative Meetings

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 2025-2026, the Commission:

- Hosted three (June, September and December 2025) QA Community of Practice sessions with key contacts at 10 of the 15 Maritime universities. Topics discussed included: program suspension and closure processes, use of artificial intelligence in QA, building a culture that supports program modifications, and coordinating external program reviews with accreditation reviews. Members consistently cite peer learning as the top value of the group—hearing how colleagues at other institutions are approaching similar challenges and having a venue for this kind of exchange that does not otherwise exist.
- Continued to support the AI Working Group which is university-led with 13 of the 15 public universities represented. The AI Working Group developed a set of AI Principles to support universities in shaping institutional policies and frameworks related to program design, implementation, and ongoing renewal. The Working Group concluded its work at the end of the fiscal year.
- Held a one-day Forum on Data Collection and Research on June 10, 2025, in Moncton, NB. The annual Forum brings together university and college institutional researchers, registrars, provincial representatives, and Commission staff to discuss the Commission's research and data collection activities. In addition to 8 MPHEC staff members, 27 participants from 10 universities, 3 colleges, and the 3 provincial governments attended the Forum. Participants consistently cite the opportunity to learn about and provide input on the MPHEC's research and data products as well as to network with colleagues as the top benefits of the Forum.

Participation in these groups and meetings 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 MPHEC is a member of the NB/PEI Educational Computer Network (ECN) and provides administrative and financial support to the Network. The MPHEC administers the provincial funding that supports the ECN, participates in the development and monitoring of the Network's annual budget, and manages related cash flow and financial reporting. The MPHEC also provides administrative support to the ECN Board of Directors and Network Committee, including staff support to the Secretary of the Network Committee. This support includes coordinating meetings, preparing and maintaining meeting records and minutes, facilitating communication between the Network Committee and Board, and supporting the governance and ongoing operations of the Network. Through these responsibilities, the MPHEC contributes to the effective administration, financial oversight and governance of the ECN and supports collaboration among participating post-secondary institutions in New Brunswick and Prince Edward Island. The following link is to the ECN website where their Annual Report, which outlines their accomplishments for the year, can be viewed: www.nbpei-ecn.ca.

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.

Collaborative projects with partners

In 2025-2026, the Commission:

- Shared New Brunswick university and college enrolment and graduate data with DataNB to conduct research to support New Brunswick government programs.

Financial Services to Prince Edward Island

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 reporting on the Commission's funding of post-secondary education in Prince Edward Island, including funding provided to University of Prince Edward Island and Holland College.

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. The MPHEC helps ensure, through independent review, that curriculum is coherent, current, and relevant; learning and graduate outcomes are clearly defined and measurable; faculty expertise and staffing levels are appropriate; and credits and credentials are aligned with established standards to facilitate transferability and portability across institutions and jurisdictions. It protects students by helping ensure that program descriptions, learning and labour market outcomes, and credential claims are supported by evidence and that mechanisms and resources in place to support the ongoing quality of the degree (i.e., truth in advertising).

In 2025-2026, under the [New Brunswick Degree Granting Act](#), the Commission:

- Completed 21 assessments:
 - 7 institutional (2 with a site visit, 5 desk reviews)
 - 5 new programs (all with site visits)
 - 7 conditional designations (2 with site visits, 5 desk reviews)
 - 2 modifications (desk review)
- Carried out 10 additional assessments still underway at year-end:
 - 1 institutional (with site visit)
 - 2 new programs (with site visits)
 - 5 conditional designations (2 with site visit, 3 desk reviews)
 - 2 modifications (desk reviews)

In 2025-2026, under the [Nova Scotia Degree Authorization Act](#), the Commission:

- Did not receive any requests for an assessment.

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. The accreditation process provides evidence that:

- The curriculum of BEd programs is current, relevant, and aligned with contemporary teaching practice.
- New teachers who graduate from these programs are well-prepared to teach.
- Faculties of Education in Nova Scotia engage in meaningful research and study related to education in Nova Scotia.
- Teachers are prepared to help all young Nova Scotians achieve benchmark standards in literacy, numeracy, science and social studies.

In 2025-2026, the Commission:

- Carried out site visits to Acadia University, Cape Breton University, and St. Francis Xavier University as well as Université Sainte-Anne and received the panel reports for each.

Nova Scotia Academic Program Review

The Province of Nova Scotia engaged the Commission to develop products and methodologies and conduct data analyses to support Nova Scotia universities to meet the Academic Program Review requirements outlined in the bilateral agreements between NS universities and the NS government.

In 2025-2026, the Commission:

- Engaged Huron Advisors Canada Limited to develop a program review guide and a standardized methodology for academic program costing and to conduct a province-wide postsecondary and labour market data and trends analysis.
- Linked Nova Scotia university academic programs to the labour market by mapping Classification of Instructional Program codes to National Occupational Classification codes (i.e., CIP to NOC) using data from the MPHEC GO Survey and Statistics Canada National Graduate Survey. The purpose of this project is to provide students with clearer pathways from education to employment, enable the government to map out programs in relation to workforce needs, and improve planning for universities.
- Created a program inventory of all university certificate, diploma and degree programs offered by Nova Scotia universities.
- Provided program-level statistics on enrolment, credentials granted, graduation rates and time-to-degree to assist universities in their Academic Program Review requirements.

Experiential Learning Data Collection for Future NB

The Province of New Brunswick engaged the Commission to integrate the collection of experiential learning data from New Brunswick universities to its existing PSIS and GO Survey data collections. The experiential learning data will assist the Province, in collaboration with DataNB, to conduct research on its investment in, and the impact of, experiential learning on student and graduate outcomes.

In 2025-2026, the Commission:

- Collected 2024-2025 student-level experiential learning data from the four public New Brunswick universities.
- Developed a template to collect and integrate student-level experiential learning data with the MPHEC annual PSIS data collection.

APPENDIX A – MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES*

COMMISSION MEMBERS

Institutional representatives:

Elizabeth Dawes, New Brunswick (Vice-Chair)

Petra Hauf, New Brunswick

Amanda Cockshutt, Nova Scotia

Lori Francis, Nova Scotia

Ashlee Cunsolo, Nova Scotia

Vacant, Prince Edward Island

Senior public officials or executive heads:

Lamia Kawtharani-Chami, New Brunswick

France Haché, New Brunswick

Sheila MacLeod, Nova Scotia

Jocelyn Yerxa, Nova Scotia (Chair)

Vacant, Nova Scotia

Nicole Bellefleur, Prince Edward Island

Patricia Shields, Prince Edward Island

Public-at-large:

Robin Lathangue, New Brunswick

Vincent Hébert, Student Representative, New Brunswick

Vacant, Nova Scotia

Vacant, Nova Scotia

Vacant, Nova Scotia

Vacant, Prince Edward Island

Ex-officio, non-voting:

Catherine Stewart, MPHEC CEO

STANDING COMMITTEES

MPHEC GOVERNANCE AND EXECUTIVE COMMITTEE

Jocelyn Yerxa, MPHEC Chair

Catherine Stewart, MPHEC CEO

Vacant, MPHEC Vice-Chair

Vacant, AAU-MPHEC Quality Assurance Committee representative

Nicole Bellefleur, provincial government representative

AAU-MPHEC QUALITY ASSURANCE COMMITTEE

Appointed by the AAU:

Richard Isnor, Mount Allison University

Leslie Phillmore, Dalhousie University

Andrew Parnaby, Cape Breton University

Appointed by the MPHEC:

Kathy Gottschall-Pass, University of Prince Edward Island

Matthieu LeBlanc, Université de Moncton (Chair)

Vacant

Student representatives jointly appointed by the AAU and the MPHEC:

Sophia Carpenter, Acadia University

Vacant

MPHEC FINANCE COMMITTEE

France Haché, New Brunswick

Petra Hauf, New Brunswick

Sheila MacLeod, Nova Scotia

Jocelyn Yerxa, Nova Scotia (Chair)

Vacant, Nova Scotia

Nicole Bellefleur, Prince Edward Island

Vacant, Prince Edward Island

Catherine Stewart, MPHEC CEO

*Membership listed as of March 31, 2026. The Commission gratefully acknowledges the contributions of Board and committee members who served during the 2025-2026 year but whose terms ended before March 31, 2026

Brian Baxter

Jérémy Guy Belliveau

Jeff Conrad

Greg Naterer (Commission Chair)

Cheryl To

Madine VanderPlaat

Lindsay Wadden

Marty Zelenietz

APPENDIX B – COMMISSION STAFF*

MPHEC EMPLOYEES

Rachael Anderson, Corporate Service Officer

Stanislav Bashalkhanov, Policy and Research Analyst

Isabelle Cormier, Policy and Research Analyst

Amin Erfanmanesh, Policy and Research Analyst

Benoit Gallant, Business and Data Analyst

Regan Luck, Administrative Assistant

Shannon McKenna-Farrell, Director, Quality Assurance

Lisa O’Connell, Director, Research and Data Analysis

Vicky Simpson, Policy and Research Analyst

Renée St. Onge, Policy and Research Analyst

Kathrine Stanley, Administrative Assistant

Catherine Stewart, Chief Executive Officer

Scott Stonehouse, Information Systems Architect

Courtney Sutton, Policy and Research Analyst

Andy Thompson, Policy and Research Analyst

Gillian Tillard, Policy and Research Analyst

*Staff listed as of March 31, 2026.

APPENDIX C – AUDITED FINANCIAL STATEMENTS

Available online only