

**Annual Report**  
*Year in Review: 2012-2013*

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**Additional copies of the Annual Report may be obtained from:**

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# THE MPHEC

Our work is accomplished through the collaborative efforts of these important groups:



## OUR MISSION

The Maritime Provinces Higher Education Commission (MPHEC) is an arm's length organization accountable to the Ministers responsible for post-secondary education in the Maritimes, which 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 2012-2013 Annual Report. This document highlights our activities and accomplishments over the past fiscal year and we hope it provides valuable insight into the Commission's work.

We would like to begin by thanking James Randall for chairing the Commission this past year; his strong abilities as Chair have helped the Commission navigate significant changes over that period as the Commission endeavored to reorient itself in light of its recently defined strategic priorities. We would also like to thank Commission members, staff and stakeholders for their continuous hard work and dedication.

This has been a particularly busy year, and we are very pleased with the significant milestones we have reached with respect to each of our strategic priorities; namely, (1) the work done under quality assurance and (2) data collection and the development of research products.

For example, the Commission recently finalized its policy on *Academic Program Assessment Prior to Implementation*. In addition, the Commission has been preparing for a second cycle of its monitoring process, whereby it confirms that institutions are reviewing their programs and services and validates that institutional processes are focused on students and on learning. More specifically, we have conducted extensive consultations with stakeholders, launched through the release of a QA discussion paper and hosting of a well-attended Forum, to help ensure our approach for the second cycle is in line with stakeholders' needs. We received substantive feedback to our paper, notably through a lively and productive face-to-face discussion during the Forum. Our stakeholders continue to be a source of valuable information and we would like to thank you all for your continued support and enthusiasm of the Commission's work.



This has also proved to be an important year in the development of the Commission's research agenda. Beyond providing its stakeholders and the public with basic statistical products and research, the MPHEC is placing significant effort on developing measures of student progress and outcomes. Work has also begun on defining the Graduate Outcomes Survey Program conceptual roadmap, which will provide the foundation as we prepare to go to field in fall 2014. The highlight of our year with respect to this work was engaging with our stakeholders at the Forum on Data Collection and Research, where we confirmed our efforts were aligned with their expectations.

The Annual Report includes links to complete documents and releases from 2012-2013 to provide more details on the Commission's work and findings. We invite you to consult our website for more current information on the Commission's ongoing activities.

  
Christian Lacroix  
Chair

  
Mireille Duguay  
Chief Executive Officer





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- B. Membership of the Commission and its Committees  
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- C. Program Proposals Considered for Approval 2012-2013  
[http://www.mphec.ca/media/39903/A\\_C\\_Program\\_Proposals\\_Considered\\_for\\_Approval.pdf](http://www.mphec.ca/media/39903/A_C_Program_Proposals_Considered_for_Approval.pdf)



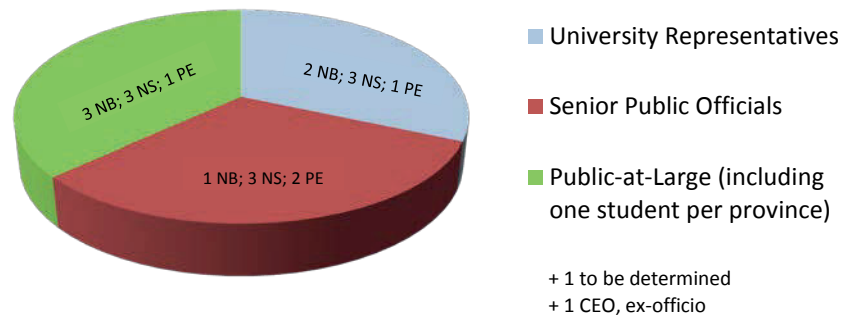
# Year in Review: 2012-2013

## THE COMMISSION

### About the MPHEC

- The Commission is an arm's-length organization accountable to the Ministers responsible for post-secondary education in the Maritimes, and it will soon be celebrating its fortieth anniversary.
- Its composition is as follows:

### Members of the MPHEC Board



- A list of Commission members can be found in Appendix B, at: [http://www.mphec.ca/media/39897/A\\_B\\_1213\\_Membership\\_of\\_Commission\\_and\\_its\\_Committees.pdf](http://www.mphec.ca/media/39897/A_B_1213_Membership_of_Commission_and_its_Committees.pdf). At year-end, there was one vacancy.
- The Commission meets approximately five times per year, normally on institutional campuses, on a rotating basis.
- At year-end, the Commission operated with 12 permanent and contractual employees. A list of staff can be found at: <http://www.mphec.ca/about/staff.aspx>
- The Commission puts a heavy reliance on stakeholder input through its operational framework (joint committees, working groups drawing on required expertise, etc.).
- The Commission's standing committees and working groups are as follows:
  - AAU-MPHEC Academic Advisory Committee
  - AAU-MPHEC Quality Assurance Monitoring Committee
  - AAU-MPHEC Advisory Committee on Information and Analysis
  - MPHEC Finance Committee
  - NB/MPHEC Finance Working Group
  - NB/PEI Educational Computer Network Board of Directors
  - NB/PEI Educational Computer Network Technical Committee
- A list of members on each of the above-noted committees can be found in Appendix B, at: [http://www.mphec.ca/media/39897/A\\_B\\_1213\\_Membership\\_of\\_Commission\\_and\\_its\\_Committees.pdf](http://www.mphec.ca/media/39897/A_B_1213_Membership_of_Commission_and_its_Committees.pdf).
- The Commission obtains additional stakeholder input through workshops/forums, stakeholder meetings, as well as seeking formal comments in various formats (e.g., through the Commission's program distribution process).

### Operational Framework

### Operating Principles

- Universities are autonomous and responsible to their constituencies for the quality of academic offerings and activities.
- Stakeholders (governments, students, taxpayers, etc.) have a legitimate need for information and assurances about the quality of institutional programs and services.
- The best processes and outcomes emerge from dialogue and collaboration (iterative processes).

### Review of Governance

- During this past fiscal year, the Commission undertook an organizational assessment to gauge its overall effectiveness as well as its achievement of its strategic goals. This included a staff survey as well as an interview-based Board assessment (conducted externally).
- We are pleased to report that the results of the staff survey confirmed that we are a high performing organization that is effectively addressing its strategic priorities, as outlined in our 2012-13 to 2014-15 Business Plan; these priorities include *first*, the Commission's quality assurance program (including program assessments and the

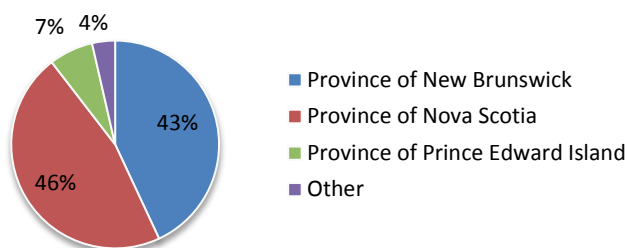
monitoring of universities' quality assurance frameworks) and *second*, maintaining a comprehensive collection of data and information products in-house.

- This report details the specific steps the Commission has taken during 2012-2013 to follow through on its strategic plan.

## Resources

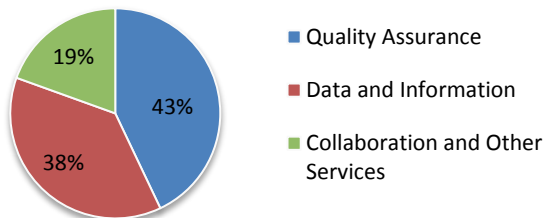
- The current fiscal year was the second of three years of planned reductions to the Commission's base funding. At the same time, the Commission was instructed that it would have to absorb cost-of-living adjustments and other inflationary items throughout the year.
- A review of the Commission's Graduate Survey Program in 2011 culminated in the cancellation of the existing program and the design of a new one, the Maritime Graduate Outcomes (GO) survey program. Annual funding for this re-designed survey was requested of the Provinces in the MPHEC's 2012-13 budget submission. Approval-in-principle was provided by all three of the Maritime provinces with each province to decide "the funding mechanism that best suits its structure to fund the survey."
- The Commission's revenue for its administration was approximately \$1.6 million in 2012-2013; 96% of this funding is provided by the three Maritime provinces on a per-capita basis through the Council of Atlantic Premiers annual budget approval process. The remaining sources of revenue include: the Province of New Brunswick (translation allocation) and the New Brunswick Department of Post-Secondary Education, Training and Labour (for financial services and work performed under the Degree Granting Act [DGA]).

**Revenue by Funding Source (2012-13)**



- The Commission's expenditures, totalling approximately \$1.6 million in 2012-2013, are presented below (per key function).

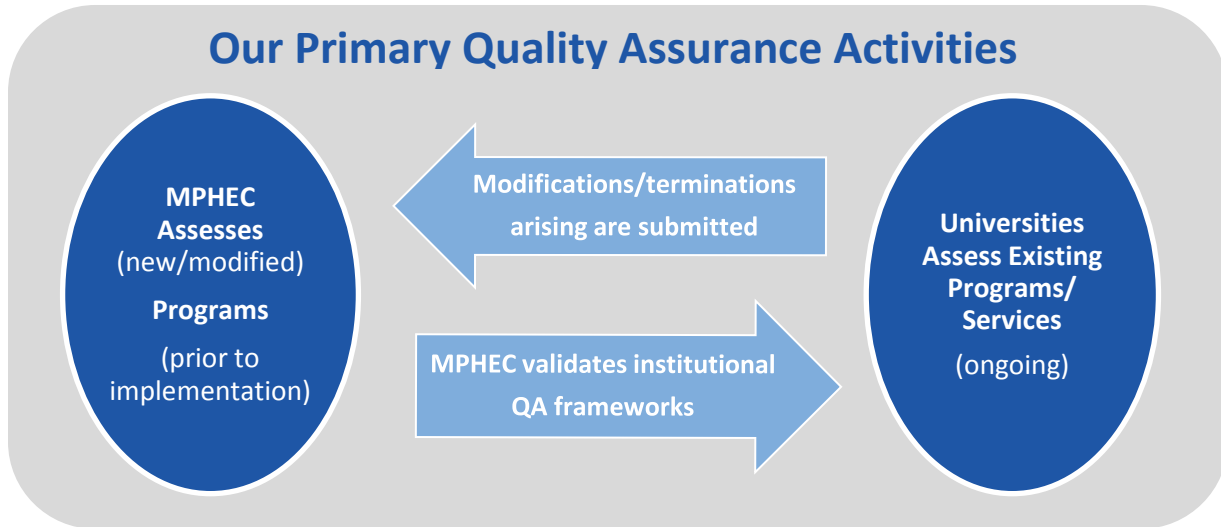
**Expense per Function (2012-13)**



- The detailed MPHEC 2012-2013 financial statements can be found in Appendix A, online at: [http://www.mphec.ca/media/39909/A\\_A\\_Audited\\_Financial\\_Statements.pdf](http://www.mphec.ca/media/39909/A_A_Audited_Financial_Statements.pdf)

# QUALITY ASSURANCE

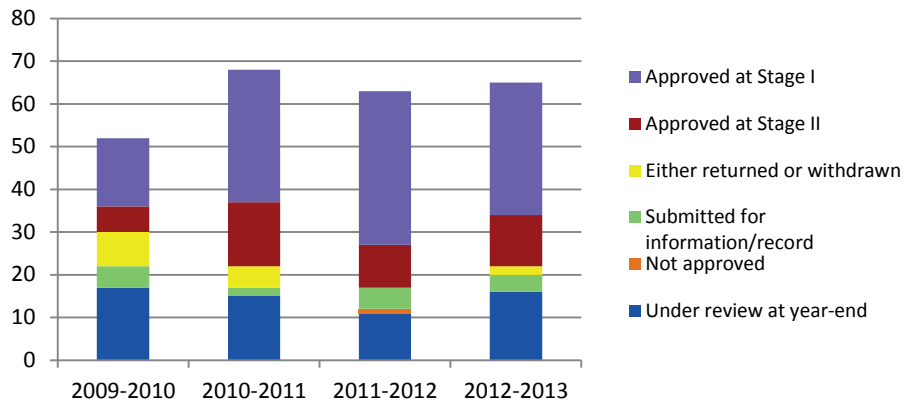
## Our Primary Quality Assurance Activities



### Academic Program Assessment

- The Commission provides quality assurance services for all publicly-funded universities in New Brunswick, Nova Scotia and Prince Edward Island. The Commission also carries out quality assessments of degree providers established under provincial Degree Granting Acts.
- The Commission's primary activities in the area of quality assurance include its program assessment process and quality assurance monitoring. When combined, both instruments ensure a continuum of quality, as illustrated below.
- As indicated above, quality assurance – and program assessment specifically – has been identified as the Commission's first priority for the current period.
- During 2012-2013, the Commission considered a total of 65 program proposals. The following demonstrates how this year's submissions relate to previous years.

### Program Proposals Reviewed by the MPHEC



- Every program proposal submitted to the MPHEC undergoes a Stage I Assessment (defined as the assessment of the proposal against pre-determined criteria) by MPHEC staff, following a comment period. This allows all other universities to contribute to the assessment process, and the Commission is pleased that institutions continue to participate in this exchange; for example, the Commission received 56 comments this past fiscal year.

- The Stage I process is normally completed within 10 weeks; for example, in 90% of cases over this past fiscal year, the Commission's time on task for Stage I assessments was no more than 10 weeks. Program proposals that are not approved through Stage I Assessment then undergo a Stage II Assessment: that is, they are referred to the AAU-MPHEC Academic Advisory Committee.
- The Commission's recently finalized policy on *Academic Program Assessment Prior to Implementation* is designed to further clarify expectations and assist institutions in developing proposals that meet these standards and lead to Stage I approvals.
- In 2012-2013, the Commission approved 43 program proposals; of these, 72% were completed through the Stage I process.
- Details on each program proposal considered during the 2012-2013 fiscal year can be found in Appendix C, at [http://www.mphec.ca/media/39903/A\\_C\\_Program\\_Proposals\\_Considered\\_for\\_Approval.pdf](http://www.mphec.ca/media/39903/A_C_Program_Proposals_Considered_for_Approval.pdf)
- Through its iterative Stage II assessment process, the Commission has continued to guide and support institutions in ensuring that standards are met in program development. Programs that underwent revisions as a result of the program assessment process (8 in total) are identified with an asterisk in the table in Appendix C.

### Monitoring of Institutional Quality Assurance Policies and Procedures

- The Commission's approach to quality assurance rests to a large extent on institutions reviewing their own programs and services on an ongoing basis. The monitoring function is a process through which the Commission confirms such reviews are indeed taking place and validates that institutional approaches are focused on students and on learning.
- The Commission has assessed the QA policies and procedures at all institutions within its scope as part of the first cycle of the monitoring process, and follow-up action plans in response to such reviews have been submitted by each institution; however, further work is required to conclude this process with four of the 16 institutions.
- The first cycle focussed on ensuring that all institutions had an implemented policy to support on-going quality assessment and improvement. This goal has largely been achieved but there are remaining gaps that ought to be addressed if the Commission is to discharge its legislated mandate properly.
- The Commission is moving forward with the development of a second cycle to close the gaps identified to date, primarily: students and learning, too often at the periphery of many institutional QA policies, and few institutions covering more than academic units in their review processes. This is another key component of the implementation of the Commission's Business Plan.
- In preparation for the second cycle, the Commission consulted with stakeholders through the release of a discussion paper (January 2013), *Students at the Heart: Quality Assurance at Maritime Universities* and hosting a Forum on Quality Assurance (March 2013). Substantive feedback was provided by students, student groups, institutional and government representatives that took part in this important exercise to help ensure that the Commission's monitoring process, including the proposed *Standards for Institutional Quality Assurance Policies*, are in line with stakeholders' needs and expectations.

### Improving Coverage and Efficiency

- The Commission's policy on *Academic Program Assessment Prior to Implementation* was finalized in 2012-2013, which updates the 2005 version of the *Policy on Quality Assurance*. In consultation with institutional representatives directly involved in program assessment, the Commission developed this update as a means to further clarify its program assessment process and the expectations for program proposal submissions. As a result, the process should be less resource-intensive for all involved. Advance copies of the Policy were made available at the Commission's Forum on Quality Assurance in March.
- In Nova Scotia and New Brunswick, students are only eligible for student financial assistance when enrolled in an MPHEC-approved program, and both provinces only account for MPHEC-approved programs within their respective funding formulae.
- The Commission is pleased to report that over 98% of degree programs offered by Maritime universities have Commission approval. This achievement reflects the high level of cooperation between the Commission and public universities in the Maritimes.
- In 2012-2013, the last workshops on program assessment were conducted on institutional campuses, completing a series that began in 2010-2011. These

#### Did you know?

- **99%** of Maritime university students are enrolled in MPHEC-approved programs.
- **98%** of active degree programs have MPHEC approval.

workshops allowed individuals directly involved in preparing program proposals to provide specific feedback to the Commission for its forthcoming policy update and better understand the process/requirements.

- At times, programs are approved subject to one or several conditions requiring follow-up. The Commission actively monitors the level of compliance with such conditions. For example:
  - All programs are approved on the condition that the submitting institution conducts an external review of the program, normally after one or two cohorts have graduated. In 2012-2013, the Commission surveyed institutions through the *Status of Institutional Reviews of MPHEC-Approved Programs* to determine whether program reviews were taking place and/or the status of reviews underway.<sup>1</sup>
    - The survey covered 386 programs; of these, 61% had been externally reviewed by the institution.<sup>2</sup>
    - There was a wide range of program review activity across institutions, ranging from 0% to 100%. Not surprisingly, further analysis suggests that institutions who performed particularly well during the first cycle of the monitoring process demonstrated higher levels of program review activity. Through the second cycle, the Commission hopes to see an improvement at all institutions, and particularly at those with lower levels of review activity.
  - Some programs are approved with additional conditions that require follow-up. The Commission has recently revised its process to follow-up on such conditions. Over the past two years the Commission confirmed that 23 conditions have been met; the Commission has also begun the follow-up process for the remaining 9 outstanding conditions and will follow-up on others once they are due.

#### Did you know?

- A recent survey found that **61%** of programs approved by the MPHEC between 1999 and 2006 (2009 for Master's/Certificates/Diploma programs) have undergone an institution-lead external review following program implementation.

#### Assessments Conducted Under the Provincial Degree Granting Acts (Services to Provinces: NB, NS)

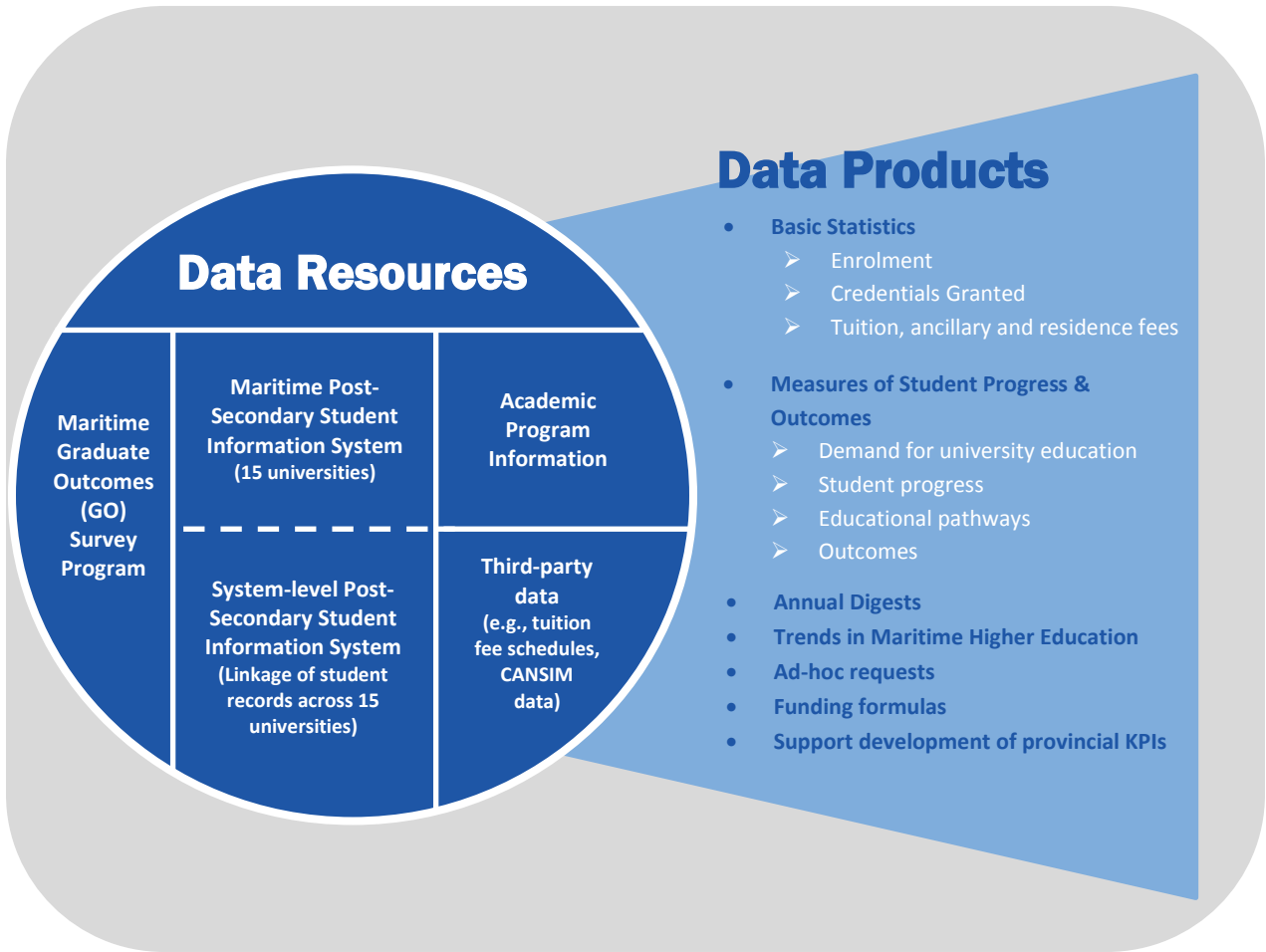
- The Commission, at the Minister's request, conducts a variety of assessments under the New Brunswick Degree Granting Act. At year-end, the Commission had concluded the following assessments:
  - **Bachelor of Business Administration – Yorkville University** (new, prior to implementation): In response to feedback from the assessment panel and the AAU-MPHEC Academic Advisory Committee, Yorkville University revised this proposal such that the Commission was able to advise the Minister (February 2012) that, as revised, and if effectively implemented, the BBA would correspond with the standards usually associated with the proposed credential, subject to a number of conditions (concerning admission and GPA requirements, credit transfer and prior learning assessment, implementation of the University's human resource plan, and external advising). The Commission also recommended that a follow-up review occur after two years of program operation. The Minister announced in May 2012 that degree designation had been granted, subject to conditions as recommended by the MPHEC.
  - **Bachelor of Business Administration – Yorkville University** (proposed modifications): Shortly after Yorkville's BBA was approved, the Province of New Brunswick requested advice from the Commission concerning proposed modifications to the program. The University sought to move from a tri-term to a quarterly calendar, reducing the number of weeks for each course, and the MPHEC was asked to assess the magnitude of the change, and to determine whether submission of a second proposal was warranted. In June, 2012, the Commission advised the Minister that the proposed modification, by itself, did not appear to warrant submission of a program proposal, though further changes may *cumulatively* constitute a significant modification. The Commission therefore recommended that the proposed modification be assessed as part of the already-scheduled two-year review of the BBA. In addition, the Commission recommended that a policy for the assessment of modifications to programs established under the NBDGA be developed; the Province agreed, and the development of such a policy is currently underway.

<sup>1</sup> This information request covers programs approved by the MPHEC between 1999-2006 for Bachelors and PhDs, and between 1999-2009 for Certificates, Diplomas and Masters, as all such programs were due for review by that time (or earlier).

<sup>2</sup> Two institutions have not yet reported their data.

- **Master of Arts in Counselling Psychology – Yorkville University** (existing): The Commission conducted a review of Yorkville University's existing MA in Counselling Psychology and advised the Minister (October 2012) that, as delivered, the program did not appear to correspond to the standards usually associated with the credential. The Commission recommended that Yorkville University implement the action plan it had developed in response to a draft of the panel report, along with several other immediate measures (related to the practicum, diagnosing patients, and research on human participants). The Commission also recommended that a follow-up review occur in 2013 (to verify that the University has been able to implement its action plan and meet the conditions outlined) and that enrolments be suspended pending results of the review. The Minister announced in January 2013 that the institution is required to undergo a second review as recommended by the MPHEC and that this review is to occur between May and September 2013; other conditions were to be addressed by May 2013.
- At year-end, the following assessments were at various stages:
  - **St. Croix University** (institutional assessment): Assessment of this proposed new institution was at the planning stages by year-end.
  - **Master of Business Administration / Executive Master of Business Administration – University of Fredericton** (existing): Assessment of these existing programs was at the planning stages by year-end.
- No assessments were undertaken under the Nova Scotia Degree Granting Act.

# DATA AND INFORMATION







- The Commission collects data and develops statistical and research products that are nationally recognized as credible sources of information on postsecondary education. A key focus of this work is identifying the characteristics of programs and educational streams/pathways and other factors that impact upon student progression, credential completion and graduate outcomes. The aim is to make available value-added sources of information to governments, post-secondary institutions, students and the public-at-large, to increase awareness of, and dialogue on, Maritime post-secondary education issues and opportunities.

## Data Collection

### Collection of Student Data (Post-Secondary Student Information System [PSIS])

- The MPHEC collects data on institutions' program and course offerings, student demographics, program and course registration, and credit transfer through an annual submission, which is used to fulfill many information needs for the Commission (as support to Quality Assurance, Province-Specific Services [funding formulas] and Data and Information), provincial governments, the universities and others invested in postsecondary education. Maritime universities reported 201 elements through PSIS for 89,745 students enrolled and/or graduated during the 2011-2012 academic year. (<http://www.mphec.ca/research/postsecondarystudentinfosys.aspx>).
- In May 2012, the MPHEC released a new version of its proprietary software, the MPHEC Maritime pre-screener (MPS), which is used by Maritime universities to verify PSIS data files before submission to the MPHEC. The updated version (9.0) incorporates new features such as Classification of Instructional Program (CIP) code verification, and it is now also available to colleges under the mandate of the MPHEC.

### Graduate Outcomes (GO) Survey Program

- Following a thorough review in 2011-12, the Commission replaced its existing graduate survey program (originally launched in 1995) with the new GO Survey Program. The Program encompasses the themes of financing education, employment outcomes, graduate mobility, and further education. It focusses solely on Maritime university bachelor's graduates and follows a 6-year cycle which includes two graduating cohorts; both interviewed two years after graduation, with one of those two cohorts also interviewed six years after graduation. The Program costs \$145,000 per year, funded by the three provinces. The first survey under this redesigned program will occur in 2014 – a two-year out survey of the Class of 2012.
- In 2012-13, work began on developing the GO Survey Program Conceptual Roadmap which outlines the conceptual linkages between the individual surveys of the program, the detailed methodological framework, and analytical framework.
- The design of the GO Survey program is such that the Commission can undertake allied initiatives which will help meet the research objectives. Two such initiatives were under development in 2012-13: first, collaboration with the three provinces to survey high school students in grade 12. The information gathered (among those intending to enroll) on expectations for postsecondary education, and the value placed on postsecondary education, would be compared to graduate outcomes to determine the extent to which expectations are met. The second initiative is to analyze data from the Canadian University Survey Consortium (CUSC) – both the 2012 survey of graduating students and the 2013 survey of entering students – under data sharing agreements with the five Maritime universities which participated. These surveys will also provide information on students' expectations for a university education, and outcomes such as anticipated future earnings.

### Data Linkages

- The Commission continues to build its analytical capacity, transforming the annual PSIS submissions from individual universities into a system-level data resource that links student records between Maritime institutions and over time. A pilot project linking responses from the 2009 survey of Class of 2007 graduates to this system level data is complete; analysis of this data file will describe the relationships between graduate attributes, educational pathways (e.g., time-to-degree, switching institutions, working while studying) and outcomes (e.g., debt and employment) and is now underway.

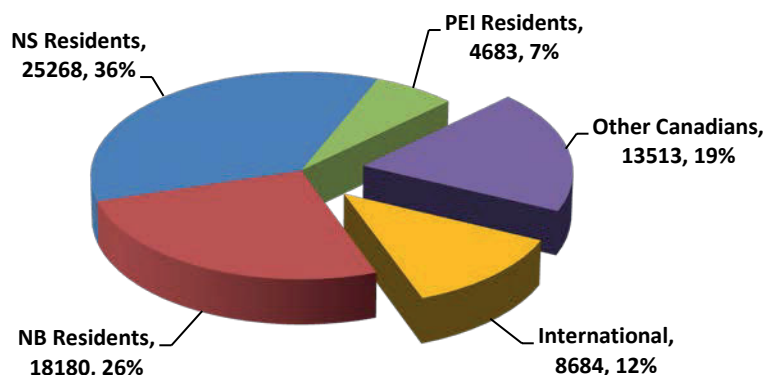
## Data and Research Products

- Each fall, the MPHEC releases a set of standard statistical tables and downloadable databases that provide information on key indicators and trends in the Maritime university system.

## Basic Statistics

- Enrolment and full-time equivalents statistical tables are available at: <http://www.mphec.ca/research/enrolment.aspx>

### University enrolment by student origin, 2011-2012



- Credentials granted tables (improved and expanded for the current reporting year), are available at: <http://www.mphec.ca/research/credentialsgranted.aspx>
- Tuition fees data for undergraduates, graduates and international students are available at: <http://www.mphec.ca/research/tuitionsurvey.aspx>

## Data in Support of Funding Formulas (Services to Provinces: NB, NS)

- As a service to the Provinces, the MPHEC provides, on an annual basis, calculated key measures from PSIS to New Brunswick and Nova Scotia in support of their funding formulas (<http://www.mphec.ca/funding/fundingadministration.aspx>).
- The MPHEC delivers full course equivalents, weighted full course equivalents, full-time equivalents, and enrolments, which support the following components of the Nova Scotia Funding Formula: the Weighted Enrolment Grant, the Size Grant, the French Language Grant, the Part-Time Student Grant and the international student funding limits.
- The Commission calculates full-year weighted full-time equivalents for use within the funding formula calculating the distribution of Unrestricted Operating Assistance to the New Brunswick Universities. These are also used in the annual calculation of the Regional Transfer Arrangement (further explained below under "Interprovincial Agreements and Intra-Maritime Program Funding Arrangements").

## Measures of Student Progress and Outcomes

- As a core component of its Research Agenda, the Commission has been developing measures of student progress and outcomes based on student administrative data (PSIS) as well as graduate outcomes survey data. The project extracts further value from existing data resources by building robust measures which inform the themes of: demand for university education; student progress (e.g. persistence and graduation); educational pathways (e.g., time-to-degree, switching institutions, annual course load); and outcomes (e.g. employment, financing education, pursuing further education, mobility and perceptions of university experience).
- The project was launched in 2008 to help fulfill the Commission's mandate to assist institutions and governments in enhancing the post-secondary learning environment. The measures developed under this project can support institutions in continuing to deliver quality education and governments in providing accountability and transparency, and in providing students and their families with an understanding of the nature of educational pathways in the Maritime university 'system' and the outcomes of its graduates.

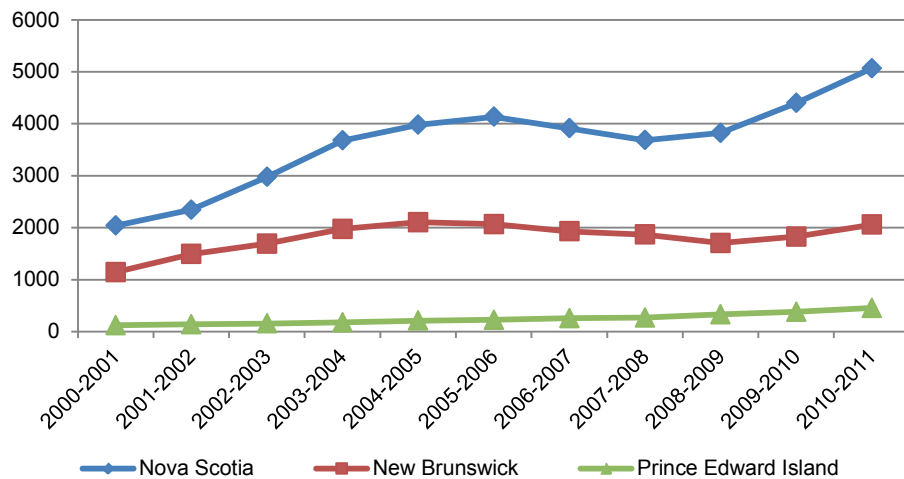
**International Students in Maritime Universities** (Trends in Maritime Higher Education Vol. 9 No.3 May 2012 )

- In May 2012, the Commission released a report on International students in Maritime universities which revealed that the number of international student enrolled in the region's universities has more than doubled in the last ten years. The report also showed that the increase has not been uniform across sending countries highlighting the unpredictability of international student enrolment. For example, just five years ago, Saudi Arabia was ranked 13th among sending countries, but today it ranks second behind China, with the number of students increasing from 75 to 645 over that period.
- The findings also show that the proportion of international students is not uniform across disciplines; at the undergraduate level, international students represent more than one in four students enrolled in Commerce and Administration programs, and, at the graduate level, almost half of the students enrolled in Engineering and Applied Sciences programs.
- Given that students in Maritime universities come from over 160 countries, and that there are a multitude of factors at play on a global level that affect study abroad, institutions in the region are likely faced with many related challenges, including recruitment, enrolment management and the design of student support services.

*"The increase in the number of international students has been remarkable, and it has helped to keep overall university enrolment stable in the region at a time when fewer Maritimers are enrolling."*

-Mireille Duguay, CEO

**International student enrolment in Maritime universities from 2000-01 to 2010-11, by province of study**



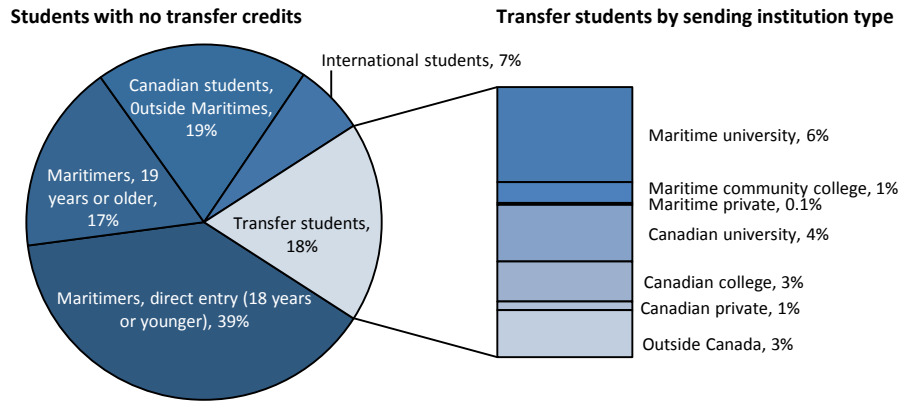
**Portable Learning: University Students Granted Credit for Prior Post-Secondary Education** (Trends in Maritime Higher Education Vol. 10 No.1 Jan. 2013 )

- In January 2013, the MPHEC released a study on students awarded credit for prior post-secondary education. The pilot study established benchmarks to allow the Commission to track changes over time in the number of students transferring into Maritime universities, the sending institutions, and the number of credits granted, and compare these figures to those in other Canadian jurisdictions.
- Further highlights from the study include:
  - 25% of students transferring from a college were granted at least two years of university credits.
  - One in five new students is granted transfer credits for courses completed at another college or university.
  - Students transfer from over 200 colleges and universities across Canada, and PSE institutions in 76 countries.
  - Half of transfer students receive the equivalent of at least one year of transfer credits, and 16% receive two years.
  - A quarter of students transferring from colleges enter into the third year of a university program. Students transferring into Commerce and Administration degrees are granted a higher number of credits, likely due to the compatibility of programs between institutions.

*“Making it easier for students to transfer credits for courses taken elsewhere may help save time and money for students, governments and the system as a whole.”*

-Mireille Duguay, CEO

### Origin of new full-time bachelor students in 10 Maritime universities, 2009 cohort



- Transfer agreements between private Canadian institutions or institutions outside Canada and Maritime universities appear to be linked to higher number of credits granted to students from these sending institutions. In the Maritimes, the number of transfer agreements between colleges and universities is increasing, and appear to create new pathways for college graduates. The aim of these agreements is to create mobility opportunities for students and avoid duplication of learning by recognizing equivalent course work, either through course-by-course or block transfer of credits.

#### *Development of KPIs (Services to provinces)*

- Assistance is being provided to New Brunswick in the development of its Key Performance Indicators (KPIs).

#### *Custom Requests*

- Over the course of the year, the Commission has provided custom data files and measures to government, institutions and other stakeholders.

# COLLABORATION AND OTHER SERVICES

## Samples of feedback at our Forum on Quality Assurance...

Great experience as a student to interact with administrators as well as academic deans!

I particularly valued the MPHEC's positive attitude, willingness to collaborate and desire for feedback.

I very much liked the opportunities to challenge the assumptions made in the QA project and the chance to hear the opinions of my colleagues.

Very useful.

I really valued the small group discussion format.

Great format, loved the carousel discussions.

I was not sure what to expect coming to this Forum, but I was pleasantly surprised by how it turned out. As a student, it was a great learning experience.

What I particularly valued about the Forum was the MPHEC's interest in feedback, transparency, accountability, quality & 'students at the heart.'

I particularly valued the opportunity it offered to look at numerous issues to do with quality assurance process from a variety of perspectives.

## ...As well as at our Forum on Data Collection and Research:

It's great to have k-12 reps and government staff in the room for discussions

An excellent chance to network and learn about others perspectives

Well done

Information on the pathways to education piece were excellent

I particularly valued networking with colleagues, exchange of ideas, helping shape MPHEC research agenda and methodology

MPHEC reporting is excellent – data and reports online are so useful. Keep it up

I particularly valued the ability to discuss with other participants from other universities and get their views on common issues universities face

Excellent. Keep up the good work.

Thanks for a great opportunity to share and learn!



### Forum on Quality Assurance

*“What I particularly valued about the Forum was the MPHEC’s interest in feedback, transparency, accountability, quality & ‘students at the heart’.”*

*-Forum Participant, March 25, 2013*

### Forum on Data Collection and Research

*“What I particularly valued about the Forum was networking with colleagues, exchange of ideas, helping shape the MPHEC research agenda and methodology”*

*-Forum Participant, March 26, 2013*

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

- The Commission knows that much more is achieved through cooperation with stakeholders. Each stakeholder group brings a different, important, piece of the “puzzle” when offering their input on the issue at hand. Collaborative work has yielded positive results time and time again, and it has helped to ensure that the Commission’s efforts are in line with stakeholders’ needs and expectations. Furthermore, and 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.
- The Commission began a round of consultation with stakeholders through the release of a discussion paper, *Students at the Heart: Quality Assurance at Maritime Universities* ([http://www.mphec.ca/resources/Students\\_at\\_the\\_Heart.pdf](http://www.mphec.ca/resources/Students_at_the_Heart.pdf)) followed by a *Forum on Quality Assurance: Towards a Student Centred Approach* (March 25, 2013) at Mount Allison University. This consultation process is designed to enhance how universities assess their programs/units and to clarify the role the Commission can play to support these developments. All Maritime universities within the Commission’s scope participated in the Forum, along with student and government representatives from all three Maritime provinces.
- Stakeholders provided substantive feedback on the Commission’s proposed approach for the second cycle of the monitoring process, as well as the revised *Standards for Institutional Quality Assurance Policies*. In response, the Commission will ensure the alignment of its quality assurance efforts with stakeholders’ needs and expectations.
- The Commission is developing a summary report on the Forum, which will be circulated to participants and made available on the MPHEC website.
- For the past several years, the Commission has been hosting an annual event on Data Collection and Research, which provides a venue for data providers and provincial representatives to become informed of data collection requirements and processes, to discuss issues related to the reporting of student administrative data, and to learn about the Commission’s research. In fiscal 2012-13, two such fora were held:
  - The first was more technical in nature, and took place April 17, 2012 at the Nova Scotia Agricultural College, in Truro Nova Scotia. This forum was attended by institutional researchers, registrars, and provincial representatives responsible for post-secondary education. The agenda included information on the PSIS data submission, MPHEC research projects, PSIS data linkage methodology, and a presentation by the CEO on the development of the Commission’s Research Agenda.
  - The invitation for the second forum, held March 26, 2013, was broadened to include student groups, senior university administrators and provincial representatives responsible for K-12, so that the Commission could consult with stakeholders on two core components of its Research Agenda: the Measures of Student Progress and Outcomes, and the Graduate Outcomes Survey Program. The feedback from participants helps ensure the value and relevance of the Measures, that they are aligned with stakeholder needs, and that Commission reporting is effective.
- The NB/PEI Educational Computer Network (ECN), in which the Commission is a signatory, has provided connectivity among its members and to the wider world for the past 41 years. Additional benefits include joint purchasing and licensing, shared support services, the delivery of network-based services and information exchange.
- The ECN Board recently hired a consultant to perform an IT Assessment of each individual ECN member institution (to assess the strengths and weaknesses of each organization’s technical infrastructure and processes) as well as the consortium (to identify new areas of collaboration for the group). As a member of the ECN, the MPHEC was one of the organizations reviewed at no direct cost to the Commission. At year-end, the individual assessments had been completed and presented to senior staff at individual institutions. The consortium-level assessment will be presented to ECN members in the new fiscal year. It is expected that the results of the review will allow the ECN to develop a multi-year strategic plan.
- The ECN partnered once again with Interuniversity Services Inc. (ISI) in November 2012 to host a one-day workshop at the University of Prince Edward Island on



various Microsoft-related topics (licensing, Windows 7/8, etc.) for ECN members. A Sharepoint session was also hosted at Université de Moncton in February 2013. Both events were well attended.

- All of the NB and PEI institutions within the ECN shared in the joint purchase of commercial internet services for the first time in 2010-11. In the current fiscal year, the NBCC and CCNB also joined this partnership.

### *Interprovincial Agreements and Intra-Maritime Program Funding Arrangements*

- The Commission continued to administer agreements with other Canadian provinces to place Maritime students in programs of study not available in this region. In 2012-2013, **490 Atlantic students** benefited from these agreements.
- The Commission also maintained the Regional Transfer Arrangement (RTA) whereby each of the three Maritime provinces provides funding for any of its residents enrolled in a university program in either of the other two Maritime provinces that is not offered in the student's home province. As a result, in 2010-2011, the latest year for which statistics are available at the time the budget is prepared, a total of **1,243 students** benefited from the RTA.
- In addition, **229 Atlantic** students in Veterinary Medicine and Veterinary Sciences were funded through the Atlantic Veterinary College Interprovincial Funding Agreement in 2010-2011, the latest year for which statistics are available at the time the budget is prepared. The agreement is administered by the Province of Prince Edward Island.

### *Financial Services (Services to Provinces)*

- **New Brunswick:** The Commission is responsible for preparing the university education budget (which also includes the Maritime College of Forest Technology). This includes calculating operating (unrestricted, tuition grant and restricted) assistance and the various transfers through interprovincial agreements in which the Province participates.
- The MPHEC also administers the university education budget throughout the year, including the Province's committed funds. This includes providing audited financial statements for the Province's university education funding.
- The Commission provides support to the NB/MPHEC Finance Working Group and flows federal funding to institutions for the Canada/New Brunswick Official Languages in Education Agreement and sits on the bi-partite committee that reviews projects submitted under the Province's University Deferred Maintenance Program.
- **Prince Edward Island:** The Commission is responsible for preparing the post-secondary education (PSE) budget. This includes providing the budgeted amounts for the various transfers through interprovincial agreements in which the Province participates.
- The Commission flows funding for the Department of Health relating to Prince Edward Island's contribution to the residency stipends at the Dalhousie Medical School.
- The Commission also administers the PSE budget throughout the year, including the Province's committed funds. This includes providing audited financial statements for the Province's university education funding.

### *National and International Fora*

- The Commission is a member of various committees and working groups and may be delegated by the Maritime Ministers to represent all three Maritime provinces.
- The Commission participates in the following:
  - CMEC Quality Assurance Subcommittee
  - Pan-Canadian Consortium on Admissions & Transfer
  - National Advisory Committee on Post-Secondary Education Statistics
  - Strategic Management Committee (SMC)
  - SMC Subcommittee on the CESC Data Strategy
  - Atlantic Financial Reporting Committee
  - International Network for Quality Assurance Agencies in Higher Education

# 2012-2013 Knowledge Sharing

## QUALITY ASSURANCE

### Publications:

- *Students at the Heart: Quality Assurance at Maritime Universities*. January 2013.
- *Academic Program Assessment Prior to Implementation (Policy and Procedures)*. March 2013.
- *Programs Under Review*: The MPHEC publishes electronically information on program proposals undergoing review at regular intervals:
  - May 4, 2012
  - July 13, 2012
  - October 15, 2012
  - February 26, 2013

### Presentations to:

- Vice President Academics: “Quality Assurance, Maritime Universities and MPHEC: A Focus on Students” (June 1, 2012 – Charlottetown, PEI)
- Afghan Delegation: “Quality Assurance, Maritime Universities and MPHEC: A Focus on Students” (September 20, 2012 – Fredericton, NB)
- Nova Scotia Work Group on Quality: “Defining the MPHEC’s Approach to Quality” (October 12, 2012 – Halifax, NS)
- Federation of New Brunswick Faculty Associations: “A Focus on Students” (December 5, 2012 – Fredericton, NB)
- Canadian Federation of Students – NS and Students NS: “Students at the Heart: Quality Assurance at Maritime Universities” (January 31, 2013 – Halifax, NS)
- Forum on Quality Assurance participants: “Overview of the Commission’s Proposal: Context and Proposed Institutional Standards” (March 25, 2013 – Sackville, NB)
- Forum on Quality Assurance participants: “Overview of the Commission’s Proposal: Proposed Implementation” (March 25, 2013 – Sackville, NB)

### Workshops with:

- Université Sainte-Anne and Nova Scotia Agricultural College: Workshops on Quality Assurance (April 2012)

## DATA & INFORMATION

### Publications:

- Trends in Maritime Higher Education. *International Students in Maritime Universities*. Volume 9, Number 3. May 2012.
- *2011-2012 Undergraduate Ancillary and Residence Fee Statistics*. June 2012.
- *2012-2013 Tuition, Ancillary and Residence Fees*. October 2012.
  - Enrolment and Full Year FTE Statistics; in December 2012, 10 tables were produced on enrolment statistics, along with databases available for download.
  - Total Enrolment by Province, Institution, and Registration Status (2007-2008 to 2011-2012)
  - Total Undergraduate Enrolment by Province, Institution, and Registration Status (2007-2008 to 2011-2012)
  - Total Graduate Enrolment by Province, Institution, and Registration Status (2007-2008 to 2011-2012)
  - Total Full-Time Equivalent (FTE) as of December 1st, by Province, Institution, and Registration Status (2007-2008 to 2011-2012)
  - Enrolment of International Students by Province, Institution, Registration Status, and as a Percentage of Total Enrolment (2007-2008 to 2011-2012)



- Total Enrolment by Province, Major Field of Study, and Level of Study (2007-2008 to 2011-2012)
- Total Enrolment by Province, Immigration Status, Province of Residence, and Level of Study (2007-2008 to 2011-2012)
- Total Enrolment by Province, Institution, and Gender (2007-2008 to 2011-2012)
- Total Enrolment by Province, Field of Study, and Gender (2007-2008 to 2011-2012)
- Total Enrolment by Province, Institution, and Age Group (2007-2008 to 2011-2012)
- Statistics on Credentials Granted; in March 2013, 3 tables were produced on enrolment statistics, along with databases available for download.
  - Credentials Granted by Province, Type of Credential, and Program Orientation (2007 to 2011)
  - Degrees Granted by Province, Program Type, and Program Orientation (2007-2011)
  - Undergraduate Degrees Granted by Province, Institution and Field of Study (2007 to 2011)
- Trends in Maritime Higher Education. *Portable Learning: University Students Granted Credit for Prior Post-Secondary Education*; Volume 10, Number 1. January 2013.

#### Presentations to:

- Forum on Data Collection and Research participants: “Data Stewardship” (April 17, 2012 – Truro, NS)
- Forum on Data Collection and Research participants: “Developing the MPHEC Research Program” (April 17, 2012 – Truro, NS)
- Forum on Data Collection and Research participants: “Graduate Survey” (April 17, 2012 – Truro, NS)
- Forum on Data Collection and Research participants: “Enrolment and Credentials Granted: Recent Trends” (April 17, 2012 – Truro, NS)
- Forum on Data Collection and Research participants: “Provincial Student Identifiers” (April 17, 2012 – Truro, NS)
- Forum on Data Collection and Research participants: “PSIS Submissions” (April 17, 2012 – Truro, NS)
- Forum on Data Collection and Research participants: “Validation of PSIS Data and MPHEC Outputs” (April 17, 2012 – Truro, NS)
- Higher Education Quality Council of Ontario: “The MPHEC Data and Information Framework” (March 18, 2013 – Ottawa, ON)
- Forum on Data Collection and Research participants: “Forum on Data Collection and Research: Measures of Student Progress and Outcomes” (March 26, 2013 – Sackville, NB)

## OTHER

#### Publications:

- *The Next Phase of Development of the MPHEC: Business Plan 2012-13 to 2014-15*. April 2012.
- NB/PEI Educational Computer Network. *Annual Report*. November 2012.
- *Annual Report – Year in Review: 2011-2012*. October 2012.

#### Presentations to:

- Moncton Rotary Club: “What Google Won’t Tell You” (February 25, 2013 – Moncton, NB)