

**Annual Report**  
*Year in Review: 2015-2016*

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Maritime Provinces Higher Education Commission

82 Westmorland Street

P.O. Box 6000

Fredericton, NB E3B 5H1

Canada

Telephone: (506) 453-2844

Email: [mphec@mphec.ca](mailto:mphec@mphec.ca)

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

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 -PE].



## Message from the Chair and the Chief Executive Officer

After another very busy and stimulating year at the Maritime Provinces Higher Education Commission (MPHEC), we are pleased to present our 2015-2016 Annual Report. As you will read in the pages ahead, the Commission's hallmark remains collaboration with the very best, and our success in 2015-16 has been a direct result of those collaborative efforts with a wide range of deeply dedicated individuals and organizations. We are grateful to our members and stakeholders alike for their knowledge, commitment, and support. We take this opportunity to thank them all!

2015-16 was marked by a welcome and significant change to the Commission's governance and accountability structure, now formally working under the Council of Atlantic Ministers of Education and Training (CAMET) and its newly created Board of Directors. The formalization of the relationship, along with their combination of leadership, expertise, and passion for higher education is surely a recipe for more success in the years to come, as we move ever deeper into the implementation of our multi-year business plan.

We are proud of the MPHEC's national reputation as an independent, trusted source of reliable, timely data and expert analysis on higher education. On the data front, we have continued to make progress towards a more encompassing common data warehouse for universities and colleges, to produce standardized statistics and value-added research products. In 2016-2017, we look forward to continuing to work with our colleagues at Maritime colleges to explore the building of a one-stop-shop for common standardized higher education statistics in the region.

Providing value for our stakeholders through such new avenues keeps us fresh, forward-looking, and relevant to those who use our products and services. Their world is constantly changing, and the MPHEC adapts to the winds of change with them while remaining a solid source of data that they can trust. The importance of this Commission function cannot be overestimated. In a world with a hyper-abundance of information and a forum of public debate too often tainted with agendas and half-truths, credible analytics presented in a crystal-clear fashion (such as our popular infographics) are an essential tool that all our stakeholders – the public, universities and colleges, governments, and above all students - can trust and easily use to inform their decisions.

We have also continued to deliver on our core mandate with the utmost efficiency – reviewing quality assurance (QA) activities to improve their effectiveness and overall efficiency. The Commission will continue to assess new and modified post-secondary programs prior to implementation and will monitor universities' QA frameworks. This is a system that already works well - Stage I approvals by the Commission take only 6 weeks on average, and compliance with MPHEC's Program Assessment process is very high – but we have taken steps to make it even better. As always, collaboration is key. The Commission, with the support of our Quality Assurance Monitoring Committee and Academic Advisory Committee, has designed a *Survey of University Quality Assurance Frameworks*, set to launch this fall. Very different from the lengthy self-study reports we have asked universities to complete in the past, the new tool will prove a time-saver for the Commission and universities alike.

We would like to take this opportunity to extend our sincere thanks to Carolyn Watters (Dalhousie University) for her contributions to the Commission as Chair these past two years. We would also like to give a special thanks to former members of the AAU-MPHEC Advisory Committee on Information and Analysis, which completed its mission earlier this year. The committee was instrumental during the implementation of the Post-secondary Student Information System (PSIS), and in the development and redesign of the Graduate Outcomes (GO) Survey Program, two of our greatest successes. The Commission greatly values the expertise of this community of stakeholders and will continue to consult with them through various means, including our annual Forum on Data Collection and Research. Committee structures may change but we never let a pool of wisdom go untapped! We again thank all Commission members, staff, and stakeholders for their continued hard work and dedication.

In closing, we congratulate our Student Photo Contest winners, Savannah Forsey (Mount Allison University), Alex MacLean (Cape Breton University), and Emilie Chiasson (University of New Brunswick). We were delighted by the engagement and creativity evidenced in their photos, which are featured in this report. We regularly add this and other content to our web site, so please bookmark us to stay up to date with our activities and the positive impact they can have for you: [www.mph.ec.ca](http://www.mph.ec.ca)



Jean-François Richard  
Chair  
Associate Vice-President, Academic and Faculty Affairs  
Université de Moncton, New-Brunswick



Mireille Duguay  
Chief Executive Officer







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### APPENDICES *(available online only)*

- A. [Audited Financial Statements](#)
- B. [Membership of Commission and its Committees](#)

# MPHEC 2015-16 Student Photo Contest Winners



## First Place

“Enlighten”

Savannah Forsey, Mount Allison University

“This photograph is a visual representation of how education can take people to brighter futures. Knowledge is empowering and allows students to better reach their goals. The books shown represent knowledge, the girl-a student. As she gains knowledge she is able to take new steps to higher places. Her education has allowed her to begin to grow “wings” which someday she will use to soar to the future of her dreams.”



“Everyone Learns Differently”

Alex MacLean, Cape Breton University

## Runners-Up



“Joy in Unexpected Places”

Emilie Chiasson, University of New Brunswick

# Year in Review: 2015-2016

## THE COMMISSION

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

Universities are autonomous and responsible for the quality of academic offerings

### Commission Mandate

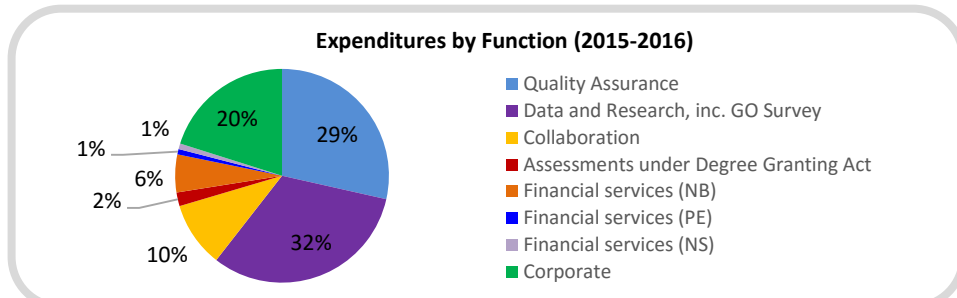
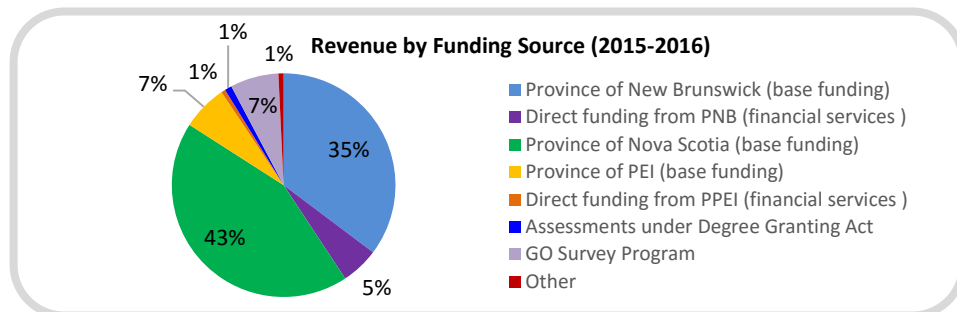
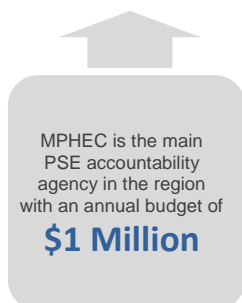
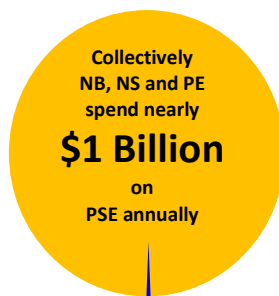
The public has a legitimate need for information and assurance about the universities

### About the MPHEC

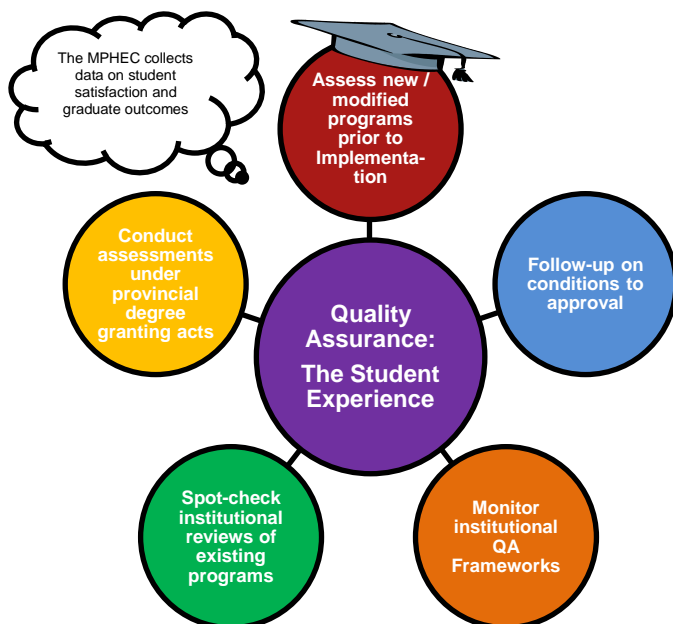
### Operational Framework and Operating Principles

### Resources

- The Commission is an arm's-length organization accountable to the Ministers responsible for post-secondary education (PSE) in the Maritimes.
- The Commission includes 20 members and the CEO (ex-officio).
- A list of Commission members at year-end can be found in [Appendix B](#).
- The Commission usually meets five times per year.
- At year-end, the Commission operated with 11 permanent and contractual employees.
- 2015-2016 saw significant positive change to the regional agency's structure; The Commission remains accountable to the Ministers responsible for PSE, but this accountability is now exercised through the Council of Atlantic Ministers of Education and Training (CAMET) and its Board of Directors.
- The Commission continues to draw heavily on invaluable stakeholder input through its operational framework (committees, working groups, etc.).
- The Commission manages a network of over 30 people within its standing working groups and committees (Appendix B; Terms of Reference also online), including joint committees with the Association of Atlantic Universities (AAU). One of our long-standing joint committees – the Advisory Committee on Information and Analysis – completed its mission earlier this year. Its disbanding supports the efficiency of future projects.
- 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).
- The Commission's base funding was maintained at the previous year's level in 2015-16, with \$1.14 million. Total revenue was \$1.65 million while expenditures totalled \$1.69 million. The \$40,190 deficit is entirely due to a mid-year unfunded and unplanned increase in pension solvency payments of \$60,363.
- The detailed MPHEC 2015-2016 financial statements can be found in [Appendix A](#).



# QUALITY ASSURANCE



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

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

## QA Review

- Recommendations stemming from recent reviews of the MPHEC provided us with an ideal opportunity to take a fresh look at our QA processes and to engage in an in-depth analysis of policies and procedures.
- We have now confirmed that the key elements of our QA Framework – (1) program assessment prior to implementation and (2) monitoring universities' QA frameworks – will continue; some process changes are still under consideration.
- To this end, an in-depth review of the Commission's policy, *Assessment of Academic Programs Prior to Implementation*, is underway to provide further clarity and improve timeliness.
- 2016-17 activities include, further defining significant program modifications, and revising the *current* assessment criteria and information requirements. The Commission plans to consult with institutions regarding upcoming policy updates.

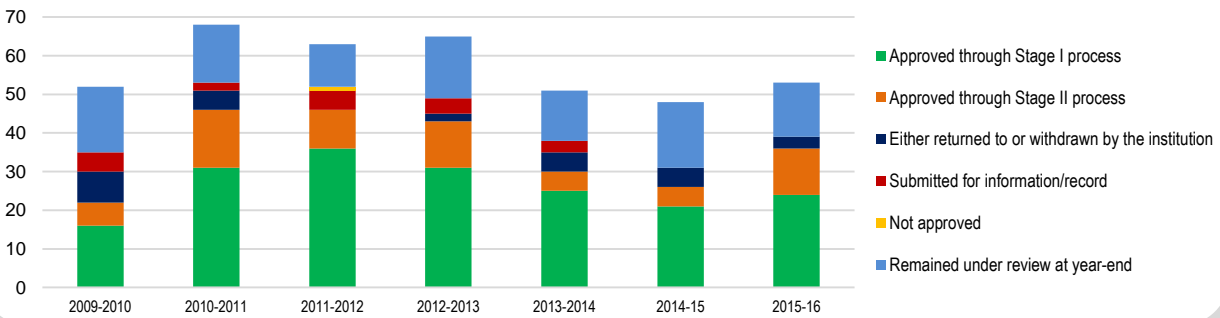
## Academic Program Assessment Prior to Implementation

- One of the MPHEC's highest priorities is assessing academic programs prior to implementation. As part of our mission to enhance quality in the Maritime Provinces' PSE system, the Commission coordinates and leverages extensive internal and external expertise to assess proposals for new, modified, and terminated programs. We ensure that institutional offerings meet established regional standards.
- Maritime universities are active participants with us in the quality quest. In 2015-2016, 12 of the 15 institutions within our mandate submitted a total of **52 program proposals**.
- A Stage I assessment is a staff-led analysis based on established assessment standards.
- A Stage II assessment is an iterative process with institutions and the Commission's committee. The AAU-MPHEC Academic Advisory Committee works collaboratively with institutions to address proposals that do not readily meet the established criteria.

Compliance with MPHEC's Program Assessment process is  
**very high**

On average, Stage I approvals by the Commission take  
**6 weeks**

**Program Proposals Reviewed by the MPHEC  
(2009-2010 to 2015-2016)**



In NS and NB, students are only eligible for student financial assistance when enrolled in an MPHEC-approved program.

Over 99% of active degree programs in Maritime universities have Commission approval.

The MPHEC approved 36 programs in 2015-16 (Stage I: 24 / Stage II: 12).

11 (of 12) programs approved through Stage II assessment were modified as a result of the process.

### Ongoing Quality Assurance

- Universities are responsible for ensuring the ongoing quality of the programs and services they provide to students. This is largely accomplished through cyclical internal and external reviews that each university manages independently. The Commission's primary role is to confirm that such reviews are indeed taking place and to validate the extent to which institutional QA frameworks meet agreed-upon regional standards.

### Follow-ups on Conditions to Approval

- The Commission publicly reports on which programs have conditions attached to their approval on its website: [Programs under Review](#).
- The Commission monitors compliance to ensure any conditions are being met. In 2015-16, the Commission approved 13 proposals with conditions, and discharged seven outstanding conditional approvals as a result of information submitted by the institutions.

### Validation of Institutional Quality Assurance Frameworks

- In January 2016 we released our new *Guidelines for Maritime Universities' Quality Assurance Frameworks* to assist universities in improving their QA policies and procedures.
- At year-end, preparations were well underway toward conducting a survey of university QA frameworks, including:
  - collecting information on alignment of university policies and practices with the new *Guidelines*;
  - requesting details on institutional review activity of academic programs/units; and
  - exploring activities/policies in place at universities related to student learning outcomes, quality of teaching, and other units and services.
- In 2015-16 the Commission, through our Quality Assurance Monitoring Committee, worked closely with one final institution involved in the first cycle of the monitoring process. The university made substantial progress over the past year in aligning its QA policy and practices with related regional guidelines. At year end, the Commission was awaiting additional details from the institution, with a view to completing the process early in the next fiscal year.
- The Commission, at the Minister's request, conducts a variety of assessments under the New Brunswick Degree Granting Act (DGA) (on a cost-recovery basis).

To assist institutions in developing and assessing student learning outcomes, the Commission translated and published a report from Dr. Jean-François Richard (UdeM) that offers guidance on the subject.

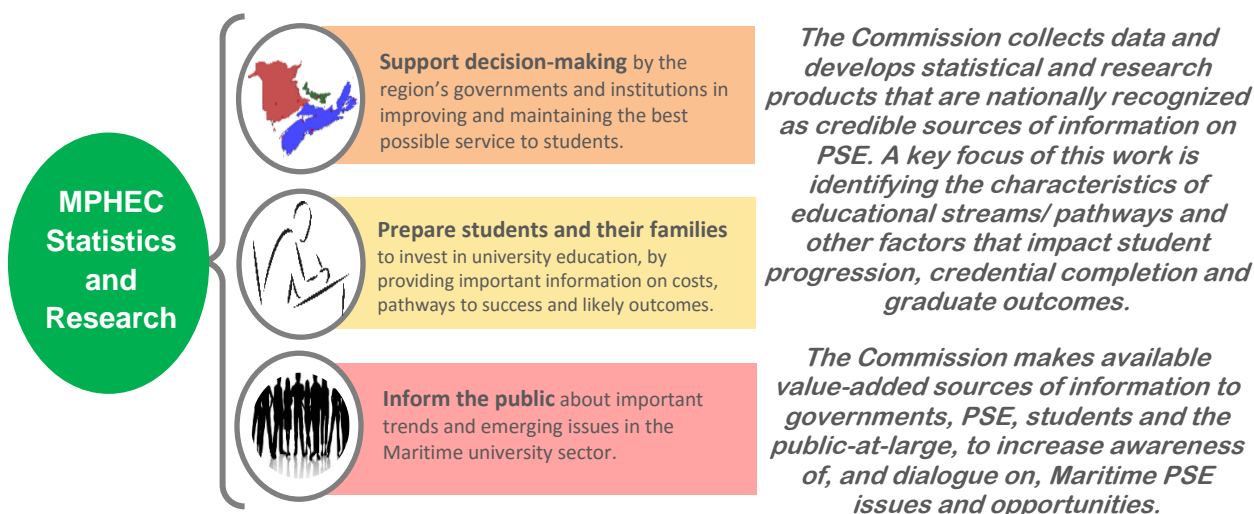


**Assessments  
Conducted Under  
the Provincial  
Degree Granting  
Acts**

(Services to  
Provinces: NB, NS)

- At year-end, the Commission had completed the following assessment:
  - *Follow-up assessment of Yorkville University's Bachelor of Business Administration: At the request of the Minister and in accordance with the initial conditions to designation (March 2012), the MPHEC conducted a follow-up assessment of Yorkville University's BBA degree, which also included consideration of a proposed modification (to broaden admissions requirements). The MPHEC advised the Minister that Yorkville appeared to be implementing the program effectively and had met the conditions to approval for the BBA program. The Commission did, however, recommend that Yorkville be required as conditions to continued designation, to report back on commitments made in response to the consultant's recommendations (relating to program administration and course evaluation), and to submit details of its revised credit transfer policy. The Commission also concluded that the proposed modification had merit and recommended it be approved provided that Yorkville fulfill commitments it had made with respect to this component of the program (relating to further policy developments and how the policy would be applied) in its response to the review.*
- No assessments were requested under the Nova Scotia DGA.

## DATA & INFORMATION



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

- The MPHEC annually collects 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, the universities and others invested in PSE. Maritime universities reported 199 different data elements through PSIS for 68,427 students enrolled and/or graduated during the 2014-2015 academic year.
- We have fully implemented the collection of provincial student identifiers issued by the K-12 system. All institutions report provincial student identifiers for new Maritime students entering directly from High School in their province. In the future, this data element will support linkage between K-12 and university data sets to inform students' transitions to higher education.
- The review of PSIS, launched at the end of 2014-2015, continued in 2015-2016 to optimize the system by streamlining the data requirements and collection process to meet the region's needs.
- An analysis of the PSIS data stored in the MPHEC data warehouse and a consultation with university data providers shows that MPHEC PSIS is well established and no major modification to the current structure is needed.
- The review also includes a feasibility study of adding the collection and analysis of PSIS data from Maritime colleges to the MPHEC's mandate. The consultation with colleges included site visits to each college in 2015-16 and a meeting with the Atlantic Provinces Community College Consortium (APCCC) to explore collaborative opportunities.
- A report on Phase 1 of the PSIS review is expected in early 2016-2017.

**Review of MPHEC  
PSIS**

## Communications

- In 2015-16, the Commission began producing infographics to improve communication of key messages arising from our research.
- Stakeholder reactions to the first four infographics published has been very favourable.

## Graduate Outcomes (GO) Survey Program

- The Graduate Outcomes (GO) Survey Program provides information on financing education, employment outcomes, graduate mobility, and further education. It focusses solely on Maritime university bachelors 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 2015-16, the following related work was underway:

*Made possible through the collaboration and in-kind contribution of participating universities and provincial government funding.*

### **Survey of Class of 2014 Maritime University Graduates** (two years out)

- Preparations began for the online/telephone survey of Class of 2014 Maritime university bachelors graduates (launch: fall 2016).

### **Survey of Class of 2012 Maritime University Graduates** (two years out)

- The following publications included data from this survey:
  - Are university graduates satisfied with their education? (Infographic and Statistical Tables and Methodology; September 2015)
  - Profile of Class of 2012 First Degree Holders and Methodological Notes (September 2015)
- Analysis of these data continue; publications on employment outcomes and graduate mobility are being prepared for 2016-17 release.

### **Survey of Grade 12 Maritime High School Students**

- Online survey of 5,219 students across 175 high schools was completed June 2014.
- Report released April 2015: Higher Education Expectations: The View from Grade 12.
- The following publications included data from this survey:
  - Why grade 12 students choose university (Infographic and Statistical Tables and Methodology; September 2015)
  - Do university- and college-bound students have different postsecondary education expectations? (Infographic and Statistical Tables and Methodology; November 2015)

*Made possible through the collaboration and in-kind contribution of participating provinces' departments of education.*

## Data Linkages

- The Commission has been highly successful in transforming annual PSIS submissions from individual universities into a system-level data resource that links student records between Maritime institutions and over time.
- We ask Maritime university graduates for their consent to link their survey responses with their administrative data as part of the Commission's graduate surveys. (To date, this was done with the Class of 2007 and Class of 2012.) The resulting integrated data resource allows in-depth analysis of the relationships between students' educational pathways and outcomes.
- Through conversations between Statistics Canada and MPHEC regarding the future of PSIS in the Maritimes and Canada, two projects of mutual interest were conceived in 2014 and are being carried out by Statistics Canada with funding from Employment and Social Development Canada (and advice and support from MPHEC) on the topics of: (1) student pathways and (2) graduate outcomes. Reports are expected in 2016-17. The great value-add is a resulting model for the development of national comparators based on PSIS data.
- The Commission has been providing (since the 2007-2008 academic year) longitudinal data to the Social Research and Development Corporation (SRDC) under a data sharing agreement with SRDC and the Province of NB to support the Future to Discover project. The data provides key information on university participation, persistence, graduation rates, and time to degree.

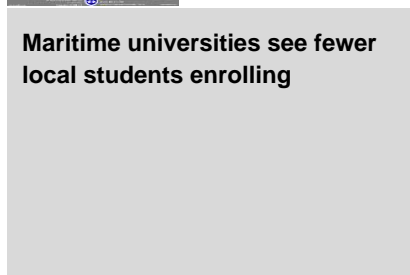


## Highlights of Data Released in 2015-2016



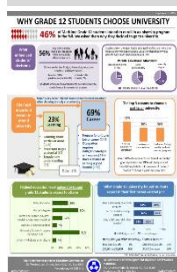
### Arts degrees leading the way in meeting students' expectations

- The vast majority of graduates expressed satisfaction on aspects of teaching and overall educational quality in their first degree program, with 92% either satisfied or very satisfied with the quality of the teaching they received, and 95% happy with the class sizes. A similar number were satisfied with the availability of professors.
- 62% of all first-degree holders considered the financial investment they had made was worthwhile.



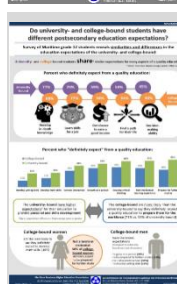
### Maritime universities see fewer local students enrolling

- In 2014-15, 68,427 students were enrolled in Maritime universities, down from 69,664 a year earlier or -1.8%. This follows a 1.1% decrease in the previous year.
- Over the 10 years since 2004-2005, Maritime university enrolment decreased by 4,464 students or 6.1%. This trend varied by student origin: NB Residents: -20.4%; NS residents: -18.5%; PEI residents: -12.9%; other Canadians: +8.7%; international students: + 71.2%
- Over the next 10 years, the university-aged population in the Maritimes is projected to decline by 15%.



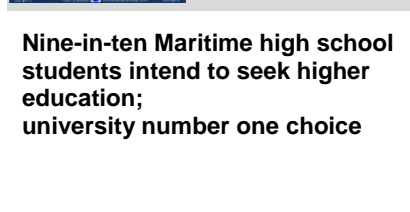
### High-school students choose a university education with an eye to their long-term careers

- Even before they leave high school, six in ten students are planning to pursue a second degree after they finish their first.
- More than nine out of ten have some expectation that they will be able find a job related to what they learn in their university program, and 63% definitely expect it.
- Students who come from the most highly educated families are more than twice as likely to plan to attend university as those whose parents have a high-school diploma or less (66% versus 27%).



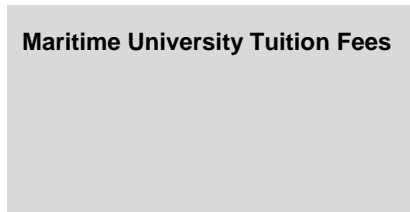
### University- and college-bound both expect value and many options

- Whether they are university- or college-bound, Grade 12 students are looking for in-depth knowledge (university-bound 77%, college-bound 68%), a chance to earn a good income (university 59%, college 58%) and to learn skills for a job (77% of the college-bound, 70% of university-bound students). Other reasons to attend post-secondary institutions include finding a path in life and improving decision-making ability.
- The two groups diverge in the areas of personal and skills development: the university-bound have higher expectations.



### Nine-in-ten Maritime high school students intend to seek higher education; university number one choice

- When asked in May 2014 about their plans, 71 % of Maritime grade 12 students reported they intended to be enrolled in a postsecondary institution in Fall 2014, and an additional 21% said they would likely do so over the next five years
- Whether students say they intend to go to university or to college, the great majority are doing so for reasons related to preparing for employment.



### Maritime University Tuition Fees

- For 2015-16, undergraduate Arts and Sciences tuition fees ranged between **\$5,604 and \$7,713** across the region.
- In NS and PEI, fee increases averaged 3%. NB imposed a tuition freeze (STU is the exception – 6.5% increase)
- Other mandatory fees (e.g. student association, health services and athletic fees) ranged between **\$317 and \$1,099**.



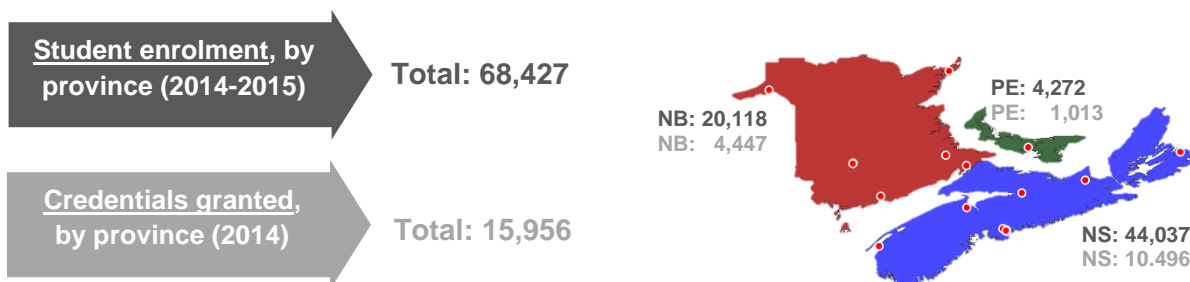
### New data on student progression and mobility in Maritime universities

- For the fall 2006 cohort: of the nearly 10,000 students who started their post-secondary studies at a Maritime university:
- 79% were still enrolled at their university of first entry after one year, and 4% were enrolled at another Maritime university.
  - 58% completed a degree within 6 years at their university of first entry, and 5% completed a degree at another Maritime university.
  - In the 2001 cohort another 5% of students took 7 to 10 years to graduate.



**Basic Statistics**  
(updated annually)

- 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.
- The following tables and data are available on the MPHEC 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](#)
- In January 2016 we released the Annual Digest on University Enrolment (2014-2015) highlighting the Maritime and provincial level statistics and key trends over one-, five- and ten-year intervals.

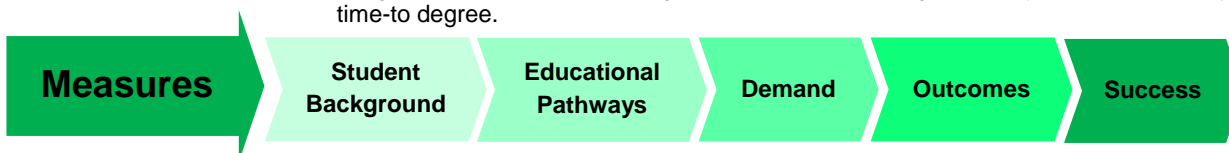


**Data in Support of Funding Formulas**  
(Services to Provinces: NB, NS)

- As a service to the Provinces, the MPHEC annually provides calculated key measures from PSIS to NB and NS in support of their funding formulae.
- The MPHEC provides statistics on full-course equivalents, weighted full-course equivalents, full-time equivalents, and enrolments, which support various components of the Nova Scotia Funding Formula.
- The Commission calculates full-year weighted full-time equivalents for use within the funding formula calculating the distribution of Unrestricted Operating Assistance to NB Universities. These are also used in the annual calculation of the Regional Transfer Arrangement (more details under “Interprovincial Agreements and Intra-Maritime Program Funding Arrangements” below).

**Measures of Student Progress and Outcomes**

- As a core component of our research agenda, the Commission has developed measures of student progress and outcomes based on student administrative data (PSIS) as well as the GO Survey data. The project extracts further value from existing data resources by building robust measures on: demand for university education; student progress (e.g., persistence and graduation); educational pathways (e.g., time-to-degree, switching institutions, student course load); and outcomes (e.g. employment, financing education, pursuing further education, mobility, and perceptions of university experience).
- In 2015-2016 we released an infographic describing system-level persistence and graduation rates. At the March 31<sup>st</sup> Forum on Data Collection and Research, a pilot interactive dashboard for time-to-degree statistics was launched with a select group of data providers. An evaluation of the dashboard will follow prior to publication on the Commission’s website anticipated in 2016-17. Work is underway to release an infographic and data describing the impact of switching university and field of study on time-to-degree.



**Custom Requests**

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

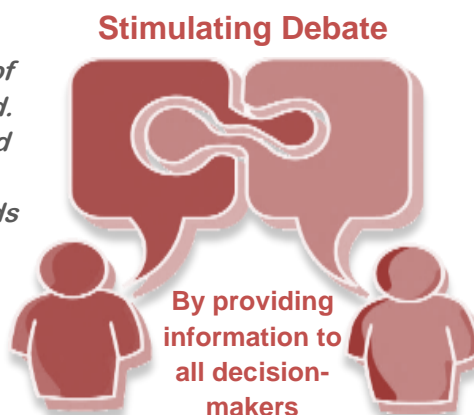
**Open Data**

- In May 2015, MPHEC enhanced the Open Data offerings on the MPHEC website by releasing the enrolment and credentials granted data sets in the open CSV format. Following best practices, an explicit license was added, ensuring that these data sets are truly accessible to further facilitate analysis and debate on issues of importance among the Commission’s stakeholders.

## COLLABORATION AND OTHER SERVICES

*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.*



### **Forum on Data Collection and Research**

- Each year, the Commission hosts a Forum on Data Collection and Research. Data providers, provincial representatives, and Commission staff discuss the MPHEC's research and data collection activities.
  - The March 31, 2016 forum in Moncton NB was attended by institutional researchers, registrars, and provincial representatives responsible for PSE. Community college representatives were invited as observers.
  - The Forum included an update on the MPHEC PSIS review as well as an information session on the upcoming PSIS submission (the submission of 199 different data elements by each universities on program and course offerings, student demographics, program and course registration, and credit transfer, for 68,427 students). The Commission's latest research findings from the GO Survey Program were presented, and the pilot interactive dashboard of time-to-degree statistics was launched. Participants discussed research activities within their institutions.
- ### **NB/PEI Educational Computer Network Agreement (NB/PEI ECN)**
- 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 44 years. Benefits include joint purchasing and licensing, shared support services, the delivery of network-based services, and information exchange.
  - ECN continues to be a ground-breaking initiative that creates a truly innovative and practical shared service platform transcending institutional and provincial boundaries.
  - The biggest win in 2015-16 came as ECN partnered with the Canadian Access Federation to deploy federated identity, which allows users at member institutions to easily and freely login to resources at other member institutions. This effectively dismantled former IT barriers, including network restrictions and account permissions, allowing participants easy access to resources regardless of their location. All ECN institutions now deploy Eduroam, a worldwide service that facilitates connection to Wi-Fi at participating institutions. As a result the NB/PEI ECN was awarded the Canadian University Council of Chief Information Officers (CUCCIO) Collaboration Award in June 2015 for its unique model of providing IT services across institutional and provincial boundaries.
  - UNB celebrated the grand opening of its renovated, state-of-the-art Data Centre that will host not only UNB's needs but those of several institutions in NB and PEI through the ECN consortium. The data centre's larger capacity opens doors not only to many exciting new opportunities for collaboration and resource-sharing within the ECN, but to further cost savings among its members.
  - The ECN expanded its shared services by hosting SharePoint (a Microsoft platform used for file sharing and co-editing documents and record management and collaboration projects) at a single ECN site. ECN now employs a dedicated employee at the host site (UNB) who coordinates with all sites and works with other staff with SharePoint expertise to produce applications for the ECN or individual institutions.
  - Finally, the NBCC and CCNB campuses have been invited to join the ECN as full participating members. This process is currently in the early stages but we fully expect to have the colleges in NB as members in 2016-17.

### *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 2015-2016, **524 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.
  - In 2013-2014, the latest year for which statistics were available, a total of **1159 students** benefited from the RTA.
  - In 2015-2016, the Commission initiated a review of the RTA objectives and methodology to confirm its value and effectiveness.
- In addition, **225 Atlantic students** in Veterinary Medicine and Veterinary Sciences were funded through the Atlantic Veterinary College Interprovincial Funding Agreement in 2013-2014, the latest year for which statistics were available at the time. The Province of PEI administers the agreement.

### *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), 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, providing audited financial statements for the Province's university education funding.
- The Commission provides support to the NB/MPHEC Finance Working Group and sits on the bi-partite committee that reviews projects submitted under the Province's University Deferred Maintenance Program.
- This work is performed on a cost-recovery basis.

#### ***Prince Edward Island:***

- The Commission is responsible for preparing the 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 PEI'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.
- This work is performed on a cost-recovery basis.

### *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:
  - Atlantic Financial Reporting Committee
  - Canadian Institutional Research and Planning Association
  - 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 (SMC)
  - SMC Subcommittee on the CESC Data Strategy

In summary, 2015-16 saw MPHEC and its members rise to a number of challenges, collectively working on solutions that keep quality for students as the top priority, and through which the Commission will continue to support the region's PSE.

# 2015-2016

## Knowledge Sharing

### QUALITY ASSURANCE

#### Publications:

- *Programs Under Review*: The MPHEC publishes information electronically on program proposals undergoing review at regular intervals:
  - April 23, 2015
  - July 14, 2015
  - October 2, 2015
  - December 9, 2015
  - March 7, 2016
  - May 13, 2016
- Dr. Jean-François Richard (Associate Vice-President, Academic and Faculty Affairs, Université de Moncton), *Writing Learning Outcomes: Principles, Considerations, and Examples*. Fredericton, NB; January 2016.
- *Guidelines for Maritime Universities' Quality Assurance Frameworks*. Fredericton, NB; January 2016

#### Presentations:

- *MPHEC Function and Priorities*. Atlantic Vice-President Academics; August 31, 2015; Charlottetown, PE.

### DATA & INFORMATION

#### Publications:

- *Infographics*:
  - Student Progression in the Maritime University System. Fredericton, NB; June 2015.
  - Are University Graduates Satisfied with their Education? Fredericton, NB; September 2015.
  - Why Grade 12 Students Choose University. Fredericton, NB; September 2015.
  - Do university-and college-bound students have different postsecondary education expectations? Fredericton, NB; November 2015.
- *Methodological document and statistical tables: Student progression in the Maritime University System, Persistence and graduation*, June 2015;
- *2015-2016 Tuition, Ancillary and Residence Fees*. August 2015
  - Table A: Undergraduate Arts and Sciences Full-time Tuition Fees and Provincial Tuition Rebates/Bursaries
  - Table B: Graduate Level Arts and Sciences Full-time Tuition Fees and Provincial Tuition Rebates/Bursaries
  - Table C: Undergraduate Ancillary and Residence Fees
- *2014-2015 Enrolment, FTE, and Credentials Granted Statistics; released in November 2015, 18 statistical tables along with 3 databases, available for download, were released*:
  - Total Enrolment by Province, Institution, and Registration Status (2010-2011 to 2014-2015)
  - Total Undergraduate Enrolment by Province, Institution, and Registration Status (2010-2011 to 2014-2015)
  - Total Graduate Enrolment by Province, Institution, and Registration Status (2010-2011 to 2014-2015) Total Full-Time Equivalent (FTE) as of December 1st, by Province, Institution, and Registration Status (2009-2010 to 2013-2014)
  - Enrolment of International Students by Province, Institution, Registration Status, and as a Percentage of Total Enrolment (2010-2011 to 2014-2015)
  - Total Enrolment by Province, Major Field of Study, and Level of Study (2010-2011 to 2014-2015)
  - Total Enrolment by Province, Immigration Status, Province of Residence, and Level of Study (2010-2011 to 2014-2015)
  - Total Enrolment by Province, Institution, and Gender (2010-2011 to 2014-2015)
  - Total Enrolment by Province, Field of Study, and Gender (2010-2011 to 2014-2015)
  - Total Enrolment by Province, Institution, and Age Group (2010-2011 to 2014-2015)
  - Credentials Granted by Province, Institution, and Type of Credential (2010-2011 to 2014-2015)
  - Degrees Granted by Province, Program Type, and Program Orientation (2010-2011 to 2014-2015)
  - Undergraduate Degrees Granted by Province, Institution, and Field of Study (2014)
  - Graduate Degrees Granted by Province, Institution, and Field of Study (2014)
  - Undergraduate Degrees Granted by Province of Study, Major Field of Study, Immigration Status and Province of Residence (2014)
  - Graduate Degrees Granted by Province of Study, Major Field of Study, Immigration Status and Province of Residence (2014)
  - Degrees Granted by Province, Program Type, and Age Group (2014)
  - Degrees Granted by Province, Program Type, and Student Gender (2014)
- *2004-2005 to 2014-2015 Open Data databases*:
  - Enrolment aggregated by province of study, institution, registration status, program type, credential type, level of study, CIP group, gender, age group (5 year intervals) and immigration status.

- Enrolment aggregated by province of study, institution, registration status, program type, credential type, level of study, CIP group and province of residence.
- Credentials granted aggregated by province of study, institution, credential type, program type, level of study, CIP group and gender.
- Trends in Maritime Higher Education. Annual Digest: University Enrolment - 2014-2015 Volume 13, Number 1, Fredericton, NB; January 2016.
- 2014-2015 Full-year full-time equivalents and weighted full-time equivalents used for the calculation of the New Brunswick Unrestricted Operating Assistance Funding Formula and the Regional Transfer Arrangement. December 2015
  - Table A: Full-Year Full-Time Equivalent (FTE) by Province, Institution and Level of Study
  - Table B: Full-Year Weighted Full-Time Equivalent (WFTE) by Province, Institution, and Level of Study
  - Table C: Full-Year Full-Time Equivalent (FTE) of International Students by Province, Institution and Level of Study
  - Table D: Full-Year Weighted Full-Time Equivalent (WFTE) of International Students by Province, Institution, and Level of Study

## Presentations:

- **Community College visits:**
  - *Overview of MPHEC PSIS*
    - Nova Scotia Community College, May 11, 2015, Halifax, NS.
    - Holland College, May 12, 2015, Charlottetown, PE.
    - Collège Communautaire du Nouveau-Brunswick, May 13, 2015, Bathurst, NB.
    - New Brunswick Community College, July 22, 2015, Fredericton, NB.
  - *Measures of Student Progress and Outcomes*
    - Nova Scotia Community College, May 11, 2015, Halifax, NS.
    - Holland College, May 12, 2015, Charlottetown, PE.
    - Collège Communautaire du Nouveau-Brunswick, May 13, 2015, Bathurst, NB.
    - New Brunswick Community College, July 22, 2015, Fredericton, NB.
  - *Review of the MPHEC PSIS*
    - Nova Scotia Community College, May 11, 2015, Halifax, NS
    - Holland College, May 12, 2015, Charlottetown, PE.
    - Collège Communautaire du Nouveau-Brunswick, May 13, 2015, Bathurst, NB.
    - New Brunswick Community College, July 22, 2015, Fredericton, NB.
- **Presentations to Provincial Governments**
  - *New Brunswick topics: enrolment trends, Class of 2012 university graduate employment profile, high school student expectations for university education.* November 2, 2015, Fredericton, NB
  - *Prince Edward Island topics enrolment trends, Class of 2012 university graduate employment profile, high school student expectations for university education.* November 6, 2015, Charlottetown, PE
  - *Nova Scotia topics: university graduate transition to employment; persistence and graduation rates.* February 3, 2016, Halifax, NS
- **Canadian Institutional Research and Planning Association (CIRPA):**
  - *Do high school students have realistic expectations for a university education?* Canadian Institutional Research and Planning Association conference, October 26, 2015, Halifax, NS.
  - *Mobility in the Maritimes: How Students Progress Through Their First University Degree;* Canadian Institutional Research and Planning Association conference, October 27, 2015, Halifax, NS.
- **Atlantic Provinces Community College Consortium (APCCC):**
  - *Overview of the MPHEC PSIS,* Atlantic Provinces Community College Consortium, December 15 2015, Halifax, NS.
- **Presentation to New Brunswick Student Leaders:**
  - *Trends in Higher Education,* January 15, 2016, Fredericton, NB.
- **MPHEC Forum on Data Collection and Research:**
  - *Enrolment Trends 2014-15.* MPHEC Forum on Data Collection and Research, March 31, 2016, Moncton, NB
  - *PSIS Submissions 2015-16.* MPHEC Forum on Data Collection and Research, March 31, 2016, Moncton, NB
  - *Review of the MPHEC PSIS.* MPHEC Forum on Data Collection and Research, March 31, 2016, Moncton, NB
  - *Time-to-degree: How many years does it take to complete a first university degree?* MPHEC Forum on Data Collection and Research, March 31, 2016, Moncton, NB
  - *Research Program Update.* MPHEC Forum on Data Collection and Research, March 31, 2016, Moncton, NB
  - *Transition Pathways and Employment Outcomes of Maritime University Graduates.* MPHEC Forum on Data Collection and Research, March 31, 2016, Moncton, NB
  - *Class of 2012 Maritime University Graduates; Two years on: where were graduates living, and what was their primary activity?* MPHEC Forum on Data Collection and Research, March 31, 2016, Moncton, NB

## OTHER

### Publications:

- *Annual Report – Year in Review: 2014-2015.* September 2015.

### Presentations:

- *MPHEC Function and Priorities.* CAMET Board of Directors, May 7, 2015, Halifax, NS.