

## Westmont College Multiple Documents Alignment

*The mission of Westmont College is to provide a high quality undergraduate liberal arts program in a residential campus community that assists college men and women toward a balance of rigorous intellectual competence, healthy personal development, and strong Christian commitments.*

Distinctives from the Philosophy of Education	Institutional Assessment Plan Learning Principles	Documents that Created the Institutional Assessment Plan Standards and Outcomes, with specific goal citations
<b>Christian, Liberal Arts, Global, Residential and Undergraduate</b>	<b>Christian Understanding</b>	What Do We Want for our Graduates #3, 4, 5, 7, 13 General Education #I.A, I.B and IV.A.3 Six Learning Standards – Christian Orientation Student Life Learning Outcomes #4
	<b>Christian Practices and Affections</b>	What Do We Want for our Graduates #1, 6, 9, 12, 15, 16 General Education #IV.B.1 Six Learning Standards – Christian Orientation, Critical Interdisciplinary Thinking, Written and Oral Communication, Active Societal and Intellectual Engagement, Diversity
	<b>Broad Interdisciplinary and Critical Competence</b>	What Do We Want for our Graduates #2, 5, 8, 10, 13 General Education #II, III.B and IV.A.3 Six Learning Standards – Critical Interdisciplinary Thinking Student Life Learning Outcomes #1
	<b>Competence in Written and Oral Communication</b>	What Do We Want for our Graduates #1, 17 General Education #III.A Six Learning Standards – Written and Oral Communication Student Life Learning Outcomes #5
	<b>Research and Technological Skills</b>	What Do We Want for our Graduates #5 Six Learning Standards – Research and Technology General Education # III.B and IV.A.2 Student Life Learning Outcomes #3
	<b>Physical and Emotional Health</b>	What Do We Want for our Graduates #15 General Education #III.D Six Learning Standards – Active Societal and Intellectual Student Life
	<b>Creative Expression</b>	What Do We Want for our Graduates #15 General Education #II.A, II.D and IV.A Six Learning Standards – Written and Oral Communication
	<b>Diversity and Global Awareness</b>	What Do We Want for our Graduates #1, 2, 6, 11, 18 Six Learning Standards – Diversity General Education #IV.B Student Life Learning Outcomes #3
	<b>Active Societal and Intellectual Engagement</b>	What Do We Want for our Graduates #1, 7, 8, 9, 11, 14, 15, 16, 18 General Education #II.F, III.C, IV.B.1-2 Six Learning Standards – Active Societal and Intellectual Engagement Student Life Learning Outcomes #6

Over the last ten years, the faculty, the Student Life staff and the administration have collaborated to articulate the educational goals of Westmont College. This table honors the contributions of all these groups to clarify the student learning we value at Westmont College. The far left columns are values drawn from the Westmont College Philosophy of Education statement which has appeared in the college catalog in its current form since 2001. But these values have much deeper roots. Since 1977, the Westmont has described itself in its catalogs as Residential, Liberal Arts and Christian. The descriptors Undergraduate and World Christian were added in 1990 with the later being changed to Global in 1995. The first column of the alignment matrix represents these foundational distinctives of Westmont College.

The next column provides a framework of learning goals that informs our outcomes-assessment program review processes at Westmont. While some of these words are taken directly from the documents represented in the rightmost column, other words represent a synthesis of the important contributions of those whose time and commitment to Westmont College has helped clarify the values represented in the assessment plans. Specific notations are made for each document in the right-hand column so that all of the documents generated can be mapped to the words we are choosing to use for the outcomes-assessment program review process. In addition, faculty and staff are encouraged to visit the documents listed in this right hand column as they are rich in descriptions that may further aid faculty and administrators in the articulation of specific learning outcomes for their programs.

This document is not intended to replace the *Learning Standards* or *What do We Want for Our Graduates?* Rather, this alignment matrix is intended identify the common themes in our foundational documents and to serve as the organizing structure for institution-level assessment and Program Review.

This goals alignment matrix was reviewed by:  
General Education Committee      October 8, 2009  
Program Review Committee        October 19, 2009