

# MPHEC ANNUAL REPORT YEAR IN REVIEW: 2021-2022



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

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For an overview of the MPHEC and its activities, please visit the web site at: [www.mphec.ca](http://www.mphec.ca)

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# **OUR MISSION**

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

# **EXCERPT OF THE MPHEC ACT**

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

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

## **2. THE COMMISSION'S PRINCIPAL DUTIES ARE:**

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

## **3. THE COMMISSION MAY:**

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

# MESSAGE FROM THE CHAIR AND THE CHIEF EXECUTIVE OFFICER

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On behalf of the Maritime Provinces Higher Education Commission, we are pleased to present our 2021-2022 Annual Report, showcasing our activities and accomplishments over the past fiscal year. Highlights of the things we did this year to continue to advance learner success include:

- Considered 43 program proposals; of the 39 proposals that were closed, 82% were approved through a Stage I expedited program assessment.
- Approved six procedural changes to the program assessment process to reduce timelines.
- Carried out virtual site visits to St. Thomas University and the University of New Brunswick to confirm that each university's QA framework for ensuring the ongoing quality of its programs and services is appropriate.
- Funded the participation of all Maritime universities offering bachelor's degrees to participate in the Canadian University Survey Consortium (CUSC) first year student survey as part of a Maritime Collaboration Group.
- Published a report on how recent Maritime university graduates were impacted by the COVID-19 pandemic.
- Published a report examining work-integrated learning experiences of recent university graduates.



Last year, staff, board, and committee members quickly and seamlessly pivoted to working online. This year, online meetings have become the norm. We would like to thank our many talented and dedicated commission and committee members who generously contribute their time and expertise. Finally, we wish to thank MPHEC staff for their hard work, commitment and professionalism.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Hennessy".

**Jeff Hennessy**

Chair

A handwritten signature in black ink, appearing to read "Catherine Stewart".

**Catherine Stewart**

Chief Executive Officer

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# THE COMMISSION

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## ABOUT THE MPHEC

Established in 1974, the Commission is an arm's-length organization accountable to the Ministers responsible for post-secondary education (PSE) in the Maritimes, through the Council of Atlantic Ministers of Education and Training (CAMET).

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

The Commission, made up of 20 members (representing universities, the public-at-large, including students, and the three Maritime provincial governments) and the CEO (ex-officio, non-voting), usually meets five times per year. At year-end, the Commission operated with 11 permanent and 3 contractual employees. A list of Commission members and staff can be found in [Appendix A](#).

## OPERATIONAL FRAMEWORK

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

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

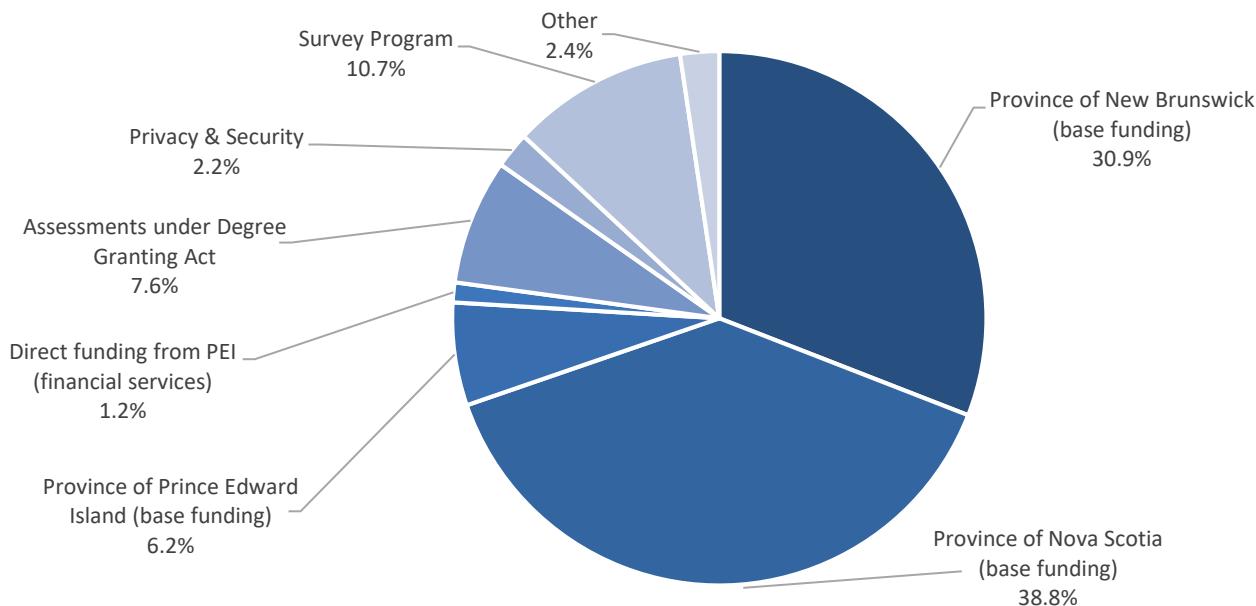
## MULTI-YEAR BUSINESS PLAN

Due to the pandemic, the Commission's [2018-2019 to 2020-2021 Multi-Year Business Plan](#) (MYBP) was extended by one year to include 2021-2022. It presents the Commission's improvement objectives and the activities it will undertake to meet these and outlines the objectives and activities to be undertaken by the Commission in order to deliver on its operational mandate. This Annual Report provides an overview of the Commission's progress in meeting its improvement and operational objectives and activities outlined in its MYBP.

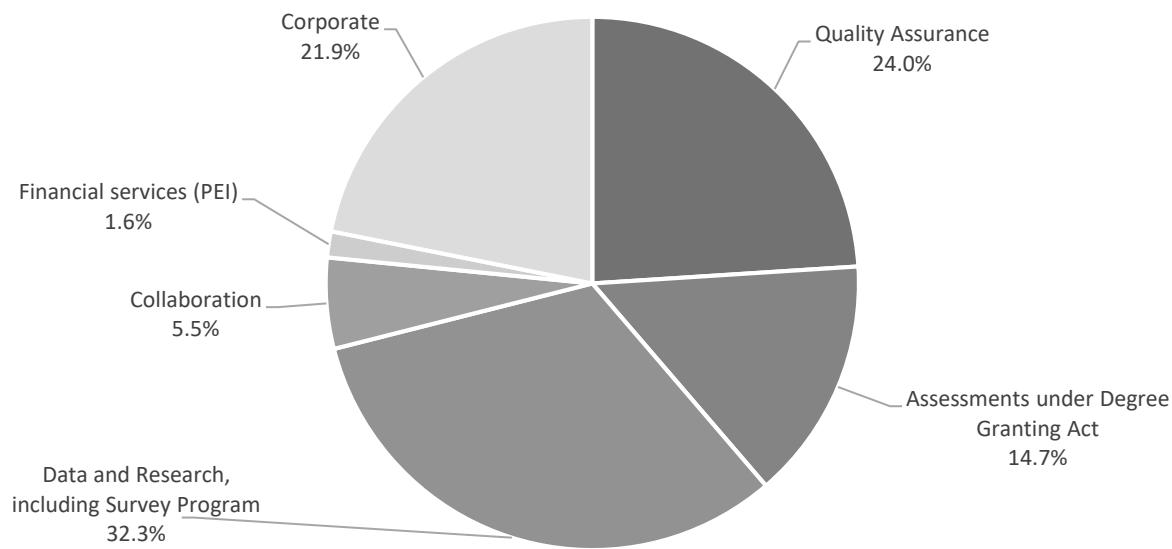
## FUNDING

In 2021-2022 the Commission's base funding was \$1.260 million. The administration budget resulted in a deficit of \$152,129. Expenditures totalled \$1.813 million and revenues totalled \$1.661 million which required a transfer from deferred revenue to cover the deficit. The deficit was due mainly to a revised wage schedule for cost of living adjustments, resulting in retroactive payment to March 2019 as well as costs associated for two data and research projects. The detailed MPHEC 2021-2022 financial statements can be found in [Appendix B](#).

### REVENUE BY FUNDING SOURCE (2021-2022)



### EXPENDITURES BY FUNCTION (2021-2022)



# QUALITY ASSURANCE

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

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

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

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

## PROGRAM ASSESSMENT

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

1. **Stage I (S1) Assessment** - is an expedited staff-led analysis based on established assessment standards.
2. **Stage II (SII) Assessment** - is an iterative process with institutions and the joint QA Committee of the Association of Atlantic Universities (AAU) and the MPHEC. The Committee works collaboratively with institutions to address proposals that do not readily meet the established criteria.

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

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

## 2021-2022 BY THE NUMBERS - PROGRAM ASSESSMENT

**43**

Program proposals considered

**38**  
in 2020-2021**13/15**

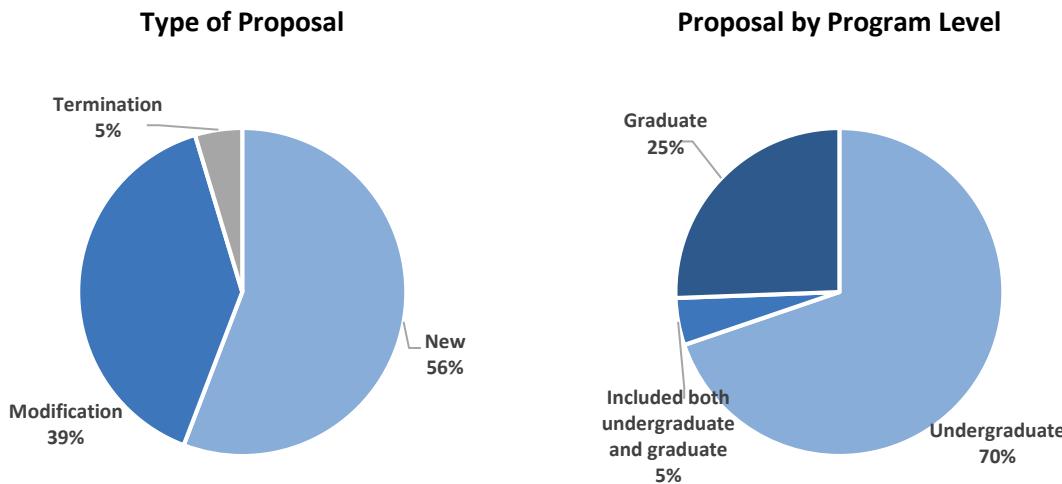
universities submitted a proposal

**82%**

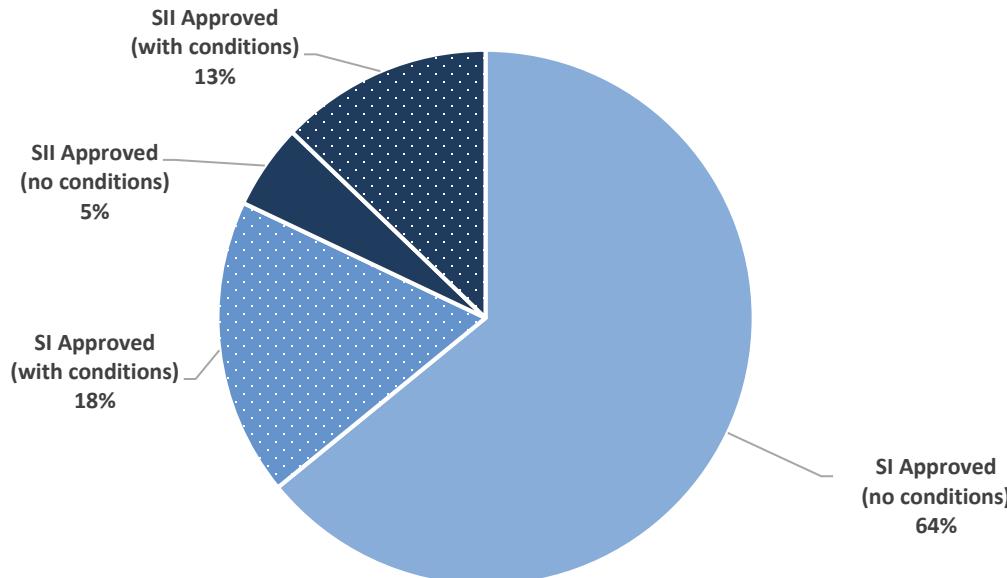
SI Approved

**18%**

SII Approved



**As of March 31, 2022**  
**39 program proposal files were closed**  
**4 were pending a decision**

**Of the 39 Program Proposal Files Closed**

## Time to Decision

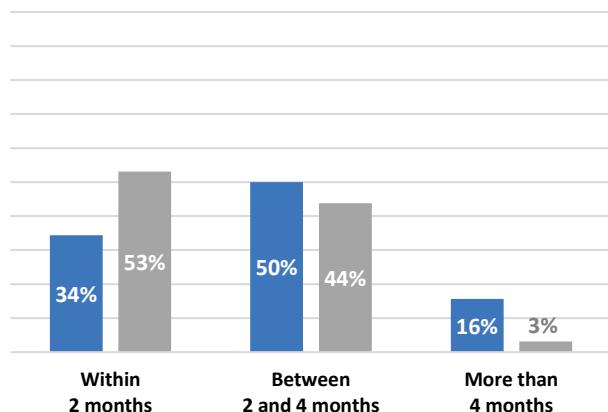
As part of its MYBP, the Commission agreed to identify key performance indicators to allow it to better understand, manage and improve its programs and services. As a result, the Commission is now reporting on its timelines to decision for the program assessment process, from receipt of proposal to decision.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

### In 2021-2022

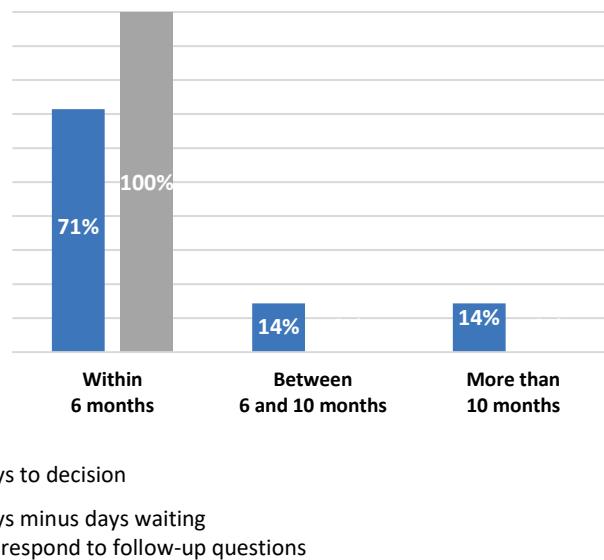
For **Stage I Approvals**, 34% of proposals were approved within 2 months, 50% between 2 and 4 months, and 16% took longer than 4 months. The timelines are further shortened when time waiting for institutions to respond is removed (53% within 2 months, 44% between 2 and 4 months, and 3% over 4 months).

For **Stage II Approvals**, 71% were approved within 6 months, 14% between 6 and 10 months and 14% over 10 months. When the time waiting for institutions to respond is removed, 100% of proposals that required a Stage II Assessment were approved within 6 months.

**Stage I - Time to Decision (n=32)**



**Stage II - Time to Decision (n=7)**



■ Total calendar days to decision

■ Total calendar days minus days waiting  
for institutions to respond to follow-up questions

### In 2021-2022, the Commission:

- As part of its MYBP improvement objectives, completed an in-depth review of its program assessment process to identify ways to streamline the process to facilitate as timely a decision as possible while maintaining rigour. Short- and long-term solutions based on these analyses were identified and several have been implemented or were underway at year-end, including:
  - Removed the requirement for external review of graduate-level certificate and diploma programs prior to implementation
  - Removed the requirement to submit proposals for program terminations
  - Implemented maximum allowable times for universities to respond to requests for information
  - Reinforced deadlines for universities to provide comments through the distribution process
  - Engaged in a detailed review and update to the Commission's program assessment standards (continuing at year-end)
  - Engaged in a detailed review and update to the Commission's information requirements for proposals for new and modified programs (continuing at year-end)
- Circulated a draft of its proposed Certificate and Diploma Framework for feedback from universities; the framework will guide future program development and MPHEC assessment and will serve to improve time to decision by clarifying expectations. A final version of the framework will be released in 2022-2023.

## QUALITY ASSURANCE MONITORING

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

**In 2021-2022**, the Commission:

- Confirmed that conditions to approval were met for 13 programs. At year-end, there were 47 program approvals with conditions either under review (11) or outstanding (36).
- Carried out the second cycle of the Quality Assurance Monitoring process with St. Thomas University (STU) and the University of New Brunswick (UNB) to confirm that its QA framework for ensuring the ongoing quality of its programs and services is appropriate.
  - The virtual site visit to STU took place April 8-9, 2021. The review panel report was received May 2021 and the follow-up action plan in response to the report was received November 2021. The review panel report, with the action plan from STU appended, was posted on the MPHEC and STU websites March 2022.
  - The virtual site visit to UNB took place November 22-23, 2021. The review panel report was received January 2022.
  - At year-end, the Commission put out a call to universities asking for volunteers to be the next four universities to undergo the QAM process.

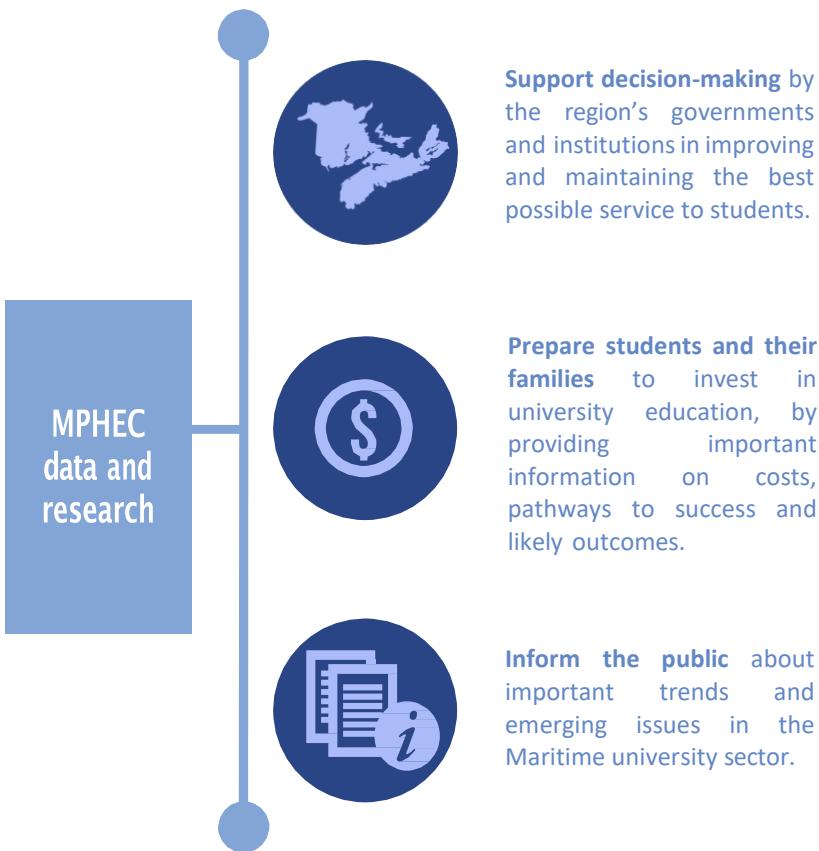
## SPECIAL RESPONSE TO COVID-19

**In 2021-2022**, the Commission continued to maintain close communication with its member universities in order to understand the impacts of the pandemic and to determine how best to support them during these unprecedented times. In light of these circumstances, the Commission carefully considered how best to balance giving universities the flexibility to respond to ongoing impacts of the pandemic with the MPHEC's duty to ensure that Maritime university programs meet established standards and that universities have robust QA frameworks to ensure the ongoing quality of these programs.

In this context, the Commission had waived the requirement that universities submit a proposal for approval to change an existing face-to-face program to online delivery, as would be the case under normal circumstances. This requirement was waived for 2021-2022 and 2022-2023 on the understanding that should a university wish to continue to offer an existing program online, in full or in part, a program proposal will need to be submitted in sufficient time to be approved by September 2023. In the meantime, the Commission is developing a framework for online delivery that will clarify the Commission's approach to assuring the quality of programs with online delivery, post pandemic. In March 2022, recognizing the multitude of online learning possibilities, a draft definition to be included in the framework was circulated to universities for feedback with responses due in mid-April.

# DATA & RESEARCH

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

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

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

## DATA COLLECTION

The Commission collects data through the following data sources:

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

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

### 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. Since 1980, the Commission has been collecting student data from Maritime universities; and in 2017, it started collecting student data from Maritime colleges as part of its MYBP improvement objective to grow its data holdings. The addition of college data has increased the Commission's data holdings by 40% and expanded its capacity to track post-secondary education students in the region to inform its understanding of student pathways.

**In 2021-2022**, the Commission:

- Collected 2020-2021 university and college PSIS data

### Graduate Outcomes (GO) Survey

The GO Survey 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 interviewed two years after graduation, with one of those two cohorts also interviewed six years after graduation).

**In 2021-2022**, the Commission:

- Posted a Request for Proposals to carry out, on behalf of the MPHEC, the two-year-out survey of the Class of 2020 Maritime University Graduates in fall 2022. Prairie Research Associates was the successful proponent.

### Other Data Sources

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

**In 2021-2022**, the Commission:

- Funded all Maritime universities offering bachelor's degrees to participate in the Canadian University Survey Consortium (CUSC) first year student survey as part of a Maritime Collaboration Group. The survey was conducted between January and April 2022. The MPHEC established Master Data Sharing Agreements with all participating universities to share their CUSC 2019 and 2022 first year student survey data with the MPHEC. Results from these two surveys will fill important information gaps on:
  - Student demographic backgrounds
  - Factors impacting affordability
  - How successfully students adjust to university
  - The reasons why students attend university.
- Leveraged data from Statistics Canada's National Graduate Survey to report on outcomes of Master's and PhD graduates.

## STATISTICAL AND RESEARCH PRODUCTS

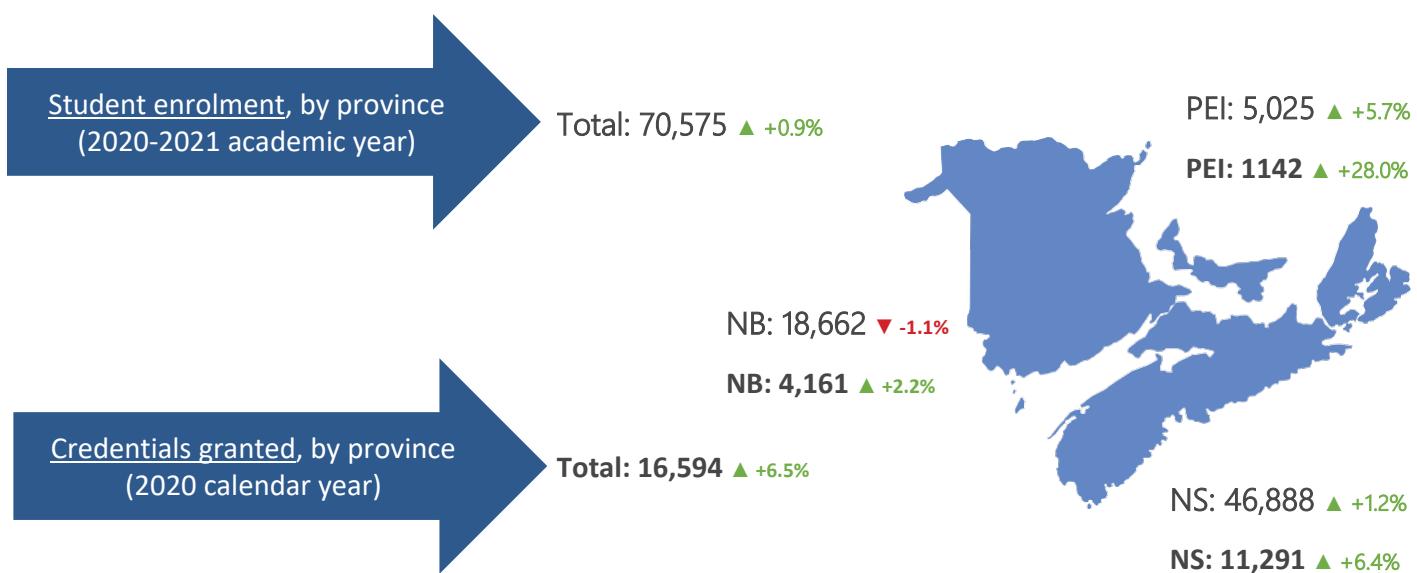
From these sources of data, the Commission makes available to governments, institutions, students and the public-at-large value-added statistical and research products in support of evidence-based decision-making and to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

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

## Basic Statistics (updated annually)

Each fall, the Commission releases a set of standard statistical tables 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 statistical tables
- Credentials granted tables
- Tuition fees data for undergraduates, graduates and international students
- Full-year full-time equivalents and weighted full-time equivalents



## Data in Support of Funding Formulas

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

- Full-year weighted full-time equivalents to support the funding formula calculating the distribution of unrestricted operating assistance to NB universities

## Measures of Student Progress and Outcomes

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

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

## Custom Requests

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

**In 2021-2022**, the Commission:

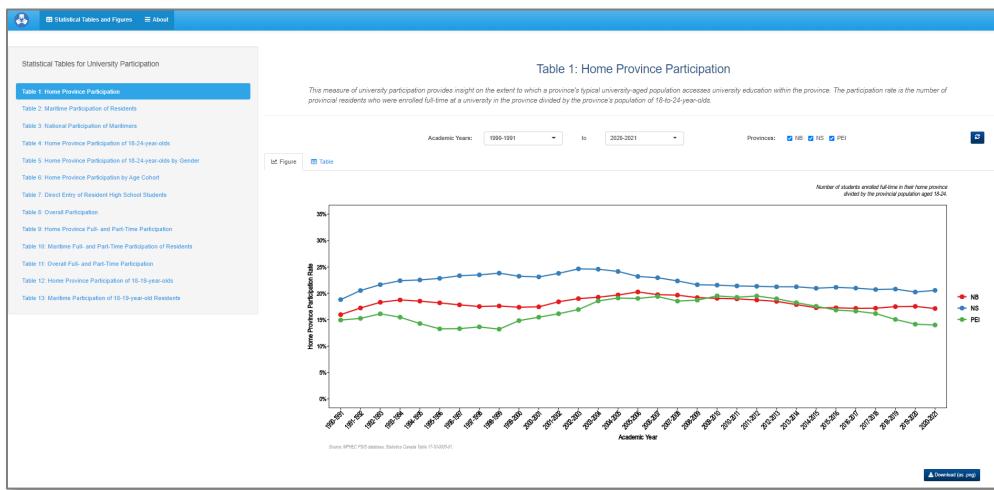
- Responded to over 69 individual data requests.

## Open Data

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

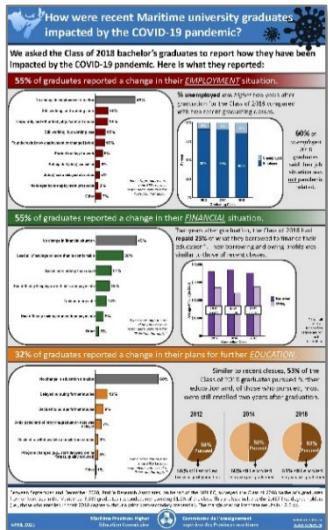
**In 2021-2022**, the Commission:

- Added open data on university participation rates from 1990-1991 to 2020-2021 in interactive graph and table formats.



# HIGHLIGHTS OF REPORTS RELEASED IN 2021-2022

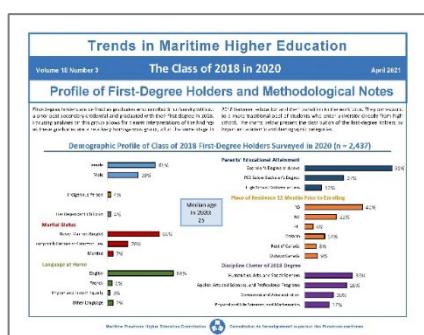
## How were recent Maritime university graduates impacted by the COVID-19 pandemic? (April 2021)



- Class of 2018 bachelor's graduates, surveyed in fall 2020, reported on how they were impacted by the COVID-19 pandemic.
- 55% of graduates reported a change in their employment situation. The percentage of unemployed graduates was higher two years after graduation for the Class of 2018 compared with two previous graduating classes.
- 55% of graduates reported a change in their financial situation. Two years after graduation, the Class of 2018 had repaid 25% of what they borrowed to finance their education. Their borrowing and owing profiles were similar to those of two previous graduating classes.
- 32% of graduates reported a change in their plans for further education. 53% of the Class of 2018 graduates pursued further education and, of those who pursued, most were still enrolled two years after graduation.

## Trends in Maritime Higher Education:

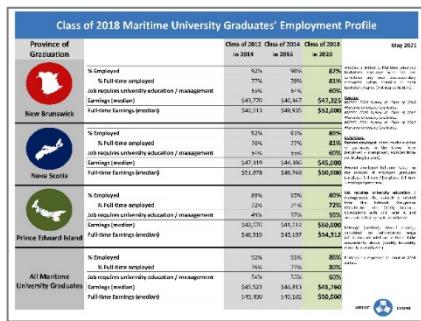
### The Class of 2018 in 2020: Profile of First-Degree Holders and Methodological Notes (April 2021)



- The survey of the Class of 2018 bachelor's graduates was conducted between September and December 2020. The total sample of 3,339 respondents represents 31.8% of the total Class of 2018 bachelor's graduate population of 10,514 in the 14 Maritime universities for whom contact information was available. The total sample for first-degree holders is 2,437. First-degree holders are defined as graduates who enrolled in university without a prior post-secondary credential and graduated with their first degree in 2018.
- The median age of first-degree holders at the time of the survey was 25.
- 61% were female, 39% were male.
- 66% graduated from a Nova Scotia university, 27% from New Brunswick and 6% from Prince Edward Island.
- 68% were residents of the Maritimes 12 months prior to enrolling in their 2018 degree, 22% were from the rest of Canada and 9% were from outside Canada.

# HIGHLIGHTS OF REPORTS RELEASED IN 2021-2022

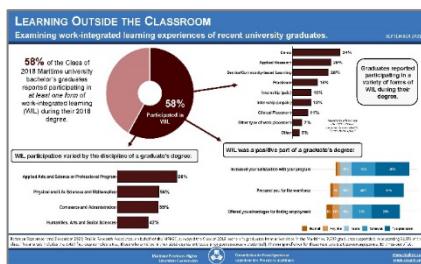
Class of 2018 Maritime University Graduates' Employment Profile (May 2021)



- Excluding those who were not looking for work, 86% of the Class of 2018 were employed in fall 2020, down 5 percentage points from the Class of 2014 surveyed in 2016, four years earlier. The decrease is not surprising if we account for the impact of the COVID-19 pandemic on employment across the country. Graduates who were employed part-time were more likely to be impacted by the pandemic.
  - Other measures show that employed 2018 graduates were doing better than previous classes. Of employed graduates, 80 % were working full-time, and 60 % were working in an occupation that requires a university education or is in a management position.
  - Two years after graduation, Class of 2018 graduates were earning a median annual income of \$45,760, while those working full-time were earning \$50,000.

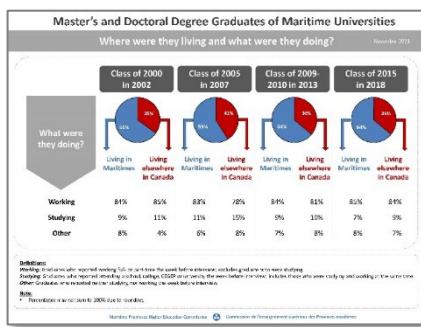
## Learning Outside the Classroom:

Examining work-integrated learning experiences of recent university graduates (September 2021)



- 58% of the Class of 2018 Maritime university bachelor's graduates reported participating in at least one form of work-integrated learning (WIL) during their 2018 degree.
  - WIL participation varied by discipline. 80% of Applied Arts and Science or Professional Programs participated in WIL.
  - WIL was a positive part of a graduate's degree. The majority of graduates reported that WIL increased the satisfaction with their program, prepared them for the workforce and offered them advantages for finding employment.
  - Among graduates who did not pursue further education after their 2018 bachelor's degree, those who participated in WIL were more likely to be employed, have higher earnings, and have employment related to their 2018 degree.

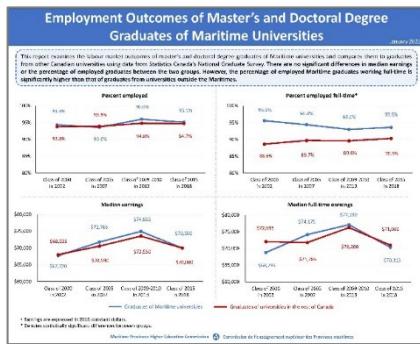
## Master's and Doctoral Degree Graduates of Maritime Universities: Where were they living and what were they doing? (November 2021)



- This infographic leverages data from Statistics Canada's National Graduates Survey (NGS) to look at the activities and migration of four classes of recent master's and doctoral degree graduates from Maritime universities.
  - 64% of the Class of 2015 graduates remained in the region three years after graduation. The retention of graduates in the region is strongly related to the graduates' origin. Graduates originally from the Maritimes were consistently the most likely to stay in the region after graduation.
  - Of the Class of 2015 graduates remaining in the region 85% were working, 7% were studying and 8% were engage in other activities. These results are similar to those of graduates living elsewhere in Canada, as well as those of other graduating classes.

# HIGHLIGHTS OF REPORTS RELEASED IN 2021-2022

## Employment Outcomes of Master's and Doctoral Degree Graduates of Maritime Universities (January 2022)



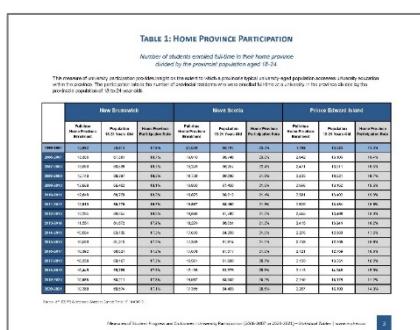
- This report examines the labour market outcomes of master's and doctoral degree graduates of Maritime universities and compares them to graduates from other Canadian universities using data from Statistics Canada's National Graduate Survey. There are no significant differences in median earnings or the percentage of employed graduates between the two groups. However, the percentage of employed Maritime graduates working full-time is significantly higher than that of graduates from universities outside the Maritimes.
- Two out of three master's and doctoral degree graduates of Maritime universities were working in the region after graduation. Graduates working elsewhere in Canada earned 4-12% more than those working in the Maritimes
- Earnings of master's and doctoral degree graduates of Maritime universities varied by field of study, with graduates of "Education" programs typically reporting the highest earnings and graduates of "Humanities, arts, and social sciences" programs reporting the lowest earnings.

## Trends in Maritime Higher Education: Annual Digest on University Enrolment 2020–2021 (January 2022)



- In 2020-2021, 70,575 students were enrolled in Maritime universities, up 0.9% over one year and 1.5% over 10 years. 84.1% of students were enrolled at the undergraduate level, while 15.9% were enrolled at the graduate level. Both undergraduate (+0.4%) and graduate (+3.3%) enrolments increased over one year.
- In Fall 2020, in response to the COVID-19 pandemic, many Maritime universities had switched to online delivery of programs which appears to have had an impact on certain enrolment trends. Full-time enrolment decreased by 1% across the Maritimes, but this decrease was offset by the 11.2% jump in part-time enrolment.

## Measures of student progress and outcomes: University participation 2006-2007 to 2020-2021 (March 2022)



- Over the past 15 years, home province university participations rates have declined in each of the three Maritime provinces, however, the rates have more or less stabilized in New Brunswick (17.1% in 2020-2021) and Nova Scotia (20.6% in 2020-2021) in the last five to six years. In Prince Edward Island, the rate has consistently declined from the peak observed in 2011-2012, reaching its lowest point in 2020-2021 at 14.0%. Historically, residents of Prince Edward Island are more likely to study outside their home province.
- The trend in university participation of provincial residents at universities in the Maritimes are similar to those seen with home province participation. The rates have declined from what they were 10-15 years ago for residents of all three Maritime provinces, albeit with recent stability in New Brunswick (21.1% in 2020-2021) and Nova Scotia (22.2% in 2020-2021), and a continued decline for residents of Prince Edward Island (2020-2021 rate: 20.1%, down 5.1% from five years ago).

# COLLABORATION & OTHER SERVICES

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

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

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

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

## COOPERATIVE ACTION

Under its cooperative action function, the Commission facilitates cooperation within the Maritimes, with other provinces and with external partners in order to develop cost-effective and collaborative approaches to working on common projects related to post-secondary education.

### Meetings on Data Collection and Research

**In 2021-2022**, the Commission:

- Hosted two meetings with university registrars and institutional researchers to discuss the Commission's research and data collection activities.
- Hosted one meeting of the Canadian University and Survey Consortium (CUSC) Maritime university collaboration group.

### Collaborative projects with partners

**In 2021-2022**, the Commission:

- Presented, on two occasions, to the NS Minister's Advisory Committee on Teacher Certification on the Commission's program assessment process.
- Updated student credit transfer benchmarks using university PSIS data for the Council on Articulation and Transfers of New Brunswick on a cost-recovery basis.

## COLLABORATION & OTHER SERVICES

- Continued to support CAMET's initiative for an Atlantic Student Tracking System.
- Continued to support Future NB's experiential learning initiative by collecting data through the GO Survey.
- Shared New Brunswick university graduate data with the New Brunswick Institute for Research, Data and Training to conduct research to support New Brunswick government programs.
- Presented to Deputy Ministers for postsecondary education at a Canadian Education Statistics Council seminar on the impact of COVID-19 on enrolment and labour market outcomes.

### Committees, Working Groups and Associations

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

- Canadian Institutional Research and Planning Association
- Council for Higher Education Accreditation
- International Network for Quality Assurance Agencies in Higher Education
- National Advisory Committee on Post-Secondary Education Statistics
- Pan-Canadian Consortium on Admissions & Transfer
- Strategic Management Committee of the Canadian Education Statistics Council
- Pan-Canadian Working Group on Quality Assurance
- International Association of Privacy Professionals
- Nova Scotia Working Group on Microcredentials

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

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

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

**In 2021-2022**, the NB/PEI ECN:

- Delayed by another year the ECN50RIÉ and AtlanticNet 2020 conference as a result of continued COVID-19 restrictions.
- Completed the deployment of the QRadar Security and Event Management (SIEM) platform for the ECN and its members. This initiative will improve the consortium security with the use of monitoring and alerting tools. As a member of the ECN, the MPHEC was able to take part in this initiative.
- Offered a virtual technical workshop which included a series of short sessions and presentations on a variety of topics. The event was attended by 80 participants.
- Benefitted by having several ECN institutions participate in the CANARIE led and funded Cybersecurity initiative program. These initiatives are enhancing security through access to tools, people and processes at no cost.
- Purchased equipment to allow UNB to host additional ECN members to take part in the Telephony shared service that will provide significant cost savings for member institutions. This initiative will go live in June 2022.
- Approved the CANARIE Expression of Interest for the business continuity or disaster recovery connections between the primary nodes between Saint John, Fredericton and Moncton on the NB portion of the network.

## SERVICES TO PROVINCES

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

### Financial Services to PEI

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

- Administering the PSE budget throughout the year, including the Province's committed funds;
- Providing audited financial statements for the Province's university education funding.

### New Brunswick & Nova Scotia Degree Granting Acts

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

In 2021-2022, under the [New Brunswick Degree Granting Act](#):

The following assessments were concluded:

- Associate Degree in Occupational Health and Safety – University of Fredericton: The Commission assessed this proposal and concluded that, if conditions were met prior to designation (including desk review of identified revisions), and if effectively delivered, the proposed program appeared to meet the standards usually associated with the proposed credential. Additional conditions were identified for after implementation if the program were to be designated, including that the program be required to undergo review after two years of implementation in accordance with the *Procedures and Information Requirements for the Follow-Up on Conditional Program Designations*. The Minister agreed with the Commission's recommended conditions prior to designation and UFred subsequently met them. In June 2021, UFred was designated to offer the Associate Degree in Occupational Health and Safety, subject to further conditions as recommended by the Commission and agreed to by the Minister.
- Master of Arts in Counselling Psychology – Yorkville University: The Commission assessed this program in follow up to the April 2017 conditions identified by the Minister and in accordance with the *Policy on the Assessment of Existing Programs Established under the New Brunswick Degree Granting Act*. The Commission concluded that the conditions previously set appear to have been met and that, if effectively delivered, the program appears to continue to meet the standards usually associated with the credential; additional conditions were identified, to be demonstrated met through a two-year desk review and at the next five-year review. The Minister confirmed, in February 2022, that it agreed with the Commission's conclusions and recommendations.
- Master of Business Administration & Executive Master of Business Administration – University of Fredericton: The Commission assessed this program in follow up to the April 2017 and June 2018 conditions identified by the Minister and in accordance with the *Policy on the Assessment of Existing Programs Established under the New Brunswick Degree Granting Act*. The Commission concluded that the conditions previously set appear to have been met and that, if effectively delivered, the program appears to continue to meet the standards usually associated with the credential; additional conditions were identified, to be demonstrated met in 2022 and through the next five-year review. The Minister confirmed, in February 2022, that it agreed with the Commission's conclusions and recommendations.
- Master of Business Administration (Modification) – University of Fredericton: The Commission considered the nature of the proposed modification and, as per the *Procedures and Information Requirements for Proposed Modifications to Programs Designated under the New Brunswick Degree Granting Act*, concluded that further assessment was required. The Province agreed with the Commission's recommendation and the university subsequently submitted a proposal; through that assessment, the Commission recommended the proposal be revised and subject to review should the university wish to pursue designation of the modification. The Province confirmed, in March 2022, that it agreed with the Commission's conclusions and recommendations.

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

- Master of Education in Adult Education & Master of Education in Educational Leadership – Yorkville University
- Bachelor of Business Administration – Yorkville University

## COLLABORATION & OTHER SERVICES

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**In 2021-2022**, under the **Nova Scotia Degree Authorization Act**:

There were no assessments requested.

### Initial Accreditation of Nova Scotia Bachelor of Education Programs

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

**In 2021-2022**, the Commission:

- Engaged a consultant to develop a framework to guide the full accreditation of Nova Scotia BEd programs (i.e. after the first cohort of graduates following initial accreditation). The framework draws on best practices elsewhere, and in the literature, as well as lessons learned from the initial accreditation process (including input from three former initial accreditation panel members as well as the Deans of Education). It was shared with the Deans of Education in Nova Scotia in February to get their feedback.

# APPENDIX A - MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

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## COMMISSION MEMBERS

*Institutional Representatives:*

Jeffrey Hennessy, New Brunswick  
(Chair)

Elizabeth Dawes, New Brunswick

Malcolm Butler, Nova Scotia

Richard MacKinnon, Nova Scotia

Pemberton Cyrus, Nova Scotia

Kathy Gottschall-Pass, Prince Edward Island

*Senior public officials or executive heads:*

France Haché, New Brunswick

Peter French, New Brunswick

Greg Ells, Nova Scotia

Vacant, Nova Scotia

Vacant, Nova Scotia

Natalie Mitton, Prince Edward Island

Anne Partridge, Prince Edward Island

*Public-at-Large:*

Darcie Reidpath, New Brunswick

Jason O'Hearn, Student Representative, New Brunswick

Bryn de Chastelain, Student Representative, Nova Scotia

Martin Zelenietz, Nova Scotia

Vacant, Nova Scotia

Michelle Pineau, Prince Edward Island

*Ex-officio, non-voting:*

Catherine Stewart, MPHEC CEO

## STANDING COMMITTEES

### MPHEC GOVERNANCE AND EXECUTIVE COMMITTEE

Jeffrey Hennessy, MPHEC Chair

Anne Partridge, Provincial Government Representative

Catherine Stewart, MPHEC CEO

Kathy Gottschall-Pass, MPHEC Vice-Chair

Malcolm Butler, Quality Assurance Committee Chair

### AAU-MPHEC QUALITY ASSURANCE COMMITTEE

*Appointed by the AAU:*

Kathy Gottschall-Pass, University of Prince Edward Island

Dale Keefe, Acadia University

Richard MacKinnon, Cape Breton University

*Appointed by the MPHEC:*

Malcolm Butler, Saint Mary's University (Chair)

Matthieu LeBlanc, Université de Moncton

Vacant

*Student Representatives:*

Brandon Case, Dalhousie University

Chelsey Purdy, Mount Saint Vincent University

## MPHEC FINANCE COMMITTEE

France Haché, New Brunswick

Jeff Hennessy, Nova Scotia (Chair)

Greg Ells, Nova Scotia

Richard MacKinnon, Nova Scotia

Anne Partridge, Prince Edward Island

Michelle Pineau, Prince Edward Island

Catherine Stewart, MPHEC CEO

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

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

Gregory Keefe, University of Prince Edward Island

Jean-Paul Boudreau, Mount Allison University

Paul Mazerolle, University of New Brunswick

Denis Prud'homme, Université de Moncton

Pierre Zundel, Collège communautaire du Nouveau-Brunswick

Mary Butler, New Brunswick Community College

Alexander MacDonald, Holland College (Chair)

Tim Marshall, Maritime College of Forest Technology

Dawn Russell, St. Thomas University

Catherine Stewart, MPHEC

### NB/PEI EDUCATIONAL COMPUTER NETWORK COMMITTEE

Rachael Anderson, MPHEC

John Gillis, Mount Allison University

Sarah Weatherby, Maritime College of Forest Technology

Dan Crabbe, St. Thomas University

David Totton, University of New Brunswick

André Lee, Université de Moncton

Richard MacDonald, Holland College

Terry Nikkel, University of New Brunswick

Simon Collier, New Brunswick Community College

Tony Roy, Collège communautaire de Nouveau-Brunswick

Dana Sanderson, University of Prince Edward Island

Varsha Wadnikop, New Brunswick Community College

### MPHEC STAFF

Rachael Anderson, Corporate Service Officer

Stanislav Bashalkhanov, Policy and Research Analyst

Nicole Boudreau, Policy and Research Analyst

Amin Erfanmanesh, Policy and Research Analyst

Benoit Gallant, Business and Data Analyst

Chris MacIntyre, Research Analyst

Shannon McKenna-Farrell, Senior Policy and Research Advisor

Lisa O'Connell, Director, Research and Data Analysis

Kale Robinson, Policy and Research Analyst

Vicky Simpson, Policy and Research Analyst

Kathrine Stanley, Administrative Assistant

Catherine Stewart, Chief Executive Officer

Scott Stonehouse, Information Systems Architect

Chris Teeter, Policy and Research Analyst

## APPENDIX B - AUDITED FINANCIAL STATEMENTS

Available online only