

Report of Student Learning and Achievement
Concordia University Irvine
Townsend Institute – Organizational Leadership Program

For Academic Year:	2024-2025
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Townsend Institute Mission

Organizational Leadership Program Purpose
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Committed to the transformational power of competency, character, and connection, the **Townsend Institute** provides counselors, executive coaches, and organizational leaders with world-class, life-changing educational experiences that are biblically-informed, research-supported, and rooted in the Townsend growth model.

Concordia University Irvine's **Master of Arts in Organizational Leadership degree** is a Christ-centered program in cooperation with the John Townsend Institute leading to the Master of Arts in Organizational Leadership. Dr. Townsend's Competence-Plus-Character model trains leaders to understand and operate within the DNA of organizations such as mission, vision, core values, goals, strategy, tactics and vital behaviors.

At the same time, they must develop leadership competencies such as: establishing clarity and alignment; developing teams; identifying the right people for the tasks, motivating people using social/emotional intelligence skills, championing the culture and monitoring outcomes with feedback and adaption. Equally as important, students will understand how to grow in their own character (the set of capacities required to meet the demands of reality) and the skills to develop it in others. Character will ultimately be the leader's primary driver of performance. Graduates will be prepared to advance in their career or to begin their leadership and management careers within profit and nonprofit organizations.

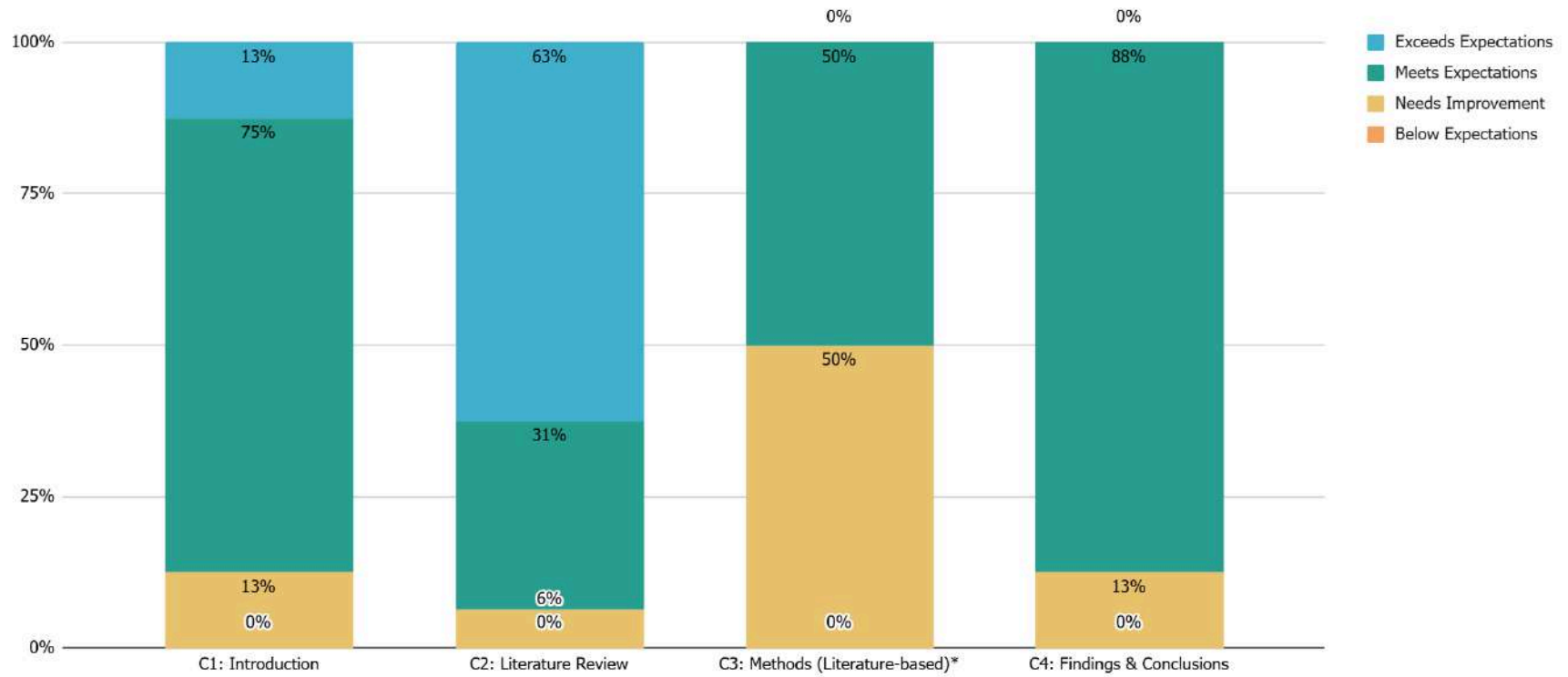
Program Learning Outcomes (PLOs)

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| 1. Scholarly Research (SR): Students will utilize a visionary approach to carry out a research project directed at a topic in the field of organizational leadership. |
| 2. Systems Thinking: Students will analyze and apply concepts and skills necessary to create, serve, and lead organizations as systems. |
| 3. Ethical Leadership: Students will assess and apply standards of ethical leadership, informed by Christian teachings, while recognizing the need for healthy boundaries in their professional and personal lives. |

4. Effective Communication: Students will collaborate and communicate clearly through applicable and innovative methods, adjusting for diverse settings and audiences.
5. Reflective Practice: Students will engage in personal, relational, and professional growth guided by Biblical principles, relevant research, emotional intelligence and logical thinking.
6. Global and Community Commitment: Students will serve their local and global communities in a culturally responsive way.

Program Assessment Overview Aligns with GLO: Scholarly Research			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Scholarly Research	ORGL608: Final Paper	85% of students score a 3 or above	Percentage of students who met or exceed expectations: Introduction - 88% Literature Review - 94% Methods - 50% Findings & Conclusion - 88%

Program Assessment Results



Summary of Program Assessment Findings

Results of the assessment indicate that our students exceeded the program goal of 85% on three of the four rubric criteria. Student artifacts were strongest in the “Literature Review” criteria with six of the eight artifacts exceeding expectations. The other two met expectations. These high scores in the “Literature Review” are not much of a surprise to the assessment team as the focus of the signature assignment was to more fully delve into the scholarly research of their chosen topic. Students pulled from previous research on topics from other classes, and embarked on weeks of more in depth study using the university library databases and a strong focus on APA research and writing.

The students also showed high marks in the “Introduction” and “Findings and Conclusions” areas of the assignment. Since this is the students’ final class, they are well-versed in academic writing - including the importance of a solid introduction and conclusion. The Findings and Conclusions sections were enjoyable to read as students appropriately applied their scholarly research to their own fields and vocations - suggesting ways their improved leadership skills and knowledge may impact their churches, organizations and communities.

The students lowest scores were in the “Methods” section - perhaps when considering research limitations and assumptions. One potential area for program improvement is encouraging students to add a section to their paper that more clearly identifies limitations in their research. After an additional review of the scholarly work, I wonder if one of the assessment raters perhaps missed, or did not find the mention of limitations as clear as they would have liked. If the latter is the case then an additional calibration measure should be taken in future assessments.

Summary of Achievement of Program Learning Outcomes Aligns with GLO: Scholarly Research

2024-2025 PLO Assessed	Student Evidence: Final Paper	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Introduction	Met	
Literature Review	Met	
Methods	Not Met	
Findings & Conclusions	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

Overall, we are pleased with the assessment outcomes, but improvements can always be made. One plan is to use a discussion board assignment and time in the Week 3 live session to more clearly explain the goals of the “Methods” section in a research paper. Students will also be encouraged to read and watch articles and videos that clearly define the purpose of assumptions and limitations. Some readings and videos have already been identified through both online sources and our own university Online Writing Lab (OWL). These changes will be assessed by looking at student work the next time the course is offered - it is also reviewed for next year’s APLO report when “closing the loop.” A full assessment of this assignment, and the course in general, will also be discussed with the primary two instructors who teach ORGL608 at an upcoming debrief.