
SALT CENTER FACT BOOK 2005



The Strategic Alternative Learning Techniques Center
Maximizing Success for Students with Learning and Attention Challenges

The University of Arizona
Strategic Alternative Learning Techniques Center

FACT BOOK

2005

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

Jeff Orgera
Associate Director
1010 N. Highland
The University of Arizona
P.O. Box 210136
Tucson, AZ 85721-0136

Phone: (520) 626-6766
Fax: (520) 621-9448

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/>

Admissions

SALT (520) 621-8493

UA Undergraduate (520) 621-3237

Mailing Addresses:

SALT Center Admissions

1010 N. Highland

P.O. Box 210136

Tucson, AZ 85721-0136

Admissions Office

The University of Arizona

P.O. Box 210040

Tucson, AZ 85721-0040

Table of Contents

QUICK REFERENCE	1
FALL 2005	1
SALT	2
HISTORY AND PROFILE	2
SALT DIRECTORS	4
PEER INSTITUTIONS	5
UA PEERS, RESOURCES FOR STUDENTS WITH LD	5
PAC 10, RESOURCES FOR STUDENTS WITH LD	6
COMPREHENSIVE POSTSECONDARY LEARNING DISABILITY PROGRAMS*	7
STUDENT ENROLLMENT	8
BY LEVEL OF INSTRUCTION	8
BY GENDER	9
BY ETHNICITY	10
BY STATE OF ORIGIN	11
INTERNATIONAL	12
FALL 2005 BY COLLEGE	13
APPLICATIONS, ADMISSIONS, AND MATRICULATIONS	14
PROFILE OF NEW FRESHMEN	16
HIGH SCHOOL GPA	16
ACT COMPOSITE SCORES	17
SAT COMBINED SCORES	18
ETHNICITY BY GENDER	19
U.S. STATE OF ORIGIN	20
INTERNATIONAL	21
TRANSFER SCHOOLS	22
STUDENT COSTS PER SEMESTER	23
HISTORICAL TREND	23
FINANCIAL AID SUMMARY	24
EMPLOYEES	25
ETHNICITY	25
GENDER	25

Source: Research and Program Development

Quick Reference

Fall 2005

Students

Headcount

Lower division	390
Upper division	166
Graduate	3
Total	559

Males	339
Females	220

Employees

Headcount

Men	9
Women	16
Total	25

Number of Employees with a Masters	11
Number of Employees with Ed. D. or Ph. D.	1

Source: Research and Program Development

SALT

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, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these students. Additionally, students have the opportunity to use the SALT computer lab (complete with an array of assistive technology) and/or "drop-in" to either the SALT Writers Lab or the SALT Math Lab, both staffed with highly trained tutors.

Upon requesting SALT services, each student is assigned to a Learning Specialist. These individuals assist students as they navigate through the University of Arizona. Each 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 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 Learning Specialist uses the unique student profile of strengths, weaknesses, and learning challenges along with the student's current semester needs. The 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 U of A campus resources. As the semester progresses, the 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 U of A, the SALT Center is also involved in outreach efforts to the U of A Campus as well as to the surrounding local area. Over the years, the SALT Center has collaborated with other U of A departments, as well as local Tucson agencies, to support the academic advancement of local students. SALT firmly believes all students with LD and/or ADD should be encouraged to pursue postschool 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. SALT believes 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-

Source: Research and Program Development

monitor and alter choices to accommodate and assimilate new knowledge. Thus, SALT offers students many opportunities for students 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 Directors

1980 – 1993

Eleanor Harner

1993 – Present

Diane Perreira Quinn, Ed. D.

Peer Institutions

UA Peers, Resources for Students with LD

Institution	State	City	Disability Center	Specific Information for LD Students	Support Center for LD Students	2005 Annual Fee Associated with Center	Tutoring Services Included in Support Center
University of Arizona	AZ	Tucson	X	X	X	4200	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			
Michigan State University	MI	East Lansing	X	X			
University of Michigan	MI	Ann Arbor	X	X			
University of Minnesota	MN	Minneapolis	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			

Source: Research and Program Development

Pac 10 Institutions

Pac 10, Resources for Students with LD

Institution	State	City	Disability Center	Specific Information for LD Students	Support Center for LD Students	2005 Annual Fee Associated with Center	Tutoring Services Included in Support Center
University of Arizona	AZ	Tucson	X	X	X	4200	X
Arizona State University	AZ	Tempe	X ^a	X			
University of California	CA	Berkeley	X	X			
University of California	CA	Los Angeles	X	X	X ^b		
Stanford University	CA	Palo Alto	X				
University of Southern California	CA	Los Angeles	X	X			
University of Oregon	OR	Eugene	X				
Oregon State University	OR	Corvallis	X	X			
University of Washington	WA	Seattle	X				
Washington State University	WA	Pullman	X	X			

a. TriO Program

b. UCLA Learning Disabilities Program

Source: Research and Program Development

SALT Peer Institutions

Comprehensive Postsecondary Learning Disability Programs*

Name of Center	Institution	Enrollmen	Semester Fee	Individual support	Tutors	Writers Lab	Math Lab	Computer Lab	Workshops	Career Exploration Counseling	Comprehensive	
SALT Center	University of Arizona	559	\$2100	X	X ^a	X	X	X	X	X	X ^b	X
Academic Support Center	American University		1000 ^c									X
Educational Support Services	Beacon College		14,780 ^d									X
Learning Disability Services	Boston University		1600 ^e	X	X							
Productive Learning Strategies (PluS)	DePaul University		700-1200 ^f	X				X				
	Landmark College		22,275 ^d									X
Louisburg Learning Partners	Louisburg College		2400 ^e									X
Comprehensive Support Program	Lynn University		5350									X
Learning Disabilities Support Program	Marist College		1600									X
Higher Education for Learning Problems	Marshall University		3325	X	X							
Learning Opportunities Program	Mount Ida College		1497.5	X								
PLUS Program	Muskingum College		2425									X
Achieve Program	Southern Illinois University		2800									X
Project Success	Southwest Missouri State		1250	X	X							
TECHniques	Texas Tech		1250									X
Disability Services	University of Colorado: Boulder			X		X		X		X		
Learning Effectiveness Program	University of Denver	195	1350 ^e									X
Learning Disability Services	University of North Carolina: Chapel Hill			X					X			
FOCUS Program	Ursuline College		1350 ^e									X

a. Peer Tutors

b. UA/NAU Counseling Partnership

g. The number is based on information of 2004-2005 academic year

c. One time only fee

d. The institution is specially for students with LD.

e. 2 Hours per week

f. Weekly appointments w/clinician

*SALT does not guarantee the accuracy of this chart as programs alter the type of services provided

Source: Research and Program Development

Student Enrollment

By Level of Instruction

Fall	Lower Division	Upper Division	Graduate	Total	% Change
1997	333	179	0	512	
1998	297	199	0	496	(3.13)
1999	345	163	0	508	2.42
2000	327	150	0	477	(6.10)
2001	382	132	0	514	7.76
2002	376	147	0	523	1.75
2003	342	153	0	495	(5.35)
2004	353	175	0	528	6.67
2005	390	166	3	559	5.87

Source: Research and Program Development

Student Enrollment

By Gender

Fall	Lower Division	Upper Division	Lower Division	Upper Division	Graduate	Total Males	Total Females	Total
	<i>Males</i>	<i>Males</i>	<i>Females</i>	<i>Females</i>	<i>Females</i>			
1997	206 40.23%	99 19.33%	127 24.80%	80 15.63%	0	305 59.57%	207 40.43%	512
1998	167 33.67	115 23.19	130 26.21	84 16.94	0	282 56.86	214 43.15	496
1999	195 38.39	89 17.52	150 29.53	74 14.57	0	284 55.91	224 44.09	508
2000	175 36.69	86 18.03	152 31.87	64 13.42	0	261 54.72	216 45.38	477
2001	222 43.19	71 13.81	160 31.13	61 11.87	0	293 57.00	221 43.00	514
2002	213 40.73	68 13.00	163 31.17	79 15.11	0	281 53.73	242 46.27	523
2003	210 42.42	79 15.96	132 26.67	74 14.95	0	289 58.38	206 41.62	495
2004	222 42.05	92 17.42	131 24.81	83 15.72	0	314 59.47	214 40.53	528
2005	238 42.57	101 18.07	152 27.19	65 11.63	3 0.54	339 60.64	220 39.36	559

Source: Research and Program Development

Student Enrollment

By Ethnicity

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total
1997	486 94.9%	3 0.58%	2 0.39%	7 1.37%	10 1.95%	0 0.0%	4 0.78%	512
1998	469 94.5	1 0.02	0 0.0	3 0.06	15 3.02	2 0.40	6 1.21	496
1999	480 94.5	0 0.0	3 0.59	3 0.59	17 3.35	2 0.39	3 0.59	508
2000	450 94.3	1 0.20	5 1.05	4 0.84	10 2.10	2 0.42	5 1.05	477
2001	468 91.1	2 0.39	7 1.36	10 1.95	16 3.11	1 0.19	10 1.95	514
2002	452 86.42	2 0.38	10 1.91	5 0.96	19 3.63	2 0.38	33 6.31	523
2003	427 86.26	1 0.20	10 2.00	6 1.21	18 3.63	1 0.20	32 6.46	495
2004	441 83.52	2 0.38	11 2.08	6 1.14	19 3.60	0 0.00	49 9.28	528
2005	466 83.36	5 0.89	7 1.25	10 1.79	24 4.29	0 0.00	47 8.41	559

Source: Research and Program Development

Student Enrollment

By State of Origin

State	1998	1999	2000	2001	2002	2003	2004	2005		
AK	0	1	2	1	0	0	0	0		
AL	4	1	1	1	1	1	2	1		
AR	0	0	0	0	0	0	0	0		
AZ	64	74	62	87	93	76	91	84	Top Five States	% 2005 Enrolled
CA	162	173	175	197	220	222	244	242	California	43.29
CO	4	6	10	17	11	9	8	8	Arizona	15.03
CT	10	10	7	7	5	1	6	10	Illinois	6.98
DC	1	1	1	3	3	3	3	4	New York	5.90
FL	6	12	13	12	7	8	9	6	Texas	5.01
GA	4	5	5	7	6	4	5	6		
HI	1	0	0	1	1	1	0	0		
IA	0	0	0	0	0	0	1	1		
ID	0	0	0	2	1	0	1	1		
IL	75	60	50	35	24	21	20	39		
IN	3	2	1	3	2	0	0	0		
KS	3	2	3	1	1	0	0	0		
KY	0	1	1	1	2	2	2	1		
LA	0	3	2	0	0	1	4	4		
MA	3	3	4	5	1	4	6	9		
MD	18	15	9	7	4	7	9	7		
MI	4	7	5	3	4	5	3	3		
MN	2	4	2	3	3	3	3	4		
MO	4	9	9	3	3	3	4	1		
MT	0	0	0	1	0	0	0	0		
NC	0	0	0	2	1	1	2	2		
NH	0	0	0	1	0	0	0	1		
NJ	20	23	19	17	20	16	15	19		
NM	2	2	2	2	1	0	1	0		
NV	1	1	2	1	4	6	5	5		
NY	31	23	21	19	19	20	18	33		
OH	6	5	7	7	8	10	10	8		
OR	2	0	0	0	0	2	0	0		
PA	5	5	8	7	11	8	8	9		
RI	0	0	0	0	1	1	1	1		
SC	0	0	0	1	1	1	1	1		
TN	2	1	3	4	2	1	0	0		
TX	38	43	38	37	40	35	26	28		
UT	0	0	0	2	3	1	1	0		
VA	3	3	3	3	5	5	5	4		
VT	2	3	0	1	1	0	0	0		
WA	10	7	9	8	8	13	11	14		
WI	5	3	2	4	3	2	1	0		
WY	0	0	0	0	0	0	0	1		

Source: Research and Program Development

Student Enrollment

International

<u>Localities</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
British Columbia	0	0	0	1	1	2	2	1	1
Israel	1	1	0	0	0	0	0	0	0
Guam	0	0	0	0	0	1	0	0	0
Kuwait	0	0	0	0	0	0	1	0	0
United Kingdom	0	0	0	0	0	0	0	1	1

Source: Research and Program Development

Student Enrollment

Fall 2005 By College

	Men	Women	Total	Total Percentage
Agriculture & Life Sciences	4	5	9	1.61
Architecture	3	1	4	0.72
Education	9	19	28	5.01
Eller College	65	13	78	13.95
Engineering	10	0	10	1.79
Family & Consumer Resources	8	22	30	5.37
Fine Arts	21	27	48	8.59
Graduate College	0	2	2	0.36
Humanities	7	2	9	1.61
Law	0	1	1	0.18
Medicine	2	1	3	0.54
Public Health	0	2	2	0.36
Science	4	5	9	1.61
Social & Behavioral Science	107	46	153	27.37
University College*	99	74	173	30.95

* 31% of Fall 2005 SALT participants have not yet reached the point of declaring majors.

Applications, Admissions, and Matriculations

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

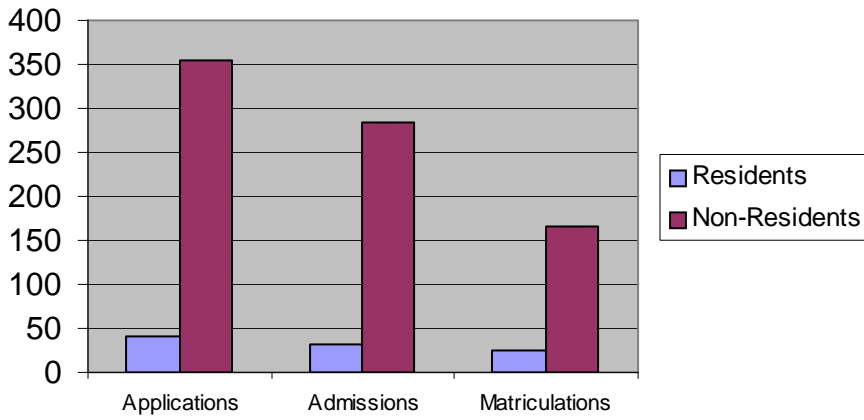
Fall	Resident	Nonresident	Total	UA Students	Freshmen	Transfers
2000						
Applications	38	348	386	25	351	10
Admissions	29	230	259	20	235	4
Matriculations	26	139	165	12	149	4
2001						
Applications	51	392	443	13	420	10
Admissions	42	277	319	12	301	6
Matriculations	34	172	206	7	196	3
2002						
Applications	60	387	447	24	405	18
Admissions	49	247	296	19	270	7
Matriculations	38	150	188	8	173	7
2003						
Applications	39	364	403	12	376	14
Admissions	33	246	279	11	258	9
Matriculations	16	129	145	0	140	5
2004						
Applications	51	366	417	13	391	13
Admissions	43	271	314	10	295	9
Matriculations	30	148	177	1	169	7*
2005						
Applications	42	355	397	15 [#]	367	15
Admissions	31	284	315	13 [#]	288	14
Matriculations	25	165	190	12 [#]	167	11

* 2 students were miscoded in system. Therefore, the reference transfer group is higher than the real transfer group (the real number is 5).

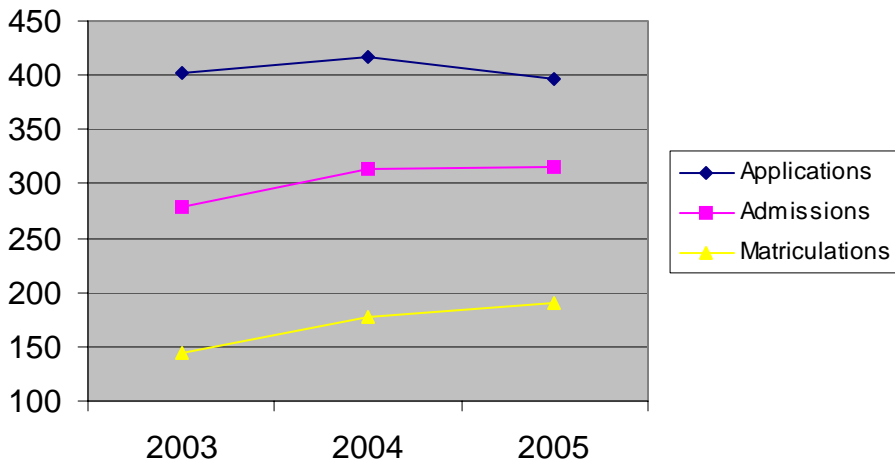
The number includes 3 graduate students.

Applications, Admissions, and Matriculations

Fall 2005



Applications, Admissions, and Matriculations: Three-Year Trend



Source: Research and Program Development

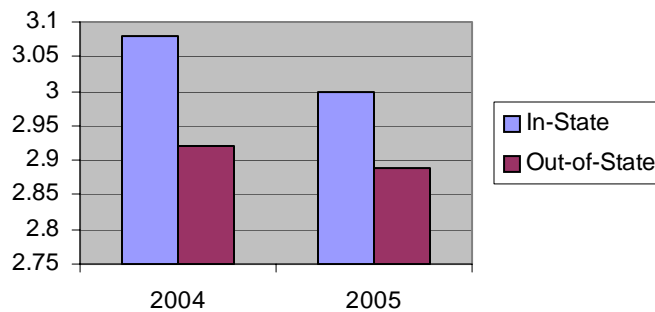
Profile of New Freshmen

High School GPA

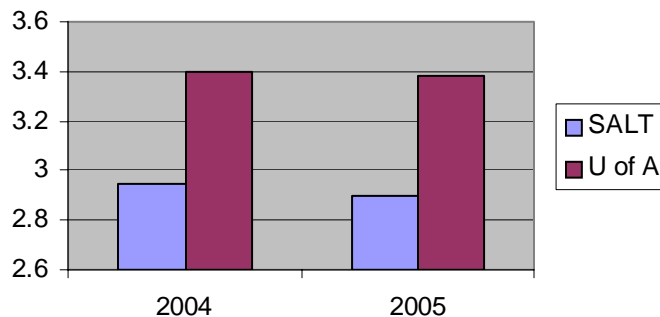
Entering Freshmen Mean High School GPA Fall 2005

	N	Mean	Percentile		
			25%	50%	75%
In-State	17	3.00	2.75	2.89	3.25
Out-of-State	149	2.89	2.59	2.88	3.17
Minority	14	2.96	2.70	2.90	3.21
Non-Minority	146	2.90	2.61	2.88	3.19
All SALT Freshmen	166	2.90	2.61	2.89	3.18
All U of A Freshmen (2005)	N/A	3.38	N/A	N/A	N/A

Bar graph SALT GPA by year



Bar graph SALT GPA vs UA GPA



Source: Research and Program Development

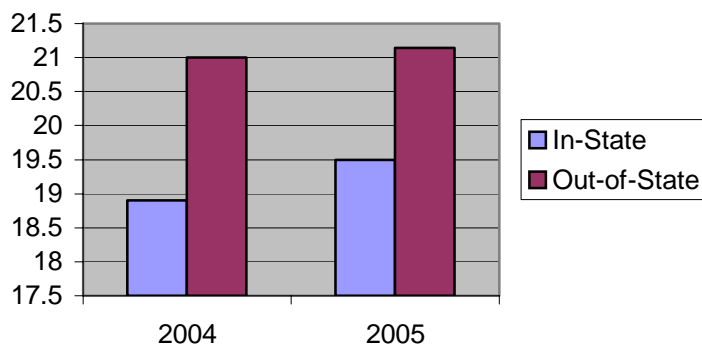
Profile of New Freshmen

ACT Composite Scores

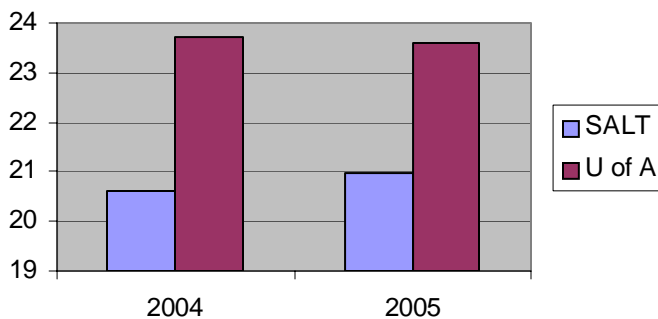
Entering Freshmen Mean ACT Composite Scores Fall 2005

	N	Mean	Percentile		
			25%	50%	75%
In-State	6	19.5	19	19	20.25
Out-of-State	59	21.14	19	21	24
Minority	5	20.2	19	20	21.5
Non-Minority	58	21.16	19	21	24
All SALT Freshmen	65	20.98	19	20	23.5
All U of A Freshmen (2005)	N/A	23.6	N/A	N/A	N/A

Bar graph SALT ACT composite score by years



Bar graph SALT vs UA ACT*



Source: Research and Program Development

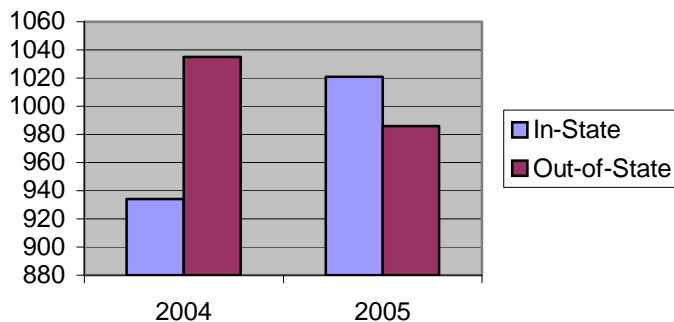
Profile of New Freshmen

SAT Combined Scores

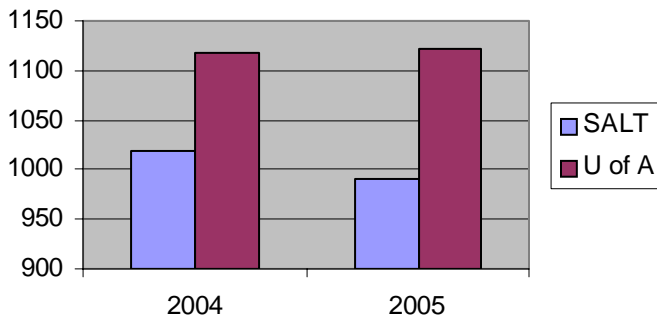
Entering Freshmen Mean SAT Combined Scores
Fall 2005

	N	Mean	Percentile		
			25%	50%	75%
In-State	16	1021	893	935	1140
Out-of-State	108	986	903	970	1100
Minority	10	1094	913	950	1385
Non-Minority	109	982	900	970	1100
All SALT Freshmen	124	990	900	990	1100
All U of A Freshmen (2005)	N/A	1122	N/A	N/A	N/A

Bar graph SALT SAT composite score by Residence Status



Bar graph SALT vs UA SAT



Source: Research and Program Development

Profile of New Freshmen

Ethnicity by Gender

Females

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total
2005	63	2	3	2	2	0	3	75

Males

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total
2005	84	0	0	2	3	0	3	92

Total Freshmen

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total
2005	147	2	3	4	5	0	6	167
	88	1.2	1.8	2.4	3.0	0	3.6	

Profile of New Freshmen

U.S. State of Origin

State	2005	Percent
AZ	17	10.2
CA	62	37.1
CO	4	2.4
CT	7	4.2
FL	1	0.6
GA	1	0.6
IL	19	11.4
LA	1	0.6
MA	2	1.2
MD	1	0.6
MI	1	0.6
MN	2	1.2
MO	1	0.6
NC	1	0.6
NH	1	0.6
NJ	9	5.4
NV	1	0.6
NY	16	9.6
OH	1	0.6
PA	4	2.4
TX	8	4.8
WA	5	3.0
WY	1	0.6
Total New Freshmen	166	100.0

Profile of New Freshmen

International

Localities	2005	Percent
United Kingdom	1	0.6
Total New Freshmen	167	100.0

Source: Research and Program Development

Profile of New Freshmen

Transfer Schools

4-year Institutions	City	State
Brigham Young University	Provo	UT
Eckerd College	St. Petersburg	FL
George Mason University	Fairfax	VA
Hebrew University of Jerusalem	Jerusalem	Israel
Lynn University	Boca Raton	FL
St. Petersburg College	St. Petersburg	FL

2-year Institutions	City	State
Diablo Valley College	Pleasant Hill	CA
Foothill College	Los Altos Hills	CA
Houston Community College	Houston	TX
Lincoln College	Normal	IL
Mission College	Santa Clara	CA
Pima Community College	Tucson	AZ
San Diego Mesa Community College	San Diego	CA
San Jose City College	San Jose	CA
West Valley College	Saratoga	CA

Student Costs per Semester

Historical Trend

Lower Division

<u>Academic Year</u>	<u>\$ Amount</u>	<u>% Change</u>
1997-98	1650	
1998-99	1650	0.0
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

Upper Division

<u>Academic Year</u>	<u>\$ Amount</u>	<u>% Change</u>	<u>\$ Tutoring/HR</u>
1997-98	550		10
1998-99	550	0.0	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

Source: Research and Program Development

Financial Aid Summary

Academic Year	SCHOLARSHIPS		WAIVERS**		TOTAL FINANCIAL AID	
	Recipients	Dollars	Recipients	Dollars	Recipients	Dollars
1999/00	6	15,400	9	9,900	15	25,300
2000/01	9	19,200	5	4,500	14	23,700
2001/02*	9	16,800	12	16,900	16	33,700
2002/03	N/A	N/A	N/A	N/A	N/A	N/A
2003/04	10	20,850	N/A	N/A	10	20,850
2004/05	11	26,600	N/A	N/A	11	26,600
2005/06	15	33,600	N/A	N/A	15	33,600

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

**As of the 2002-03 academic year, SALT financial aid comes only in the form of scholarships.

Employees

Ethnicity

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Total
1999	17	0	0	1	4	22
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

Gender

Fall	Males	Females	Total
2004	9	15	24
2005	9	16	25