

# SALT

STRATEGIC ALTERNATIVE LEARNING TECHNIQUES CENTER

# FACT BOOK 2012



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The University of Arizona  
Strategic Alternative Learning Techniques Center

FACT BOOK

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**2012**

Any Questions Concerning Material Contained In This Book Should Be Directed to:

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## **Contact Information for the SALT Center**

Web Site:

<http://www.salt.arizona.edu/>

## **General Information for the University of Arizona**

Web Site:

<http://www.arizona.edu/>

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### Admissions

**SALT** (520) 621-8493

**UA Undergraduate** (520) 621-3237

Mailing Addresses:

#### **SALT Center Admissions**

1010 N. Highland Ave

P.O. Box 210136

Tucson, AZ 85721-0136

#### **Admissions Office**

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P.O. Box 210040

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## Quick Reference

### Fall 2012

#### All Students

	2012	2011	2010
<b>Total Enrollment</b>	<b>584</b>	<b>584</b>	<b>594</b>
Undergraduate	100%	100%	99.8%
Lower Division	82%	84.6%	77.9%
Female	42.1%	39.9%	42.1%
Minority	5.8%**	6.8%	11.8%
Scholarship	9.2%	9.4%	8.1%

#### All New Freshmen

	2012	2011	2010
<b>Total Enrollment</b>	<b>232</b>	<b>238</b>	<b>206</b>
Female	45.7%	39.9%	39.8%
Resident	19.4%	16%	18.9%
Minority	6%	7.6%	10.1%
Mean HS GPA	2.98	2.94	3.01
Mean ACT	21.63	21.87	21.50
Mean SAT	1000.34	958.68	1044

#### All New Students

	<b>New Freshmen</b>	<b>In-house</b>	<b>Transfer</b>	<b>Graduate</b>
	2012	2012	2012	2012
<b>Total Enrollment</b>	<b>232</b>	<b>0</b>	<b>12</b>	<b>0</b>
Female	106	0	6	0
Resident	45	0	1	0
Minority	14	0	2	0
Mean HS GPA	2.98	NA	2.92	NA
Mean ACT	21.63	NA	22.34	NA
Mean SAT	1000.34	NA	1655.05	NA

NA= Not Applicable to these student groups.

#### Persistence and Graduation Rates of SALT Center Students at UA

	2012	2011	2010
One Year Persistence Rate	70%	73%	70%
Four Year Graduation Rate	31%	38%	35%
Five Year Graduation Rate	54%	53%	52%
Six Year Graduation Rate	58%	58%	59%

#### Top 5 Colleges of Total Enrollment

	2012	2011	2010
1	Letters, Arts, and Sciences* (25.3%)	Letters, Arts, and Sciences* (29%)	Letters, Arts, and Sciences* (26%)
2	Eller College of Management (17.3%)	Letters, Arts, and Sciences* (26%)	Social & Behavior Sciences (20%)
3	Social & Behavior Sciences (17.2%)	Eller College of Management (17%)	Eller College of Management (17%)
4	Science (12.8%)	Agriculture & Life Sciences (8%)	Science (13%)
5	College of Education (8.2%)	College of Education (7%)	Agriculture & Life Sciences (7%)

\* University restructuring created a College of Letters, Arts, and Sciences which takes the place of the former University College.

\*\*From 2012 onwards, for calculations related to minorities only American Indian, African American, Hispanic and Others category will be considered.

### History and Profile

Initially, the Strategic Alternative Learning Techniques (SALT) Center was founded during the 1980-1981 academic year, as a program within the Student Resource Center. At the time, SALT provided academic services and accommodations to three students with learning disabilities (LD). By 1993, the SALT Center became a free-standing department within the Division of Campus Life and was serving the needs of many students diagnosed with LD or Attention Deficit Disorder (ADD). As word got around, many students with learning disabilities were seeking out the support of the SALT Center. During the next decade, SALT Center was located in the basement of Old Main, utilizing 2,500 sq/ft. Because of the lack of space, SALT tutors conducted tutoring sessions around Old Main using the outside tables or at other quiet locations. In the Fall of 2001, SALT was able to relocate into its own 16,000 square foot building where over 500 students with learning disabilities (LD) and/or Attention Deficit Disorders (ADD) use SALT services including tutoring.

SALT students receive individualized educational planning from Strategic Learning Specialists, assistance from College Reading & Learning Association (CRLA) certified tutors, and an array of skill workshops modeling learning strategies and various academic techniques. Additionally, students have the opportunity to use the SALT computer resource lab (complete with an array of assistive technology) and/or “drop-in” to either the SALT Writers Lab or the SALT Math and Science Lab, both staffed with CRLA certified tutors.

Upon requesting SALT services, each student is assigned to a Strategic Learning Specialist. These individuals assist students as they navigate through the University of Arizona (UA). Each Strategic Learning Specialist is an individual who demonstrates encouraging, accepting, and nonjudgmental behaviors creating a secure environment for students to prosper. This safe atmosphere also enables students to successfully collaborate with Strategic Learning Specialists to create a unique learning plan, entitled

Individualized Learning Plans (ILP). Each especially designed ILP is created to meet the postsecondary environmental needs of the student.

The Individualized Learning Plans (ILP) offer an integrated approach to tutoring, writing support, and educational planning. To create an ILP, the Strategic Learning Specialist uses the unique student profile of strengths, weaknesses, and learning challenges along with the student’s current semester needs. The Strategic Learning Specialist and the student define the array of services and define them in the ILP. Thus, each ILP provides the student with information on strategies to approach course work; recommendations for tutor usage; and, as appropriate, referrals to other UA campus resources. As the semester progresses, the Strategic Learning Specialist will use information gathered from weekly discussions with the student to evaluate the student’s progress, needs, and outcomes. The ILP will then be adjusted accordingly.

In addition to supporting postsecondary students at the UA, the SALT Center is also involved in outreach efforts to the UA Campus as well as to the surrounding local area. Over the years, the SALT Center has collaborated with other UA departments, as well as local Tucson agencies, to support the academic advancement of local students. The people at the SALT Center firmly believe all students with LD and/or ADD should be encouraged to pursue post high school options, including community college, as well as 4-year institutions.

And what about the name? According to SALT oral history, one student said, “As students with learning disabilities, we need a little more seasoning;” hence the name, SALT. Actually, SALT stands for “Strategic Alternative Learning Techniques.” These terms were chosen to reflect the process many of our students experience as they meet the daily academic challenges of educational settings. The SALT Center’s philosophy embodies the belief that learning involves the process of identifying one’s strengths and weaknesses, learning preferences, and creating strategies that

will enable one to be successful. Because learning is a life-long process occurring in many environments, one has to be able to self-monitor and alter choices to accommodate and assimilate new knowledge. Thus, the SALT Center offers students many opportunities to learn about themselves as well as available resources. There is no right combination of strategies; each student determines their own strategic alternative learning techniques.



## **SALT Center Directors**

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1980 – 1993	Eleanor Harner, Ph.D.
1993 – 2006	Diane Perreira Quinn, Ed.D.
2006 – 2011	Jeffrey M. Orgera, Ph.D.
2011 – 2012	Robin Wisniewski, Ph.D.
2012- Present	Rudy Molina, M.A.

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## Peer Institutions

### UA Peers, Resources for Students with LD

Institution	State	City	Disability Center	Specific Information for LD Students	Support Center for LD Students	Annual Fee Associated with Center	Tutoring Services Included in Support Center
University of Arizona	AZ	Tucson	X	X	X	\$4900	X
University of California	CA	Berkeley	X	X			
University of Florida	FL	Gainesville	X	X			
University of Illinois	IL	Urbana	X	X			
University of Iowa	IA	Iowa City	X	X	X		
Michigan State University	MI	East Lansing	X	X			
University of Michigan	MI	Ann Arbor	X	X			
University of Minnesota	MN	Minneapolis	X	X			
University of Missouri	MO	Columbia	X	X			
University of North Carolina	NC	Chapel Hill	X	X	X		
The Ohio State University	OH	Columbus	X	X			
Texas A & M	TX	College Station	X				
University of Utah	UT	Salt Lake City	X	X			
University of Virginia	VA	Charlottesville	X	X			
University of Washington	WA	Seattle	X				
University of Wisconsin	WI	Madison	X	X			

## Pac 12 Institutions

### Pac 12, Resources for Students with LD

Institution	State	City	Disability Center	Specific Information for LD or AD/HD Students	Support Center for LD or AD/HD Students	Annual Fee Associated with Center	Tutoring Services Included in Support Center
University of Arizona	AZ	Tucson	X	X	X	\$4900	X
Arizona State University	AZ	Tempe	X	X			
University of California	CA	Berkeley	X	X			
University of California	CA	Los Angeles	X	X	X <sup>1</sup>		
Stanford University	CA	Palo Alto	X	X	X <sup>2</sup>		X
University of Southern California	CA	Los Angeles	X	X	X <sup>3</sup>		X
University of Oregon	OR	Eugene	X	X			
Oregon State University	OR	Corvallis	X	X	X		
University of Washington	WA	Seattle	X	X	X		
Washington State University	WA	Pullman	X	X	X		
University of Colorado	CO	Boulder	X	X			
University of Utah	UT	Salt Lake City	X	X			

<sup>1</sup> UCLA Learning Disabilities Program

<sup>2</sup> Stanford Schwab Learning Center

<sup>3</sup> USC Center for Academic Support

<sup>4</sup> Peer Tutors

<sup>5</sup> One time only fee for Learning Services Program for Freshmen with Learning Disabilities

<sup>6</sup> The institution is a specialized school for students with LD

<sup>7</sup> Academic Mentoring Program

<sup>8</sup> Student Centered Study Groups

<sup>9</sup> 1hr/week of individual support

<sup>10</sup> 2 hrs/week of individual support

<sup>11</sup> The number is based on information from 2006-2007 academic year.

<sup>12</sup> Fee for 1hr/week counseling is \$700. Fee for 2hr/week counseling is \$1200.

<sup>13</sup> For 7hrs/week of tutoring as a non-resident.

<sup>14</sup> Based on 2008-2009 academic year.

<sup>15</sup> Plus there is an additional \$1250 diagnostic fee to be paid upon entering program.

<sup>16</sup> Certified by the College Reading and Learning Association (CRLA)

<sup>17</sup> They take a maximum of 10-11 students each year.

<sup>18</sup> Phase I of the program is \$1450/sem. Phase II is \$760/sem.

## SALT Center Peer Institutions

### Comprehensive Postsecondary Learning Disability Programs\*

Name of Center	Institution	Enrollment	Semester Fee	Individual support	Tutors	Writers Lab	Math Lab	Computer Lab	Workshops	Career Exploration	Counseling	Life & ADHD Coaching	Pre-College Summer Prgm	Comprehensive
SALT Center	University of Arizona	584	\$2,450	X	X <sup>4,16</sup>	X	X	X	X	X	X	X	X	X
Academic Support Center	American University		\$2,500 <sup>5</sup>	X	X	X		X	X		X			X
Educational Support Services	Beacon College		\$13,500 <sup>6</sup>	X <sup>7</sup>	X <sup>8</sup>	X		X						X
Learning Disability Services	Boston University		\$900 <sup>9</sup>	X										
Program for Advancement of Learning	Curry College	350	\$1,800 <sup>10</sup> \$3,250	X				X		X	X		X	X
Productive Learning Strategies (PluS)	DePaul University	220 <sup>11</sup>	\$1,200 <sup>12</sup>	X										
	Landmark College		\$22,650 <sup>6</sup>										X	X
Learning Partners Program	Louisburg College	18	\$4,000	X	X			X						X
Institute for Achievement and Learning	Lynn University	300	\$5,875	X	X			X	X					X
Learning Disabilities Support Program	Marist College		\$1,700	X	X									X
Higher Education for Learning Problems (HELP)	Marshall University	200	\$3,675 <sup>13</sup>	X	X								X	
Learning Opportunities Program	Mount Ida College	100	\$1,700 <sup>14</sup>	X										
PLUS Program	Muskingum College	35-40	\$6,840	X	X			X						X
Achieve Program	Southern Illinois University		\$3,200 <sup>15</sup>	X	X			X						X
Project Success	Missouri State		\$1,250	X	X						X			X
TECHniques	Texas Tech		\$1,500	X	X <sup>16</sup>			X		X				X
Disability Services	University of Colorado: Boulder			X				X		X				
Beyond Access Programs	University of Connecticut	250	\$1,700	X	X				X	X			X	X
Learning Effectiveness Program	University of Denver	200	\$1,500	X	X	X		X						X
Academic Success Program	University of North Carolina: Chapel Hill			X					X	X		X		
FOCUS Program	Ursuline College	6 <sup>17</sup>	\$1,450 <sup>18</sup>	X	X									X
Project Success	University of Wisconsin Oshkosh	290		X	X	X	X							
Schwab Learning Center	Stanford University			X	X			X						
Disability Services & Programs	University of Southern California			X	X			X						

\*SALT does not guarantee the accuracy of this chart as programs alter the type of services provided.  
(See legend on p.7 for postscript explanations )

## Applications, Admissions, and Matriculations

Note: Application numbers represent potential incoming freshmen; transfer students; graduate students and students already enrolled at the University of Arizona, who wish to receive services from the SALT Center.

Fall	Resident	Nonresident	UA Students (In-House)	Freshmen	Transfers	Graduate	Total
2002							
Applications	60	387	24	405	18		447
Admissions	49	247	19	270	7		296
Matriculations	38	150	8	173	7		188
2003							
Applications	39	364	12	376	14		403
Admissions	33	246	11	258	9		279
Matriculations	16	129	0	140	5		145
2004							
Applications	51	366	13	391	13		417
Admissions	43	271	10	295	9		314
Matriculations	30	148	1	171	5		177
2005							
Applications	42	355	12	367	15	3	397
Admissions	31	284	10	288	14	3	315
Matriculations	25	165	9	167	11	3	190
2006							
Applications	29	381	16	374	18	2	410
Admissions	22	307	12	304	12	1	329
Matriculations	14	182	10	176	9	1	196
2007							
Applications	32	427	11	439	8	1	459
Admissions	26	296	7	307	8	1	323
Matriculations	19	183	7	192	2	1	202
2008							
Applications	40	417	5	441	11		457
Admissions	31	305	3	329	4		336
Matriculations	24	190	2	208	3	1	214
2009							
Applications	42	426	9	454	4	1	468
Admissions	36	374	9	396	4	1	410
Matriculations	29	225	9	240	4	1	254
2010							
Applications	58	403	24	421	16	0	461
Admissions	51	343	18	363	13	0	394
Matriculations	40	193	16	206	11	0	233
2011							
Applications	60	419	18	433	27	1	479
Admissions	53	323	9	355	12	0	376
Matriculations	42	214	8	238	10	0	256
2012							
Applications	115	548	53	586	24	0	663
Admissions	78	394	47	409	16	0	472
Matriculations	46	198	0	232	12	0	244

Source: External Relations & Research

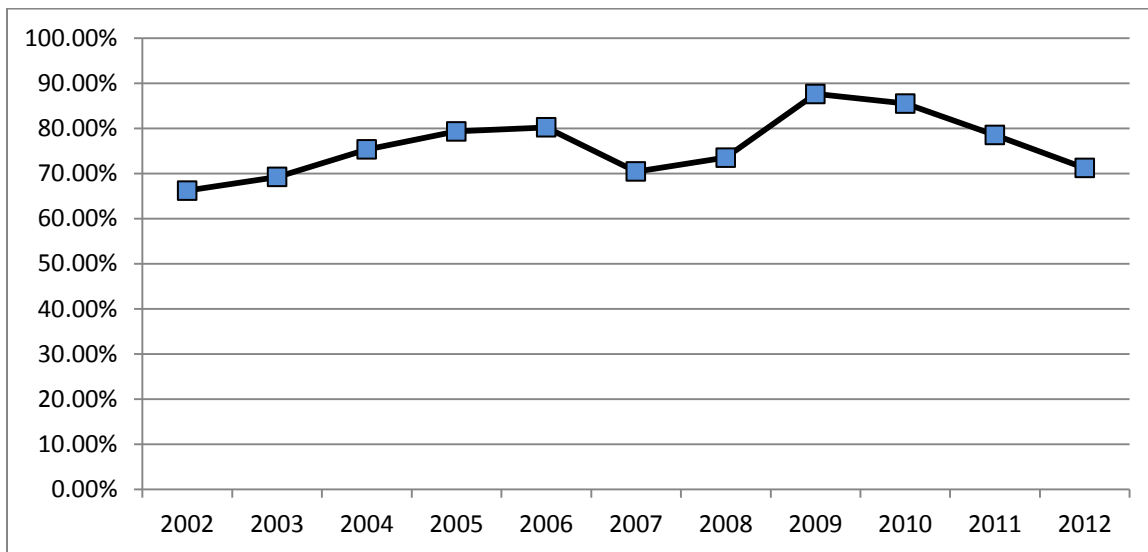
## Applications, Admissions, and Matriculations

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### Admit Yield Rate

2002	66.2%
2003	69.2%
2004	75.3%
2005	79.3%
2006	80.2%
2007	70.4%
2008	73.5%
2009	87.6%
2010	85.5%
2011	78.5%
2012	71.2%

### Admit Yield Rate Ten-Year Trend



Note: Admit Yield Rate is the number of total applications received versus those offered admission

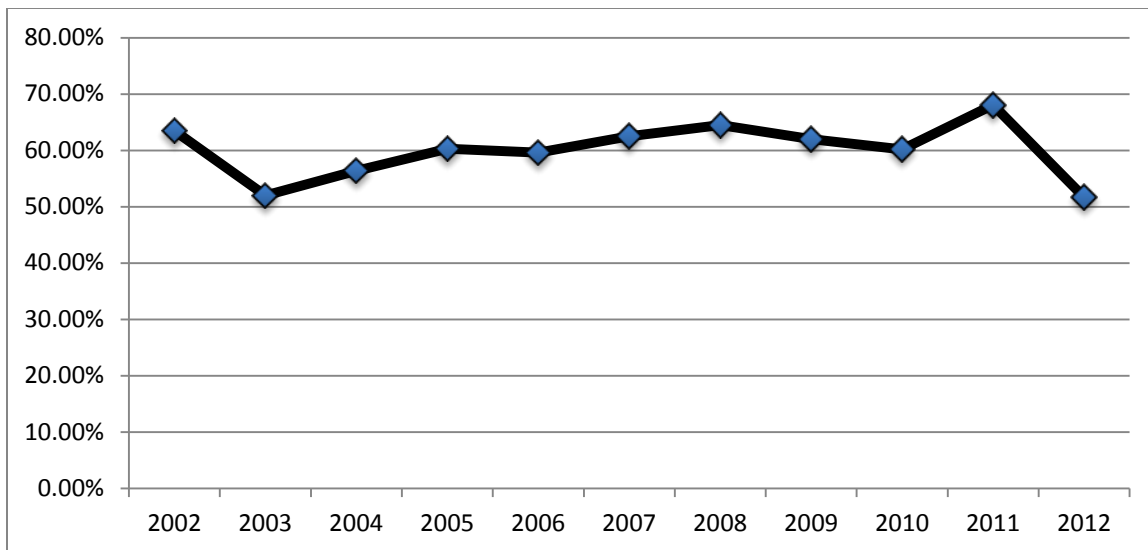
## Applications, Admissions, and Matriculations

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### Matriculation Yield Rate

2002	63.5%
2003	52.0%
2004	56.4%
2005	60.3%
2006	59.6%
2007	62.5%
2008	64.5%
2009	62.0%
2010	60.2%
2011	68.1%
2012	51.7%

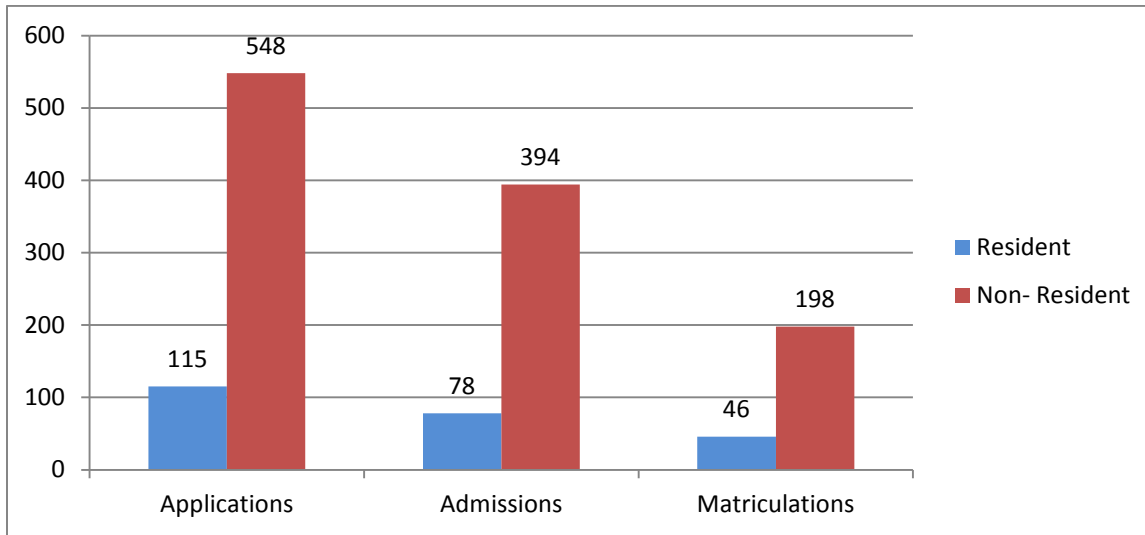
### Matriculation Yield Rate Ten-Year Trend



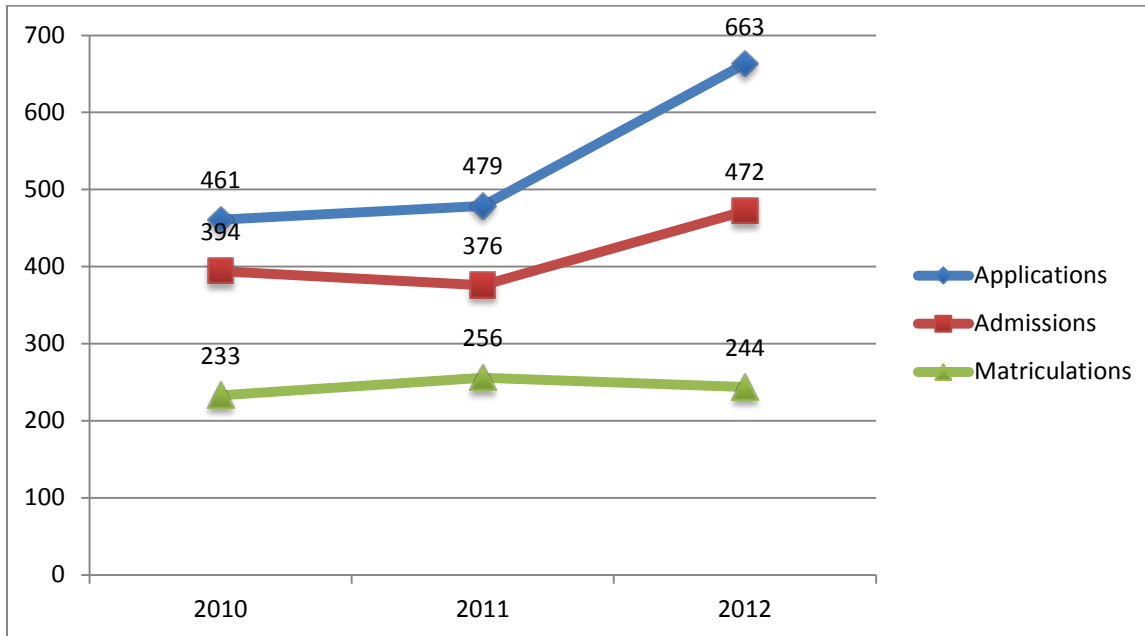
Note: Matriculation Yield Rate is the number of total students offered admission to versus those matriculated.

# Applications, Admissions, and Matriculations

## Fall 2012



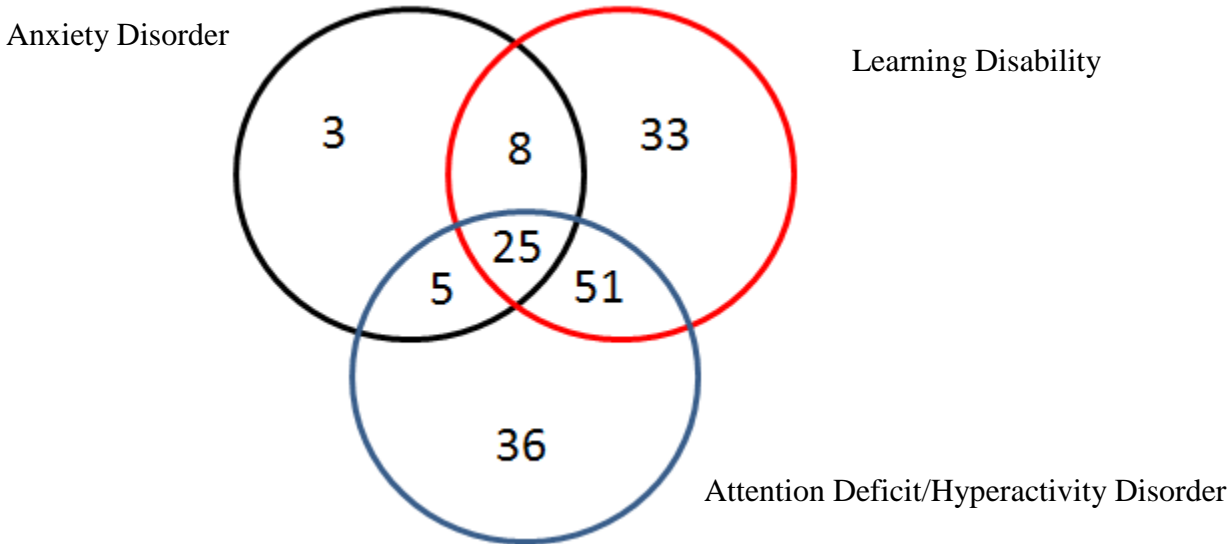
## Applications, Admissions, and Matriculations: Three-Year Trend





## Student Enrollment

### By Type of Disability



\* Data Source: 2012 SALT Center Learning Survey results

Disability	2012	%	2011	%	2010	%
<b>Number of Students Surveyed</b>	<b>190</b>		<b>170</b>		<b>189</b>	
Anxiety Disorder	41	11.3	36	21.8	30	15.9
Obsessive Compulsive Disorder (OCD)	13	3.6	11	6.5	11	5.8
Traumatic Brain Injury (TBI)	2	0.6	5	2.9	3	1.6
Attention Deficit Disorder (ADD/ADHD)	117	32.3	101	59.4	95	50.3
Learning Disability (LD)	117	32.3	107	63.0	120	63.5
Clinical Depression	21	5.8	16	9.4	11	5.8
Posttraumatic Stress Disorder (PTSD)	3	0.8	10	5.9	4	2.1
Bipolar Disorder	5	1.4	4	2.4	3	1.6
Substance Abuse	4	1.1	3	1.8	4	2.1
Sleeping Disorder	17	4.7	11	6.5	4	2.1
Other	22	6.1	13	7.7	19	10.1

Note: Results are based on that of the self-report from students on the Learning Survey

## Student Enrollment

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### By Level of Instruction

Fall	Lower Division	Upper Division	Graduate	Total	% Change
2001	382	132	0	514	7.8
2002	376	147	0	523	1.8
2003	342	153	0	495	-5.3
2004	353	175	0	528	6.7
2005	390	166	3	559	5.9
2006	390	156	2	548	-2.0
2007	402	148	2	552	0.7
2008	419	146	1	566	2.5
2009	464	118	1	583	3.0
2010	463	130	1	594	1.9
2011	494	90	0	584	-1.7
2012	479	105	0	584	0.0

Note: Lower Division is defined as students with less than 60 completed units

Upper Division is defined as students with 60 or more completed units

Graduate is defined as students enrolled in a UA graduate program

## Student Enrollment

### By Gender

Fall	Lower Division	Upper Division	Lower Division	Upper Division	Graduate	Graduate	Total Males	Total Females	Total
	<i>Males</i>	<i>Males</i>	<i>Females</i>	<i>Females</i>	<i>Females</i>	<i>Males</i>			
2002	213	68	163	79	0	0	281	242	523
	40.7	13	31.1	15.1			53.7	46.2	
2003	210	79	132	74	0	0	289	206	495
	42.4	16.0	26.7	15.0			58.4	41.6	
2004	222	92	131	83	0	0	314	214	528
	42.1	17.4	24.8	15.7			59.5	40.5	
2005	238	101	152	65	3	0	339	220	559
	42.6	18.1	27.2	11.6	0.5	0	60.6	39.4	
2006	235	93	155	63	2	0	328	220	548
	42.9	17.0	28.3	11.5	0.4	0	59.9	40.2	
2007	233	76	169	72	1	1	310	242	552
	42.2	13.8	30.6	13.0	0.2	0.2	56.2	43.8	
2008	247	74	172	72	0	1	322	244	566
	43.6	13.1	30.4	12.7	0	0.2	56.9	43.1	
2009	286	67	178	51	1	0	353	230	583
	49.1	11.5	30.5	8.8	0.2	0	60.5	39.5	
2010	275	69	188	61	0	1	344	250	594
	46.3	11.6	31.6	10.3	0	0.2	57.9	42.1	
2011	300	51	194	39	0	0	351	233	584
	51.4	8.7	33.2	6.7	0	0	60.1	39.9	
2012	270	68	209	37	0	0	338	246	584
	46.2	11.6	35.8	6.3	0	0	57.9	42.1	

Source: External Relations & Research

## Student Enrollment

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### By Ethnicity

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
2002	452 86.4	2 0.4	10 1.9	5 1.0	19 3.6	2 0.4	33 6.3	523	7.3
2003	427 86.3	1 0.2	10 2.0	6 1.2	18 3.6	1 0.2	32 6.5	495	7.3
2004	441 83.5	2 0.4	11 2.1	6 1.1	19 3.6	0 0	49 9.3	528	7.2
2005	466 83.4	5 0.9	7 1.3	10 1.8	24 4.3	0 0	47 8.4	559	8.2
2006	452 82.5	4 0.7	11 2.0	15 2.7	22 4.0	1 0.2	43 7.9	548	9.7
2007	479 86.8	3 0.5	11 2.0	9 1.6	24 4.4	2 0.4	24 4.4	552	8.9
2008	483 85.3	5 0.9	19 3.4	10 1.8	27 4.8	2 0.4	20 3.5	566	11.1
2009	502 86.1	9 1.5	19 3.3	11 1.9	27 4.6	1 0.2	14 2.4	583	11.5
2010	517 87.0	0 0.0	7 1.2	7 1.2	28 4.7	25 4.2	10 1.7	594	11.3
2011	502 86.0	1 0.2	4 0.7	10 1.7	25 4.3	0 0	42 7.2	584	6.9
2012	490 83.9	9 1.5	48 8.2	17 2.9	8 1.4	0 0.0	7 1.2	584	5.8

## Student Enrollment

### By U.S. State of Origin

State	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012		
AK	0	0	0	0	0	0	0	0	0	0	0		
AL	1	1	2	1	1	3	2	3	3	1	0		
AR	0	0	0	0	0	0	0	0	0	0	0		
AZ	93	76	91	84	66	64	64	64	94	93	113	<b>Top Six</b>	<b>% 2012</b>
CA	220	222	244	242	246	240	226	202	206	233	246	<b>States</b>	<b>Enrolled</b>
CO	11	9	8	8	9	5	7	14	19	9	8	California	42.1%
CT	5	1	6	10	10	8	4	9	3	5	5	Arizona	19.3%
DC	3	3	3	4	0	0	1	2	2	2	2	New York	5.0%
FL	7	8	9	6	8	7	10	14	12	11	11	New Jersey	5.0%
GA	6	4	5	6	6	4	2	7	5	2	2	Illinois	5.0%
HI	1	1	0	0	1	2	3	2	3	3	1	Texas	4.3 %
IA	0	0	1	1	1	0	0	0	0	0	0		
ID	1	0	1	1	0	0	0	0	0	0	0		
IL	24	21	20	39	38	35	33	51	38	34	29		
IN	2	0	0	0	0	0	1	1	1	1	0		
KS	1	0	0	0	1	1	0	0	0	2	0		
KY	2	2	2	1	1	2	1	0	1	0	0		
LA	0	1	4	4	4	4	4	1	2	1	1		
MA	1	4	6	9	8	7	10	11	11	12	13		
MD	4	7	9	7	4	7	9	9	11	9	8		
ME	0	0	0	0	0	0	1	1	0	0	0		
MI	4	5	3	3	3	3	3	4	3	1	0		
MN	3	3	3	4	7	8	9	8	5	5	4		
MO	3	3	4	1	0	5	3	7	2	4	5		
MT	0	0	0	0	0	0	0	0	0	1	1		
NC	1	1	2	2	2	0	1	1	2	1	1		
NH	0	0	0	1	1	1	0	0	0	0	0		
NJ	20	16	15	19	25	42	49	38	41	34	29		
NM	1	0	1	0	1	2	2	3	1	0	1		
NV	4	6	5	5	3	4	6	3	5	3	1		
NY	19	20	18	33	33	38	43	51	37	37	29		
OH	8	10	10	8	7	8	10	12	7	8	7		
OR	0	2	0	0	3	1	0	0	2	3	3		
PA	11	8	8	9	8	9	11	8	9	9	8		
RI	1	1	1	1	0	0	1	1	2	1	1		
SC	1	1	1	1	0	0	0	0	0	2	1		
SD	0	0	0	0	0	1	1	1	0	0	0		
TN	2	1	0	0	0	0	0	1	3	2	3		
TX	40	35	26	28	27	22	25	27	29	28	25		
UT	3	1	1	0	0	0	0	0	0	0	1		
VA	5	5	5	4	4	2	4	5	5	5	7		
VT	1	0	0	0	0	1	1	0	1	0	0		
WA	8	13	11	14	16	13	13	16	18	13	13		
WI	3	2	0	2	1	1	3	2	2	0	1		
WY	0	0	0	1	0	0	0	0	0	0	0		

Source: External Relations & Research

## Student Enrollment

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### By Country (International Status)

Localities	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Bermuda	0	0	0	0	0	0	0	1	0	0	0
British Columbia	2	2	1	1	0	0	0	0	0	0	0
Guam	1	0	0	0	0	0	0	0	0	0	0
Singapore	0	0	0	0	0	0	1	1	0	0	0
Kuwait	0	1	0	0	0	0	0	0	0	0	0
Taiwan	0	0	0	0	1	1	1	0	0	0	0
United Kingdom	0	0	1	1	1	1	1	2	0	1	0
Korea	0	0	0	0	0	0	0	0	0	0	1

## Student Enrollment

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### By College

	Men	Women	Total	Total Percentage
Architecture & Landscape Architecture	0	2	2	0.34
* Letters, Arts & Sciences	83	65	148	25.34
Agriculture & Life Sciences	14	25	39	6.67
Education	9	39	48	8.21
Engineering	9	1	10	1.71
Fine Arts	17	9	26	4.45
Humanities	10	6	16	2.73
Medicine	6	5	11	1.88
Science	36	39	75	12.84
Social & Behavioral Sciences	70	30	100	17.12
Eller College of Management	81	20	101	17.29
University College	2	3	5	0.86
Public Health	1	3	4	0.68
<b>Total</b>	<b>338</b>	<b>246</b>	<b>584</b>	<b>100</b>

\* Replaced University College.

Note: University College expired in 2009. The five students listed as University College are likely to be cases that have yet to be recoded as Letters, Arts and Sciences.

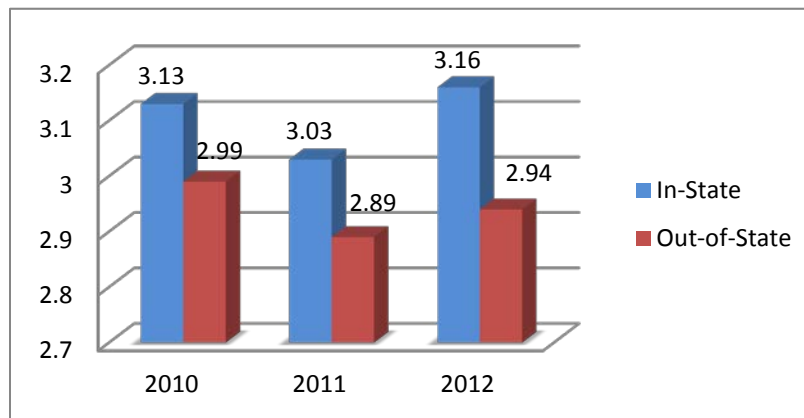
## Profile of New Freshmen

### High School GPA

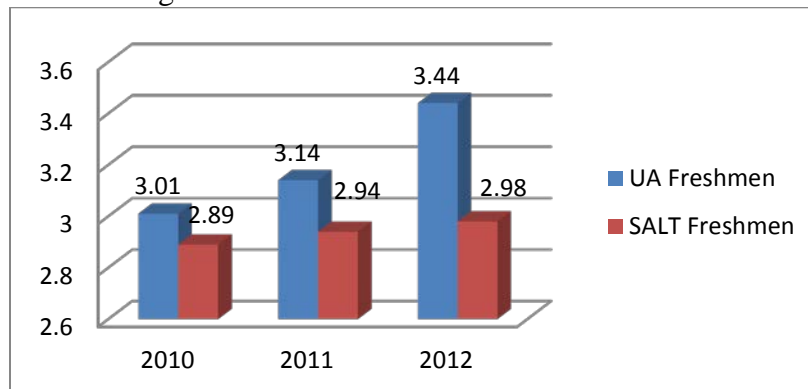
Entering SALT Freshmen Mean High School GPA Fall 2012 Compared to UA Freshmen  
Fall 2012  
N=232

	N	Percentile			
		Mean	25%	50%	75%
In-State	45	3.16	2.82	3.05	3.42
Out-of-State	187	2.94	2.68	2.90	3.14
Minority	39	2.86	2.64	2.82	2.99
Non-Minority	193	3.01	2.69	2.97	3.28
All SALT Freshmen	232	2.98	2.69	2.94	3.21
All UA Freshmen	7,401	3.44	NA	NA	NA

### SALT High School GPA: In-State v/s Out-of-State



### SALT High School GPA v/s UA High School GPA



Source: External Relations & Research



## Profile of New Freshmen

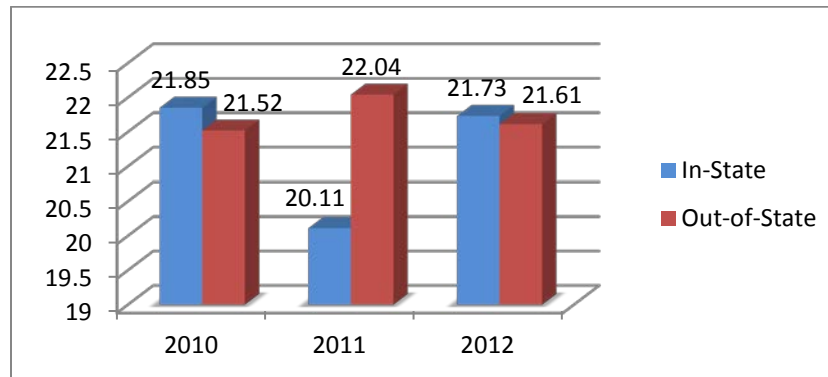
### ACT Composite Scores

Entering SALT Freshmen Mean ACT Composite Scores Compared to UA Freshmen  
 Fall 2012  
 N=128\*

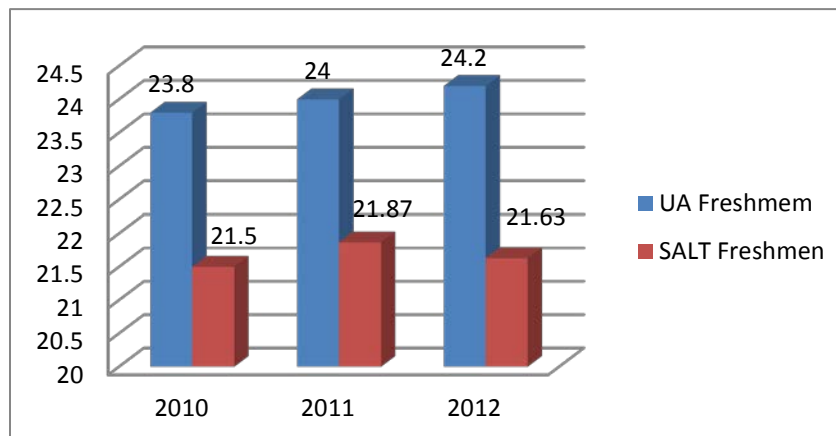
	N	Mean	Percentile		
			25%	50%	75%
In-State	26	21.73	16.00	22.00	25.00
Out-of-State	102	21.61	19.00	22.00	23.50
Minority	18	19.61	16.50	19.50	23.00
Non-Minority	110	21.96	19.00	22.00	24.00
All SALT Freshmen	128	21.63	19.00	22.00	24.00
All UA Freshmen	7,401	24.2	NA	NA	NA

\*Avg ACT scores for those freshmen who took the ACT. NA = Not Applicable.

### SALT Freshmen ACT composite score: In-State vs Out-of-State



### SALT Freshmen vs UA Freshmen ACT composite score



Source: External Relations & Research

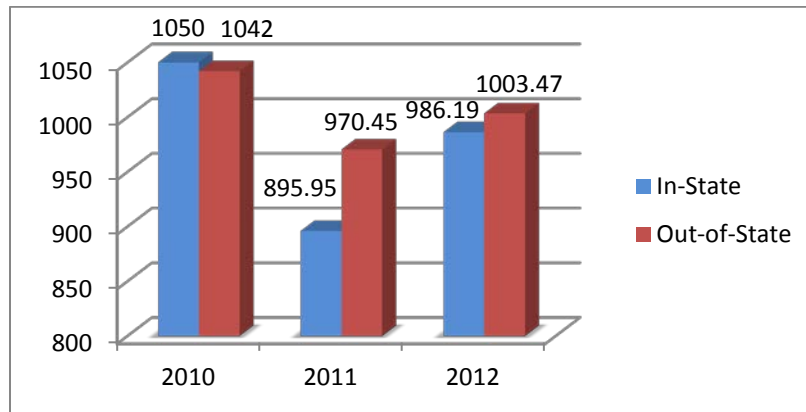
**Profile of New Freshmen**  
**SAT Combined Scores**

Entering SALT Freshmen Mean SAT Combined Scores Compared to UA Freshmen  
 Fall 2012  
 N=116\*

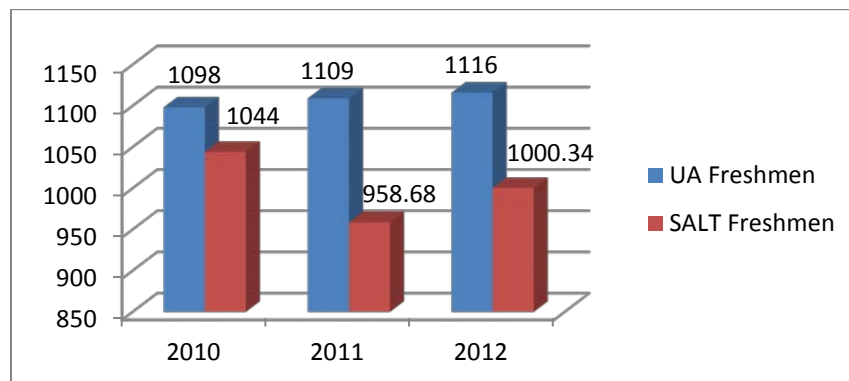
	N	Mean	Percentile		
			25%	50%	75%
In-State	21	986.19	810.00	945.00	1130.00
Out-of-State	95	1003.47	870.00	990.00	1100.00
Minority	22	955.00	820.00	850.00	1005.00
Non-Minority	94	1010.96	890.00	1010.00	1040.00
All SALT Freshmen	116	1000.34	825.00	940.00	1090.00
All UA Freshmen	7,401	1116	NA	NA	NA

\*Avg SAT scores for those freshmen who took the SAT. NA = Not Applicable.

SALT Freshmen SAT composite score: In-State vs Out-of-State



SALT Freshmen vs UA Freshmen SAT composite score



Source: External Relations & Research

## Profile of New Freshmen

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### By Ethnicity by Gender

#### *Females*

<b>Fall</b>	<b>White</b>	<b>American Indian</b>	<b>Asian/Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>Other</b>	<b>No Reply</b>	<b>Total</b>	<b>Total Percentage of Minorities</b>
2012	93	1	9	1	2	0	0	106	3.8%

#### *Males*

<b>Fall</b>	<b>White</b>	<b>American Indian</b>	<b>Asian/Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>Other</b>	<b>No Reply</b>	<b>Total</b>	<b>Total Percentage of Minorities</b>
2012	100	1	16	8	1	0	0	126	7.9%

#### *Total New Freshmen*

<b>Fall</b>	<b>White</b>	<b>American Indian</b>	<b>Asian/Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>Other</b>	<b>No Reply</b>	<b>Total</b>	<b>Total Percentage of Minorities</b>
2012	193	2	25	9	3	0	0	232	6.0%

## Profile of New Freshmen

### By U.S. State of Origin

State	2010	2011	2012	Percent				
AL	0	0	0	0.0				
AZ	39	38	45	19.39				
CA	86	97	108	46.55				
CO	8	3	3	1.29				
CT	0	2	2	0.88				
DC	2	1	1	0.43				
FL	3	7	4	1.72	<b>Top Six States</b>	<b>% 2012 New Freshmen</b>		
GA	1	0	1	0.43				
HI	1	0	0	0.0			California	46.6 %
IL	12	13	9	3.88			Arizona	19.4 %
KS	0	2	0	0.0			Texas	4.3 %
LA	1	0	0	0.0			NY/ Illinois	3.9 %
MA	4	4	8	3.45	New Jersey	3.5 %		
MD	7	4	1	0.43				
MI	0	0	1	0.43				
MN	2	0	1	0.43				
MO	0	2	2	0.86				
MT	0	1	0	0.0				
NJ	10	11	8	3.45				
NM	0	0	1	0.43				
NV	1	1	1	0.43				
NY	8	17	9	3.88				
OH	0	2	2	0.86				
OR	1	1	1	0.43				
PA	2	6	3	1.29				
SC	0	2	0	0.0				
TN	2	1	1	0.43				
TX	7	13	10	4.31				
UT	0	0	1	0.43				
VA	2	2	2	0.86				
WA	7	5	6	2.59				
<b>Total US New Freshmen</b>	<b>206</b>	<b>235</b>	<b>232</b>	<b>100.0</b>				

## Profile of New Freshmen

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### By Country (International Status)

<b>Localities</b>	<b>2012</b>	<b>Percent</b>
United States	231	99.57
Korea	1	0.43
<b>Total New Freshmen</b>	<b>232</b>	<b>100</b>

## Retention of New Freshmen

### Graduation and Retention Rates

#### First Time Full-time Freshmen

Freshmen Cohort	Original Number	Years after Entry					
		1	2	3	4	5	6
2001	<b>173</b>						
	Enrolled	75%	62%	58%	27%	5%	2%
	Graduated	0%	1%	1%	29%	49%	51%
2002	<b>149</b>						
	Enrolled	84%	73%	67%	35%	3%	3%
	Graduated	0%	0%	1%	30%	57%	61%
2003	<b>128</b>						
	Enrolled	80%	71%	70%	35%	7%	4%
	Graduated	0%	0%	0%	30%	55%	59%
2004	<b>165</b>						
	Enrolled	81%	70%	65%	35%	10%	2%
	Graduated	0%	0%	0%	30%	55%	59%
2005	<b>160</b>						
	Enrolled	81%	69%	66%	31%	8%	2%
	Graduated	0%	0%	0%	29%	52%	58%
2006	<b>160</b>						
	Enrolled	76%	70%	66%	25%	5%	2%
	Graduated	0%	0%	0%	35%	53%	58%
2007	<b>166</b>						
	Enrolled	76%	61%	62%	24%	4%	
	Graduated	0%	0%	0%	38%	54%	
2008	<b>172</b>						
	Enrolled	72%	60%	55%	22%		
	Graduated	0%	0%	0%	31%		
2009	<b>227</b>						
	Enrolled	70%	59%	56%			
	Graduated	0%	0%	0%			
2010	<b>199</b>						
	Enrolled	73%	56%				
	Graduated	0%	0%				
2011	<b>194</b>						
	Enrolled	70%					
	Graduated	0%					
2012	<b>190</b>						
	Enrolled						
	Graduated						

Note: Original Number is defined as the total number of new freshmen who are considered by the UA to be first-time full-time freshmen.

Source: External Relations & Research

## Profile of New Transfers

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### Transfer Schools

<b>4-year Institutions</b>	<b>City</b>	<b>State</b>	<b>Number of Students</b>
Sonoma State University	Rohnert Park	CA	1
SUNY – Farmingdale	Farmingdale	NY	1
California State University- Channel	Camarillo	CA	1
University of Westminster	London		1
Seattle University	Seattle	WA	1
Lynn University	Boca Raton	FL	1
Lynn University	Boca Raton	FL	1
Arizona State University Main	Tempe	AZ	1
University of Montana	Missoula	MT	1
Saint Leo University	Saint Leo	FL	1

<b>2-year Institutions</b>	<b>City</b>	<b>State</b>	
Sailor/Marine American Council	Pensacola	FL	1
College of San Mateo	San Mateo	CA	1
Santa Rosa Junior College	Santa Rosa	CA	1
Orange Coast College	Costa Mesa	CA	1
West Valley College	Saratoga	CA	1
Saddleback College	Mission Viejo	CA	1

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<b>Total</b>			16
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## Student Costs per Semester

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### Historical Trend

#### *Lower Division*

<b>Academic Year</b>	<b>\$ Amount</b>	<b>% Change</b>
1998-99	1650	
1999-00	1650	0.0
2000-01	1800	9.0
2001-02	1800	0.0
2002-03	1800	0.0
2003-04	1950	8.3
2004-05	1950	0.0
2005-06	2100	7.7
2006-07	2100	0.0
2007-08	2200	4.8
2008-09	2200	0.0
2009-10	2200	0.0
2010-11	2450	11.4
2011-12	2450	0.0
2012-13	2600	6.1

#### *Upper Division*

<b>Academic Year</b>	<b>\$ Amount</b>	<b>% Change</b>	<b>\$ Tutoring/HR</b>
1998-99	550		10
1999-00	550	0.0	10
2000-01	600	9.0	12
2001-02	600	0.0	12
2002-03	600	0.0	12
2003-04	800	33.3	17
2004-05	800	0.0	17
2005-06	900	12.5	18
2006-07	900	0.0	18
2007-08	950	5.6	19
2008-09	950	0.0	19
2009-10	950	0.0	19
2010-11	1050	10.5	20
2011-12	1050	0.0	20
2012-13	1100	4.8	20

#### *Graduate*

<b>Academic Year</b>	<b>\$ Amount</b>	<b>% Change</b>
2007-08	1000	0.0
2008-09	1000	0.0
2009-10	1000	0.0
2010-11	1000	0.0
2011-12	1000	0.0
2012-13	1000	0.0

Source: External Relations & Research



## Financial Aid Summary

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Academic Year	SCHOLARSHIPS		WAIVERS*		TOTAL FINANCIAL AID	
	Recipients	Dollars	Recipients	Dollars	Recipients	Dollars
2000-01	9	19,200	5	4,500	14	23,700
2001-02**	9	16,800	12	16,900	16	33,700
2002-03***	NA	NA	NA	NA	NA	NA
2003-04	10	20,850	NA	NA	10	20,850
2004-05	11	26,600	NA	NA	11	26,600
2005-06	15	33,600	NA	NA	15	33,600
2006-07	17	25,650	NA	NA	17	25,650
2007-08	21	40,850	NA	NA	21	40,850
2008-09	27	43,865	NA	NA	27	43,865
2009-10	36	47,610	NA	NA	36	47,610
2010-11	44	58,835	4	19,960	48	78,795
2011-12	55	82,805	4	19,600	59	102,405
2012-13	54	93,537	NA	NA	54	93,537

\* Starting in the 2010-11 academic year, SALT supported Arizona Assurance Scholars in the form of fee waivers.

\*\* Some recipients received a combination of Scholarship Dollars and Fee Waivers

\*\*\* Data were not collected this year.

## Employees

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### Ethnicity

<b>Fall</b>	<b>White</b>	<b>American Indian</b>	<b>Asian/Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>Total</b>
2000	17	0	0	1	4	22
2001	17	0	0	2	4	23
2002	16	0	1	2	5	24
2003	17	1	0	2	4	21
2004	18	1	0	2	3	24
2005	20	1	0	1	3	25
2006	19	1	1	1	3	25
2007	20	1	1	1	2	25
2008	20	1	1	2	4	28
2009	18	0	1	2	7	28
2010	20	0	2	2	5	29
2011	14	0	0	2	6	22
2012	16	0	0	1	5	22

### Gender

<b>Fall</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
2005	9	16	25
2006	8	17	25
2007	7	18	25
2008	7	21	28
2009	8	20	28
2010	8	21	29
2011	7	15	22
2012	9	13	22