

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

For Academic Year:	2025-2026
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Townsend Institute Mission

Organizational Leadership Program Purpose
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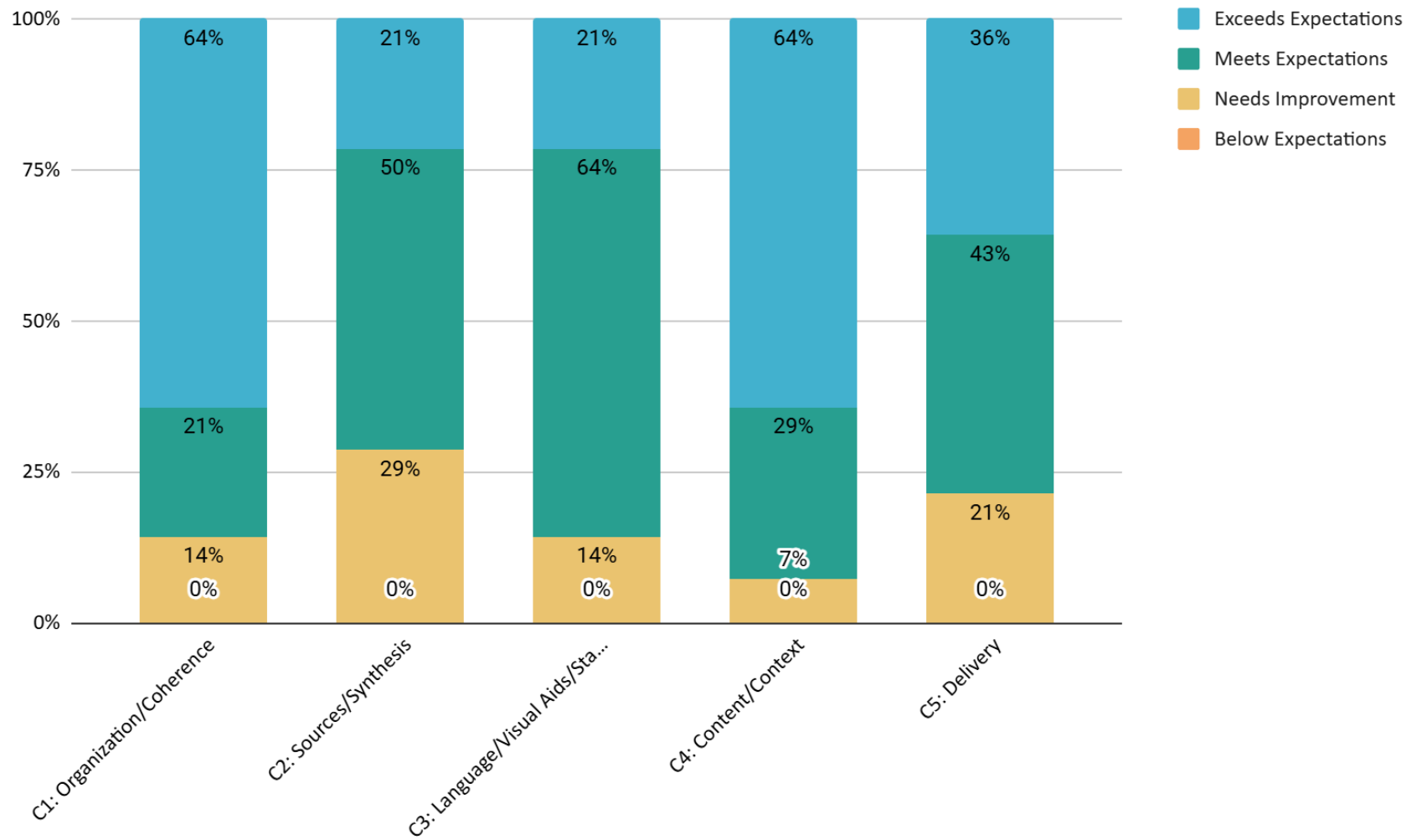
Committed to the transformational power of competency, character, and connection, **the Townsend Institute** provides counselors, executive coaches, and organizational leaders with world-class, life-changing educational experiences that are biblically-informed, research-supported, and rooted in the Townsend 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)	
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 (ST) - Students will analyze and apply concepts and skills necessary to create, serve, and lead organizations as systems.
3.	Ethical Leadership (EL) - 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 (EC) - Students will collaborate and communicate clearly through applicable and innovative methods, adjusting for diverse settings and audiences.
5.	Reflective Practice (RP) - 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 (GC) - Students will serve their local and global communities in a culturally responsive way.

Program Assessment Overview			
Aligns with GLO: Effective Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
PLO 4: Effective Communication (EC): Students will collaborate and communicate clearly through applicable and innovative methods, adjusting for diverse settings and audiences.	ORGL616: Essential Communication Strategies - Podcast Project	85% of students score a 3 or above	Percentage of students who met or exceed expectations: Organization / Coherence - 86% Sources / Synthesis - 71% Language / Visual Aids/ Standard Written English - 86% Content / Context - 93% Delivery (oral communication) - 79%

Program Assessment Results



Summary of Program Assessment Findings

Results of the assessment indicate that our students exceeded the program goal of 85% on four of the five rubric criteria. Student artifacts were strongest in the “Content/Context” criteria with six of the seven artifacts exceeding expectations. Scores also showed high achievement in “Organization” and “Language” with 85% of student artifacts meeting or exceeding expectations. The high scores in these areas are not much of a surprise to the assessment team as the focus of the signature assignment was to choose content associated with the study and practice of organizational leadership. Moreover, an earlier assignment in the course required students to submit an outline of their research and interview questions that likely contributed to strong scores in the "Organization" field. The category with the lowest scores was “Sources/Synthesis.” Though not a requirement of the assignment, students did not clearly cite the outside research they brought into the interview, and some seemed to have a difficult time synthesizing the various subtopics of their podcast, thus lacking a natural flow in their final recording.

We learned a great deal from this APLO assessment. It is important to note this course, ORGL616, is the newest course in our core curriculum, just two years old. This assignment is also the first of its kind so we expected some growing pains and adjustments needed by students used to the standard written and oral assignments in other classes. However, in the end we were pleased by how much time, attention, and impressive technological skills some students put into their final recording. Many used editing features, included music, and practiced cutting/moving content to create work that was not only informative but also enjoyable to listen to. Some students admitted to communication apprehension heading into this assignment, but by the end were grateful for the opportunity to experiment with this rising communication trend of podcasts. Several students shared that their recording was being disseminated across their organization, and one said an internal podcast project was in the works at their job thanks in part to this assignment.

At this time we are pleased with the assignment but will continue to review and make necessary tweaks moving forward. As mentioned, several assignments across the curriculum have been updated to require students to listen to a variety of podcasts on various topics so it is safe to assume this medium of communication is going to become even more familiar to incoming students. However, most students approach podcasts as the consumer of information, not as the producer so we will look for more resources (articles, links, best practices) to include for students as they turn the tables to become podcast creator and host for this assignment.

Summary of Achievement of Program Learning Outcomes

Aligns with GLO: Effective Communication

2025-2026 PLO Assessed	Student Evidence: ORGL616: Essential Communication Strategies - Podcast Project	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Organization / Coherence	Met	
Sources / Synthesis	Not Met	
Language / Visual Aids/ Standard Written English	Met	
Content / Context	Met	
Delivery (oral communication)	Not Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

Results of the assessment have been disseminated to program faculty and administrators via email. The results will also be discussed with our Asst. Dean of Academic & Internal Relations at an upcoming May meeting. Overall, we are pleased with the assessment outcomes, but improvements can always be made. One plan is to incorporate more assignments requiring the listening and analysis of podcast, Vlog, or similar material to other courses across the curriculum. These 21st century tools continue to be a great source of information to support traditional academic tools like books and scholarly journal articles. According to Pew Research Data, podcast popularity continues to rise with over half of U.S. adults reporting that they have listened to podcasts in the past year. The most engagement however comes from the 18-29 year old age group which makes up about half of our ORGL student demographics. The Pew Research Center says the podcast “medium has solidified its place in mainstream media.” [1](#)

The increase in podcast and new media use is also driven by the understanding that developing leaders are more likely to be called upon to speak in public, sit for interviews, or interview others across their organization. Therefore, the additional practice of preparing, rehearsing, and fine-tuning public speaking skills is essential and can influence a leader’s credibility in the eyes of their stakeholders. Some additional new media content that has already been added to our ORGL curriculum include references to several institute fellows including [Bob Goff’s Dream Big podcast](#), [Patrick Lencioni’s At the Table podcast](#), and of course, our very own [Townsend Institute Podcast Series](#).

Additional changes and additions will be considered as several of our classes undergo revisions over the next year. Any additional changes will be shared with program administrators and course faculty. The program director is ultimately responsible for the implementation of these plans, in consultation with our faculty and Canvas support team.