



STRATEGIC ALTERNATIVE LEARNING TECHNIQUES CENTER

FACT BOOK 2013



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The University of Arizona
Strategic Alternative Learning Techniques Center

FACT BOOK

2013

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Table of Contents

EXECUTIVE SUMMARY	1
QUICK REFERENCE	2
FALL 2013	2
SALT	3
HISTORY AND PROFILE	3
SALT CENTER DIRECTORS	5
PEER INSTITUTIONS	6
UA PEERS, RESOURCES FOR STUDENTS WITH LEARNING AND ATTENTION CHALLENGES	6
PAC 12, RESOURCES FOR STUDENTS WITH LEARNING AND ATTENTION CHALLENGES	7
COMPREHENSIVE POSTSECONDARY LEARNING AND ATTENTION CHALLENGES	8
APPLICATIONS, ADMISSIONS, AND MATRICULATIONS	9
STUDENT ENROLLMENT	13
BY TYPE OF DISABILITY	13
BY LEVEL OF INSTRUCTION.....	14
BY GENDER	15
BY ETHNICITY	16
BY U.S. STATE OF ORIGIN.....	17
BY COUNTRY (INTERNATIONAL STATUS)	18
BY COLLEGE	19
PROFILE OF NEW FRESHMEN	20
BY HIGH SCHOOL GPA.....	21
BY ACT COMPOSITE SCORES	21
BY SAT COMBINED SCORES	22
BY ETHNICITY BY GENDER.....	23
BY U.S. STATE OF ORIGIN.....	24
BY COUNTRY (INTERNATIONAL STATUS)	25
RETENTION OF NEW FRESHMEN	26
PROFILE OF NEW TRANSFERS	27
STUDENT COST PER SEMESTER	28
HISTORICAL TREND.....	28
FINANCIAL AID SUMMARY	29
EMPLOYEES	30
ETHNICITY.....	30
GENDER.....	30

Executive Summary

Fall 2013

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 2013 SALT Center Learning Survey, the three most prevalent type of self-reported diagnoses are LD (N=115), AD/HD (N=105) and Autism Spectrum Disorder (N=38)

Enrollment

- Enrollment of females overall went up from 42.1% to 43.2% but came down marginally for the 2013 freshman class from 45.7% to 45.5%
- When comparing 2012 and 2013, enrollment of Arizona residents came down from 19.4% to 18.8%, representing a decrease of 3.0%

Retention & Graduation

- Of the 190 first-time, full-time freshmen who entered in 2012, 77% of them were retained at the UA into 2013 as sophomores, as compared to 70% from the previous year. This is an increase of 10%.
- Six year graduation rates for the 2005, 2006, 2007 freshman cohorts have been consistently high 58%, 58%, 59% respectively.

Demographic: Ethnicity

- The percentage of minorities went up drastically from 5.8% to 13.5%. This is an increase of 57%. This was on account of a change in the way we define Hispanics. Due to this change there was a jump in the number of Hispanics.

High School GPA

- This year the Out-of-State High School GPA of New Freshman was more at 3.1 than that of In-State which was 2.9. This is different from the previous two years where In-State students had higher GPA as compared to the Out-of-State students.

Rudy M. Molina, Jr.
Director, SALT Center

Quick Reference

Fall 2013

All Students

	2013	2012	2011
Total Enrollment	584	584	584
Undergraduate	99.5%	100%	100%
Lower Division	75.9%	82%	84.6%
Female	43.2%	42.1%	39.9%
Minority	13.5%	5.8%**	6.8%
Scholarship	10.3%	9.2%	9.4%

All New Freshmen

	2013	2012	2011
Total Enrollment	211	232	238
Female	45%	45.7%	39.9%
Resident	19%	19.4%	16%
Minority	12.3%	6%	7.6%
Mean HS GPA	2.9	2.98	2.94
Mean ACT	21.7	21.63	21.87
Mean SAT	962.6	1000.34	958.68

All New Students

	New Freshmen	In-house	Transfer	Graduate
	2013	2013	2013	2013
Total Enrollment	211	6	5	0
Female	96	2	1	0
Resident	40	1	0	0
Minority	25	1	2	0
Mean HS GPA	2.9	NA	NA	NA
Mean ACT	21.7	NA	NA	NA
Mean SAT	962.6	NA	NA	NA

NA= Not Applicable to these student groups.

Persistence and Graduation Rates of SALT Center Students at UA

	2013	2012	2011
One Year Persistence Rate	77%	70%	73%
Four Year Graduation Rate	30%	31%	34%
Five Year Graduation Rate	47%	54%	53%
Six Year Graduation Rate	59%	58%	58%

Top 5 Colleges of Total Enrollment

	2013	2012	2011
1	Social & Behavior Sciences (16.5%)	Letters, Arts, and Sciences* (25.3%)	Letters, Arts, and Sciences* (29%)
2	Letters, Arts, and Sciences* (16.4%)	Eller College of Management (17.3%)	Letters, Arts, and Sciences* (26%)
3	Eller College of Management (15.4%)	Social & Behavior Sciences (17.2%)	Eller College of Management (17%)
4	Science (11.9%)	Science (12.8%)	Agriculture & Life Sciences (8%)
5	Education (8.9%)	Education (8.2%)	Education (7%)

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

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

History and Profile

Initially, the Strategic Alternative Learning Techniques (SALT) Center was founded during the 1980-1981 academic year, as a program within the Student Resource Center. At the time, SALT provided academic services and accommodations to three students with learning disabilities (LD). By 1993, the SALT Center became a free-standing department within the Division of Campus Life and was serving the needs of many students diagnosed with LD or Attention Deficit Disorder (ADD). As word got around, many students with learning disabilities were seeking out the support of the SALT Center. During the next decade, SALT Center was located in the basement of Old Main, utilizing 2,500 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.

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) 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 local students. The people at the SALT Center firmly believe all students with LD and/or ADD should be encouraged to pursue post high school options, including community college, as well as 4-year institutions.

And what about the name? According to SALT oral history, one student said, “As students with learning disabilities, we need a little more seasoning;” hence the name, SALT. Actually, SALT stands for “Strategic Alternative Learning Techniques.” These terms were chosen to reflect the process many of our students experience as they meet the daily academic challenges of educational

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

SALT Center Directors

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

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 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		
University of Colorado	CO	Boulder	X	X			
University of Utah	UT	Salt Lake City	X	X			

¹UCLA Learning Disabilities Program

²Stanford Schwab Learning Center

³USC Center for Academic Support

⁴Peer Tutors

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

⁶The institution is a specialized school for students with LD

⁷Academic Mentoring Program

⁸Student Centered Study Groups

⁹1hr/week of individual support

¹⁰2 hrs./week of individual support

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

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

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

¹⁴Based on 2008-2009 academic years.

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

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

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

¹⁸Phase 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	584	\$2,600	X	X ^{4,16}	X	X	X	X	X	X	X	X
Academic Support Center	American University		\$2,500 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 \$1,800 ¹⁰	X									
Program for Advancement of Learning	Curry College	350	\$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	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	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 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
2003							
Applications	39	364	24	405	18		447
Admissions	33	246	19	270	7		296
Matriculations	16	129	8	173	7		188
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

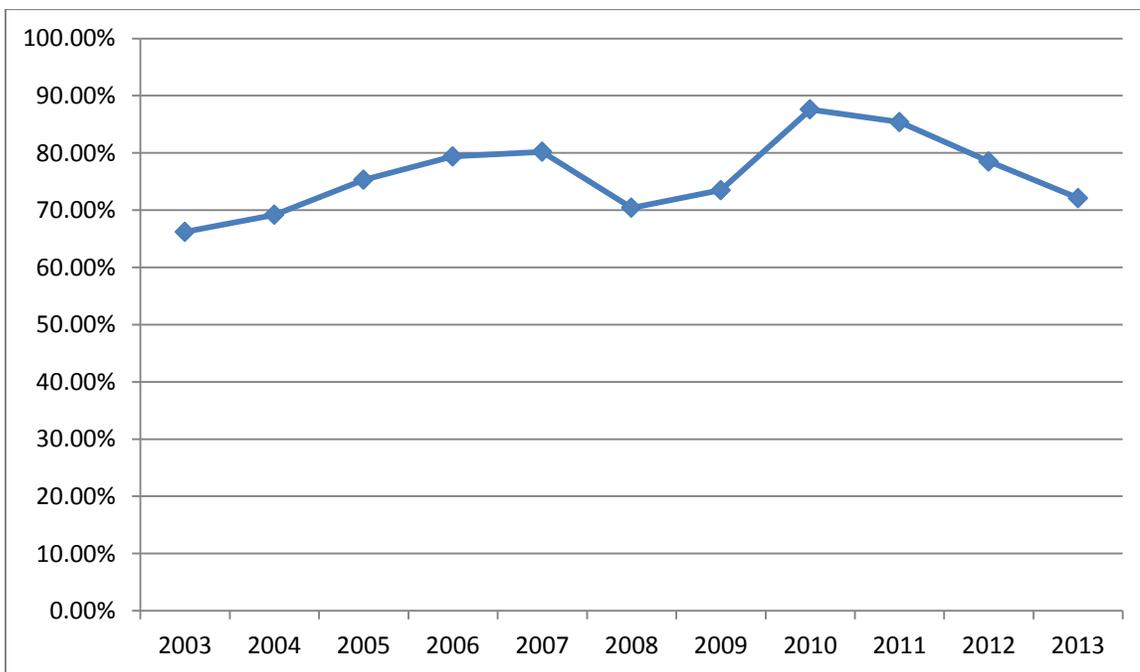
Source: External Relations & Research

Applications, Admissions, and Matriculations

Admit Yield Rate

2003	66.2%
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%

Admit Yield Rate Ten-Year Trend



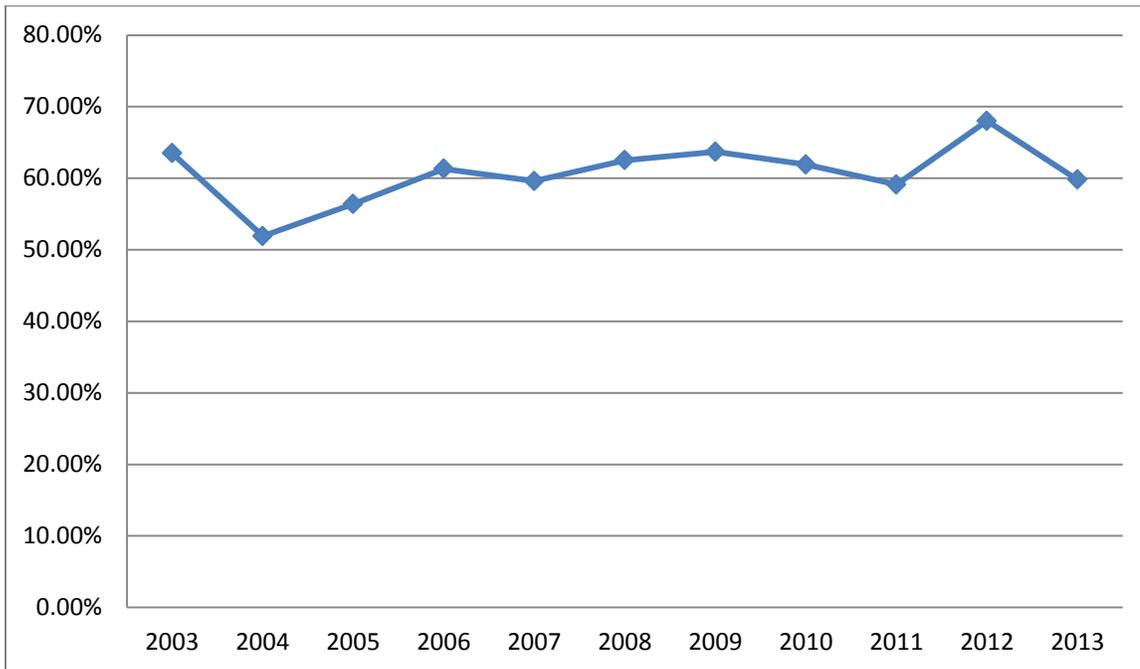
Note: Admit Yield Rate is the number of total applications received versus those offered admission

Applications, Admissions, and Matriculations

Matriculation Yield Rate

2003	63.5%
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%

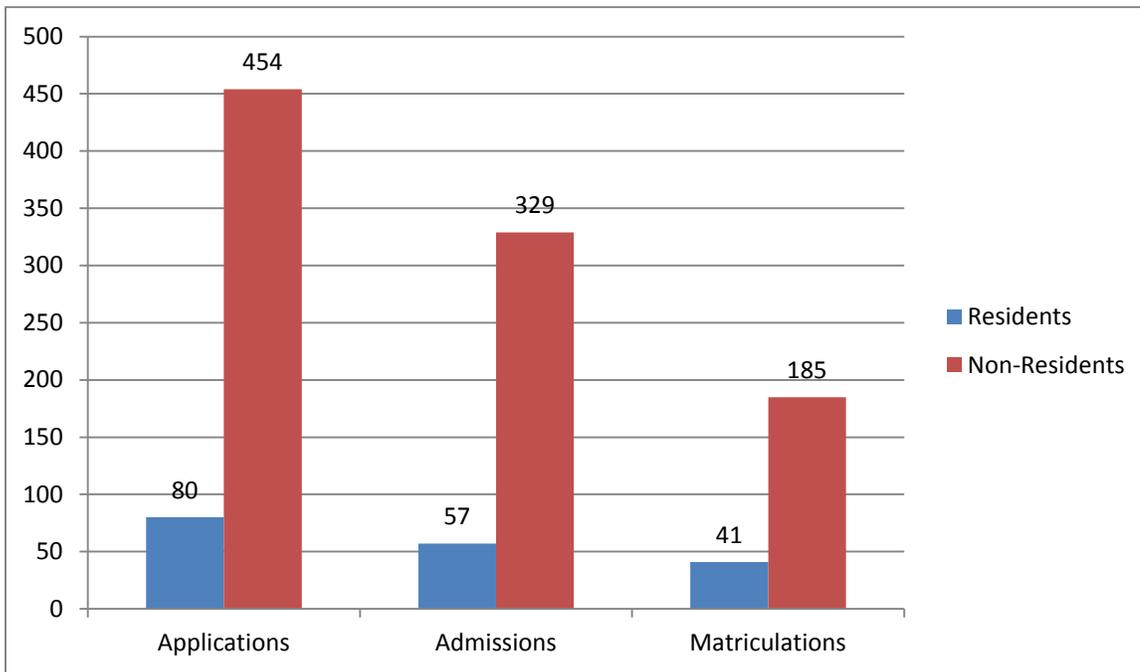
Matriculation Yield Rate Ten-Year Trend



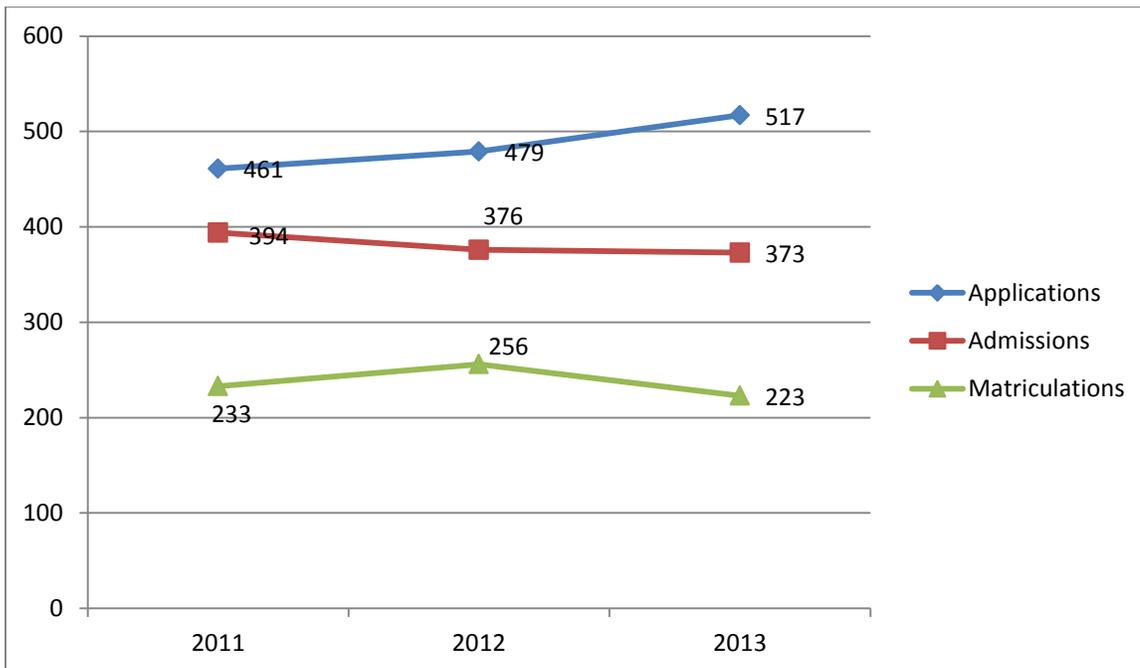
Note: Matriculation Yield Rate is the number of total students offered admission to versus those matriculated.

Applications, Admissions, and Matriculations

Fall 2013

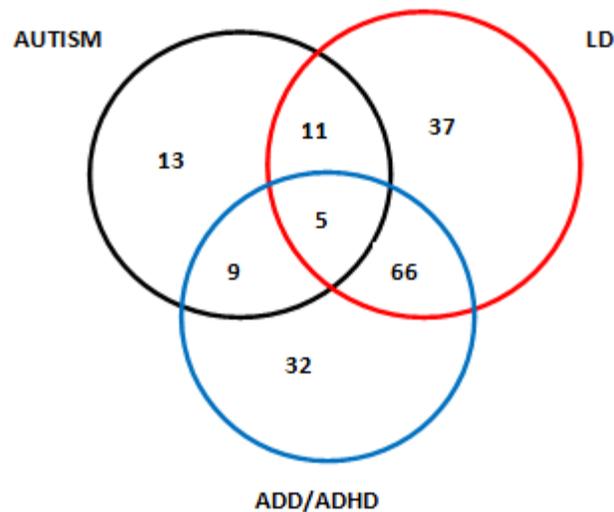


Applications, Admissions, and Matriculations: Three-Year Trend



Student Enrollment

By Type of Disability



* Data Source: 2013 SALT Center Learning Survey results

Disability	2013	%	2012	%	2011	%
Number of Students Surveyed	162		190		170	
Attention Deficit Disorder (ADD/ADHD)	105	64.8	117	32.3	101	59.4
Learning Disability (LD)	115	71.0	117	32.3	107	63.0
Anxiety Disorder	52	32.0	41	11.3	36	21.8
Autism Spectrum Disorder	38	23.4	NA	NA	NA	NA
Obsessive Compulsive Disorder	39	23.6	13	3.6	11	6.5
Traumatic Brain Injury	35	21.6	2	0.6	5	2.9
Clinical Depression	44	27.1	21	5.8	16	9.4
Posttraumatic Stress Disorder (PTSD)	40	24.6	3	0.8	10	5.9
Bipolar Disorder	40	24.6	5	1.4	4	2.4
Substance Abuse	36	22.2	4	1.1	3	1.8
Sleeping Disorder	44	27.1	17	4.7	11	6.5
Other	59	36.4	22	6.1	13	7.7

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

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>			
2003	210	79	132	74	0	0	289	206	495
	42.4	16.0	26.7	15.0	0	0	58.7	41.6	
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	

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

Student Enrollment

By U.S. State of Origin

State	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	<u>Top Five States</u>	<u>% 2013 Enrolled</u>
AK	0	0	0	0	0	0	0	0	0	0	0	California Arizona New Jersey Illinois Texas	41.7% 20.2% 5.0% 4.8% 4.5%
AL	1	2	1	1	3	2	3	3	1	0	1		
AR	0	0	0	0	0	0	0	0	0	0	0		
AZ	76	91	84	66	64	64	64	94	93	113	118		
CA	222	244	242	246	240	226	202	206	233	246	244		
CO	9	8	8	9	5	7	14	19	9	8	7		
CT	1	6	10	10	8	4	9	3	5	5	5		
DC	3	3	4	0	0	1	2	2	2	2	4		
FL	8	9	6	8	7	10	14	12	11	11	12		
GA	4	5	6	6	4	2	7	5	2	2	3		
HI	1	0	0	1	2	3	2	3	3	1	2		
IA	0	1	1	1	0	0	0	0	0	0	0		
ID	0	1	1	0	0	0	0	0	0	0	1		
IL	21	20	39	38	35	33	51	38	34	29	28		
IN	0	0	0	0	0	1	1	1	1	0	0		
KS	0	0	0	1	1	0	0	0	2	0	1		
KY	2	2	1	1	2	1	0	1	0	0	0		
LA	1	4	4	4	4	4	1	2	1	1	0		
MA	4	6	9	8	7	10	11	11	12	13	6		
MD	7	9	7	4	7	9	9	11	9	8	8		
ME	0	0	0	0	0	1	1	0	0	0	0		
MI	5	3	3	3	3	3	4	3	1	0	2		
MN	3	3	4	7	8	9	8	5	5	4	1		
MO	3	4	1	0	5	3	7	2	4	5	4		
MT	0	0	0	0	0	0	0	0	1	1	1		
NC	1	2	2	2	0	1	1	2	1	1	1		
NH	0	0	1	1	1	0	0	0	0	0	0		
NJ	16	15	19	25	42	49	38	41	34	29	29		
NM	0	1	0	1	2	2	3	1	0	1	0		
NV	6	5	5	3	4	6	3	5	3	1	0		
NY	20	18	33	33	38	43	51	37	37	29	19		
OH	10	10	8	7	8	10	12	7	8	7	7		
OR	2	0	0	3	1	0	0	2	3	3	6		
PA	8	8	9	8	9	11	8	9	9	8	8		
RI	1	1	1	0	0	1	1	2	1	1	0		
SC	1	1	1	0	0	0	0	0	2	1	1		
SD	0	0	0	0	1	1	1	0	0	0	0		
TN	1	0	0	0	0	0	1	3	2	3	2		
TX	35	26	28	27	22	25	27	29	28	25	26		
UT	1	1	0	0	0	0	0	0	0	1	3		
VA	5	5	4	4	2	4	5	5	5	7	4		
VT	0	0	0	0	1	1	0	0	0	0	0		
WA	13	11	14	16	13	13	16	18	13	13	14		
WI	2	0	2	1	1	3	2	2	0	1	2		

Source: External Relations & Research

Student Enrollment

By College

	Men	Women	Total	Total Percentage
Architecture & Landscape Architecture	2	0	2	0.3
* Letters, Arts & Sciences	57	39	96	16.4
Agriculture & Life Sciences	14	30	44	7.5
Education	13	39	52	8.9
Engineering	13	1	14	2.4
Fine Arts	12	14	26	4.5
Humanities	4	3	7	1.2
Medicine	3	6	9	1.5
Science	31	39	70	11.9
Social & Behavioral Sciences	57	39	96	16.5
Eller College of Management	75	15	90	15.4
Nursing	0	2	2	0.3
Public Health	3	7	10	1.7
Graduate College	1	2	3	0.5
Total	322	262	584	100

* Replaced University College.

Note: University College expired in 2009.

Student Enrollment

By Country (International Status)

Localities	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Bermuda	0	0	0	0	0	0	1	0	0	0	0
British Columbia	2	1	1	0	0	0	0	0	0	0	0
Guam	0	0	0	0	0	0	0	0	0	0	0
Singapore	0	0	0	0	0	1	1	0	0	0	0
Kuwait	1	0	0	0	0	0	0	0	0	0	0
Taiwan	0	0	0	1	1	1	0	0	0	0	0
United Kingdom	0	1	1	1	1	1	2	0	1	0	0
Korea	0	0	0	0	0	0	0	0	0	1	1

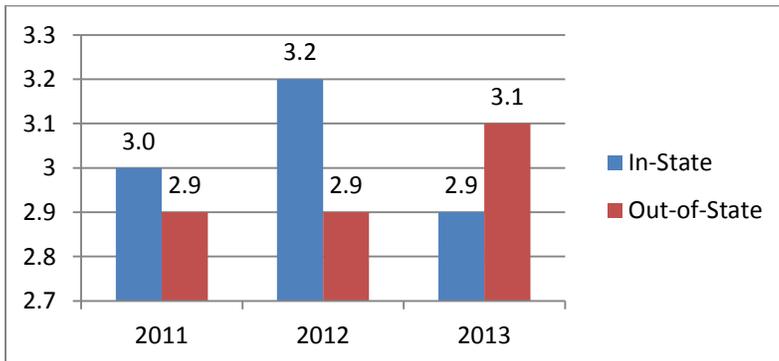
Profile of New Freshmen

High School GPA

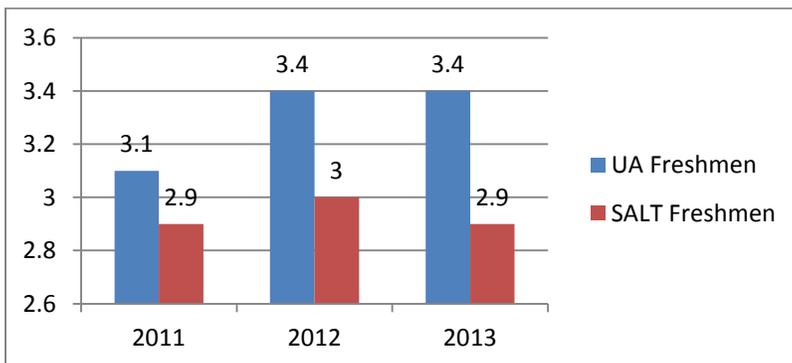
Entering SALT Freshmen Mean High School GPA Fall 2012 Compared to UA Freshmen
Fall 2013
N=211

	N	Mean	Percentile		
			25%	50%	75%
In-State	40	2.9	2.7	3.0	3.4
Out-of-State	177	3.1	2.7	2.9	3.2
Minority	26	2.7	2.6	2.9	3.2
Non-Minority	185	2.9	2.7	2.9	3.3
All SALT Freshmen	211	2.9	2.6	2.9	3.1
All UA Freshmen	6,881	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



Profile of New Freshmen

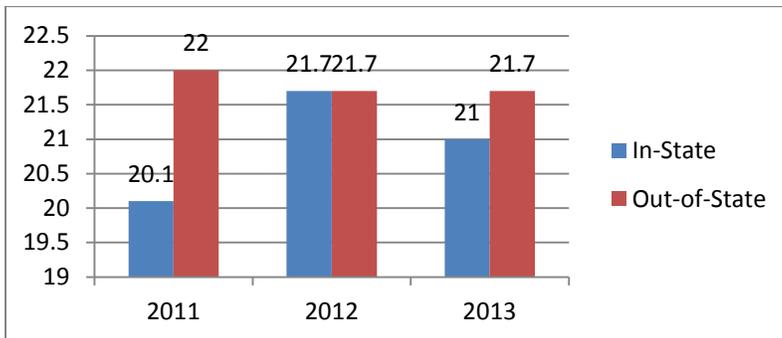
ACT Composite Scores

Entering SALT Freshmen Mean ACT Composite Scores Compared to UA Freshmen
Fall 2013
N=122*

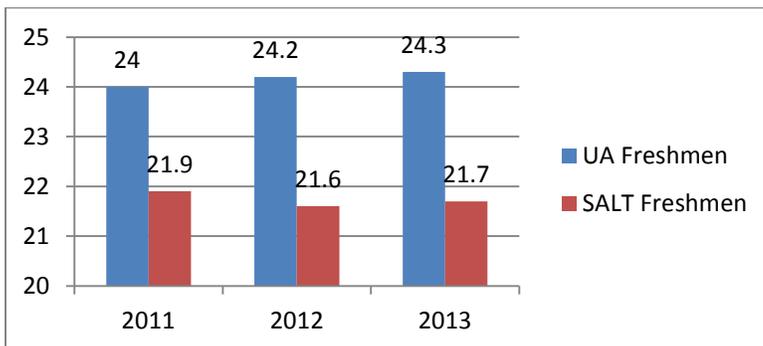
	N	Mean	Percentile		
			25%	50%	75%
In-State	21	21.0	18.0	20.0	24.0
Out-of-State	102	21.7	19.0	22.0	24.0
Minority	15	20.6	19.0	20.0	22.0
Non-Minority	108	21.4	20.0	22.00	24.00
All SALT Freshmen	122	21.7	19.0	22.0	24.0
All UA Freshmen	6,881	24.3	NA	NA	NA

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

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



SALT Freshmen vs UA Freshmen ACT composite score



Source: External Relations & Research

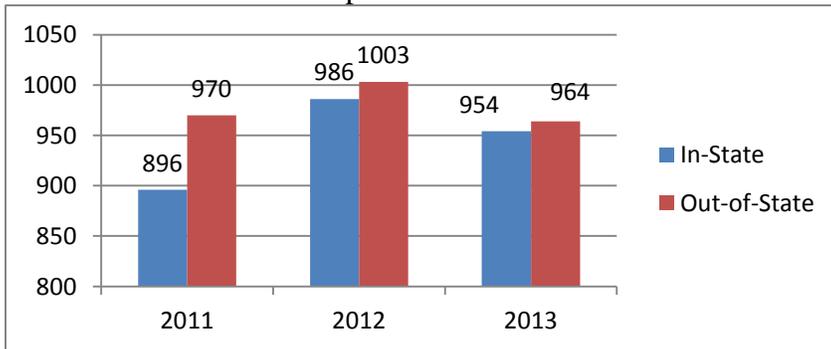
Profile of New Freshmen
SAT Combined Scores

Entering SALT Freshmen Mean SAT Combined Scores Compared to UA Freshmen
 Fall 2012
 N=89*

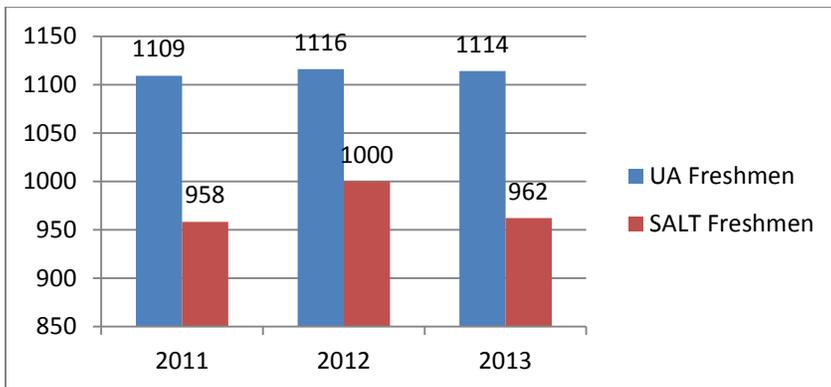
	N	Mean	Percentile		
			25%	50%	75%
In-State	20	954.7	830.0	970.0	1160.0
Out-of-State	69	964.8	840.0	990.0	1190.0
Minority	16	959.3	870.0	990.0	1200.0
Non-Minority	73	960.8	880.0	990.0	1210.0
All SALT Freshmen	89	962.6	850.0	980.0	1180.0
All UA Freshmen	6,881	1114	NA	NA	NA

*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



Profile of New Freshmen

By Ethnicity by Gender

Females

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
2013	76	0	7	2	11	0	0	96	17.1%

Males

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
2013	97	1	3	1	10	0	3	115	10.4%

Total New Freshmen

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Other	No Reply	Total	Total Percentage of Minorities
2013	173	1	10	3	21	0	3	211	11.8%

Profile of New Freshmen

By U.S. State of Origin

State	2011	2012	2013	Percent				
AL	0	0	1	0.5				
AZ	38	45	40	18.8				
CA	97	108	89	42.2				
CO	3	3	6	2.8				
CT	2	2	2	1.0				
DC	1	1	2	1.0				
FL	7	4	2	1.0	Top Five States	% 2013 New Freshmen		
GA	0	1	1	0.5				
HI	0	0	0	0.0			California	42.2 %
IL	13	9	15	7.3			Arizona	18.8 %
KS	2	0	1	0.5			Illinois	7.3 %
LA	0	0	0	0.0	Texas	5.9%		
MA	4	8	1	0.5	New Jersey	4.1 %		
MD	4	1	3	1.8				
MI	0	1	1	0.5				
MN	0	1	0	0.0				
MO	2	2	2	1.0				
MT	1	0	1	0.5				
NJ	11	8	7	4.1				
NM	0	1	0	0.0				
NV	1	1	0	0.0				
NY	17	9	5	2.3				
OH	2	2	1	0.5				
OR	1	1	3	1.4				
PA	6	3	2	1.0				
SC	2	0	0	0.0				
TN	1	1	1	0.5				
TX	13	10	13	5.9				
UT	0	1	2	1.0				
WA	5	6	7	3.2				
WI	0	0	1	0.5				
Total US New Freshmen	235	232	211	100.0				

Profile of New Freshmen

By Country (International Status)

Localities	2013	Percent
United States	211	100.0
Total New Freshmen	211	100

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
2002	149						
	Enrolled	84%	73%	67%	35%	3%	3%
	Graduated	0%	0%	1%	30%	57%	61%
2003	128						
	Enrolled	80%	71%	70%	35%	7%	4%
	Graduated	0%	0%	0%	30%	55%	59%
2004	165						
	Enrolled	81%	70%	65%	35%	10%	2%
	Graduated	0%	0%	0%	30%	55%	59%
2005	160						
	Enrolled	81%	69%	66%	31%	8%	2%
	Graduated	0%	0%	0%	29%	52%	58%
2006	160						
	Enrolled	76%	70%	66%	25%	5%	2%
	Graduated	0%	0%	0%	35%	53%	58%
2007	166						
	Enrolled	76%	61%	62%	24%	4%	1%
	Graduated	0%	0%	0%	34%	54%	59%
2008	172						
	Enrolled	72%	60%	55%	22%	1%	
	Graduated	0%	0%	0%	31%	47%	
2009	227						
	Enrolled	70%	59%	56%	19%		
	Graduated	0%	0%	0%	30%		
2010	199						
	Enrolled	73%	56%	56%			
	Graduated	0%	0%	0%			
2011	194						
	Enrolled	70%	59%				
	Graduated	0%	0%				
2012	190						
	Enrolled	77%					
	Graduated	0%					
2013	188						
	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.

Profile of New Transfers

Transfer Schools

4-year Institutions	City	State	Number of Students
Indiana University	Bloomington	IN	1
University of Central Florida	Orlando	FL	1

2-year Institutions	City	State	
Harper College	Palatine	IL	1
Diablo Valley College	Pleasant Hill	CA	2
Miracosta College	Oceanside	CA	1
Pima Community College	Tucson	AZ	1

Total			7
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Student Costs per Semester

Historical Trend

Lower Division

Academic Year	\$ Amount	% Change
1999-00	1650	
2000-01	1800	9.0
2001-02	1800	0.0
2002-03	1800	0.0
2003-04	1950	8.3
2004-05	1950	0.0
2005-06	2100	7.7
2006-07	2100	0.0
2007-08	2200	4.8
2008-09	2200	0.0
2009-10	2200	0.0
2010-11	2450	11.4
2011-12	2450	0.0
2012-13	2600	6.1
2013-14	2600	0.0

Upper Division

Academic Year	\$ Amount	% Change	\$ Tutoring/HR
1999-00	550		10
2000-01	600	9.0	12
2001-02	600	0.0	12
2002-03	600	0.0	12
2003-04	800	33.3	17
2004-05	800	0.0	17
2005-06	900	12.5	18
2006-07	900	0.0	18
2007-08	950	5.6	19
2008-09	950	0.0	19
2009-10	950	0.0	19
2010-11	1050	10.5	20
2011-12	1050	0.0	20
2012-13	1100	4.8	20
2013-14	1100	0.0	20

Graduate

Academic Year	\$ Amount	% Change
2008-09	1000	0.0
2009-10	1000	0.0
2010-11	1000	0.0
2011-12	1000	0.0
2012-13	1000	0.0
2013-14	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

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

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

*** Data were not collected this year.

Note: Not Applicable in the respective year is due to waivers not being offered

Employees

Ethnicity

Fall	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Total
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

Gender

Fall	Males	Females	Total
2006	8	17	25
2007	7	18	25
2008	7	21	28
2009	8	20	28
2010	8	21	29
2011	7	15	22
2012	9	13	22
2013	10	12	22