



THE UNIVERSITY OF ARIZONA  
**SALT Center**

# FACT BOOK

# 2014





---

The University of Arizona  
Strategic Alternative Learning Techniques Center

FACT BOOK

---

**2014**

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

Rudy M. Molina, Jr., Ph.D.  
Director

1010 N. Highland Ave  
The University of Arizona  
P.O. Box 210136  
Tucson, AZ 85721-0136

Phone: (520) 621-1427  
Fax: (520) 626-3260

**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 Center (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**  
**The University of Arizona**  
P.O. Box 210040  
Tucson, AZ 85721-0040

---

## Table of Contents

---

<b>EXECUTIVE SUMMARY</b> .....	<b>1</b>
<b>QUICK REFERENCE</b> .....	<b>2</b>
Fall 2014 .....	2
<b>SALT</b> .....	<b>3</b>
History and Profile.....	3
<b>SALT CENTER DIRECTORS</b> .....	<b>4</b>
<b>PEER INSTITUTIONS</b> .....	<b>5</b>
UA Peers, Resources for Students with Learning and Attention Challenges .....	5
Pac-12 Resources for Students with Learning and Attention Challenges .....	6
Comprehensive Postsecondary Learning and Attention Challenges* .....	7
<b>APPLICATIONS, ADMISSIONS, AND MATRICULATIONS</b> .....	<b>8</b>
<b>STUDENT ENROLLMENT</b> .....	<b>12</b>
By Type of Disability .....	12
By Level of Instruction .....	13
By Gender .....	14
By Ethnicity .....	15
By U.S. State of Origin .....	16
By College .....	17
By Country (International Status).....	18
<b>PROFILE OF NEW FRESHMEN</b> .....	<b>19</b>
High School GPA .....	19
ACT Composite Scores .....	20
SAT Combined Scores.....	21
By Ethnicity by Gender .....	22
By U.S. State of Origin.....	23
By Country (International Status).....	24
<b>RETENTION OF NEW FRESHMEN</b> .....	<b>25</b>
<b>PROFILE OF NEW TRANSFERS</b> .....	<b>26</b>
<b>STUDENT COST PER SEMESTER</b> .....	<b>27</b>
Historical Trend .....	27
<b>FINANCIAL AID SUMMARY</b> .....	<b>28</b>
<b>EMPLOYEES</b> .....	<b>29</b>
Ethnicity.....	29
Gender.....	29

This page intentionally left blank.

## Executive Summary

---

### Fall 2014

The Strategic Alternative Learning Techniques (SALT) Center was founded in 1980 to serve students who presented learning and attention challenges in an academic setting. Today, the SALT Center is an auxiliary, fee-based department within Student Affairs serving students with a range of learning and attention challenges, most notably learning disabilities (LD) and attention deficit/hyperactivity disorder (AD/HD). This document will highlight enrollment trends related to academic preparedness, retention, graduation, and disability.

The SALT Center's mission is to inspire students with learning and attention challenges to succeed in higher education. Through the provision of comprehensive academic support services, the SALT Center encourages student engagement, self-awareness, and growth. The SALT Center aspires to be the leading international model of success in higher education for students with learning and attention challenges.

Major findings of this report:

#### Disability

- Based on the 2014 SALT Center Learning Survey, the three most prevalent type of self-reported diagnoses are LD (**N=114**), ADHD (**N=94**) and Autism Spectrum Disorder (**N=7**).
- The results of the survey also show a high overlap between ADHD and LD (**N = 56**).

#### Scholarships

- The headcount of students awarded scholarships increased from **60** in 2013 to **65** in 2014. The dollar value of scholarships funded by SALT Center also increased by **5.4%** in this period.

#### Enrollment

- With comparison to 2013, enrollment of female freshmen in 2014 came down to **45.0%** representing a decrease of **3.0%**.
- The enrollment in Letters, Arts, and Sciences (**26.4%**) and Social & Behavior Sciences College (**19.8%**) constitutes **46.2%** of total enrollment.
- Enrollment of Arizona resident freshmen came down marginally from **19.0%** in 2013 to **18.4%** in 2014.

#### Retention & Graduation

- Of the **188** first-time, full-time freshmen who entered in 2013, **82.0%** of them were retained at the UA into 2014 as sophomores, as compared to **77.0%** in the 2012-2013 period.
- Six year graduation rates are now at **50.0%** for the 2008 cohort in comparison to **59.0%** for the 2007 cohort. This decrease is likely associated with a decrease in retention rates for the same period. Based on current retention trends, the six year graduation rate is expected to rise again in the forthcoming years.

#### Demographics

- Enrollment of freshmen among ethnic minorities went up from **12.3%** in 2013 to **14.6%** in 2014.

#### High School Academics

- In 2014, the mean In-State High School GPA of new freshmen was **3.1** while the corresponding mean GPA for Out-State freshmen was **2.9**.
- The mean SAT Composite score for incoming freshmen has increased from **962.6** in 2013 to **991.0** in 2014 representing an increase of **28.4** points in the average score.

Rudy M. Molina, Jr.  
Director, SALT Center

## Quick Reference

### Fall 2014

#### All Students

	2014	2013	2012
<b>Total Enrollment</b>	<b>586</b>	<b>584</b>	<b>584</b>
Undergraduate	100.0%	99.5%	100.0%
Lower Division	76.1%	75.9%	82.0%
Female	43.7%	43.2%	42.1%
Minority	13.6 %	13.5%	5.8%**
Scholarship	11.1%	10.3%	9.2%

#### All New Freshmen

	2014	2013	2012
<b>Total Enrollment</b>	<b>212</b>	<b>211</b>	<b>232</b>
Female	42.0%	45.0%	45.7%
Resident	18.4%	19.0%	19.4%
Minority	14.6%	12.3%	6.0%
Mean HS GPA	3.0	2.9	3.0
Mean ACT	21.4	21.7	21.6
Mean SAT	991.0	962.6	1000.3

#### All New Students

	<b>New Freshmen</b>	<b>In-house***</b>	<b>Transfer</b>	<b>Graduate</b>
	<b>2014</b>	<b>2014</b>	<b>2014</b>	<b>2014</b>
<b>Total Enrollment</b>	<b>212</b>	<b>11</b>	<b>7</b>	<b>0</b>
Female	89	4	4	0
Resident	39	7	2	0
Minority	31	2	0	0
Mean HS GPA	3.0	NA	NA	NA
Mean ACT	21.4	NA	NA	NA
Mean SAT	991.0	NA	NA	NA

NA= Not Applicable to these student groups.

\*\*\* Students already enrolled at the University of Arizona.

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

	<b>2014</b>	<b>2013</b>	<b>2012</b>
One Year Persistence Rate	NA	82.0%	77.0%
Four Year Graduation Rate	28.0%	30.0%	31.0%
Five Year Graduation Rate	46.0%	47.0%	54.0%
Six Year Graduation Rate	50.0%	59.0%	58.0%

#### Top 5 Colleges of Total Enrollment

	<b>2014</b>	<b>2013</b>	<b>2012</b>
1	Letters, Arts, and Sciences* (26.4%)	Social & Behavior Sciences (16.5%)	Letters, Arts, and Sciences* (25.3%)
2	Social & Behavior Sciences (19.8%)	Letters, Arts, and Sciences* (16.4%)	Eller College of Management (17.3%)
3	Eller College of Management (15.7%)	Eller College of Management (15.4%)	Social & Behavior Sciences (17.2%)
4	Science (12.29%)	Science (11.9%)	Science (12.8%)
5	Education (8.7%)	Education (8.9%)	Education (8.2%)

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

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



## History and Profile

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, the SALT Center was located in the basement of Old Main, utilizing 2,500 square feet. 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.

Each student enrolled in SALT Center services 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 Plan (ILP). Each especially designed ILP is created to meet the postsecondary environmental needs of the student.

The Individualized Learning Plan (ILP) offers 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 students.

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**

---

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 M. Molina, Jr., Ph.D.

---

## Peer Institutions

### UA Peers, Resources for Students with Learning and Attention Challenges

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	\$5200	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			

Source: External Relations & Research

## Pac-12 Institutions

### Pac-12 Resources for Students with Learning and Attention Challenges

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	\$5200	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 years.

<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 years.

<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 Peer Institutions

### Comprehensive Postsecondary Learning and Attention Challenges\*

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	586	\$2,600	X	X <sup>4,16</sup>	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
Productive Learning Strategies (PluS)	DePaul University	220 <sup>11</sup>	\$1,200 <sup>12</sup>	X									
	Landmark College		\$22,650 <sup>6</sup>										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								
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			
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)

Source: External Relations & Research

## 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 at the SALT Center.

Fall	Resident	Nonresident	UA Students (In-House)	Freshmen	Transfers	Graduate	Total
2004							
Applications	51	366	12	376	14		403
Admissions	43	271	11	258	9		279
Matriculations	30	148	0	140	5		145
2005							
Applications	42	355	13	391	13		417
Admissions	31	284	10	295	9		314
Matriculations	25	165	1	171	5		177
2006							
Applications	29	381	12	367	15	3	397
Admissions	22	307	10	288	14	3	315
Matriculations	14	182	9	167	11	3	190
2007							
Applications	32	427	16	374	18	2	410
Admissions	26	296	12	304	12	1	329
Matriculations	19	183	10	176	9	1	196
2008							
Applications	40	417	11	439	8	1	459
Admissions	31	305	7	307	8	1	323
Matriculations	24	190	7	192	2	1	202
2009							
Applications	42	426	5	441	11		457
Admissions	36	374	3	329	4		336
Matriculations	29	225	2	208	3	1	214
2010							
Applications	58	403	9	454	4	1	468
Admissions	51	343	9	396	4	1	410
Matriculations	40	193	9	240	4	1	254
2011							
Applications	60	419	24	421	16	0	461
Admissions	53	323	18	363	13	0	394
Matriculations	42	214	16	206	11	0	233
2012							
Applications	115	548	18	433	27	1	479
Admissions	78	394	9	355	12	0	376
Matriculations	46	198	8	238	10	0	256
2013							
Applications	80	454	18	481	18	0	517
Admissions	57	329	16	346	11	0	373
Matriculations	41	185	6	210	7	0	223
2014 <sup>1</sup>							
Applications	102	505	31	546	30	0	607
Admissions	65	382	11	414	22	0	447
Matriculations	49	188	11	216	10	0	237

<sup>1</sup> SASG Reporting Services > SALT Center > Report: Incoming SALT Reviewed Statuses.  
Source: External Relations & Research

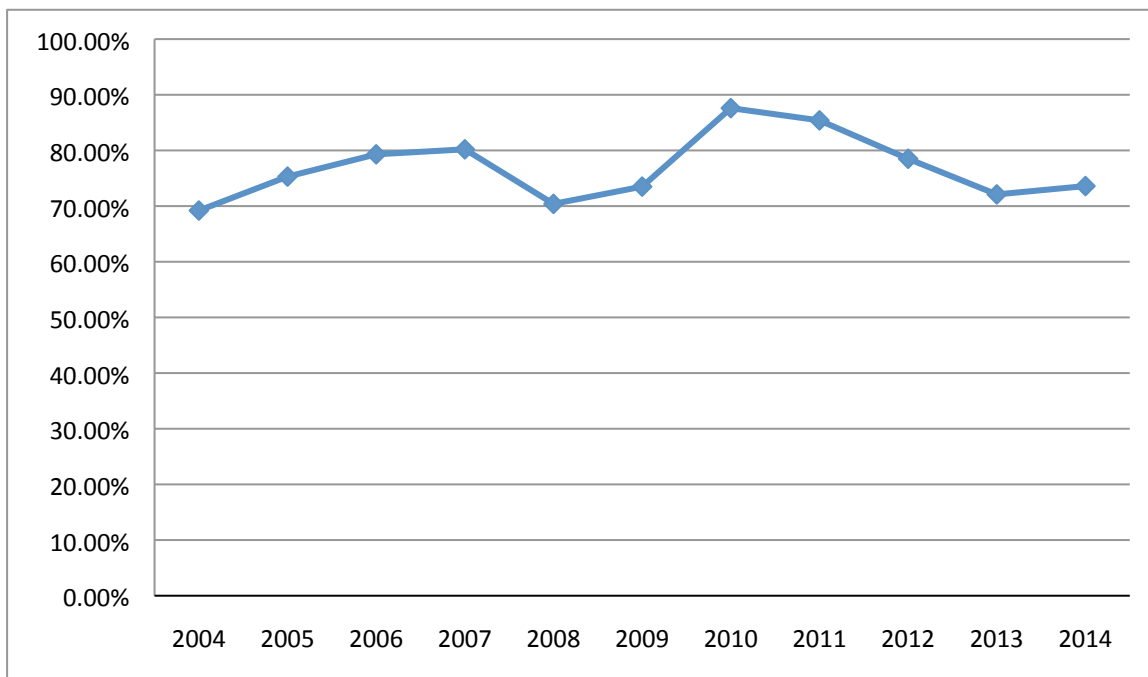
## Applications, Admissions, and Matriculations

---

### *Admit Yield Rate*

2004	69.2%
2005	75.3%
2006	79.3%
2007	80.2%
2008	70.4%
2009	73.5%
2010	87.6%
2011	85.4%
2012	78.5%
2013	72.1%
2014	73.6%

### *Admit Yield Rate Ten-Year Trend*



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

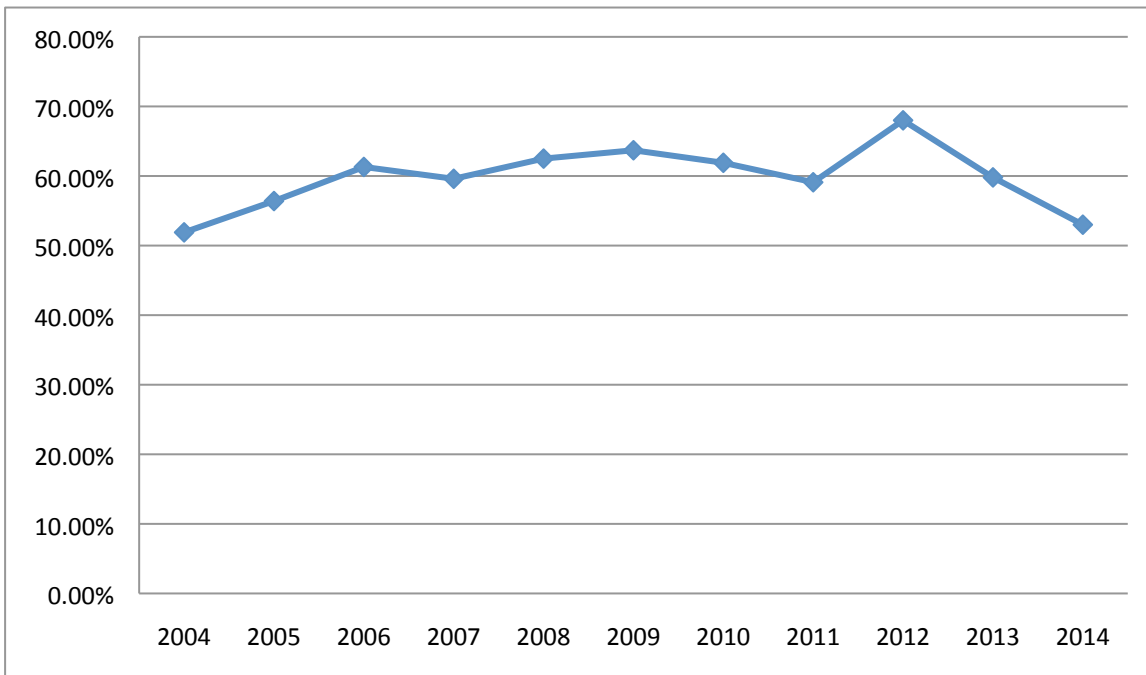
## Applications, Admissions, and Matriculations

---

### Matriculation Yield Rate

2004	51.9%
2005	56.4%
2006	61.3%
2007	59.6%
2008	62.5%
2009	63.7%
2010	61.9%
2011	59.1%
2012	68.0%
2013	59.8%
2014	53.0%

### Matriculation Yield Rate Ten-Year Trend

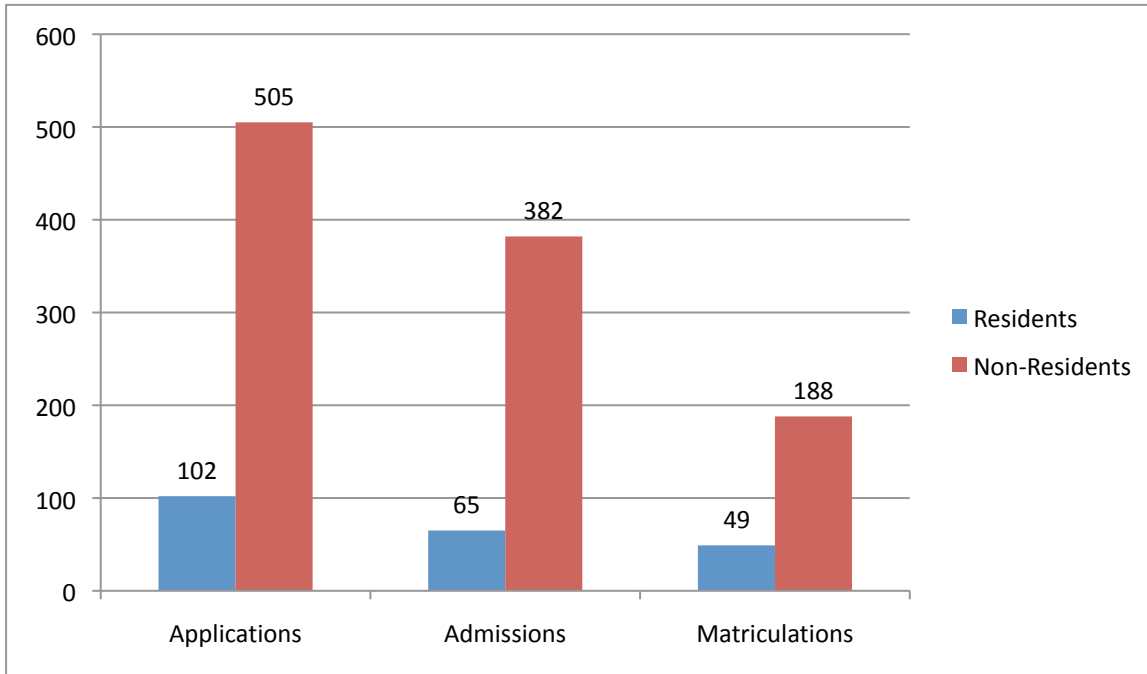


Note: Matriculation Yield Rate is the number of total students offered admission to versus those matriculated.

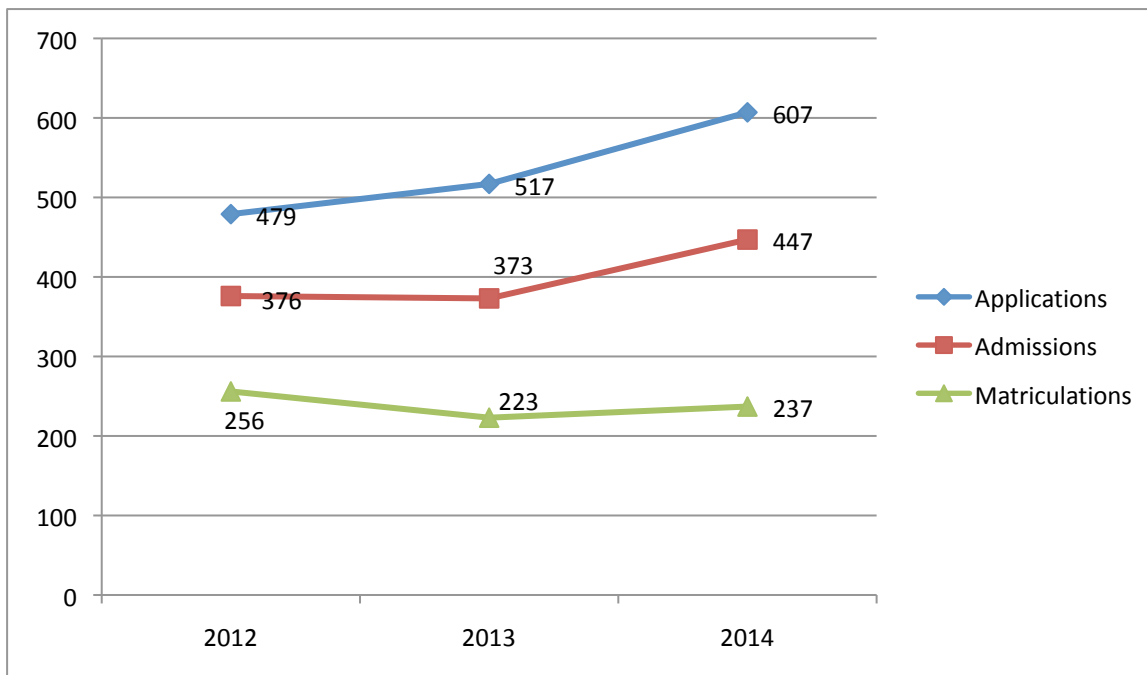


## Applications, Admissions, and Matriculations

### Fall 2014



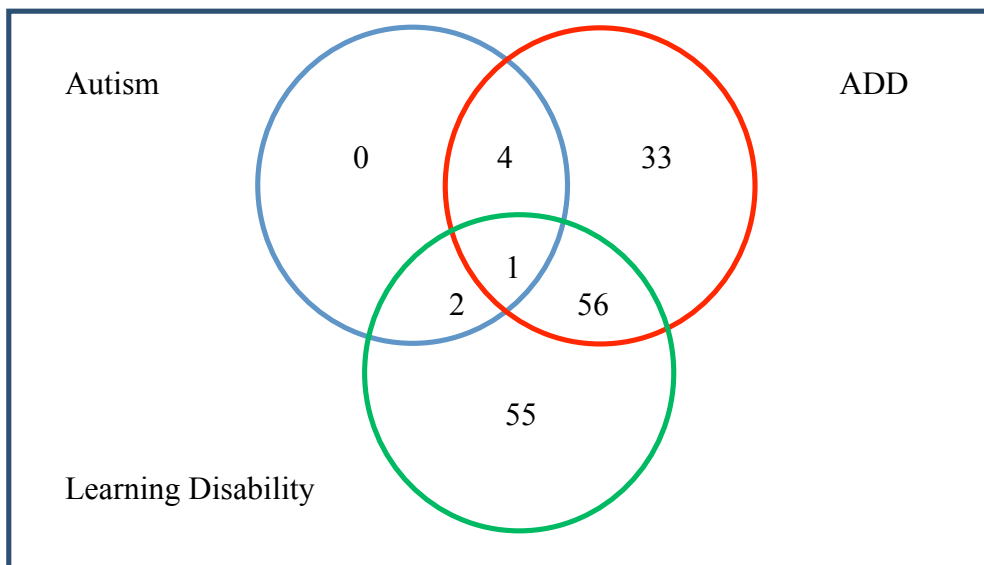
### Applications, Admissions, and Matriculations: Three-Year Trend



Source: External Relations & Research

## Student Enrollment

### By Type of Disability



\* Data Source: 2014 SALT Center Learning Survey results

Disability	2014	%	2013	%	2012	%
<b>Number of Students Surveyed</b>	<b>228</b>		<b>264</b>		<b>220</b>	
Attention Deficit Disorder (ADD/ADHD)	94	41.2	94	35.6	122	55.5
Learning Disability (LD)	114	50	99	37.5	119	54.1
Anxiety Disorder	39	17.1	32	12.1	44	20.0
Autism Spectrum Disorder (ASD)	7	3.1	8	3.0	NA	NA
Obsessive Compulsive Disorder (OCD)	9	3.9	9	3.4	15	6.8
Traumatic Brain Injury (TBI)	3	1.3	3	1.1	3	1.4
Clinical Depression	20	8.8	14	5.3	23	10.5
Posttraumatic Stress Disorder (PTSD)	2	0.9	5	1.9	4	1.8
Bipolar Disorder	3	1.3	4	1.5	6	2.7
Substance Abuse	2	0.9	3	1.1	6	2.7
Sleeping Disorder	9	3.9	13	4.9	17	7.7
Not reported	58	25.4	87	33.0	22	10.0

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

## Student Enrollment

---

### By Level of Instruction

Fall	Lower Division	Upper Division	Graduate	Total	% Change
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
2013	444	137	3	584	0.0
2014	446	140	0	586	0.3

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>Males</i>	<i>Females</i>			
2004	222	92	131	83	0	0	314	214	528
	42.1	17.4	24.8	15.7	0	0	59.5	40.5	
2005	238	101	152	65	0	3	339	220	559
	42.6	18.1	27.2	11.6	0	0.5	60.6	39.4	
2006	235	93	155	63	0	2	328	220	548
	42.9	17.0	28.3	11.5	0	0.4	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	1	0	322	244	566
	43.6	13.1	30.4	12.7	0.2	0	56.9	43.1	
2009	286	67	178	51	0	1	353	230	583
	49.1	11.5	30.5	8.8	0	0.2	60.5	39.5	
2010	275	69	188	61	1	0	344	250	594
	46.3	11.6	31.6	10.3	0.2	0	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	
2013	241	88	202	50	3	0	332	252	584
	41.3	15.1	34.6	8.6	0.5	0	56.8	43.2	
2014	245	76	187	69	0	0	330	256	586
	43.3	13	31.9	11.8	0	0	56.3	43.7	

Source: External Relations & Research

## Student Enrollment

### By Ethnicity

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
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 86.5	2 0.4	11 2.1	6 1.1	19 3.6	0 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 0.0	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
2013	470 80.5	7 1.2	21 3.6	10 1.7	56 9.6	6 1.0	14 2.4	584	13.5
2014	481 82.1	9 1.54	21 3.6	9 1.54	62 10.6	0 0	4 0.7	586	13.6

Source: External Relations & Research

## Student Enrollment

### By U.S. State of Origin

State	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	<u>Top Five States</u>	<u>% 2014 Enrolled</u>
AK	0	0	0	0	0	0	0	0	0	0	0	California Arizona Illinois New Jersey Texas	41.0% 22.4% 6.5% 4.6% 3.9%
AL	2	1	1	3	2	3	3	1	0	1	1		
AR	0	0	0	0	0	0	0	0	0	0	0		
AZ	91	84	66	64	64	64	94	93	113	118	131		
CA	244	242	246	240	226	202	206	233	246	244	240		
CO	8	8	9	5	7	14	19	9	8	7	10		
CT	6	10	10	8	4	9	3	5	5	5	7		
DC	3	4	0	0	1	2	2	2	2	4	4		
FL	9	6	8	7	10	14	12	11	11	12	10		
GA	5	6	6	4	2	7	5	2	2	3	5		
HI	0	0	1	2	3	2	3	3	1	2	1		
IA	1	1	1	0	0	0	0	0	0	0	0		
ID	1	1	0	0	0	0	0	0	0	1	0		
IL	20	39	38	35	33	51	38	34	29	28	38		
IN	0	0	0	0	1	1	1	1	0	0	0		
KS	0	0	1	1	0	0	0	2	0	1	1		
KY	2	1	1	2	1	0	1	0	0	0	0		
LA	4	4	4	4	4	1	2	1	1	0	1		
MA	6	9	8	7	10	11	11	12	13	6	11		
MD	9	7	4	7	9	9	11	9	8	8	6		
ME	0	0	0	0	1	1	0	0	0	0	0		
MI	3	3	3	3	3	4	3	1	0	2	4		
MN	3	4	7	8	9	8	5	5	4	1	1		
MO	4	1	0	5	3	7	2	4	5	4	1		
MT	0	0	0	0	0	0	0	1	1	1	0		
NC	2	2	2	0	1	1	2	1	1	1	1		
NH	0	1	1	1	0	0	0	0	0	0	0		
NJ	15	19	25	42	49	38	41	34	29	29	27		
NM	1	0	1	2	2	3	1	0	1	0	0		
NV	5	5	3	4	6	3	5	3	1	0	1		
NY	18	33	33	38	43	51	37	37	29	19	21		
OH	10	8	7	8	10	12	7	8	7	7	4		
OR	0	0	3	1	0	0	2	3	3	6	4		
PA	8	9	8	9	11	8	9	9	8	8	10		
RI	1	1	0	0	1	1	2	1	1	0	0		
SC	1	1	0	0	0	0	0	2	1	1	1		
SD	0	0	0	1	1	1	0	0	0	0	0		
TN	0	0	0	0	0	1	3	2	3	2	1		
TX	26	28	27	22	25	27	29	28	25	26	23		
UT	1	0	0	0	0	0	0	0	1	3	1		
VA	5	4	4	2	4	5	5	5	7	4	4		
VT	0	0	0	1	1	0	0	0	0	0	0		
WA	11	14	16	13	13	16	18	13	13	14	9		
WI	0	2	1	1	3	2	2	0	1	2	2		

Source: External Relations & Research

## Student Enrollment

---

### By College

	Men	Women	Total	Total Percentage
College of Ag & Life Sciences	35	16	51	8.7
College of Arch, Plan & Lands	2	4	6	1.0
College of Education	37	8	45	7.7
College of Engineering	2	10	12	2.0
College of Fine Arts	10	10	20	3.4
College of Humanities		2	2	0.3
College of Medicine	4	1	5	0.9
College of Science	37	35	72	12.3
College of Soc & Behav Sci	47	69	116	19.8
College of Letters Arts Science	57	98	155	26.5
Eller College of Management	19	73	92	15.7
Zuckerman Coll Public Health	6	4	10	1.7
<b>Total</b>	<b>256</b>	<b>330</b>	<b>586</b>	<b>100.0</b>

## Student Enrollment

---

### By Country (International Status)

Localities	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Bermuda	0	0	0	0	0	1	0	0	0	0	0
British Columbia	1	1	0	0	0	0	0	0	0	0	0
Germany	0	0	0	0	0	0	0	0	0	0	1
Guam	0	0	0	0	0	0	0	0	0	0	0
Singapore	0	0	0	0	1	1	0	0	0	0	0
Kuwait	0	0	0	0	0	0	0	0	0	0	0
Taiwan	0	0	1	1	1	0	0	0	0	0	0
United Kingdom	1	1	1	1	1	2	0	1	0	0	0
Korea	0	0	0	0	0	0	0	0	1	1	0
Canada	0	0	0	0	0	0	0	0	0	0	2

---



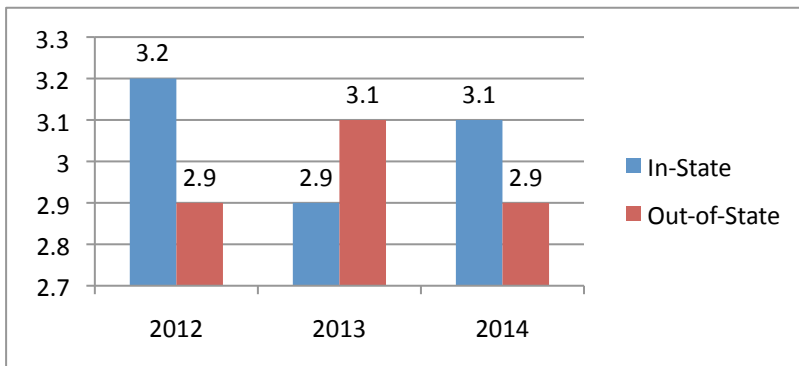
## Profile of New Freshmen

### High School GPA

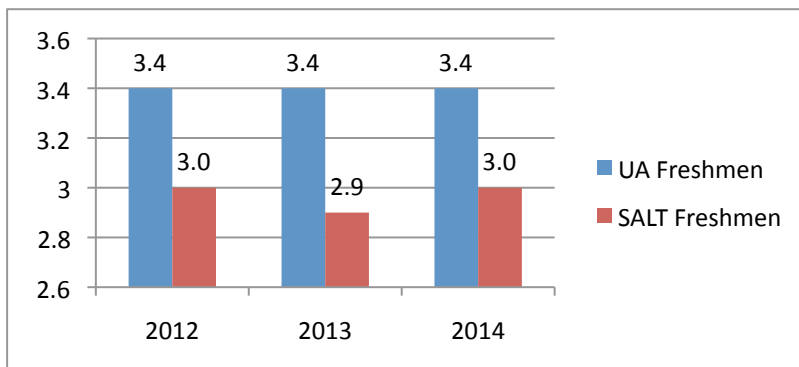
Entering SALT Freshmen Mean High School GPA Fall 2012 Compared to UA Freshmen  
Fall 2014  
N=212

	N	Mean	Percentile		
			25%	50%	75%
In-State	39	3.1	3.2	3.4	3.6
Out-of-State	173	2.9	3.1	3.3	3.5
Minority	33	2.9	3.1	3.2	3.4
Non-Minority	179	3.0	3.1	3.3	3.5
All SALT Freshmen	212	3.0	3.1	3.3	3.5
All UA Freshmen	7,774	3.4	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

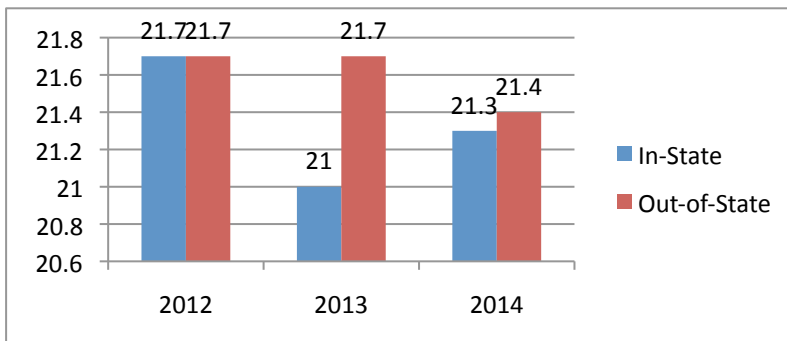
### ACT Composite Scores

Entering SALT Freshmen Mean ACT Composite Scores Compared to UA Freshmen  
Fall 2014  
N=110\*

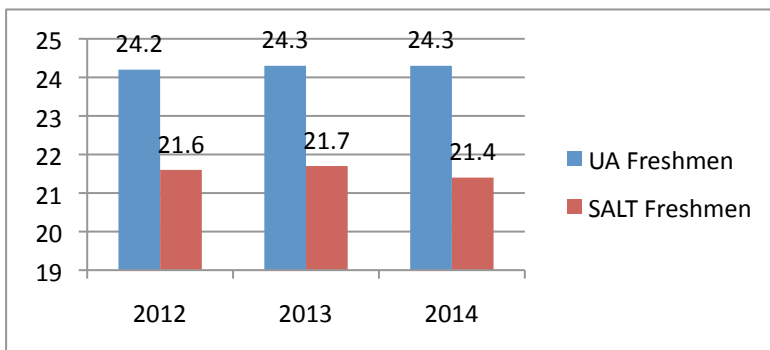
	N	Mean	Percentile		
			25%	50%	75%
In-State	21	21.3	23.4	25.6	28.8
Out-of-State	89	21.4	23.1	24.5	26.9
Minority	13	20.0	21.6	23.5	26.3
Non-Minority	92	21.6	23.3	24.9	27.3
All SALT Freshmen	110	21.4	19.0	22.0	24.0
All UA Freshmen	7,774	24.5	NA	NA	NA

\*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

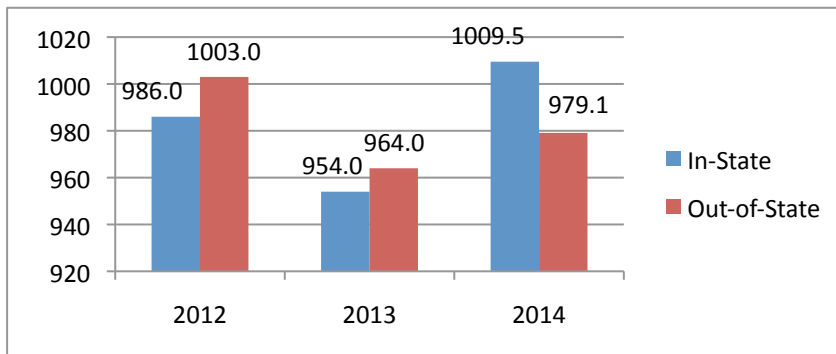
### SAT Combined Scores

Entering SALT Freshmen Mean SAT Combined Scores Compared to UA Freshmen  
Fall 2014  
N=102\*

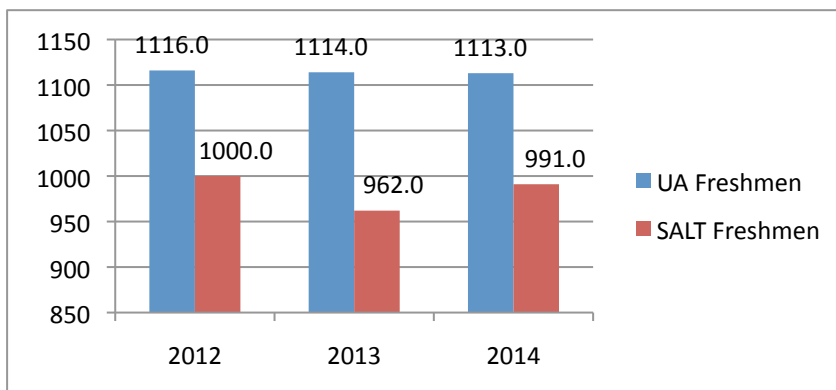
	N	Mean	Percentile		
			25%	50%	75%
In-State	21	1009.5	830.0	970.0	1160.0
Out-of-State	81	979.1	840.0	990.0	1190.0
Minority	20	925.5	870.0	990.0	1200.0
Non-Minority	82	1000.0	880.0	990.0	1210.0
All SALT Freshmen	102	991.0	850.0	980.0	1180.0
All UA Freshmen	7,774	1113.0	NA	NA	NA

\*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

---

### 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>
2014	75	3	2	1	7	0	1	89	12.4%

#### *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>
2014	95	5	7	2	13	0	1	123	16.3%

#### *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>
2014	170	8	9	3	20	0	2	212	14.6%

## Profile of New Freshmen

---

### By U.S. State of Origin

State	2012	2013	2014	Percent		
AL	0	1	0	0		
AZ	45	40	38	17.9		
CA	108	89	90	42.5		
CO	3	6	4	1.9		
CT	2	2	5	2.4		
DC	1	2	2	0.9		
FL	4	2	3	1.4		
GA	1	1	1	0.5		
IL	9	15	17	8	<b>Top Five</b>	<b>% 2014 New</b>
KS	0	1	0	0	<b>States</b>	<b>Freshmen</b>
MA	8	1	5	2.4	California	42.5%
MD	1	3	3	1.4	Arizona	17.9%
MI	1	1	2	0.9	Illinois	8.0%
MN	1	0	0	0	New Jersey	4.2%
MO	2	2	0	0	Texas	3.8%
MT	0	1	0	0		
NJ	8	7	9	4.2		
NC	0	0	1	0.5		
NE	0	0	2	0.9		
NM	1	0	0	0		
NV	1	0	1	0.5		
NY	9	5	7	3.3		
OH	2	1	2	0.9		
OR	1	3	0	0		
PA	3	2	5	2.4		
PR	0	0	2	0.9		
SC	0	0	0	0		
TN	1	1	0	0		
TX	10	13	8	3.8		
UT	1	2	0	0		
VA	0	0	1	0.5		
WA	6	7	2	0.9		
WI	0	1	0	0		
<b>Total US</b>						
<b>New</b>	<b>232</b>	<b>212</b>	<b>210<sup>2</sup></b>	<b>99.1</b>		
<b>Freshmen</b>						

<sup>2</sup> One Canadian citizen is registered as a CA resident.  
Source: External Relations & Research

## Profile of New Freshmen

---

### By Country (International Status)

<b>Localities</b>	<b>2014</b>	<b>Percent</b>
United States	209	99.1
Canada	2	0.9
Germany	1	0.5
<b>Total New Freshmen</b>	<b>212</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
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%	1%
	Graduated	0%	0%	0%	34%	54%	59%
2008	<b>172</b>						
	Enrolled	72%	60%	55%	22%	1%	0.0%
	Graduated	0%	0%	0%	31%	47%	50.0%
2009	<b>227</b>						
	Enrolled	70%	59%	56%	19%	3.5%	
	Graduated	0%	0%	0%	30%	46%	
2010	<b>199</b>						
	Enrolled	73%	56%	56%	22%		
	Graduated	0%	0%	0%	28%		
2011	<b>194</b>						
	Enrolled	70%	59%	55%			
	Graduated	0%	0%	0%			
2012	<b>190</b>						
	Enrolled	77%	70%				
	Graduated	0%	0%				
2013	<b>188</b>						
	Enrolled	82%					
	Graduated						
2014	<b>142</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

---

### Transfer Schools

<b>4-year Institutions</b>	<b>City</b>	<b>State</b>	<b>Number of Students</b>
American Jewish University	Los Angeles	CA	1
University Of Colorado-Boulder	Boulder	CO	1

<b>2-year Institutions</b>	<b>City</b>	<b>State</b>	
Scottsdale Community College	Scottsdale	AZ	1
Santa Barbara City College	Santa Barbara	CA	1
Crafton Hills College	Yucaipa	CA	1
Pima Community College	Tucson	AZ	1
Santiago Canyon College	Orange	CA	1

---

<b>Total</b>			<b>7</b>
--------------	--	--	----------



## Student Costs per Semester

---

### Historical Trend

#### *Lower Division*

<b>Academic Year</b>	<b>\$ Amount</b>	<b>% Change</b>
2000-01	1800	
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
2013-14	2600	0.0
2014-15	2600	0.0

#### *Upper Division*

<b>Academic Year</b>	<b>\$ Amount</b>	<b>% Change</b>	<b>\$ Tutoring/HR</b>
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
2013-14	1100	0.0	20
2014-15	1100	0.0	20

#### *Graduate*

<b>Academic Year</b>	<b>\$ Amount</b>	<b>% Change</b>
2009-10	1000	0.0
2010-11	1000	0.0
2011-12	1000	0.0
2012-13	1000	0.0
2013-14	1000	0.0
2014-15	1000	0.0

Source: External Relations & Research

## Financial Aid Summary

---

Academic Year	SCHOLARSHIPS		WAIVERS*		TOTAL FINANCIAL AID	
	Recipients	Dollars	Recipients	Dollars	Recipients	Dollars
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
2013-14	60	98,530	NA	NA	60	98,530
2015-15	61	95,000	4	8,900	65	103,900

\*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 was not collected this year.

Note: NA signifies that scholarships/waivers were not offered in the respective year.

## Employees

---

### 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>
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
2013	16	0	0	1	5	22
2014	20	0	0	2	5	27

### Gender

<b>Fall</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
2007	7	18	25
2008	7	21	28
2009	8	20	28
2010	8	21	29
2011	7	15	22
2012	9	13	22
2013	10	12	22
2014	13	14	27

