



Strategic Alternative Learning Techniques Center

FACT BOOK

2010



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

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The University of Arizona
Strategic Alternative Learning Techniques Center

FACT BOOK

2010

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Quick Reference

Fall 2010

All Students

	2010	2009	2008
Total Enrollment	594	583	566
Undergraduate	99.8%	99.8%	100%
Lower Division	77.9%	79.6%	74.0%
Female	42.1%	39.5%	43.1%
Resident	15.82%	11.0%	11.3%
Minority	NA	11.5%	11.1%
Scholarship	8.1%	6.5%	4.6%

All Incoming Students

	2010	2009	2008
Total Enrollment	206	258	208
Female	39.8%	36.8%	40.9%
Resident	18.9%	12.0%	10.6%
Minority	NA	12.8%	10.1%
Scholarship	NA	8.1%	4.8%
Mean HS GPA	NA	2.90	2.82
Mean ACT	21.50	20.55	21.76
Mean SAT	1044	969	999

Incoming Student Breakdown

	Incoming Freshmen	In-house	Transfer	Graduate
	2010	2010	2010	2010
Total Enrollment	206	17	11	1
Female	85	8	4	1
Resident	46	3	1	1
Minority	NA	NA	NA	NA
Scholarship	NA	NA	NA	NA
Mean HS GPA	NA	NA	NA	NA
Mean ACT	21.5	N/A	N/A	N/A
Mean SAT	1044	N/A	N/A	N/A

Persistence and Graduation Rates of SALT Center Students at UA

	2010	2009	2008
One Year Persistence Rate	70%	70%	75%
Four Year Graduation Rate	31%	29%	33%
Five Year Graduation Rate	51%	51%	54%
Six Year Graduation Rate	59%	58%	61%

Top 5 Colleges of Incoming Freshmen

	2010	2009	2008
1	Letters, Arts, and Sciences* (26%)	Letters, Arts, and Sciences* (39%)	University College (49%)
2	Social & Behavior Sciences (20%)	Eller College of Management (19%)	Eller College of Management (21%)
3	Eller College of Management (17%)	Social & Behavior Sciences (14%)	Social & Behavior Sciences (14%)
4	Science (13%)	Science (10%)	College of Education (4%)
5	Agriculture & Life Sciences (7%)	College of Education (6%)	College of Engineering (2%)

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

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 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 Directors

1980 – 1993	Eleanor Harner
1993 – 2006	Diane Perreira Quinn, Ed. D.
2006 – Present	Jeffrey M. Orgera, Ph.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	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 10 Institutions

Pac 10, 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
Arizona State University	AZ	Tempe	X	X			
University of California	CA	Berkeley	X	X			
University of California	CA	Los Angeles	X	X	X ¹		
Stanford University	CA	Palo Alto	X	X	X ²		X
University of Southern California	CA	Los Angeles	X	X	X ³		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		

¹ UCLA Learning Disabilities Program

² Stanford Schwab Learning Center

³ USC Center for Academic Support

⁴ Peer Tutors

⁵ One time only fee for Learning Services Program for Freshmen with Learning Disabilities

⁶ The institution is a specialized school for students with LD

⁷ Academic Mentoring Program

⁸ Student Centered Study Groups

⁹ 1hr/week of individual support

¹⁰ 2 hrs/week of individual support

¹¹ The number is based on information from 2006-2007 academic year.

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

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

¹⁴ Based on 2008-2009 academic year.

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

¹⁶ Certified by the College Reading and Learning Association (CRLA)

¹⁷ They take a maximum of 10-11 students each year.

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

SALT 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	ADHD Certified	Comprehensive
SALT Center	University of Arizona	594	\$2,450	X	X ^{4,16}	X	X	X	X	X	X	X	X
Academic Support Center	American University		\$2,000 ⁵	X	X	X		X	X		X		X
Educational Support Services	Beacon College		\$13,500 ⁶	X ⁷	X ⁸	X		X					X
Learning Disability Services	Boston University		\$900 ⁹	X									
Program for Advancement of Learning	Curry College	350	\$1,800 ¹⁰ \$3,250	X				X		X	X		X
Productive Learning Strategies (PluS)	DePaul University	220 ¹¹	\$1,200 ¹²	X									
	Landmark College		\$22,650 ⁶										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 ¹³	X	X								
Learning Opportunities Program	Mount Ida College	100	\$1,700 ¹⁴	X									
PLUS Program	Muskingum College	35-40	\$6,840	X	X			X					X
Achieve Program	Southern Illinois University		\$3,200 ¹⁵	X	X			X					X
Project Success	SW Missouri State		\$1,250	X	X						X		X
TECHniques	Texas Tech		\$1,500	X	X ¹⁶			X		X			X
Disability Services	University of Colorado: Boulder			X				X		X			
Learning Effectiveness Program	University of Denver	192	\$1,500	X	X	X		X					X
Academic Success Program	University of North Carolina: Chapel Hill			X					X			X	
FOCUS Program	Ursuline College	6 ¹⁷	\$1,450 ¹⁸	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.

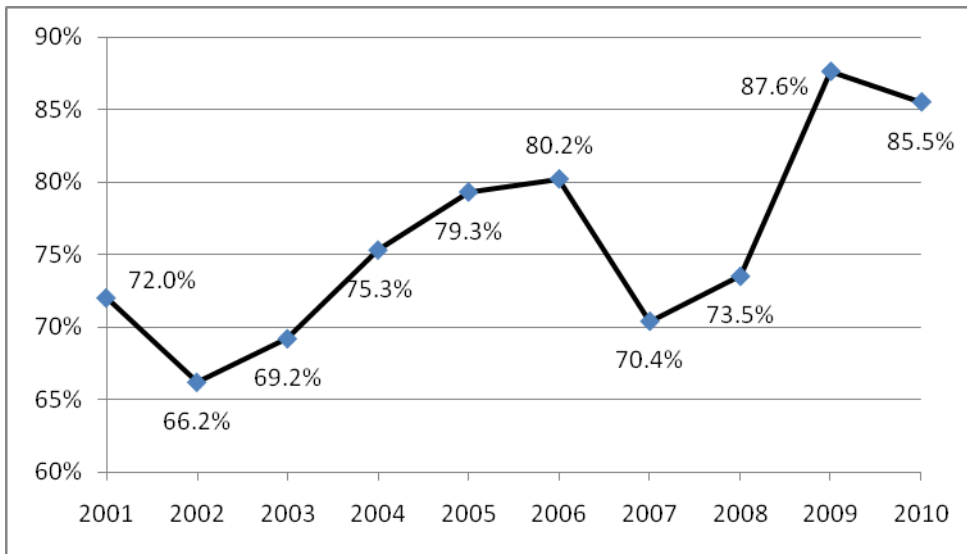
Fall	Resident	Nonresident	UA Students (In-House)	Freshmen	Transfers	Graduate	Total
2001							
Applications	51	392	13	420	10		443
Admissions	42	277	12	301	6		319
Matriculations	34	172	7	196	3		206
2002							
Applications	60	387	24	405	18		447
Admissions	49	247	19	270	7		296
Matriculations	38	150	8	173	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
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

Applications, Admissions, and Matriculations

Admit Yield Rate

2001	72.0%
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%

Admit Yield Rate Ten-Year Trend



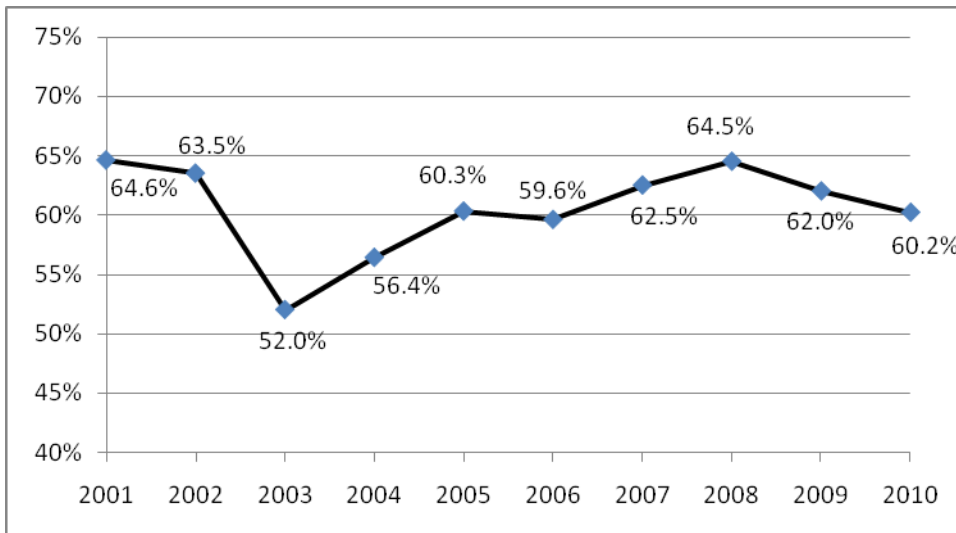
Note: Admit Yield Rate: the number of total applications received versus those offered admission to.

Applications, Admissions, and Matriculations

Matriculation Yield Rate

2001	64.6%
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%

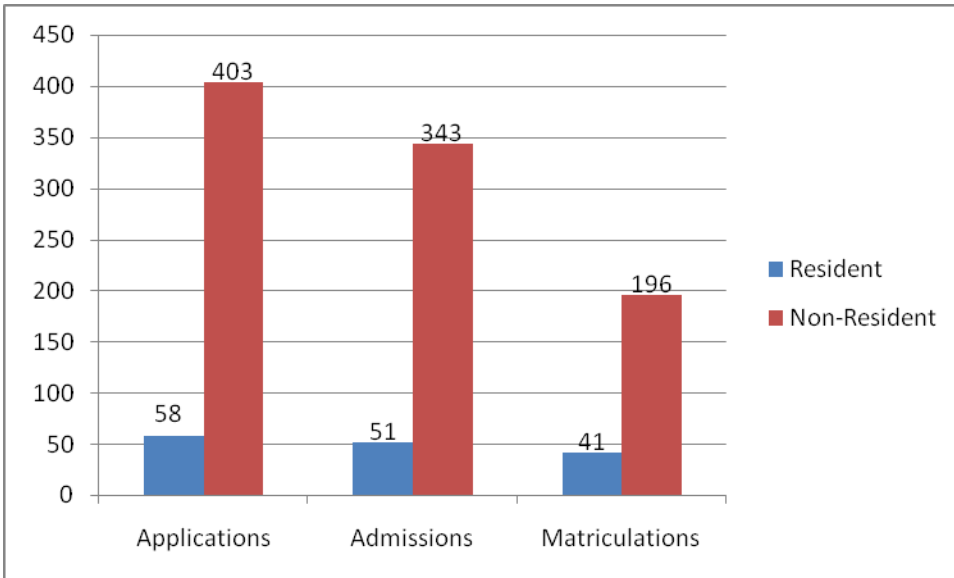
Matriculation Yield Rate Ten-Year Trend



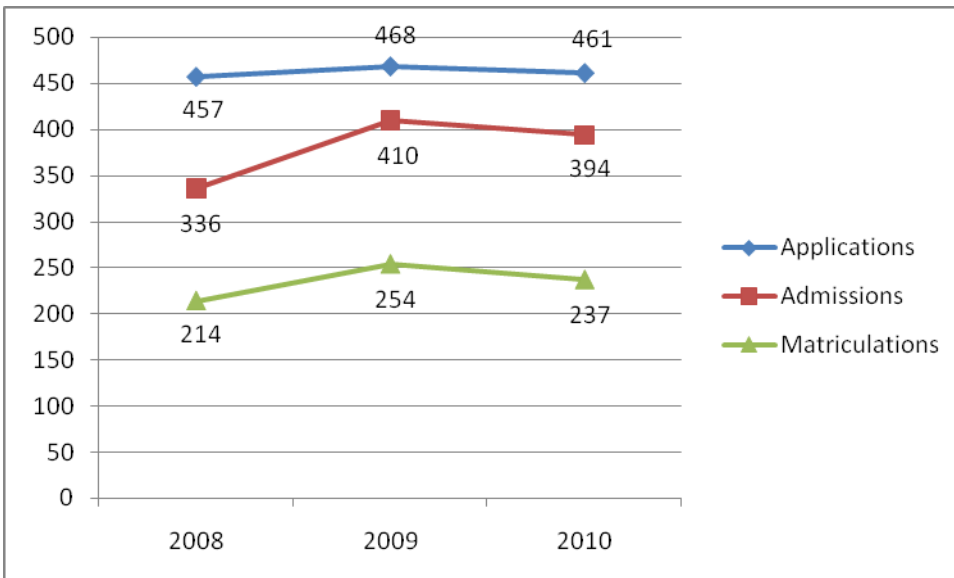
Note: Matriculation Yield Rate: the number of total students offered admission to versus those matriculated.

Applications, Admissions, and Matriculations

Fall 2010



Applications, Admissions, and Matriculations: Three-Year Trend



Student Enrollment

By Type of Diagnosis



* Data Source: SALT Center Learning Survey – Self-report

Diagnosis	2010	%	2009	%
Number of Students Surveyed	189		218	
Anxiety Disorder	30	15.87	29	13.30
Obsessive Compulsive Disorder	11	5.82	10	4.59
Traumatic Brain Injury	3	1.59	2	0.92
Attention Deficit Disorder (ADD/ADHD)	95	50.26	130	59.63
Learning Disability (LD)	120	63.49	133	61.01
Clinical Depression	11	5.82	17	7.80
Posttraumatic Stress Disorder (PTSD)	4	2.12	2	0.92
Bipolar Disorder	3	1.59	4	1.83
Substance Abuse	4	2.12	4	1.83
Sleeping Disorder	4	2.12	12	5.50
Other	19	10.05	8	3.67

Student Enrollment

By Level of Instruction

Fall	Lower Division	Upper Division	Graduate	Total	% Change
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
2007	402	148	2	552	0.73
2008	419	146	1	566	2.54
2009	464	118	1	583	3.00
2010	463	130	1	594	1.89

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>			
2001	222 43.19	71 13.81	160 31.13	61 11.87	0	0	293 57	221 43	514
2002	213 40.73	68 13	163 31.17	79 15.11	0	0	281 53.73	242 46.27	523
2003	210 42.42	79 15.96	132 26.67	74 14.95	0	0	289 58.38	206 41.62	495
2004	222 42.05	92 17.42	131 24.81	83 15.72	0	0	314 59.47	214 40.53	528
2005	238 42.57	101 18.07	152 27.19	65 11.63	3 0.54	0 0	339 60.64	220 39.36	559
2006	235 42.88	93 16.97	155 28.28	63 11.5	2 0.36	0 0	328 59.85	220 40.15	548
2007	233 42.21	76 13.77	169 30.62	72 13.04	1 0.18	1 0.18	310 56.16	242 43.84	552
2008	247 43.6	74 13.07	172 30.38	72 12.72	0 0	1 0.17	322 56.89	244 43.1	566
2009	286 49.1	67 11.5	178 30.5	51 8.75	1 0.17	0 0	353 60.5	230 39.5	583
2010	275 46.3	69 11.6	188 31.6	61 10.3	0 0	1 0.001	344 57.9	250 42.1	594

Student Enrollment

By Ethnicity

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
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 0.2	10 2	6 1.21	18 3.63	1 0.2	32 6.46	495	7.28
2004	441 83.52	2 0.38	11 2.08	6 1.14	19 3.6	0 0	49 9.28	528	7.2
2005	466 83.36	5 0.89	7 1.25	10 1.79	24 4.29	0 0	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
2007	479 86.78	3 0.54	11 1.99	9 1.63	24 4.35	2 0.36	24 4.35	552	8.87
2008	483 85.33	5 0.88	19 3.35	10 1.76	27 4.77	2 0.35	20 3.53	566	11.13
2009	502 86.11	9 1.54	19 3.26	11 1.89	27 4.63	1 0.17	14 2.40	583	11.49
2010	NA	NA	NA	NA	NA	NA	NA	NA	NA

NA = Data point pending from UAccess Business Analytics

Student Enrollment

By State of Origin

State	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010				
AK	1	0	0	0	0	0	0	0	0	0				
AL	1	1	1	2	1	1	3	2	3	3				
AR	0	0	0	0	0	0	0	0	0	0				
AZ	87	93	76	91	84	66	64	64	64	94	Top Five States	% 2010 Enrolled		
CA	197	220	222	244	242	246	240	226	202	206			California	34.7%
CO	17	11	9	8	8	9	5	7	14	19			Arizona	15.8%
CT	7	5	1	6	10	10	8	4	9	3			New Jersey	6.9%
DC	3	3	3	3	4	0	0	1	2	2			Illinois	6.4%
FL	12	7	8	9	6	8	7	10	14	12	New York	6.2%		
GA	7	6	4	5	6	6	4	2	7	5				
HI	1	1	1	0	0	1	2	3	2	3				
IA	0	0	0	1	1	1	0	0	0	0				
ID	2	1	0	1	1	0	0	0	0	0				
IL	35	24	21	20	39	38	35	33	51	38				
IN	3	2	0	0	0	0	0	1	1	1				
KS	1	1	0	0	0	1	1	0	0	0				
KY	1	2	2	2	1	1	2	1	0	1				
LA	0	0	1	4	4	4	4	4	1	2				
MA	5	1	4	6	9	8	7	10	11	11				
MD	7	4	7	9	7	4	7	9	9	11				
ME	0	0	0	0	0	0	0	1	1	0				
MI	3	4	5	3	3	3	3	3	4	3				
MN	3	3	3	3	4	7	8	9	8	5				
MO	3	3	3	4	1	0	5	3	7	2				
MT	1	0	0	0	0	0	0	0	0	0				
NC	2	1	1	2	2	2	0	1	1	2				
NH	1	0	0	0	1	1	1	0	0	0				
NJ	17	20	16	15	19	25	42	49	38	41				
NM	2	1	0	1	0	1	2	2	3	1				
NV	1	4	6	5	5	3	4	6	3	5				
NY	19	19	20	18	33	33	38	43	51	37				
OH	7	8	10	10	8	7	8	10	12	7				
OR	0	0	2	0	0	3	1	0	0	2				
PA	7	11	8	8	9	8	9	11	8	9				
RI	0	1	1	1	1	0	0	1	1	2				
SC	1	1	1	1	1	0	0	0	0	0				
SD	0	0	0	0	0	0	1	1	1	0				
TN	4	2	1	0	0	0	0	0	1	3				
TX	37	40	35	26	28	27	22	25	27	29				
UT	2	3	1	1	0	0	0	0	0	0				
VA	3	5	5	5	4	4	2	4	5	5				
VT	1	1	0	0	0	0	1	1	0	1				
WA	8	8	13	11	14	16	13	13	16	18				
WI	4	3	2	0	2	1	1	3	2	2				
WY	0	0	0	0	1	0	0	0	0	0				

Student Enrollment

International

Localities	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Bermuda	0	0	0	0	0	0	0	0	1	0
British Columbia	1	2	2	1	1	0	0	0	0	0
Guam	0	1	0	0	0	0	0	0	0	0
Singapore	0	0	0	0	0	0	0	1	1	0
Kuwait	0	0	1	0	0	0	0	0	0	0
Taiwan	0	0	0	0	0	1	1	1	0	0
United Kingdom	0	0	0	1	1	1	1	1	2	0

Student Enrollment

Fall 2010 By College

	Men	Women	Total	Total Percentage
Architecture & Landscape Architecture	3	1	4	0.67
* Letters, Arts & Sciences	99	57	156	26.26
Agriculture & Life Sciences	9	35	44	7.41
Education	7	34	41	6.90
Engineering	7	0	7	1.18
Fine Arts	9	11	20	3.37
Humanities	10	7	17	2.86
Medicine	3	3	6	1.01
Science	35	42	77	12.96
Social & Behavioral Sciences	71	48	119	20.03
Eller College of Management	90	9	99	16.67
Graduate Degree Seeking	0	1	1	0.17
University of Arizona South	0	1	1	0.17
Public Health	1	1	2	0.34
Total	344	250	594	100

* Replaced University College. About 29.46% of Fall 2010 SALT participants have not yet reached the point of declaring majors.

Profile of New Freshmen

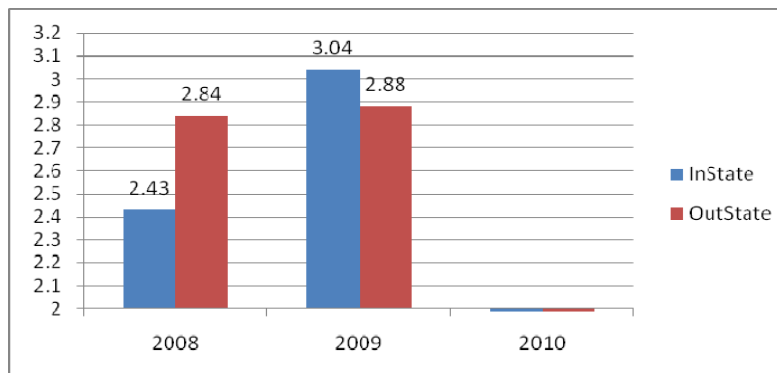
High School GPA

Entering SALT Freshmen Mean High School GPA Fall 2010 Compared to UA Freshmen
Fall 2010
N=206

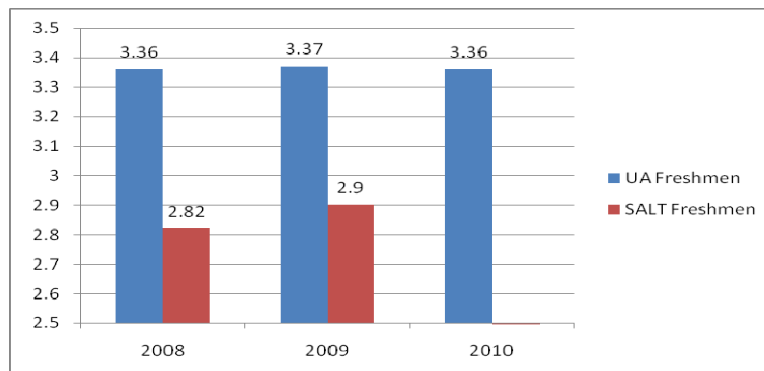
	N	Mean		Percentile		
		25%	50%	75%		
In-State	NA	NA	NA	NA	NA	NA
Out-of-State	NA	NA	NA	NA	NA	NA
Minority	NA	NA	NA	NA	NA	NA
Non-Minority	NA	NA	NA	NA	NA	NA
All SALT Freshmen	NA	NA	NA	NA	NA	NA
All UA Freshmen	7,025	3.36	N/A	N/A	N/A	N/A

NA = Data point pending from UAccess Business Analytics

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



SALT Freshmen vs UA Freshmen GPA



Profile of New Freshmen

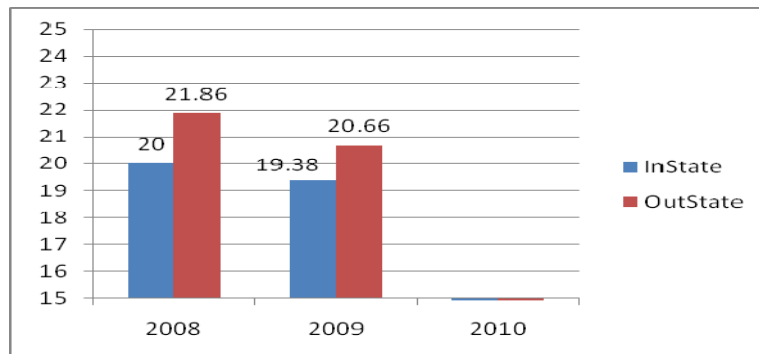
ACT Composite Scores

Entering SALT Freshmen Mean ACT Composite Scores Compared to UA Freshmen
Fall 2010
N=206

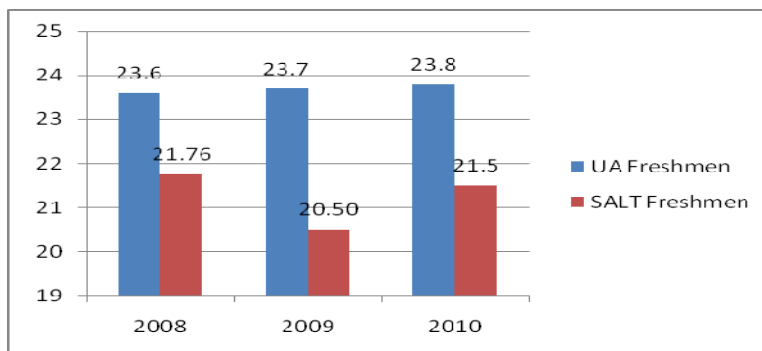
	N	Mean		Percentile	
			25%	50%	75%
In-State	13	21.85	18.00	21.00	25.00
Out-of-State	51	21.52	19.00	22.00	24.00
Minority	NA	NA	NA	NA	NA
Non-Minority	NA	NA	NA	NA	NA
All SALT Freshmen	64	21.50	19.00	22.00	24.00
All UA Freshmen	7,025	23.8	N/A	N/A	N/A

*Avg ACT score for those freshmen who took the ACT. NA = Data point pending from UAccess Business Analytics

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



SALT Freshmen vs UA Freshmen ACT composite score



Profile of New Freshmen

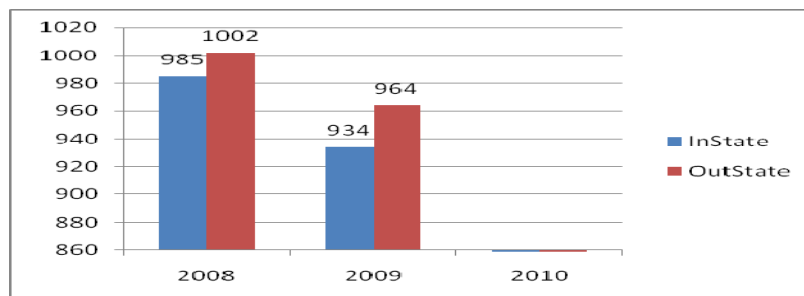
SAT Combined Scores

Entering SALT Freshmen Mean SAT Combined Scores Compared to UA Freshmen
Fall 2010
N=206

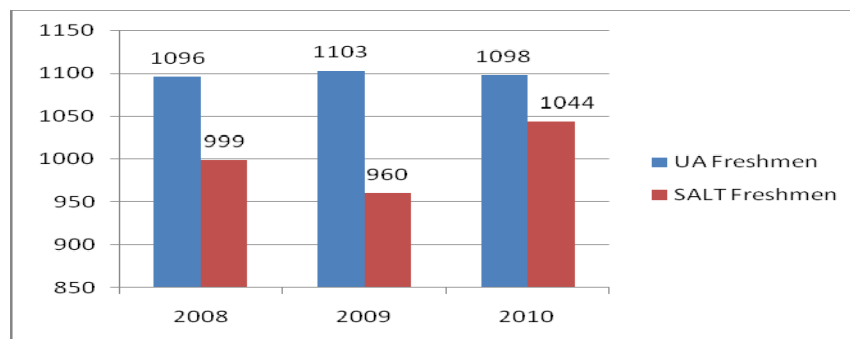
	N	Mean	Percentile		
			25%	50%	75%
In-State	12	1050	910	1070	1112.5
Out-of-State	45	1042	900	1050	1190
Minority	NA	NA	NA	NA	NA
Non-Minority	NA	NA	NA	NA	NA
All SALT Freshmen	57	1044	900	1060	1180
All UA Freshmen	7,025	1098	N/A	N/A	N/A

*Avg SAT score for those freshmen who took the SAT. NA = Data point pending from UAccess Business Analytics

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



SALT Freshmen vs UA Freshmen SAT composite score



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
2010	NA	NA	NA	NA	NA	NA	NA	NA	NA

Males

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
2010	NA	NA	NA	NA	NA	NA	NA	NA	NA

Total New Freshmen

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
2010	NA	NA	NA	NA	NA	NA	NA	NA	NA

NA = Data point pending from UAccess Business Analytics

Profile of New Freshmen

U.S. State of Origin

State	2008	2009	2010	Percent		
AL	0	1	0	0.0		
AZ	22	26	39	18.9		
CA	79	76	86	41.7		
CO	3	7	8	3.9		
CT	1	4	0	0.0		
DC	1	2	2	1.0		
FL	3	6	3	1.5		
GA	0	5	1	0.5		
HI	0	0	1	0.5		
IL	14	21	12	5.8		
IN	1	0	0	0.0		
KS	0	0	0	0.0		
KY	0	0	0	0.0		
LA	0	1	1	0.5		
MA	6	6	4	1.9		
MD	3	3	7	3.4		
ME	1	0	0	0.0		
MI	1	2	0	0.0		
MN	5	5	2	1.0		
MO	0	4	0	0.0		
NJ	17	14	10	4.9		
NM	0	1	0	0.0		
NV	3	0	1	0.5		
NY	20	22	8	3.9		
OH	4	7	0	0.0		
OR	0	0	1	0.5		
PA	5	4	2	1.0		
SD	0	0	0	0.0		
TN	0	1	2	1.0		
TX	12	14	7	3.4		
VA	1	2	2	1.0		
WA	4	8	7	3.4		
WI	1	0	0	0.0		
Total US New Freshmen	208	242	206	100.0	Top Five States	% 2010 New Freshmen
					California	41.7
					Arizona	18.9
					Illinois	5.8
					New Jersey	4.9
					Colorado	3.9

Profile of New Freshmen

International

Localities	2010	Percent
United States	206	100
Total New Freshmen	206	100

Retention of New Freshmen

Graduation and Retention Rates

Freshmen Cohort	Original Number	Years after Entry					
		1	2	3	4	5	6
2000	142						
	Enrolled	85%	70%	68%	35%	5%	1%
	Graduated	0%	0%	0%	29%	57%	60%
2001	187						
	Enrolled	75%	63%	58%	26%	5%	2%
	Graduated	0%	1%	1%	30%	49%	51%
2002	165						
	Enrolled	85%	73%	67%	36%	3%	3%
	Graduated	0%	0%	1%	29%	56%	61%
2003	139						
	Enrolled	78%	70%	68%	35%	6%	4%
	Graduated	0%	0%	0%	31%	54%	58%
2004	172						
	Enrolled	82%	70%	64%	35%	11%	2%
	Graduated	0%	1%	1%	33%	51%	59%
2005	167						
	Enrolled	80%	68%	66%	32%	10%	
	Graduated	0%	0%	0%	29%	51%	
2006	178						
	Enrolled	75%	68%	63%	25%		
	Graduated	0%	0%	1%	31%		
2007	192						
	Enrolled	75%	62%	61%			
	Graduated	0%	0%	1%			
2008	208						
	Enrolled	70%	56%				
	Graduated	0%	0%				
2009	244						
	Enrolled	70%					
	Graduated	0%					
2010	206						
	Enrolled						
	Graduated						

Profile of New Transfers

Transfer Schools

4-year Institutions	City	State	Number of Students
NA	NA	NA	NA
2-year Institutions	City	State	
NA	NA	NA	NA
Total			NA

NA = Data point pending from UAccess Business Analytics

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
2007-08	2200	4.8
2008-09	2200	0.0
2009-10	2200	0.0
2010-11	2450	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
2007-08	950	5.6	19
2008-09	950	0.0	19
2009-10	950	0.0	19
2010-11	1050	0.0	20

Graduate

Academic Year	\$ Amount	% Change
2006-07	1000	0.0
2007-08	1000	0.0
2008-09	1000	0.0
2009-10	1000	0.0
2010-11	1000	0.0

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
2007-08	21	40,850	N/A	N/A	21	40,850
2008-09	27	43,865	N/A	N/A	27	43,865
2009-10	36	47,610	N/A	N/A	36	47,610
2010-11	44	58,835	4	19,960	48	78,795

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

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

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
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

Gender

Fall	Males	Females	Total
2004	9	15	24
2005	9	16	25
2006	8	17	25
2007	7	18	25
2008	7	21	28
2009	8	20	28
2010	8	21	29