



WESTMINSTER

SALT LAKE CITY ♦ UTAH

Fact Book

2008-2009

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The Office of Institutional Research & Assessment

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INTRODUCTION

MISSION STATEMENT

We are a community of learners with a long and honored tradition of caring deeply about students and their education. Students are challenged to experiment with ideas, raise questions, critically examine alternatives, and make informed decisions. We encourage students to accept responsibility for their own learning, to discover and pursue their passions, and to act with responsibility.

Our purposes are to prepare students to lead lives of learning, accomplishment, and service, and to help them develop skills and attributes critical for success in a rapidly changing world. We do this by offering distinctive academic programs that emphasize theory and practice and encourage active, experiential, collaborative, and cross-disciplinary learning. We work to pursue excellence while promoting inclusiveness and respect for differences.

VISION STATEMENT

We will be nationally recognized as an exemplary community of learners, distinguished by our distinctive educational programs, our record of preparing graduates for success in a rapidly changing world, and our commitment to continuous improvement effectiveness and value.

CORE VALUES

The college is committed to the following core values:

- Impassioned teaching and active learning
- Respect for diverse people and perspectives
- Collaboration and teamwork
- Personal and social responsibility
- College-wide excellence
- High ethical standards

LEARNING GOALS

Graduates of Westminster College will achieve the following college-wide learning goals:

- Critical, analytical, and integrative thinking
- Creative and reflective capacities
- Leaderships, collaboration, and teamwork
- Writing and other communication skills
- Global consciousness, social responsibility, and ethical awareness

Westminster's Library Director to Serve in National Mentoring Program

Westminster's library director, Diane VanderPol, has been selected to participate in the College Library Directors Mentoring Program. This prestigious nation-wide program selects 10-15 new library directors each year and pairs them with established library directors at peer institutions. Diane's mentor will be Vickie Hanawalt, Reed College's Director of the Library. During the year Diane and Vickie will visit each others' libraries and regularly communicate about library management issues. Diane will also participate in a three-day institute with other new college library directors and has access to the insights of both current and former participants in the program via an active listserv.

Diane's selection for this program is evidence both of her substantial skills and the quality and reputation of her colleagues at the Giovale Library.

Finance Students win Investment Competition

Westminster is pleased to announce that after a year-long, head-to-head battle against 20 schools, a select group of the college's finance students have claimed the top spot in the D.A. Davidson Student Competition for the 2007-08 academic year. The competition officially concluded on Aug. 31, 2008.

In a year marked by extreme volatility, sub-prime meltdowns, credit crises, surging energy prices and geo-political turmoil, only three of the 20 schools involved in the competition posted positive returns. Westminster came out on top in the final standings with an impressive 10.87% return.

"This result is even more impressive when compared against the S&P 500 (down 12.97%) and the Dow Jones Industrial Average (down 13.58%) over the same time period," said Ryan Hessenthaler, former director of Westminster's Center for Financial Analysis. "Westminster students outperformed the S&P 500 by 23.84% and the Dow by 24.45%."

Westminster Named to President's Higher Education Community Service Honor Roll

The Corporation for National and Community Service named Westminster College to the President's Higher Education Community Service Honor Roll With Distinction for exemplary service efforts and service to disadvantaged youth.

"This is the second year Westminster has received this honor," said Dr. Gary Daynes, Director of Westminster's Center for Civic Engagement. "This award not only recognizes the number of service-learning activities we have and our participating students, but it highlights how well integrated service-learning is into our campus life."

Launched in 2006, the Community Service Honor Roll is the highest federal recognition a school can achieve for its commitment to service-learning and civic engagement. Honorees for the award were chosen based on a series of selection factors including scope and innovativeness of service projects, percent of students participating in service activities, incentives for service, and the extent to which the school offers academic service-learning courses. *Westminster was the only school in Utah named to the Honor Roll With Distinction.*

Westminster's Ethics Bowl Team Places Tops in Nationals

For the second year in a row, Westminster College's Ethics Bowl Team placed in the top four at the 14th Annual Ethics Bowl National Competition in San Antonio, Texas in February, 2008.

The competition featured 32 teams from 10 regional competitions. Westminster won matches against the University of Florida, Seattle University, U.S. Military Academy (West Point), and Texas A&M before losing to Clemson by two points

in the semi-final rounds. Clemson and Wright State University placed first and second in the competition, while Westminster College and Cal-Poly Pomona placed in the top four (but were not scored).

Westminster's Ethics Bowl competitors were: Conor Walline, Nissa Roper, Blakely Neilson, Cooper Henderson and Ali Jahromi. Dr. Michael Popich served as the advisor/coach.

Westminster Recognized For Outreach to First Generation & Underserved Students

Westminster only Utah school to be included in national "College Access & Opportunity Guide"

Center for Student Opportunity recently announced they will feature Westminster College in their 2008 *College Access & Opportunity Guide*, a new publication which highlights national colleges and universities committed to access, opportunity and success for traditionally underserved students.

According to the center's website, colleges and universities selected for inclusion in the 2008 guide demonstrate an exceptional commitment to college access and retention, and are profiled in light of programs and opportunities they present for first-generation, low-income and minority students.

Two Westminster College Aviator Earn Prestigious National Achievement

Lance Vaculin and Julie Paasch are in the top .7% of Certified Flight Instructors nationwide

Only four Utah flight instructors can boast acquiring the national "Master" title for Certified Flight Instructors (CFI), and two of them are right here at Westminster College.

On July 1, 2008 Westminster and the National Association of Flight Instructors (NAFI) announced that a second Westminster flight instructor, Lance Vaculin, was accredited as a Master CFI by his professional aviation education association. Last month, the college announced that Julie Paasch had also accomplished this significant achievement.

To put these accomplishments into perspective, there are approximately 91,000 CFIs in the U.S., and fewer than 600 of them have achieved the "Master" distinction thus far – **which means both Vaculin and Paasch are the top .7% of Certified Flight Instructors nationwide. They are also two of only four Utah aviation educators to earn this prestigious Master title.**

The Master Instructor designation is the only industry professional education accreditation recognized by the FAA. It is earned by candidates through a rigorous process of continuing professional activity and peer review. Much like a flight instructor's certificate, it must be renewed biennially. This process parallels the continuing education regimen used by other professionals to enhance their knowledge base while increasing their professionalism. Simply put, the Master Instructor designation identifies those outstanding aviation educators, those "Teachers of Flight," who have demonstrated an ongoing commitment to excellence, professional growth and service to the aviation community.

Westminster Student Honored as Top Collegiate Journalist by UWIRE

Jonathan Bonner selected for UWIRE 100, representing elite crop of aspiring media professionals

Westminster is pleased to announce that Jonathan Bonner, a Westminster senior, was selected in May 2008 for the inaugural UWIRE 100, an award that recognizes the nation's top student journalists.

Bonner is a communications major at Westminster and was recently selected as the editor of the college's student newspaper, *The Forum* for the 2008-2009 academic year.

UWIRE is a free membership organization for college student media. Award winners are selected from more than 500 nominations submitted by students and educators at 132 schools nationwide. A UWIRE panel evaluated each candidate based on demonstrated excellence in a field of collegiate journalism.

The announcement of the UWIRE 100 is the culmination of a three month national search for the country's top 100 collegiate journalists. The selected students have excelled in a particular journalism medium, have a proven commitment to the journalism field and have the potential to help revolutionize their industry. The UWIRE 100 students hail from 66 different schools, ranging from small liberal arts colleges to large state universities.

UWIRE is operated by CBS College Sports Network, a CBS Company. UWIRE recently re-launched UWIRE.com, which now features the first online career networking community dedicated exclusively to college journalists and aspiring media professionals. The site enables young media talent to interact, share user-generated content and deliver their work to a national audience through UWIRE's Syndication Service, which distributes more than 2,500 news articles each week to a variety of national content partners, including CBS News, New York Times, Billboard and U.S. News & World Report.

Westminster College Named One of "Utah's Best Places to Work"

Westminster received Work/Life Award on July 16, 2008

The Department of Workforce Services recently named Westminster College as one of "Utah's best places to work" during the 2008 Utah Work/Life Award ceremony on July 16, 2008.

Westminster was presented the Utah Work/Life Award in the medium-size business category, along with eight other organizations. The Work/Life Award recognizes and honors companies that are creating exceptional workplaces by effectively addressing employee work/life needs and striving to provide a culture of equity and opportunity. The medium business category includes companies with 50 to 500 employees.

Westminster Students Selected For Prestigious National Scholarships

Westminster is proud to announce four of its exceptional students were been selected for national scholarships during spring 2008:

Westminster junior Ashley Pedersen, a member of the Honors Program, is the college's first-ever winner of the Morris K. Udall Scholarship. The Udall Foundation seeks future leaders across a wide spectrum of environmental fields. The foundation awards 75 scholarships per year of \$5,000 to help cover tuition, room, board and books. Pedersen is an environmental studies major whose research has focused on how environmental issues impact people of low socio-economic status. She will continue her undergraduate degree at Westminster and go on to pursue graduate work in environmental studies.

Westminster senior Raquel Gabbitas has been selected for the Diversity of Views and Experiences (DOVE) Fellowship at the University of Minnesota where she will pursue a doctorate in neuropsychology. The prestigious DOVE Fellowship is awarded to approximately 15 to 20 first-year students from under-represented groups (U.S. citizens or permanent residents) and provides a \$22,000 stipend, tuition at regular graduate school rates (up to 14 credits per semester) and subsidized health insurance for one academic year. As a McNair Scholar, Gabbitas has been on track to pursue her graduate degree since she was a sophomore.

Westminster graduate Andrew Shaver was selected for the Pat Roberts Intelligence Scholarship (PRISP). PRISP is intended to help the individual components (15 separate intelligence agencies) of the U.S. Intelligence Community recruit

and develop new analysts possessing critical linguistic or scientific skills. Scholars receive a training fund of up to \$25,000 per year with which to cover expenses directly related to individual-based intensive language training. A David L. Boren Scholar and Summa Cum Laude graduate of the College with degrees in economics and international business, Shaver has worked for the U.S. Department of State, the International Trade Administration, the Joint Economic Committee of the U.S. Congress, and U.S. Senator Orrin Hatch. He has lived in Kuwait, Lebanon, Egypt, and Spain, and speaks Egyptian Colloquial and Modern Standard Arabic, Castilian Spanish, and some Farsi. He presently works in Iraq as a project manager with the Office of the Secretary of Defense's Task Force to Improve Business and Stability Operations - Iraq. He has declined the scholarship in order to continue his work with the Task Force.

Westminster senior Dusty Moore has been selected for the ThinkSwiss Research Scholarship. ThinkSwiss provides a \$700/month stipend (maximum of three months) to 15 talented U.S. undergraduate and graduate students. Awardees are selected to conduct research at a Swiss university or research lab with a research group of their choice. Moore, a biology major, will be working with stem cells through a technique using hydrogels.

Westminster junior Jenica Olsen is the winner of the Alfred H. Nolle Scholarship. This scholarship is awarded to members of the Alpha Chi National College Honor Scholarship Society. Alpha Chi membership is limited to the top 10 percent of an institution's juniors, seniors and graduate students. Two postgraduates and 24 undergraduates have been named recipients of the society's fellowships and scholarships. Olsen will receive a stipend of \$1,500.

Griffins Claim MCLA Championship

Westminster earns school's first national championship with 17-10 victory.

The Westminster Griffins claimed the 2008 MCLA Division II Championship with a 17-10 thrashing of Grand Valley State (Mich.) in today's title game. The Griffins led 4-1 after the opening quarter and 10-3 at the halftime intermission. Grand Valley State made a late run to cut the score to 14-10 with just ten minutes left, however the Griffins scored the game's final three goals to claim the championship.

This is the first national lacrosse championship in Westminster's brief athletic history. This is also just the second year of the lacrosse program at the school.

"We played hard all four quarters, but Grand Valley is a good team and they kept coming back at us...I was glad for our big lead," explained Westminster assistant coach David Long, who was leading the Griffins' so head coach Mason Goodhand could attend his sons' college graduation.

Roman Schoewe tallied six goals for the Griffins on his way to being named the Player of the Game. He was also named to the All-Tournament team. James Brand also made the All-Tournament team after scoring two goals and handing out three assists.

Griffin Athletics News

Westminster's student athletes had a banner year during the 2007-2008 season. With 10 teams competing at the intercollegiate level, each and every team had a record of success. Most importantly, our student-athletes also continued to perform well in the classroom. With a total of 176 student-athletes among the 10 teams, the average GPA during fall semester was a 3.3. Summaries for each team's performance on the field and on the court follow.

Cross Country Teams Run Personal Bests

Hard work paid off for the Westminster cross country team during the fall season. Both the men's and women's teams had athletes break into the top ten overall at the Lewiston Invitational, running against all the teams in our conference. Every athlete ran a new personal best at the meet!

The Westminster Griffins placed two men and one woman on the All-Conference Team; Men: Grant Rotunda and Gray Augustus, Women: Amanda Theobald. NAIA Scholar-Athletes included Gray Augustus, Grant Rotunda, and Lauren

Fuller, and the following men's and women's cross country team members were named Frontier Conference Academic All-Conference; Men: Grant Rotunda, Jordan Hendersen, David Bonomi, Gray Augustus, and Niels Tietze, Women: Amanda Theobald, Beth Nielsen, and Helen Ho.

Men's Soccer Makes a Run at Regional Playoffs

The Westminster men's soccer team completed another successful season in 2007. The Griffins went 14-5 overall and earned a trip to the Region I playoffs. Twice they put together winning streaks of six or more games, playing against some of the toughest competition in the nation. They were an impressive 7-2 at Dumke Field, including wins in the last six games they played at home. The Griffins ended the season with a NAIA national rating of #31 and achieved a rating as high as #23 at mid-season.

Senior Dave Rogers led the Griffins with 11 goals during the season. He was also the team leader with 10 assists, giving him another team-high of 32 points. Sophomore Sean Aslett found the back of the net nine times, and was the team leader with five game winning goals. In net, Kimball Parker had a 1.28 goals against average, allowing just 23 goals in 19 games. Parker also recorded six shutouts.

Rogers and Devin Herrin were named to the All-Region I First Team. Dave Rogers, Dave Brough, Rick Rogers, Jose Huerta, Rue Van Dyke, and Tim Harden were also named to the NAIA Academic All-American team.

Women's Soccer Has Winning Inaugural Year

The Westminster women's soccer team completed a nine-win season during its first year of competition. The Griffins went 9-7-1 and finished second in the Frontier Conference with a 3-3 record. They opened the season with four straight wins, and were 5-0-1 through the first six games. On Dumke Field they were an impressive 4-2-1, with one of the losses coming against a ranked opponent.

Jennifer Pirente led the Griffins attack. Pirente compiled 13 goals and two assists, finishing with a team-best of 28 points. Kate Stoner and Carley Empey each scored five goals in the season. Stoner and Pirente also tied with three game-winning goals each. Kelsey Allen was terrific in net, recording a stellar 1.58 goals against average. Allen allowed just 27 goals and recorded six shutouts.

The following women's soccer players were named Frontier Conference Academic All-Conference: Carlie Burton, Katie Connor, Joselyn Londer, Maddie Moldanado, and Jennifer Pirente.

Women's Volleyball Makes First Trip to National Championships

The Westminster volleyball team put together the best season in school history in 2007. The Griffins went 25-12 overall and advanced to the NAIA National Championships for the first time in school history. Along the way, they picked up wins over six teams that were ranked in the top 25. In Frontier Conference action, the Griffins were 11-3 and finished in second place during the regular season.

The post season was also full of school firsts. They advanced to the Region I championship match for the first time ever. Although they only went 1-2 at the national championships, the one win was the first-ever win at the end of season tournament. The Griffins also advanced to the championship match of the Frontier Conference tournament. The Griffins ended the season with a NAIA national rating of #22 and achieved a rating as high as #8 early in the season.

Individually, they took home several awards. Angie Johnson was named the Frontier Conference Co-player of the Year and the Region I Player of the Year. She was also named a Second Team All-American, the first All-American in

Westminster history! Johnson was also named First Team All-Frontier Conference along with Bree Riet. Riet was named the Frontier Conference Libero of the Year and Leigha Dangerfield was the Frontier Conference Freshman of the Year.

The following women's volleyball players were named Frontier Conference Academic All-Conference: Brittani Barton, Alison Culp, Ericka Evans, Deseret Humphreys, Ananda Lopes, Bree Ann Riet, Kelsey Schaufler, and Monica Shorts.

Men's Basketball Named Conference Co-Champions

The Westminster men's basketball team completed its sixth straight 20-win season this year. They were Co-champions of the Frontier Conference with a 10-4 record. At 20-7, the Griffins also recorded a winning season for the eighth straight time.

Danny Reeder was named to the NAIA All-American Third Team for his performance during the 2007-08 season. This marks the third time the 5'10" senior guard from Sandy has been named an All-American by the NAIA. Senior Danny Reeder led the NAIA in assists, averaging 6.9 assists per game. He was also fifth nationally in free throw percentage at 87 percent. As a team, the Griffins ranked second in the nation in field goal percentage, making shots at a 52.5 percent clip.

The Westminster Griffins placed three players on the All-Conference First Team. Senior Danny Reeder, junior Danny Stosich, and sophomore Blair Prowse were all named to the top team by the Frontier Conference.

The following men's basketball players were named Frontier Conference Academic All-Conference: Wes Anderson, Les Brown, Conner Nielsen, Blair Prowse, James Thompson, Jordan Jacobs, Danny Reeder, Nate Sanchez, Allen Schowengerdt, and Danny Stosich.

Best Season Ever for Women's Basketball

The Griffins concluded the most successful season in school history with a record of 24-9. This was the second straight trip to the national tournament for the team. The Westminster Griffins dropped a 73-64 decision to Loyola, Louisiana in the opening round of the NAIA National Tournament in Jackson, TN. The Westminster women's basketball team finished the regular season with a 23-7 record. The 23 wins set a school record for victories in a season and gives them a second straight 20-win season.

Westminster junior Shannon Evans was named a Third Team All-American by the NAIA. She led the Frontier Conference in assists and was named a finalist for an NAIA All-American. She also became the school's all-time leader in assists and along with Elisa Leader became just the third and fourth Griffins to score 1,000 career points. Leader was also named to the Frontier Conference All-Tournament Team.

The Westminster Griffins placed three players on the All-Conference Teams. Junior Shannon Evans was named to the first team, while teammates Elisa Leader and Alexis Tucker were named to the second team. The following women's basketball players were named Frontier Conference Academic All-Conference: Kelsi Olsen, Rachel Shippee, Janae Hirschi, Shannon Evans, Elisa Leader, Mara Hoskins, and Alexis Tucker.

Griffin Golfers Place 13 on Academic All-Frontier Conference Team

The Westminster Golf squad just completed the 2007-08 season and were rewarded with 13 players being named to the Academic All-Frontier Conference team. The men's team had eight players named to the team, while the women's squad placed five on the team.

The men were represented by Gary Knight, Christopher Ames, Zachary Mathews, Spencer Romney, Andrew Masuda, Chad Moffat, Tyler Wiscomb, and Patrick Roeder. The women named to the team are Nicassia Gabiola-Harris, Kelsey Schaufler, Alexandria Southworth, Suzanne Young, and Elizabeth Tippy.

The Westminster golf teams completed the 2007-08 season at the Westminster Invitational. The tournament was held at Wingpointe Golf Course which is a par 72 course. The Griffins men placed fourth in the event, while the women came in fifth position.

ACCOLADES

U.S. News & World Report consistently ranks Westminster College in the top tier of colleges and universities in the West, and as a 'best value'.

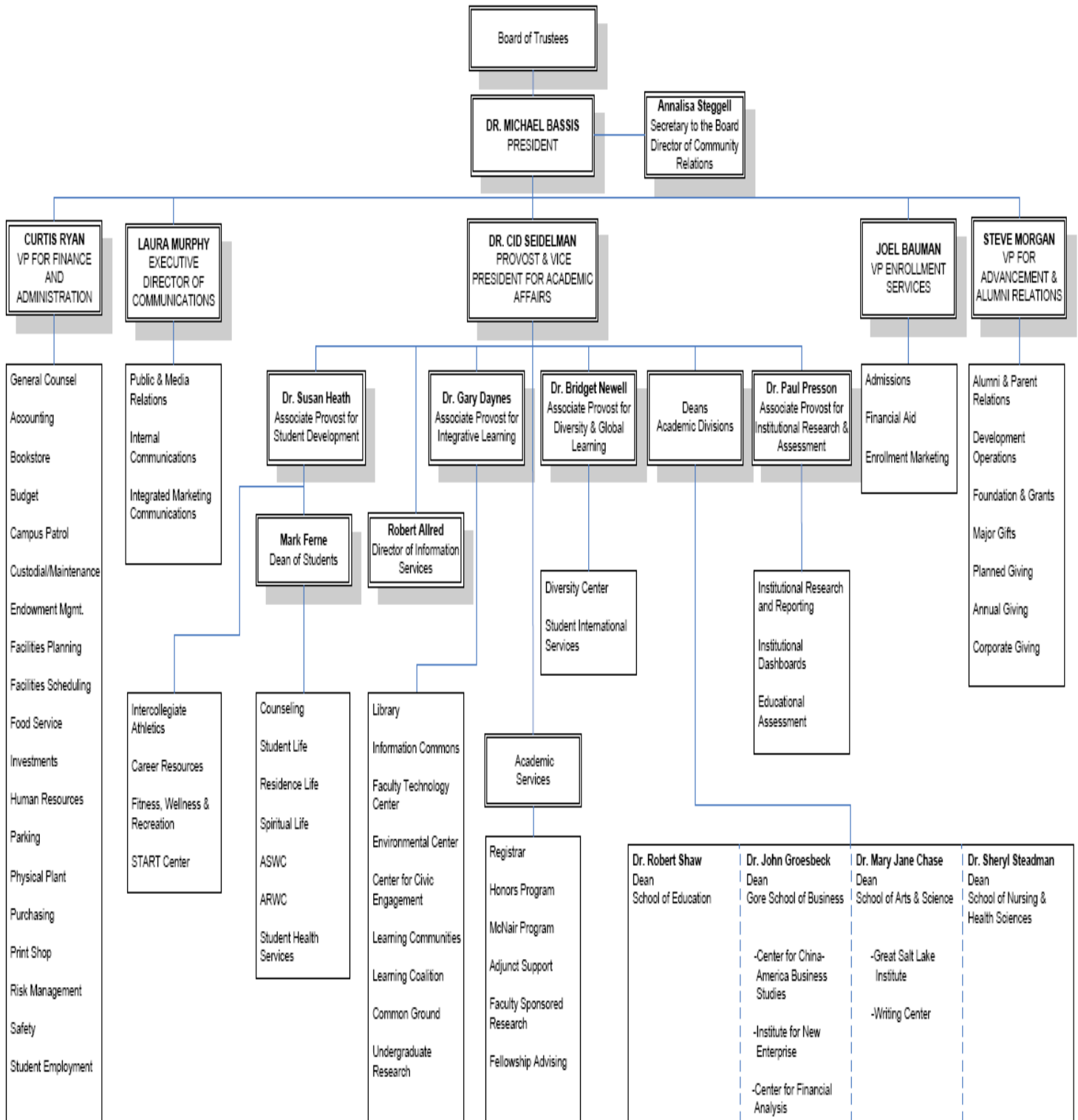
The Princeton Review's 2008 college rankings names Westminster College in the top 15% of colleges and universities in the U.S and Canada. The Princeton Review also includes Westminster on its list of 'America's Best Value Colleges.'

Kaplan/Newsweek consistently lists Westminster as one of the "Most Interesting Colleges" in the country.

Westminster was recently elected as a member of the Associated New American Colleges (ANAC), a respected national consortium of small to mid-sized institutions dedicated to the integration of liberal education, professional studies and civic engagement.

COLLEGE PROFILE

ORGANIZATIONAL CHART



Revised 2008-07-01

GOVERNANCE COMMITTEES OF THE COLLEGE

Elected Others

- Chair of the Faculty
- Board of Trustees
- Curriculum
- Faculty Affairs
- Faculty Senate
- IRB
- Liberal Education
- Professional Development
- Sabbatical
- Salaries and Benefits

Appointed

- Co-curricular Activities
- Excellence in Teaching
- Honors Council
- Library
- Teaching and Learning Resources
- Undergraduate Admissions/Financial Aid

Ad hoc Committees

- Advising
- Course Evaluation
- College-wide Theme

Others

- Board of Trustees Liaison
- Diversity Council

President's Council

- Budget Advisory Council

ACADEMIC PROGRAMS

Undergraduate Majors

Art

- B.A.
- B.F.A

Art Administration

Aviation

- Flight operations
- Aviation management

Biology

Business

- Accounting
- Business
- Economics
- Economics pre-law
- Finance
- Financial services
- International business
- Management
- Marketing

Chemistry

Communication

Computer science

Education

- Early childhood
- Elementary

English

Environmental studies

History

Justice studies

Mathematics

Nursing

Philosophy

Physics

Political Studies

Psychology

Social Science

Sociology

Undergraduate Minors

Art

Anthropology

Aviation

Biology

Business

Chemistry

Communication

Computer science

English

Environmental studies

Film studies

French

Gender studies

History

Justice studies

Neuroscience

Paleontology

Philosophy

Physics

Political science

Psychology

Religious studies

Social science

Sociology

Spanish

Special education

Theatre arts

Pre-Professional Programs

Pre-Dental Program

Pre-Law Program

Pre-Medical Program

Self-Paced Programs

Professional Bachelor of Business

Administration

Graduate Programs

Business- MBA, MBATM

Education- MAT, MED

Nursing- MPH, MSN, MSNed, CRNA

Communication- MPC

Psychology- MSPC

Other Academic Courses

Chinese

Earth Systems

Engineering 3-2

Honors Program

Japanese

Latin

Secondary Education

Academic Resource

Fellowship Advising

Human Performance and Wellness

Learning Communities

McNair Scholars Program

Study Abroad

Winter at Westminster

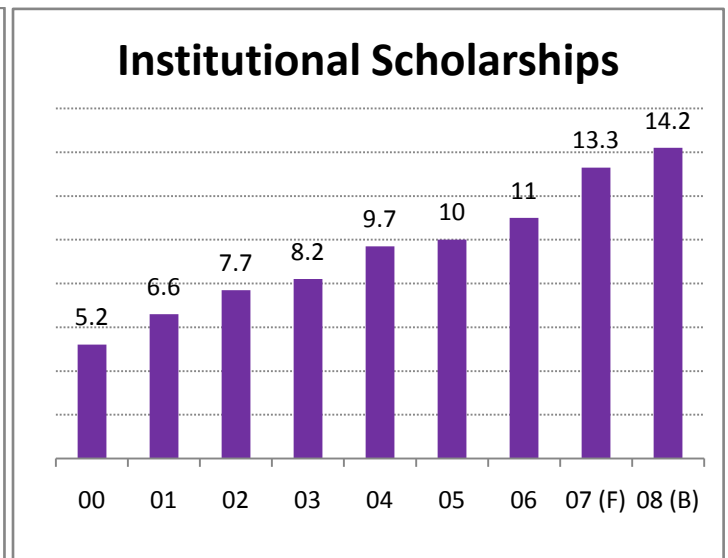
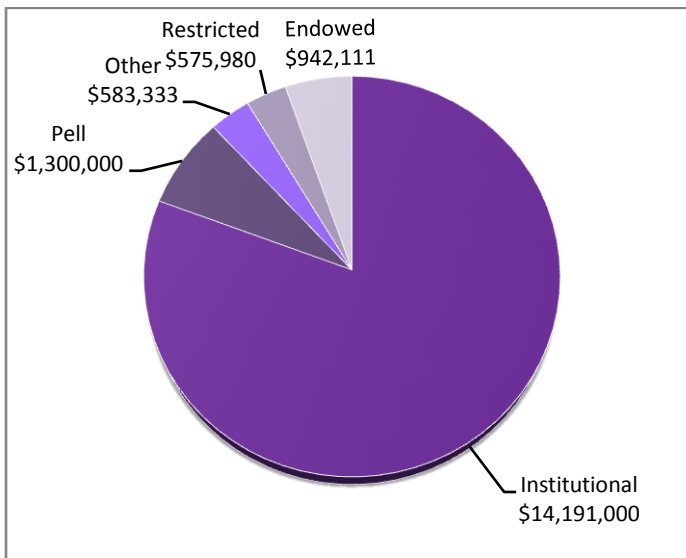
CAMPUS MAP



- | | |
|--|---|
| 1-Arbogast House | 22-Hoffman House |
| 2-Athletic Field & Parking | 23-Hogle Hall |
| 3-Bamberger Hall | 24-Jewett Center for the Performing Arts & Emma Eccles Jones Conservatory |
| 4-Basketball Court & Climbing Wall | 25-Kim T. Adamson Alumni House |
| 5-Behnken Hall | 26-Maintenance Building |
| 6-Bill & Vieve Gore School of Business | 27-Malmsten Amphitheater |
| 7-Black Bridge | 28-Malouf Hall |
| 8-Carleson Hall | 29-Nightingale Hall |
| 9-Converse Circle | 30-Nunemaker Place |
| 10-Converse Hall | 31-Olwell Hall |
| 11-Cornell Duplex | 32-Payne Gymnasium |
| 12-Coyner House | 33-Peterson House |
| 13-Dick Science Building | 34-Reherd House |
| 14-Distinguished Resident Apartment | 35-Shaw Student Center |
| 15-Dolores Dore Eccles Ceramic Center | 36-Stevenson House |
| 16-Dolores Dore Eccles Plaza | 37-Stock Hall |
| 17-Duddy Duplex | 38-Tanner Plaza |
| 18-Emigration Creek | 39-Walker Hall |
| 19-Foster Hall | |
| 20-Giovale Library | |
| 21-Dolores Dore Eccles Health, Wellness, & Athletic Center | |

SCHOLARSHIPS AND GRANTS

\$17,592,424



ACADEMIC RESOURCE CENTERS

Career Resource Center: The mission of the Career Resource Center is to collaborate with faculty to provide students and alumni with the guidance and resources necessary to enhance their skills in career planning and exploration, job search strategies, and preparation for professional careers or graduate school as contributing citizens of a dynamic global society.

Center for China America Business Studies: In this Center, students and businesses can gain more knowledge about the ever changing Chinese market, economy, culture, and so much more! We strive to keep up-to-date information about China, not to mention offering our students new educational experiences in China!

Center for Civic Engagement: The Center for Civic engagement exists to improve student learning through service, service-learning, and other civic engagement activities. These activities may take place as part of courses or as part of the co-curriculum of the college.

Center for Financial Analysis: This is an advanced computer classroom and lab that empowers students and faculty to move beyond theoretical learning and practice their disciplines in a real-world environment. The components of the Center vary in scope and complexity but combine to form one of the most advanced, information-rich, financial research centers in the Intermountain West.

Diversity Center: The Diversity Center recognizes diversity as an educational benefit and equity as rival to our campus. Through programming and student support, our goal is to foster learning and personal development through critical engagement and reflection on issues of race, ethnicity, sexual orientation, gender, class, and ability in an effort to prepare all students for life after graduation.

Environmental Center: The Environmental Center is designed to promote environmental awareness and responsibility on campus and in the community, enriching many curricular and co-curricular efforts already underway at the college.

Inclusion Center: This is a human relations non-profit organization dedicated to elimination prejudice, bigotry, and discrimination. The Inclusion Center develops inclusive solutions to promote respect for all people through conflict resolution, education, advocacy, and empowerment.

Institute for New Enterprise: Our mission is to help individuals create organizations that promote independence and self-sufficiency, and make significant contributions to our communities.

Writing Center: The Writing Center provides free assistance with writing to all Westminster students, faculty, and staff.

COMPUTING RESOURCES

The Giovale Library: The library is open 90 hours/week with extended hours during the last week of the semester and final exams. Library staff members are available for research assistance during all open hours. The library subscribes to more than 95 databases, many with full-text access to 12,500+ journals. Visit the library website at www.westminstercollege.edu/library

Information Commons: Opened Fall of 2004, the main floor of the Giovale Library houses the Information Commons. Designed to facilitate collaborative work with technology, the Information Commons has 14 desks and computers for group work, two multimedia stations, the Writing Center, a large breakout room, a lounge area and a café. Staff are readily available to provide both library research and technology assistance.

Writing Center: Located in the Information Commons, the Writing Center provides trained consultants to assist students with a wide array of writing issues. The Writing Center works with students from all majors and at all stages of the writing process.

Technology Support: The Information Services department staffs a Support Phone seven days a week. Students, faculty, and staff members may call (801)832-2023 to receive assistance or schedule individual support. We also maintain the Support website at www.westminstercollege.edu/support where you can download a variety of helpful instructions for common technical tasks.

The Residential Network (ResNet) program: Students who bring personal computers to the residence halls have access to the Westminster network and the Internet. The IS department provides trained ResNet Technicians to assist you in getting connected. Visit www.westminstercollege.edu/resnet for more information.

Computers and Software: Westminster supports PC computers with the Windows operating system. Every campus computer has the Microsoft Office XP suite, Internet Explorer, Group Wise e-mail, Adobe Photoshop, Dreamweaver, and many other applications for your use.

Network Accounts and Data Access: Every student has access to the Westminster network, including an e-mail account, 40 MB of storage space, a special directory for publishing web pages to the Internet, free on-campus Internet access, and class-specific software.

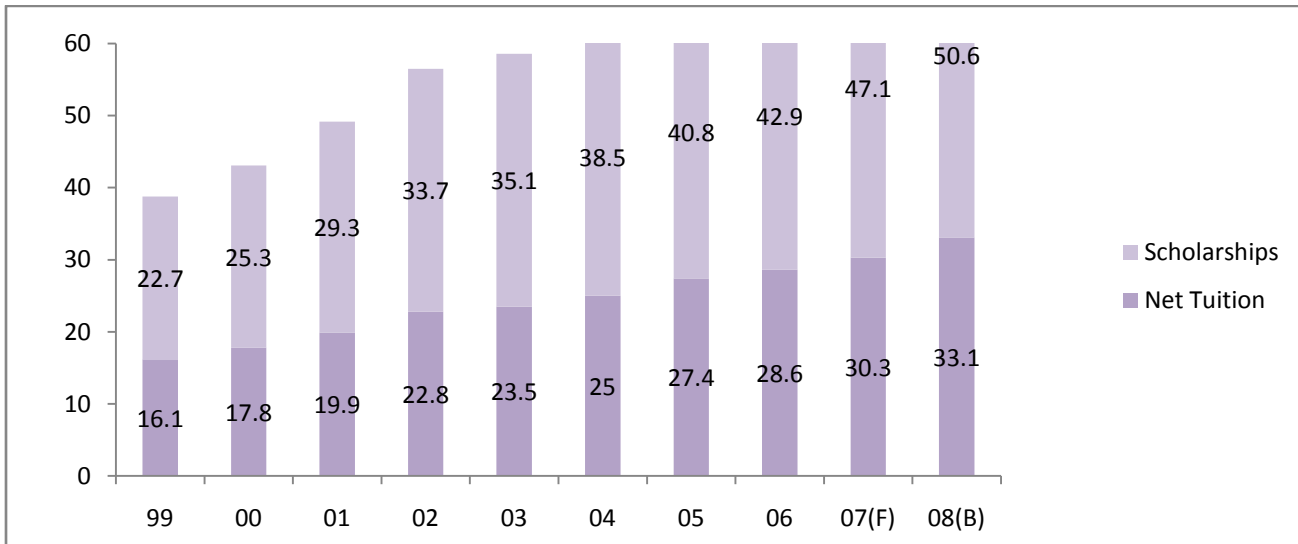
Computer Classrooms: We have seven state-of-the-art computer classrooms located throughout campus, each equipped with computers, scanners, printers, and a multimedia console for demonstrations. In addition, we have 35 presentation classrooms with multimedia consoles to enhance classroom instruction.

Computer Labs: Several computer labs are available for student use around campus. The General Computing Lab located in the basement of the Giovale Library has 50 workstations, is open seven days a week, and has knowledgeable Help Desk staff available for your assistance. Additionally, the Assistive Technology Lab in the basement of the library contains special needs hardware and software.

FINANCES

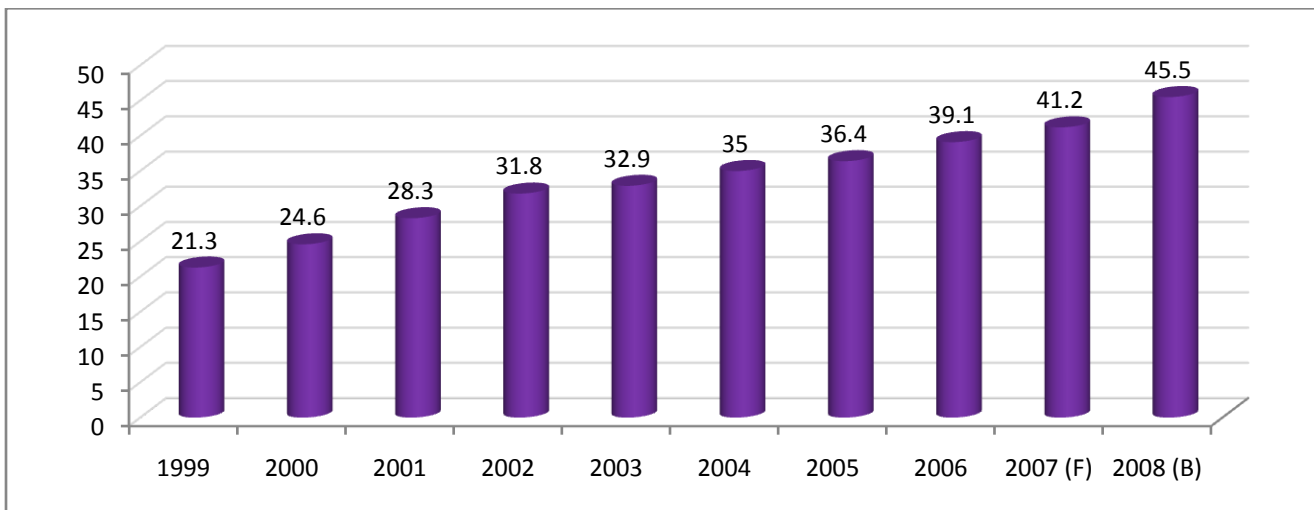
TUITION AND FEES

- Undergraduate tuition and fees in 2008-09 are \$23,400 for the academic year for a full-time student (12-16 credits per semester). Room and board costs are \$6,672.
- 95% of undergraduates and 68% of graduate students receive some form of financial aid.



BUDGET

- The operating budget for the 2008-2009 year is \$53.0 million.
- 25 consecutive years of balanced budgets demonstrate the college's strong fiscal discipline.
- The college's endowment for 2007-2008 year is \$66 million



FACULTY

FULL-TIME FACULTY

The college employs 132 full-time faculty.

- 62 (47%) Female, 70 (53%) Male
- 2 (1%) are members of minority groups
- 4 (3%) are non-resident aliens
- 93 (70%) hold a doctorate, first professional, or other terminal degree

Average salary/full-time/9 months:

- Full Professor: \$79,579
- Associate Professor: \$64,161
- Assistant Professor: \$57,797

ADJUNCT FACULTY

The college employs 166 adjunct faculty.

Course sections taught by adjuncts:

- 97 (58%) Female, 69 (42%) Male
- None are members of minority groups
- 3 (2%) are residents aliens
- 42 (25%) hold a doctorate, first professional, or other terminal degree
- Adjunct wage per credit hour: \$700-\$1,000

STUDENT/FACULTY RATIO

Report the Fall 2008 ration of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2008 Student to Faculty ration: 11 to 1 (based on 2,004 students and 187 faculty).

STUDENTS

Degrees offered by Westminster College:

- Bachelor's
- Postbachelor's certificate
- Master's

TOTAL ENROLLMENT

Total Undergraduates: 2131

Total Full-Time: 1941

Total Degree-Seeking: 2825

Total Graduate: 728

Total Part-Time: 190

Total First-Time: 662

Grand Total: 2859

PROFILE FOR THE CLASS OF 2012

First-year students entering in the fall of 2008

Applicants: 1334

Accepted: 1089

Enrolled: 447

201 or 45% are Male

246 or 55% are Female

68 or 16 % are from under-represented groups

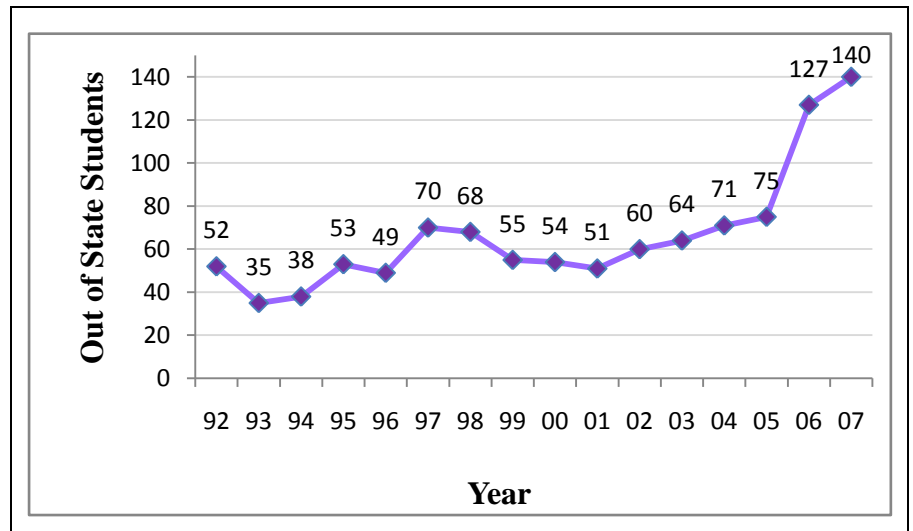
11 are international students, representing:

Canada, China, Norway, France, Mexico, Peru and Taiwan

288 or 64% are from Utah

159 or 36 % are from out-of-state

Representing: AK, AZ, CA, CO, CT, FL, GA, ID, IL, MA, MD, ME, MN, MT, NC, NJ, NH, NM, NV, NY, OR, PA, RI, SC, TX, UT, VA, VT, WA, WI, WV and WY



Valedictorians	13
National Hispanic Scholars	8
National Merit Finalist (Full Tuition)	10
National Merit Semi-Finalist (Half Tuition)	2
Sterling Scholar Regional Winners (Full Tuition)	8
Sterling Scholar Regional Runner-up	0
Exemplary Achievement Scholars	6

Class Rank

336 students or 74% attended high schools that report class rank.

By Percent (Cumulative):

- Top 10%: 26%
- Top 25%: 55%
- Top 50%: 86%

Average GPA: 3.5

Average ACT: 24.2

Average SAT: 1135

ACT Middle 50%: 21-27

SAT Middle 50%:

- 1010-1230 (CR/M)
- 1480-1880 (new SAT)

High School Type

Public: 347 (77%)

Private/Other: 100 (23%)

2008-2009 Comprehensive Fees:

Tuition: \$23,400; **Fees:** \$390; **Room:** \$3,706; **Board:** \$2,966

Financial Aid Awarded: 98% of the incoming freshman class received a financial aid award

Average Financial Aid Award: \$18,533

Institutional Aid Average: \$11,342

TRANSFER STUDENTS

<i>Fall 2008</i>	Applicants	Admitted Applicants	Enrolled Applicants
Men	227	181	92
Women	339	262	100
Total	566	443	192

- **87%** of New Transfer Students are from Utah

Ethnicity

Non-Resident	6	Hispanic	6
American Indian	2	Other	34
Asian/Pacific Islander	6	White	132
African American	6		

GRADUATE STUDENTS

Fall 2008

728-Enrolled

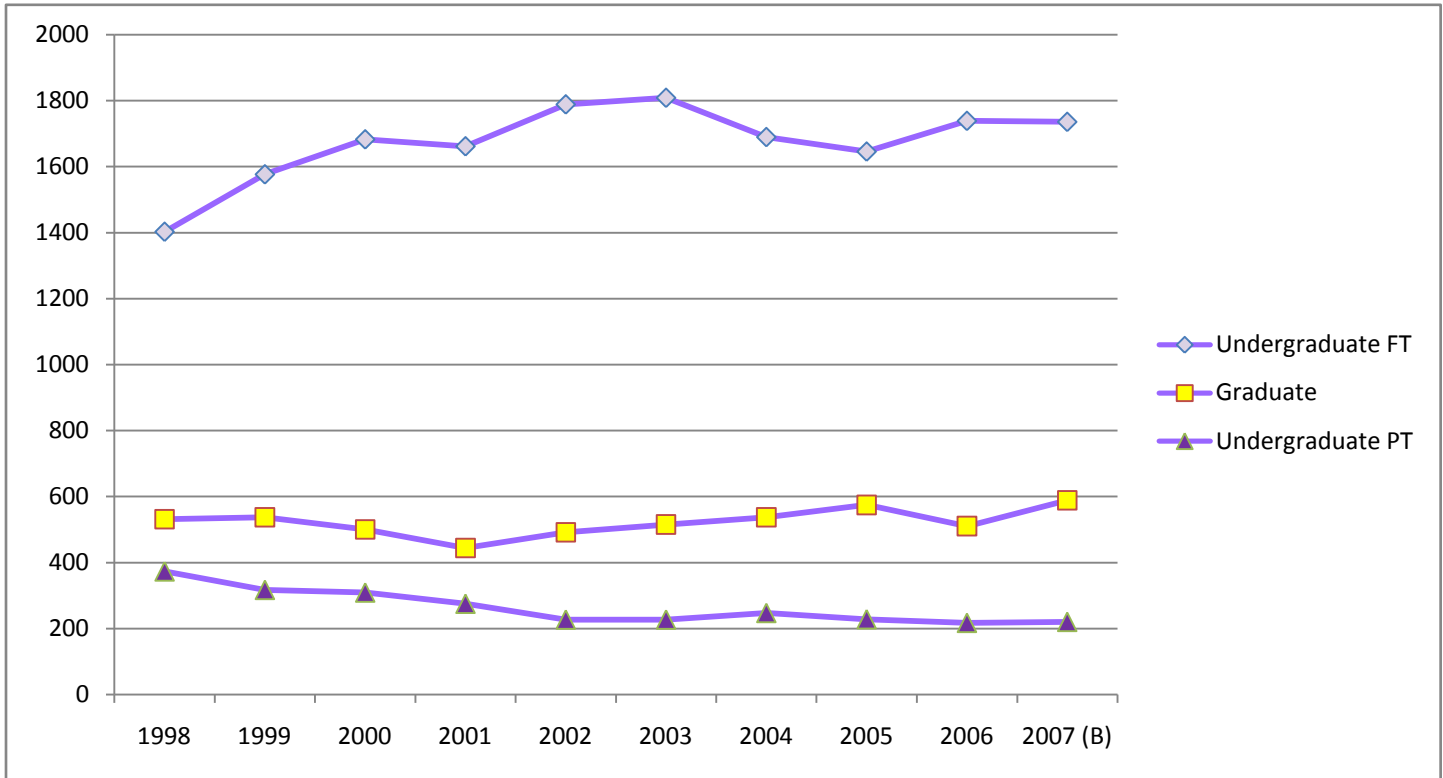
213-New

716 (98%) are from Utah

Ethnicity

Non-Resident	19	Hispanic	22
American Indian	3	Other	71
Asian/Pacific Islander	26	White	581
African America	6		

HEADCOUNT



NUMBER OF FIRST MAJORS BY DISCIPLINE

Major 1	2001	2002	2003	2004	2005	2006	2007	2008
Art	9	18	8	14	11	10	10	3
Art Administration							4	3
BICMP	4	1		1				
Biology	19	30	20	29	15	17	23	17
Chemistry		5	5	6	12	1	11	3
Computer Science	10	18	17	17	15	13	10	9
Communication	20	19	27	23	32	22	17	21
English	33	23	18	21	23	13	21	19
Environmental Studies							1	1
Fine Arts								10
History	8	5	9	13	12	10	9	12
Justice Studies						2	5	6
Mathematics	14	6	7	9	13	15	5	7
Neuroscience						1		1
Philosophy	1	3	1	3	5	7	7	8
Physics	1	2	1	3	1	4	1	3
Political Science	4	6	6	16	7	8	7	5

Psychology	31	40	28	33	36	36	29	26
Sociology	4	9	5	5	7	3	7	4
Social Science	6	10	13	4	4	3	4	4
SSCMP	2	2	2	2	3		1	
AS Total	166	197	167	199	196	164	172	162
Accounting							40	17
Flight Operations	2	4	17	13	20	10	13	12
Aviation 1	1	1						
Aviation 2	1							
Aviation 5		1						
Aviation Management	2	5	6	9	4	5	2	4
Accounting BA	4	3	5		2			
Accounting BS	21	18	29	37	35	31		
Business BA	5	1	2					
International Business	14	19	33	19	29	13	19	16
Business	63	84	67	100	97	66	68	34
Economics BA	7	4	4	7	2	5		
Economics BS	4	13	12	6	4	10		
Economics							10	24
Finance			1				5	16
Financial Services				2	3	9	12	5
Human Resource Management	1	1						
Information Resource Management	2	4	7	7				
Management	2						2	7
Marketing	2		1				1	5
BU Total	131	158	184	200	196	149	172	140
EDCMP							1	4
Education Studies								3
Elementary Education	28	23	22	26	24	26	18	11
Early Childhood Education	6	13	10	13	10	5	3	4
Secondary Education	15	6	10	6	5	5	4	
ED Total	49	42	42	45	39	36	26	22
Health Science							1	
Nursing	44	41	42	53	54	54	77	78
NU Total	44	41	42	53	54	54	78	78

GRADUATION RATES

First Year Students Entering Year	Number in Cohort	1 st Fall to 2 nd Fall Retention Rate	Graduating In:		
			4 years	5 years	6 years
1996	171	65%	55 (32%)	76 (44%)	79 (46%)
1997	294	75%	109 (39%)	141 (51%)	147 (53%)
1998	367	72%	138 (41%)	178 (53%)	185 (55%)
1999	323	75%	110 (37%)	156 (53%)	177 (60%)
2000	360	75%	130 (39%)	181 (55%)	194 (58%)
2001	354	66%	117 (37%)	157 (49%)	166 (53%)
2002	310	72%	123 (43%)	148 (51%)	160(55%)
2003	386	77%	151 (42%)	188(53%)	-
2004	315	74%	129(44%)	-	-
2005	341	79%	-	-	-
2006	368	77%	-	-	-
2007	442	78%			

GRADUATING STUDENT SURVEY

RESULTS OF SURVEY ADMINISTERED IN JUNE 2008

2008 BA/BS Graduating Student Survey Results					
Demographics					
Number of Respondents	369				
What is your gender?	Females	Males			
	217	150			
What is your age?	Mean = 26	Range: 19-67			
Did you participate in any of the following programs?	Honors	McNair			
	44	5			
Were you enrolled full-time?	No	Yes			
	8	359			
Were you a transfer student?	No	Yes			
	210	157			
Where did you come to Westminster from?	International	Out of State	Utah		
	4	58	302		
Did you live on or off campus?	On	Off	Both		
	35	237	95		
How likely would you be to recommend Westminster to someone else?	Not likely		Somewhat likely	Very likely	
	18 (4.9%)		80 (21.8%)	262 (71.4%)	
Have you applied to a graduate program?	No	Yes			
	300	60			
Have you been accepted to a graduate program?	Yes				
	36				
What is your current employment status?	Not seeking employment	Planning to look	Looking for a position	Employed, planning to stay	Accepted a new position
	18	59	70	125	87
What degree is required for your job?	Not Employed	None	Associates	Bachelor's	Master's
	46 (12.5%)	77 (21.0%)	20 (5.4%)	210 (57.2%)	6 (1.6%)
Is your position in your field of study?	Not Employed	No	Yes		
	64 (17.4%)	71 (19.3%)	224 (61.0%)		
Is there a faculty or staff member who has positively contributed to your Westminster experience in a significant way?	No	Yes			
	50 (13.6%)	296 (80.7%)			

OUTCOMES

CLA RESULTS

The Collegiate Learning Assessment (CLA) is a national effort that provides colleges and universities with information about the students' performance on tasks that require them to think critically, reason analytically, solve realistic problems, and write clearly. Almost all undergraduate institutions strive to improve their students' skills in these areas. The CLA provides colleges with information about their students' performance in these areas by examining how well a sample of their freshmen and seniors do on nationally administered tests.

For a number of reasons, we cannot measure improvement by simply examining differences in average CLA scores between freshmen and senior samples within a school or between schools. The samples of freshmen and seniors tested at a school may not perfectly represent their respective classes at that college. For example, participating freshmen may have higher SAT scores than their classmates while the reverse may be true for seniors. In addition, colleges also differ in the entering abilities of their students. To address these concerns, an adjustment is needed.

To make this adjustment, we compare a school's actual CLA score to its expected CLA score. Expected scores are derived from the typical relationship between a college's average SAT score (or average ACT score converted to the SAT scale) and its average CLA score. For example, college freshmen with an average SAT score of 1290 would be expected to have an average CLA score of 1235. If their actual average CLA score is substantially higher than that, then they would be classified as scoring higher than expected.

Differences between expected and actual scores for freshmen could stem from several factors, such as differences in college admissions' policies that result in students who perform at similar levels on standardized multiple choice tests (e.g., the SAT) but differently on constructed response tests that require short answers and essays (e.g., the CLA). Differences between expected and actual scores for seniors could be due to admissions policies, but they also could stem from differences in the relative effectiveness of their institution's educational programs.

The "expected" CLA score is based on two factors, namely: (a) average SAT score and (b) the typical relationship between a schools' average SAT score and its average CLA score. CLA designates five performance levels for an institution: well below expected, below expected, at expected, above expected, and well above expected. Scores for freshmen and seniors are reported separately and then combined to estimate an institution's value added. The 2007-2008 results for Westminster College (UT) were as follows:

Westminster College	Performance Level
Freshmen	Above
Seniors	At
Freshmen-to-Seniors (Value Added)	Above

CLA also examined whether other outcomes at our school—retention and graduation rates—were consistent with what would be expected given the characteristics of our students and institution. Using a regression modeling approach, they report our school's actual performance, what would be expected based on the models, and assign a performance level relative to all four-year institutions.

III. 2008-2009 Institutional Results for Your School

Westminster College (UT)	Freshmen	Seniors
Mean SAT Score	1082	1026
Expected CLA Score	1085	1136
Actual CLA Score	1136	1120
Percentile Rank	79	30
Deviation Score	1.4	-.4
Percentile Rank	93	35
Performance Level***	Well Above	At

*** Well Above, Above, At, Below, or Well Below Expected

Freshmen: Based on the average SAT score (1082) of freshmen sampled at your institution, we would expect their average CLA score to be 1085. Your freshmen scored 1136 which is Well Above.

Seniors: Based on the average SAT score (1026) of seniors sampled at your institution, we would expect their average CLA score to be 1136. Your seniors scored 1120, which is At Expected.

Figure 1: Relationship Between CLA Performance and Incoming Academic Ability

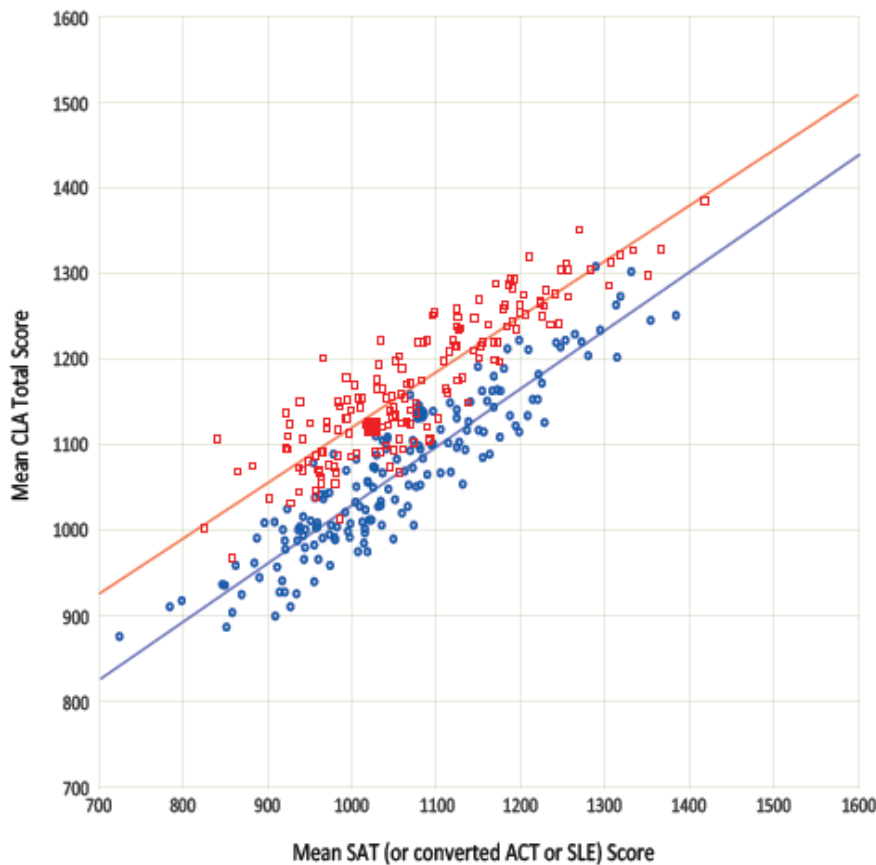


Figure 1 shows the relationship between the average SAT score of a college's freshmen and seniors (on the horizontal x-axis) and their average CLA total score (on the vertical y-axis). Each data point is a college that had at least 25 fall 2006 freshmen (blue circles) or spring 2008 seniors (red squares) with both CLA and SAT scores.

The diagonal lines (blue for freshmen and red for seniors) running from lower left to upper right show the typical relationship between an institution's average SAT score and its average CLA score for both freshmen and seniors. The solid blue circle and solid red square correspond to your school. Schools above the line scored higher than expected whereas those below the line did not do as well as expected. Small deviations from the line in either direction could be due to chance. Thus, you should only pay close attention to relatively "large" deviations as defined below. The difference between a school's actual average score and its expected average score is called its "deviation" (or "residual") score. Results are reported in terms of deviation scores because the freshmen and seniors who participated at a school were not necessarily a representative sample of all the freshmen at their school. For example, they may have been generally more or less proficient in the areas tested than the typical student at that college. Deviation scores adjust for such disparities.

For more information and results, [Click Here](#)

2007-2008 NSSE RESULTS

The National Survey of Student Engagement (NSSE) is designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results will provide an estimate of how undergraduates spend their time and what they gain from attending college.

Survey items on The National Survey of Student Engagement represent empirically confirmed “good practices” in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. Institutions can use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education.

To focus discussions about the importance of student engagement and help guide institutional improvement efforts, NSSE created five (5) clusters or benchmarks of effective educational practice:

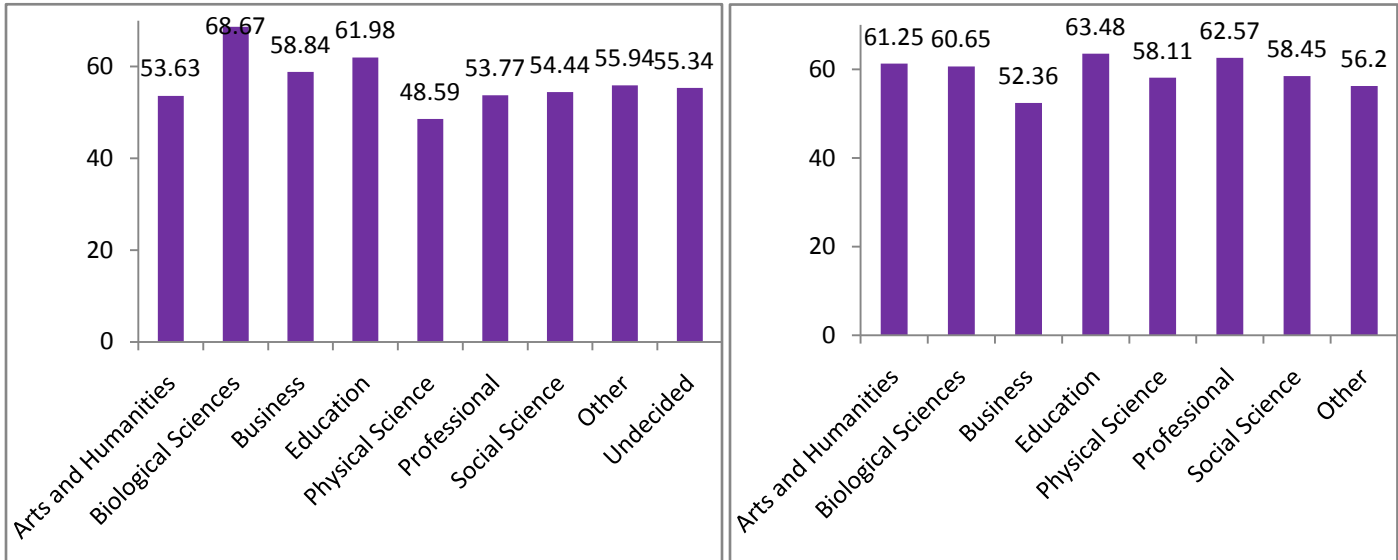
- (1) Level of academic challenge
- (2) Active and collaborative learning
- (3) Student faculty interaction
- (4) Enriching educational experiences
- (5) Supportive campus environment

NSSE provides information that allows us to compare our results to those of other Master’s institutions as well as track our current results relative to our previous results. The attached pages show graphic evidence of our performance relative to other Master’s institutions and our own performance over the past five (5) years. We do not have data for 2004.

		2001	2002	2003	2005	2006	2007	2008
Level of Academic Challenge	Freshman	53	56	56	56	55.8	56.7	59.0
	Seniors	59	59	57	61	60.2	58.3	61.7
Active & Collaborative Learning	Freshman	46	47	48	51	48.8	49.1	53.6
	Seniors	54	53	55	60	60.9	59.2	60.2
Student-Faculty Interaction	Freshmen	41	39	38	44	40.7	34.8	41.5
	Seniors	49	46	47	56	54.2	50.6	51.5
Supportive Campus Environment	Freshman	69	64	67	67	64.2	67.1	67.2
	Seniors	64	65	65	68	64.4	64.8	64.7
Enriching Educational Experiences*	Freshmen	--	--	--	33.1	28.3	35.0	36.1
	Seniors	--	--	--	46.5	46.5	47.4	48.3

*Due to recalculations at NSSE, comparisons for Enriching Educational Experiences prior to 2005 are not possible.

Level of Academic Challenge by Major



Freshmen

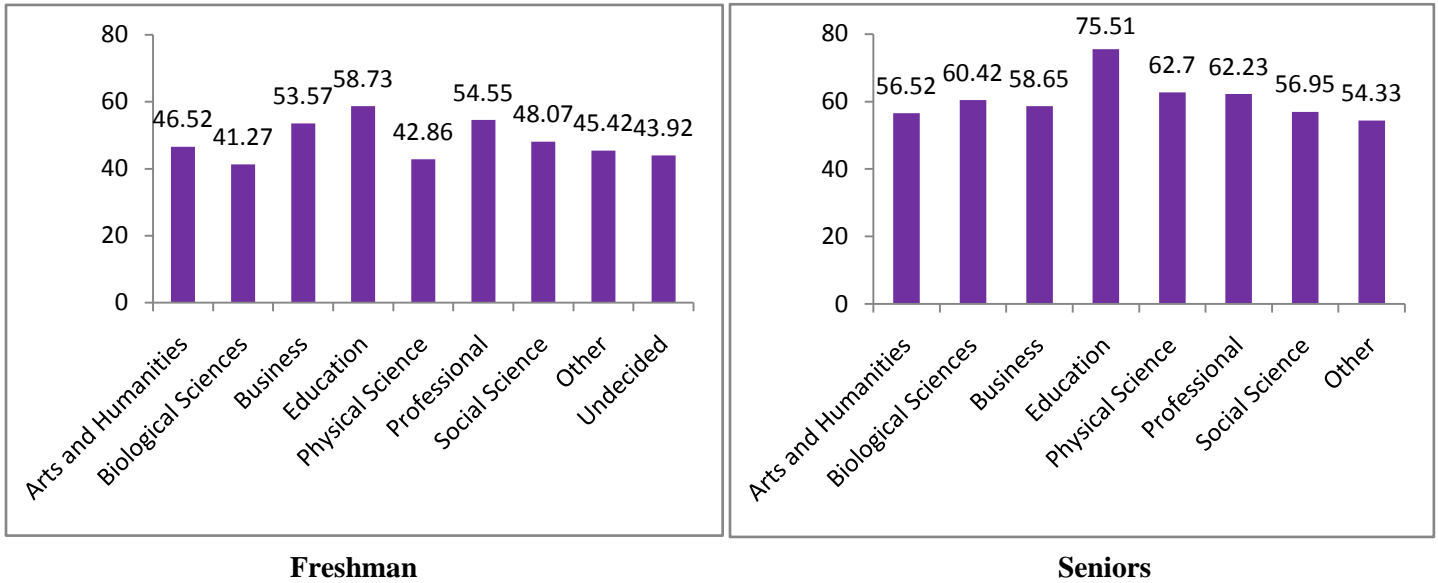
Seniors

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written paper or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages.
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships.
- Coursework emphasizing the making of judgments about the value of information, arguments or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Active and Collaborative Learning by Primary Majors

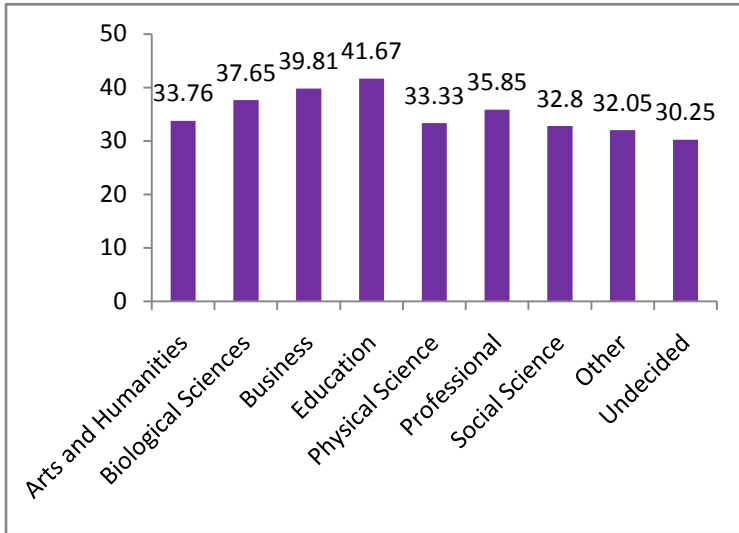


Active and Collaborative Learning (ACL) Items

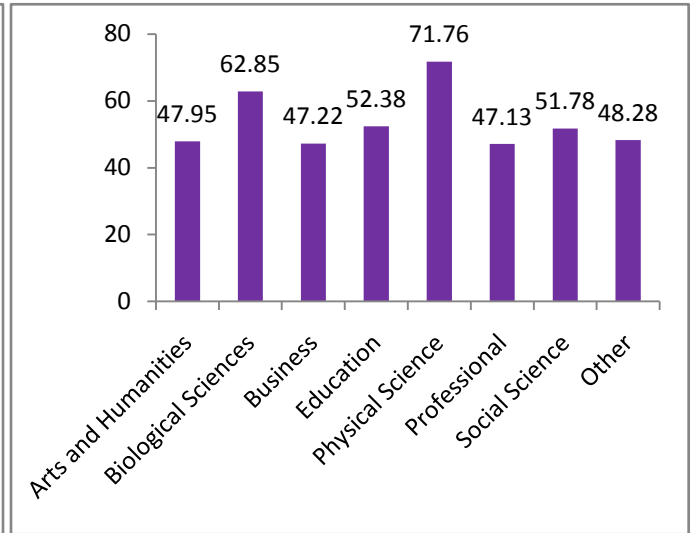
Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc...)

Student-Faculty Interaction by Primary Majors



Freshman



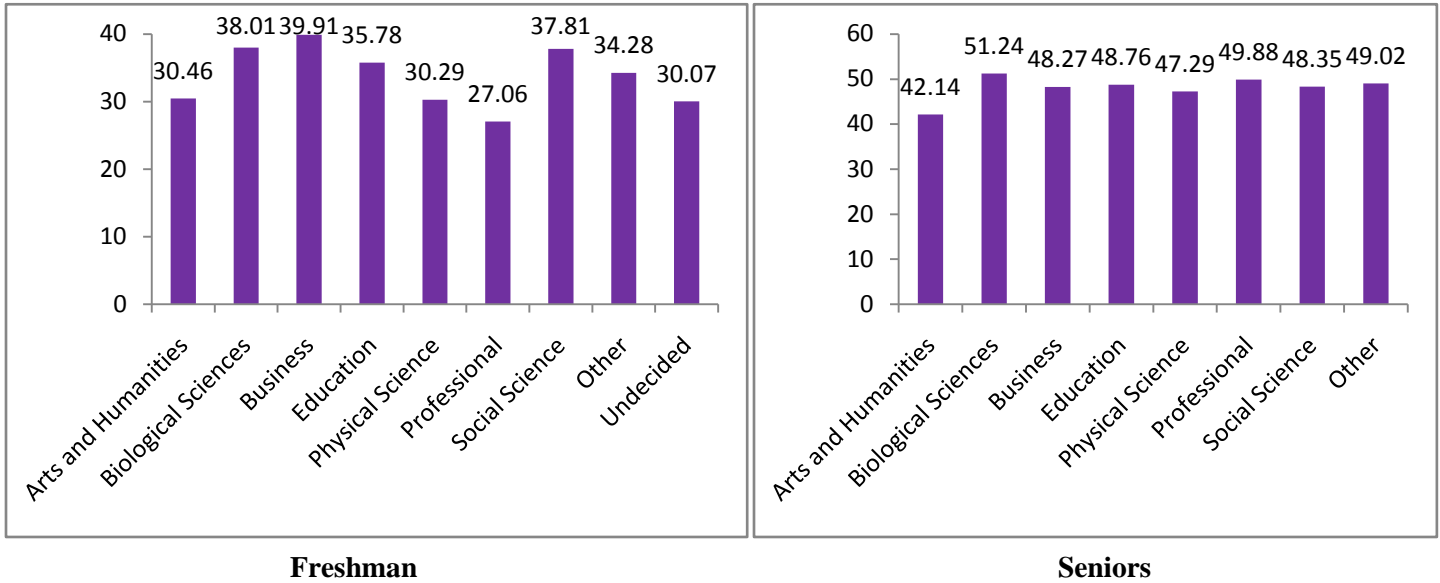
Seniors

Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project outside of course or program requirements

Enriching Educational Experiences by Primary Majors

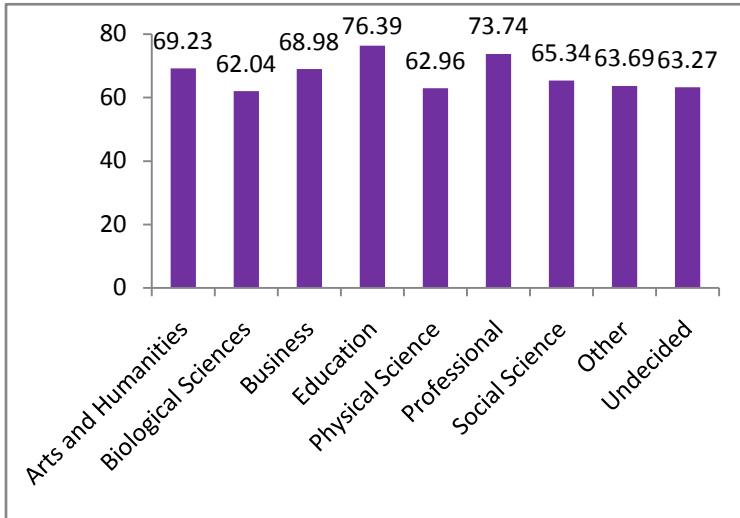


Enriching Educational Experiences (EEE) Items

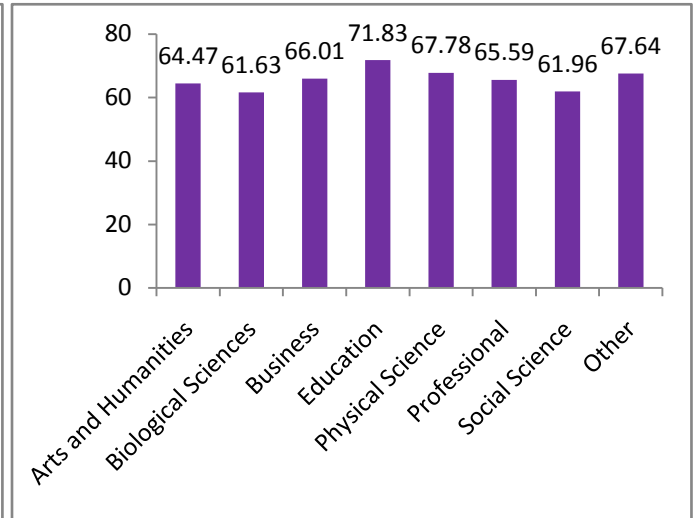
Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language course work & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, ect.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment by Primary Majors



Freshman



Seniors

Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you come with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

For more NSSE information and results, [Click Here](#)