



Strategic Alternative Learning Techniques Center

FACT BOOK

2006



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

2006

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

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Table of Contents

QUICK REFERENCE	1
FALL 2006.....	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
APPLICATIONS, ADMISSIONS, AND MATRICULATIONS	8
STUDENT ENROLLMENT	11
BY LEVEL OF INSTRUCTION.....	11
BY GENDER.....	12
BY ETHNICITY	13
BY STATE OF ORIGIN	14
INTERNATIONAL	15
FALL 2006 BY COLLEGE	16
PROFILE OF NEW FRESHMEN.....	17
HIGH SCHOOL GPA	17
ACT COMPOSITE SCORES	18
SAT COMBINED SCORES.....	19
ETHNICITY BY GENDER.....	20
U.S. STATE OF ORIGIN.....	21
INTERNATIONAL	22
RETENTION OF NEW FRESHMEN.....	23
PROFILE OF NEW TRANSFERS.....	24
STUDENT COSTS PER SEMESTER.....	25
HISTORICAL TREND	25
FINANCIAL AID SUMMARY.....	26
EMPLOYEES	27
ETHNICITY	27
GENDER	27

Source: Research and Program Development

Quick Reference

Fall 2006

Students

Headcount

Lower division	390	(71.2%)
Upper division	156	(28.5%)
Graduate	2	(0.4%)
Total	548	
Males	328	(59.9%)
Females	220	(40.1%)
Minority	53	(9.67%) (a 108% increase from 2000.)

Employees

Headcount

Men	7	Number of Employees with a Bachelor	10
Women	18	Number of Employees with a Masters	10
Total	25	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 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. 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 – 2006	Diane Perreira Quinn, Ed. D.
2006 – Present	Jeff Orgera, M.A.

Peer Institutions

UA Peers, Resources for Students with LD

Institution	State	City	Disability Center	Specific Information for LD Students	Support Center for LD Students	2006 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	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	X			
University of California	CA	Berkeley	X	X			
University of California	CA	Los Angeles	X	X	X ^a		
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. 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	548	\$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		11,950 ^d									X
Learning Disability Services	Boston University		1600 ^g	X	X						X	
Productive Learning Strategies (PluS)	DePaul University		700/1200 ^f	X				X			X	
	Landmark College		19,250 ^d									X
Learning Partners Program	Louisburg College		2450									X
Comprehensive Support Program	Lynn University		5350									X
Learning Disabilities Support Program	Marist College		1600									X
Higher Education for Learning Problems	Marshall University		3325 ^h	X	X							
Learning Opportunities Program	Mount Ida College		1557.5	X							X	
PLUS Program	Muskingum College		2425									X
Achieve Program	Southern Illinois University		2800									X
Project Success	Southwest Missouri State		1250									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

f. Weekly appointments w/clinician. Fee for 1hr/week counseling is \$700. Fee for 2 hr/week counseling is \$1200.

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

h. The number is based on information of 2005-2006 academic year.

c. One time only fee

d. The institution is specially for students with LD.

e. 2 Hours per week

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

Source: Research and Program Development

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
2000							
Applications	38	348	25	351	10		386
Admissions	29	230	20	235	4		259
Matriculations	26	139	12	149	4		165
2001							
Applications	51	392	13	420	10		443
Admissions	42	277	12	301	6		319
Matriculations	34	172	7	196	3		206
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

Source: Research and Program Development

Applications, Admissions, and Matriculations

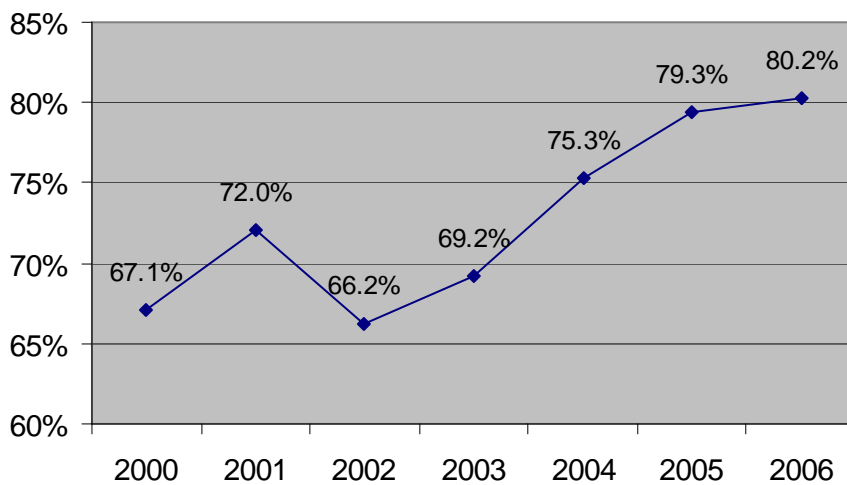
Admit Yield Rate

2000	67.1%
2001	72.0%
2002	66.2%
2003	69.2%
2004	75.3%
2005	79.3%
2006	80.2%

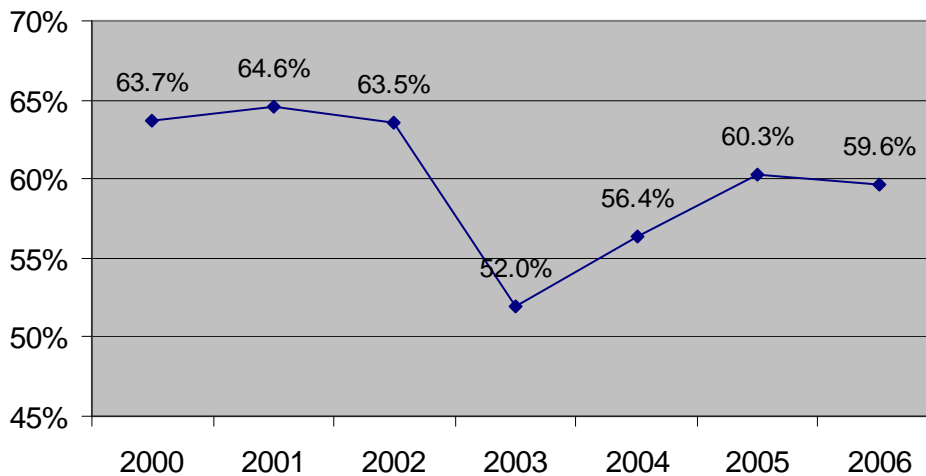
Matriculation Yield Rate

2000	63.7%
2001	64.6%
2002	63.5%
2003	52.0%
2004	56.4%
2005	60.3%
2006	59.6%

Admit Yield Rate Seven-Year Trend



Matriculation Yield Rate Seven-Year Trend

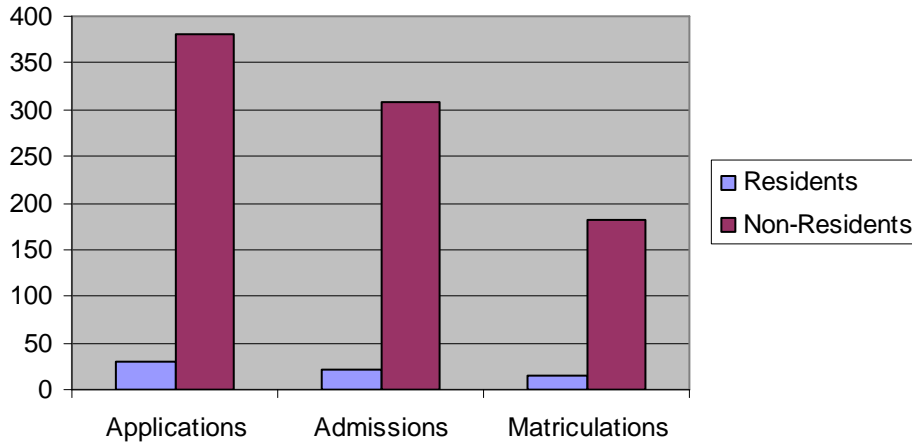


Note: Admit Yield Rate: the total number of applications received versus those offered admission to.
 Matriculation Yield Rate: the total number of students offered admission to versus those matriculated.

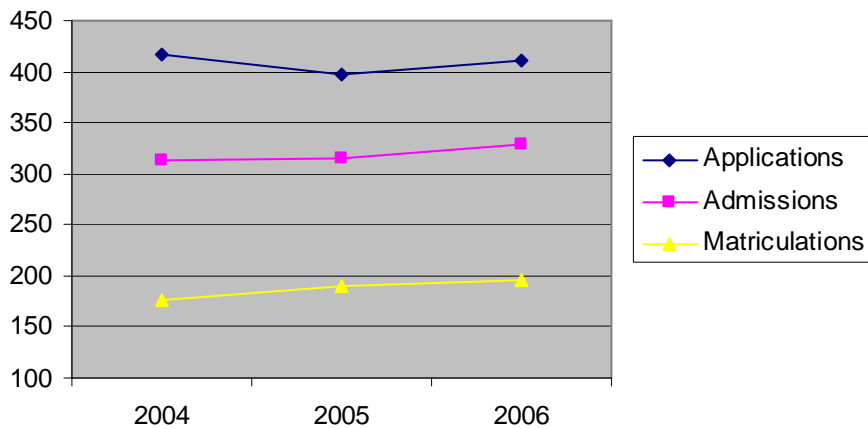
Source: Research and Program Development

Applications, Admissions, and Matriculations

Fall 2006



Applications, Admissions, and Matriculations: Three-Year Trend



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
2006	390	156	2	548	(1.97)

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
2006	235 42.88	93 16.97	155 28.28	63 11.50	2 0.36	328 59.85	220 40.15	548

Source: Research and Program Development

Student Enrollment

By Ethnicity

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
1997	486 94.9%	3 0.58%	2 0.39%	7 1.37%	10 1.95%	0 0.0%	4 0.78%	512	4.32
1998	469 94.5	1 0.02	0 0.0	3 0.06	15 3.02	2 0.40	6 1.21	496	4.29
1999	480 94.5	0 0.0	3 0.59	3 0.59	17 3.35	2 0.39	3 0.59	508	4.91
2000	450 94.3	1 0.20	5 1.05	4 0.84	10 2.10	2 0.42	5 1.05	477	4.65
2001	468 91.1	2 0.39	7 1.36	10 1.95	16 3.11	1 0.19	10 1.95	514	6.95
2002	452 86.42	2 0.38	10 1.91	5 0.96	19 3.63	2 0.38	33 6.31	523	7.27
2003	427 86.26	1 0.20	10 2.00	6 1.21	18 3.63	1 0.20	32 6.46	495	7.28
2004	441 83.52	2 0.38	11 2.08	6 1.14	19 3.60	0 0.00	49 9.28	528	7.2
2005	466 83.36	5 0.89	7 1.25	10 1.79	24 4.29	0 0.00	47 8.41	559	8.23
2006	452 82.48	4 0.73	11 2.01	15 2.74	22 4.01	1 0.18	43 7.85	548	9.67

Source: Research and Program Development

Student Enrollment

By State of Origin

State	1999	2000	2001	2002	2003	2004	2005	2006		
AK	1	2	1	0	0	0	0	0		
AL	1	1	1	1	1	2	1	1		
AR	0	0	0	0	0	0	0	0		
AZ	74	62	87	93	76	91	84	66	Top Five States	% 2006 Enrolled
CA	173	175	197	220	222	244	242	246	California	44.89
CO	6	10	17	11	9	8	8	9	Arizona	12.44
CT	10	7	7	5	1	6	10	10	Illinois	6.93
DC	1	1	3	3	3	3	4	0	New York	6.02
FL	12	13	12	7	8	9	6	8	Texas	4.93
GA	5	5	7	6	4	5	6	6		
HI	0	0	1	1	1	0	0	1		
IA	0	0	0	0	0	1	1	1		
ID	0	0	2	1	0	1	1	0		
IL	60	50	35	24	21	20	39	38		
IN	2	1	3	2	0	0	0	0		
KS	2	3	1	1	0	0	0	1		
KY	1	1	1	2	2	2	1	1		
LA	3	2	0	0	1	4	4	4		
MA	3	4	5	1	4	6	9	8		
MD	15	9	7	4	7	9	7	4		
MI	7	5	3	4	5	3	3	3		
MN	4	2	3	3	3	3	4	7		
MO	9	9	3	3	3	4	1	0		
MT	0	0	1	0	0	0	0	0		
NC	0	0	2	1	1	2	2	2		
NH	0	0	1	0	0	0	1	1		
NJ	23	19	17	20	16	15	19	25		
NM	2	2	2	1	0	1	0	1		
NV	1	2	1	4	6	5	5	3		
NY	23	21	19	19	20	18	33	33		
OH	5	7	7	8	10	10	8	7		
OR	0	0	0	0	2	0	0	3		
PA	5	8	7	11	8	8	9	8		
RI	0	0	0	1	1	1	1	0		
SC	0	0	1	1	1	1	1	0		
TN	1	3	4	2	1	0	0	0		
TX	43	38	37	40	35	26	28	27		
UT	0	0	2	3	1	1	0	0		
VA	3	3	3	5	5	5	4	4		
VT	3	0	1	1	0	0	0	0		
WA	7	9	8	8	13	11	14	16		
WI	3	2	4	3	2	1	0	2		
WY	0	0	0	0	0	0	1	0		

Source: Research and Program Development

Student Enrollment

International

<u>Localities</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>	<u>2006</u>
British Columbia	0	0	1	1	2	2	1	1	0
Guam	0	0	0	0	1	0	0	0	0
Israel	1	0	0	0	0	0	0	0	0
Kuwait	0	0	0	0	0	1	0	0	0
Taiwan	0	0	0	0	0	0	0	0	1
United Kingdom	0	0	0	0	0	0	1	1	1

Source: Research and Program Development

Student Enrollment

Fall 2006 By College

	Men	Women	Total	Total Percentage
Agriculture & Life Sciences	3	6	9	1.64
Architecture	1	0	1	0.18
Education	9	21	30	5.47
Eller College	63	12	75	13.69
Engineering	8	0	8	1.46
Family & Consumer Resources	4	20	24	4.38
Fine Arts	18	22	40	7.30
Graduate College	0	2	2	0.37
Humanities	7	2	9	1.64
Public Health	1	1	2	0.37
Science	5	2	7	1.28
Social & Behavioral Science	98	59	157	28.65
University College*	111	73	184	33.58
Total	320	228	548	100

* 34% of Fall 2006 SALT participants have not yet reached the point of declaring majors.

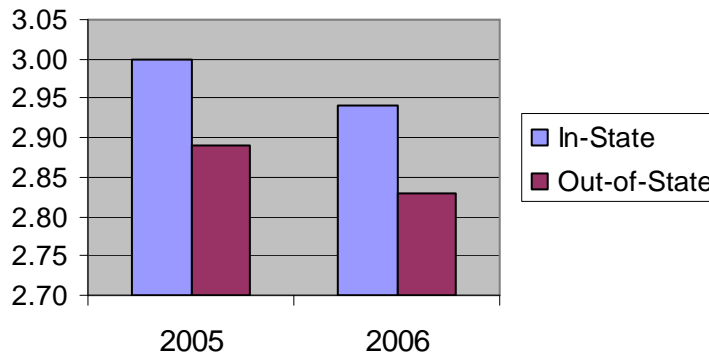
Profile of New Freshmen

High School GPA

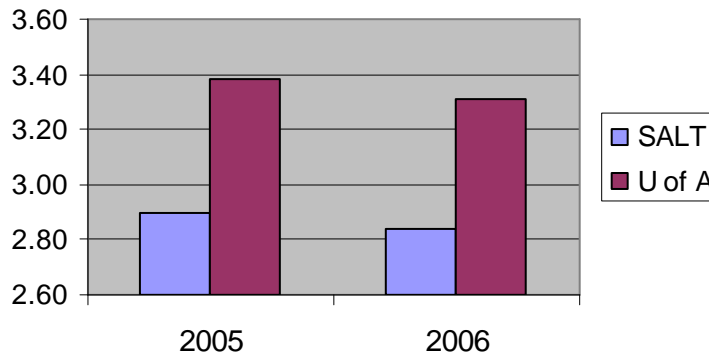
Entering Freshmen Mean High School GPA Fall 2006

	N	Mean	Percentile		
			25%	50%	75%
In-State	13	2.94	2.64	3.00	3.38
Out-of-State	163	2.83	2.50	2.73	3.20
Minority	22	2.77	2.45	2.62	3.16
Non-Minority	139	2.84	2.50	2.76	3.20
All SALT Freshmen	176	2.84	2.50	2.75	3.20
All U of A Freshmen (As of 8/7/06)	5,416	3.31	N/A	N/A	N/A

SALT Freshmen GPA: In-State vs Out-of-State



SALT Freshmen vs UA Freshmen GPA



Source: Research and Program Development

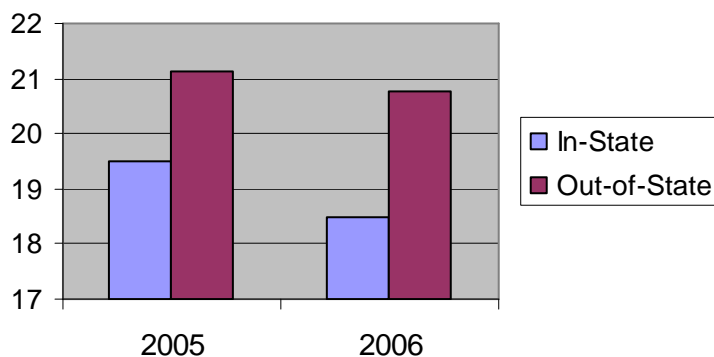
Profile of New Freshmen

ACT Composite Scores

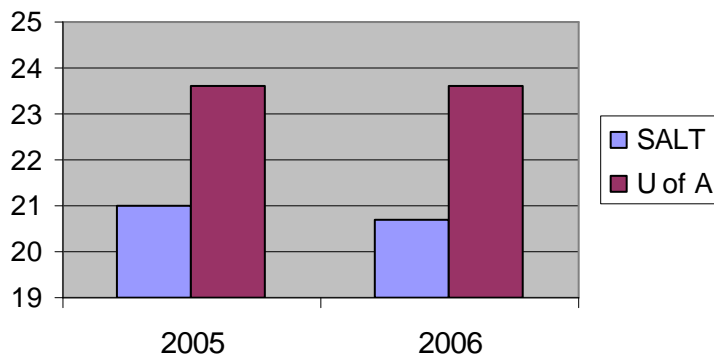
Entering Freshmen Mean ACT Composite Scores Fall 2006

	N	Mean		Percentile	
			25%	50%	75%
In-State	2	18.50	16	18.5	21
Out-of-State	62	20.77	18	20	23
Minority	4	17.75	16.25	17.5	19.5
Non-Minority	55	20.82	19	20	23
All SALT Freshmen	64	20.70	18	20	23
All U of A Freshmen (As of 8/7/06)	5,416	23.6	N/A	N/A	N/A

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



SALT Freshmen vs UA Freshmen ACT composite score



Source: Research and Program Development

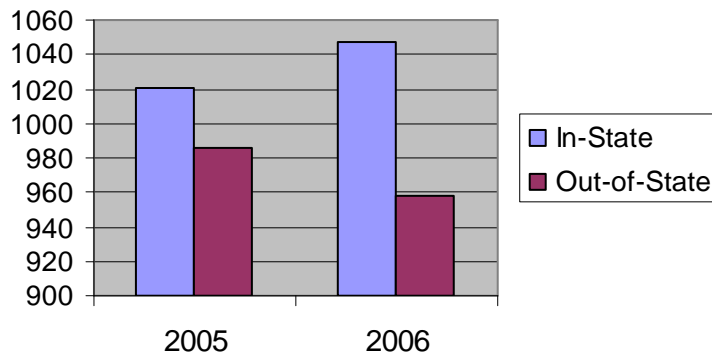
Profile of New Freshmen

SAT Combined Scores

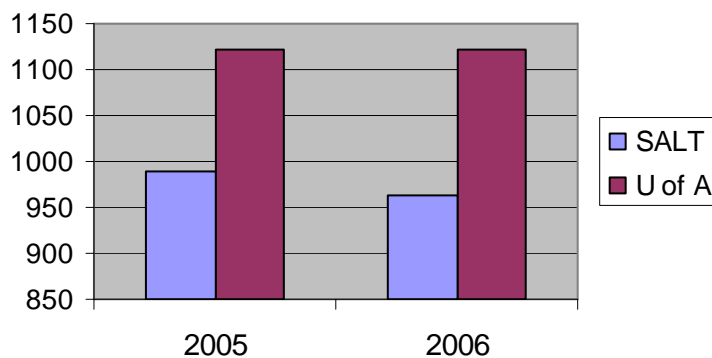
Entering Freshmen Mean SAT Combined Scores
Fall 2006

	N	Mean	Percentile		
			25%	50%	75%
In-State	7	1047	960	1070	1150
Out-of-State	111	958	850	950	1040
Minority	16	917	795	905	1040
Non-Minority	92	969	870	965	1050
All SALT Freshmen	118	963	858	950	1050
All U of A Freshmen (As of 8/7/06)	5,416	1122	N/A	N/A	N/A

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



SALT Freshmen vs UA Freshmen SAT composite score



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	Total Percentage of Minorities
2006	57	1	3	0	2	0	9	72	10.5%

Males

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
2006	82	1	1	8	5	1	6	104	15.4%

Total New Freshmen

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
2006	139 79%	2 1.1%	4 2.3%	8 4.5%	7 4%	1 0.6%	15 8.5%	176	12.5%

Source: Research and Program Development

Profile of New Freshmen

U.S. State of Origin

State	2006	Percent		
AZ	13	7.4		
CA	88	50.3		
CO	2	1.1		
CT	3	1.1		
FL	3	1.7		
GA	2	1.1		
HI	1	0.6		
IL	6	3.4		
KS	1	0.6		
KY	1	0.6		
LA	2	1.1		
MA	3	1.7		
MI	2	1.1		
MN	3	1.7		
NJ	12	6.9		
NM	1	0.6		
NV	1	0.6		
NY	9	5.1		
OH	2	1.1		
OR	2	1.1		
PA	1	0.6		
TX	6	3.4		
VA	3	1.7		
WA	6	3.4		
WI	2	1.1		
Total US New Freshmen	175	100.0		

<u>Top Four States</u>	<u>% 2006 New Freshmen</u>
California	50.3
Arizona	7.4
New Jersey	6.9
New York	5.1

Profile of New Freshmen

International

Localities	2006	Percent
United Kingdom	1	0.6
United States	175	99.4
Total New Freshmen	176	100.0

Source: Research and Program Development

Retention of New Freshmen

Retention Rate of First-time Full-time Freshmen after 1 Academic Year:

	% Students Retained at UA	% Students Retained at SALT
2005 Incoming FTFTF	81.1%	72.8%

Source: Research and Program Development

Profile of New Transfers

Transfer Schools

4-year Institutions	City	State	Number of Students
Carthage College	Kenosha	WI	1
Curry College	Milton	MA	1
Metro State College	Denver	CO	1

2-year Institutions	City	State	
Landmark College	Putney	VT	1
Marymount College	Ranchos Palos Verdes	CA	1
Phoenix College	Phoenix	AZ	1
Tallahassee Community College	Tallahassee	FL	1
Saddleback Community College	Mission Viejo	CA	1
West Valley College	Saratoga	CA	1

Total			9
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Source: Research and Program Development

Student Costs per Semester

Historical Trend

Lower Division

Academic Year	\$ Amount	% Change
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
2006-07	2100	0.0

Upper Division

Academic Year	\$ Amount	% Change	\$ Tutoring/HR
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
2006-07	900	0.0	18

Graduate

Academic Year	\$ Amount	% Change
2006-07	1000	

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
2006/07	17	25,650	N/A	N/A	17	25,650

*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
2006	19	1	1	1	3	25

Gender

Fall	Males	Females	Total
2004	9	15	24
2005	9	16	25
2006	8	17	25

Source: Research and Program Development