



Master of Administrative Studies (MAS)

Program Evaluation Summary

Program Evaluation Overview

A panel of external academics convened in Spring 2025 to review the Master of Administrative Studies (MAS) and submitted a final report in June 2025. The report commends a student-centered graduate program that meets the DQAB master's degree expectations. The review noted that the program is built on faculty talent, continuous improvements, and a long-term view for program change and student success. In its summary statement, the panel commended "the MAS faculty, students, and administrative leadership for their experience, professionalism, and genuine commitment to graduate-level excellence."

Program Key Strengths

- 1. Student-Centered Support** – Starting with the orientation and continuing throughout the program, there is evidence of strong student-centered support. The use of a placement model that provides a bridge to students rather than deferring student admissions is a positive, as is the writing-support program where students are assisted with academic writing.
- 2. Engaged Faculty** – The engaged faculty with small cohorts allows faculty to provide personalized feedback. This also helps to attain a high completion rate as well as a research culture. It was also noted that the faculty credentials and activities on campus exceeded expectations.
- 3. Scaffolded Curriculum** – Starting with core courses that provide common knowledge for all students regardless of their undergraduate studies. The specialization courses add to that in a scaffolding process, which ends with a capstone course, which is professionally focused and adds to the students' leadership, analytic, and decision-making skills.
- 4. Governance** – Inclusion of all faculty in discussions of the Education Policy Committee fosters a collegial governance model. Discussions and subsequent decisions are transparent and align with the goals of the school.
- 5. External Recognition** – The MAS program has received a six-year accreditation from ICAPA. The University recently underwent a Middle States Commission on Higher

Education and received reaccreditation. In addition, the Advisory Board has been expanded to ensure stronger linkages with the labour market.

Priority Challenges, Opportunities and Recommendations

1. Consider installing a formal accommodation workflow, internship hub, and information-literacy training cycle to enhance equitable access (Standards 4 & 7).
2. Consider embedding Indigenous knowledge, EDI content, and professional-designation partnerships across all specializations (Standards 3 & 7).
3. Consider broadening advisory board engagement and adopt scenario-based enrolment planning to futureproof program sustainability (Organization Standard 4).

Recommendations and Actions Taken

1. Equitable Access – at the Campus and University level we are expanding our deepen evidence collections to include building a employer-feedback loop, capture employment data and strengthen work-integrated learning by using our in-house placement service to widening employer partnerships and increase early-experience pathways, particularly for international students.
2. EDI and Indigenous Content – is currently incorporated in the core courses of Theory and Practice of Administration, Ethics and Public Values, and Personnel Administration, as well as the capstone course. As concentrations and elective courses are reviewed, we look for opportunities to include indigenous content. This is particularly appropriate for the Human Resources, Leadership, and Health and Human Services specializations.
3. We have expanded the Program Advisory Committee to ensure at least two members match each of the program's concentrations. In addition, we are increasing the number of advisors in Health Administration as this is our largest concentration and there is a proposal pending to offer a stand-alone MHA degree.