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It brings me great pleasure to introduce myself as director of the SALT Center. I would like to thank our students, families, professionals, and friends for their support and dedication to our Mission.

While our team is extremely proud of our past, we are looking forward to the future. This year, we are excited to partner with you to grow our international presence. We recently had the privilege of being recognized as the international model for comprehensive academic support for students with learning and attention challenges; we are pleased and humbled by this distinction. Our future success depends on a few key factors: commitment to our core principles, ongoing support from friends of the program, and diligent effort by our staff.

As we continue to lead, I am confident the SALT Center will be well-positioned to support a diverse generation of students with a complex range of strengths, needs, and challenges, all of whom have the desire and aptitude to earn a college degree.

Our goal for each student is that they would:

1. Achieve their highest academic standard of excellence
2. Socially represent themselves in the best light possible
3. Fully engage in the UA and SALT Center communities

Want to learn how you can get involved? See the article on Page 7 that outlines our SALT Center Tomorrow campaign.

OUR MISSION
The SALT Center inspires 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.

To help students accomplish these goals, the SALT Center team will abide by the guiding principles that have made our program the global standard-bearer. I hope you find this publication enlightening, and that it provides you with a greater understanding of how we put our philosophy into practice.

Join us as we strive to reach new heights in support of students who learn differently; we invite you to be a part of our bright future.

Warmest regards,

Rudy M. Molina, Jr.
Certified Learning Center Professional - Level 3
Director

“OUR FUTURE IS AMBITIOUS...
OUR MISSION REMAINS CONSTANT.”
Dr. Dianne Quinn, Former Director of the SALT Center
PRINCIPLES & PROMISE
The principles that guide our promise to you

Taking a cue from Jim Collins’ bestseller, *Good to Great*, the SALT Center staff came together and identified 11 principles that guide our practice. We then articulated a promise for each principle, stating our commitment to the students we serve. We promise to use the following principles to guide our programs, our services, and our interactions as we strive to support every student at the SALT Center.

**PRINCIPLE 1:** Every individual lies on a spectrum of neurological diversity, physical ability, and human experience, which grows and changes over time.

*We will meet you wherever you are on that spectrum, and use your current skills and self-awareness to help you develop as a learner.*

**PRINCIPLE 2:** Individuals become great by choice, not by chance.

*We can assist you in becoming great when you are ready to be great.*

**PRINCIPLE 3:** All individuals can learn, when given the opportunity.

*We cheer for you when you succeed and prompt you when it is time to self-regulate.*

**PRINCIPLE 4:** Individuals have the potential to grow in ways they never thought possible and to exceed their own expectations.

*We challenge you to aspire to the highest possible level of achievement.*

**PRINCIPLE 5:** Each individual has a valuable and unique life-story.

*We understand the importance of taking the time to listen to and respect your story.*

**PRINCIPLE 6:** Learning is the act or process of acquiring new knowledge or skills.

*We guide you as you discover new ideas, integrate new concepts, and practice new routines in order to learn new things.*

**PRINCIPLE 7:** The learning process is an interactive partnership that is driven by the individual.

*We partner with you to accomplish your goals.*

**PRINCIPLE 8:** Facilitating solutions is a critical part of the learning process.

*We explore solutions with you as you confront challenges.*

**PRINCIPLE 9:** Encouragement inspires people to achieve their potential.

*We will always encourage you.*

**PRINCIPLE 10:** Learning is impacted by one’s level of engagement, by their environment, and by their community.

*We strive to create an optimal learning environment that fosters engagement and a sense of community.*

**PRINCIPLE 11:** Each individual is responsible for their own thoughts and behaviors.

*We help you hold yourself accountable for your behaviors, responses, and expectations.*
GOING GLOBAL
SALT Center Recognized as the International Model

Nobutaka Matsumura, Ph.D., is a professor of psychology at Kansai University in Osaka, Japan, as well as an adjunct professor at the Open University of Japan. His research interests include the individual needs of gifted learners. He recently wrote an article about the SALT Center in a bulletin for Kansai University entitled “Academic support for students with developmental disabilities: The SALT Center’s services at the University of Arizona.” In this publication, he highlights what can be learned from the SALT Center regarding the support of students with learning challenges at universities in Japan and around the world. The following is a synopsis of that article:

In 2007, Japanese law governing education underwent a revision. Learning challenges such as Learning Disabilities, Attention Deficit Hyperactive Disorder, and Autism Spectrum Disorder were formally recognized as disabilities that require academic intervention. However, while the concept of reasonable accommodations for students with learning challenges is now supported by Japanese law, the implementation of these accommodations is not legally mandated, leaving students with no legal recourse if they do not receive the support that they need.

This lack of enforcement presents a problem for students as they transition to college. According to a 2012 national survey, 6.5% of the mainstream student population in Japanese elementary and middle schools are struggling with learning challenges, but only 260 of the 1,200 colleges and universities in Japan have a support system in place for students who learn differently. Currently, there are 1,300 students with learning challenges receiving academic support at Japanese universities, and that number is increasing every year. Additionally, approximately 2,700 students without diagnoses receive some kind of academic intervention. Clearly, support for students with learning and attention challenges at the college level is a necessity, and my research has lead me to the following conclusion:

I believe that the SALT Center is the international model for comprehensive academic support for students with learning differences.

The following practices set the SALT Center apart from other post-secondary support centers on college campuses throughout the world, and it is these characteristics that should be reproduced if others are to achieve similar success:

1. Supporting Students without Diagnosis – Because support is tailored to meet the needs of each student, diagnosis should not be conditional. Moreover, because the program is fee-based, students without diagnoses who appeal for support should be granted access.

2. Training Staff on Cognitive Individuality – I refer to the various cognitive traits possessed by each person as “cognitive individuality.” Based on the concept of Multiple Intelligences, cognitive individuality creates a profile of a person’s strengths and challenges. It is important to grow the expertise of the staff and tutors by refining the methods of their training in the concept of cognitive individuality.

3. Facilitating the Transition from High School to College – Partnerships between high schools and universities ensure the smooth transition to college for students with learning challenges. Universities need to inform high school students and their families of the various support structures that they offer. Similarly, high schools should support strategic learning that maximizes each student’s strengths, encouraging the pursuit of a college degree for all students with learning challenges.

4. Offering Fee-Based Academic Support Services – The fee-based model is important because it is self-sustaining. It affords the organization the flexibility it needs to stay relevant, effective, and innovative because it is not reliant on federal funds controlled by the university.

5. Creating an Active Development Agenda – Due to the nature of the fee-based model, it is important to establish a well-endowed scholarship fund for students who cannot afford support services. Access to higher education is a global imperative, particularly for those with learning challenges.

It is clear that the SALT Center has successfully accumulated strong pioneer know-how in the effective support of students with learning challenges. At Kansai University, I will work to implement academic support services for students with learning and attention challenges. I plan to spread the word about this remarkable program, and to collaborate with researchers at several institutions to investigate the application of its practices in Japan and across the globe.

Our Vision
The SALT Center aspires to be the leading international model of success in higher education for students with learning and attention challenges.
In the United States, students with learning and attention differences are enrolling in college at a higher rate every year. Sadly, as many as two-thirds of these students will not make it to graduation. Those who do usually have to transfer from school to school, trying to find the best fit for academic support.

Fortunately, this grim statistic does not hold water at the University of Arizona - two out of three students who utilize SALT Center services graduate from the University of Arizona, and they do it without having to transfer to another institution. The SALT Center model drastically reduces the drop-out rate for college students who struggle with learning and attention challenges. Long hailed as a national model, the SALT Center was recently recognized at the international level, cited as the leading program for comprehensive academic support for students with learning differences in the world.

The SALT Center’s vision is simple, yet ambitious – to help students with learning and attention challenges find their place and their purpose. The journey of self-realization is a daunting process for anyone, but, for students who learn differently, it often feels impossible. Fortunately, when it comes to helping students match their major with their passion, and preparing them for post-collegiate success, the SALT Center team is second to none. We are ambitious because we know the value of excellence, and we refuse to pay the price of complacency. We are ready to continue to make an impact, but we cannot do it alone. You can make a difference; with your support, more students can find their place and their purpose.

It is, therefore, with great enthusiasm that we invite you to participate in SALT Center Tomorrow: a five-year, $21 million campaign that will build the future of the SALT Center. We seek your support to ensure that our recent accomplishments are not remembered simply as a bright moment in our history, but rather as the foundation for a SALT Center with permanency of breadth and strength – a SALT Center with the capacity to contribute by means of its scholarship and its graduates not just to the nation, but to the world.

SALT CENTER TOMORROW GOALS

The Gift of Innovation
Growing Global Programs and Services
The SALT Center General Fund
Goal: $7 Million

The Gift of Access
Increasing Scholarship Funds for Students in Need
The Eleanor Harner Scholarship Fund
Goal: $7 Million

The Gift of Space
Creating an Optimal Learning Environment
The SALT Center General Fund
Goal: $7 Million

CURRENTLY RAISED:
$2.1 MILLION OUT OF $21 MILLION

JOIN THE DIRECTOR’S CIRCLE

The Director’s Circle is a leadership group dedicated to enhancing the mission and values of the department by providing an annual, consistent source of unrestricted funding to the SALT Center. Members include friends of our program, parents of current and former students, professionals, business leaders, and alumni. To join, please visit our website at salt.arizona.edu/alumni-donors/directors-circle or contact Rudy Molina at rudym@email.arizona.edu
At the University of Arizona, access to technology has never been easier. The SALT Center is continuously exploring new ways to make use of technologies that may benefit students with learning and attention challenges, and you can find those technologies in our Computer Resource Lab (CRL).

Based on the recommendation of TILT (Technology Integration for Learning Task Force), a SALT Center committee dedicated to evaluating educational technology and making recommendations for optimizing its use, we are excited to announce some big changes in both the staffing and the layout of the CRL. Key contributors to TILT included staff members Mary Beth Foster, Adam Davi, Joy Jerauld, and Krisanne Ryther; graduate assistant Dorothy Hayden; and students Evan Greer, and Mimi Shocksnider.

First and foremost, we created a position dedicated to keeping the SALT Center on the cutting edge of new technology. Mary Beth Foster is our first Educational Technology Coordinator, and she has assembled a team of student Technology Consultants to help the CRL run more efficiently.

As a former Learning Specialist, Mary Beth is an excellent resource for students, SALT staff, and faculty for innovations in learning support and engagement.

Her Technology Consultants include William Endicott, Evan Greer, and Jeremy Jalnos. Together, they work to explore new initiatives and provide support to students with assistive technology, software, course tools, and learning and organizational apps.

As seniors at the UA who utilize SALT center services, the Technology Consultants have many strategies and tips to offer students, as well as a wealth of experience with programs like Dragon Naturally Speaking and Kurzweil. Consultants are available in our 18-station computer lab for drop-in assistance or individual appointments, and they will also present workshop demonstrations and pioneer the development of emerging technology projects.

ASSISTIVE TECHNOLOGY

Students who utilize SALT Center services have access not only to tried-and-true assistive technology hardware and software (such as Dragon, Kurzweil, and Inspiration), they also get to experience emerging technologies like tablets and mobile apps. Our Computer Resource Lab (CRL) houses the most cutting-edge assistive technology available in order to enhance the learning experience for our students.

Our new workstations will include large, open spaces where students can use their own technology collaboratively or independently.
These new faces aren’t the only changes coming to the CRL – because more and more students enter college equipped with laptops and tablets, we are giving our Computer Resource Lab a makeover by adding an E-scape Lounge, which will serve as a study area and “learning sandbox.” The Lounge will soon be furnished with comfortable seating and workstations to accommodate students who bring their own technology. It will feature tablet seating, moveable furniture, and a portable partition for those who want to set their study space apart from distractions.

Some other exciting new features of the CRL will be the addition of iPads, as well as Windows 8 and Android tablets. We want to give students an opportunity to discover and explore educational apps with our Technology Consultants across multiple platforms. We are also planning to install extended desktop stations, which will allow students to connect their laptops to large monitors for group collaboration.

Future improvements of the SALT Center will ensure that our students have the most current and effective tools for learning. We are exploring other additions, such as Mediascape collaborative workstations, interactive white-boards, table-top touch screens and large LED displays. We look forward to expanding the use of educational technology in both the physical and virtual landscape of the SALT Center.

Facilitating solutions is a critical part of the learning process. We explore solutions with you as you confront challenges.

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GOING GREEN: SALT Center ONLINE APPLICATION

The SALT Center online application is now linked to the University of Arizona online undergraduate application! Applying has never been easier: simply complete the form, upload documentation of your learning challenge, and pay by credit card.
The SALT Center helps hundreds of UA students overcome their learning and attention difficulties in order to become successful college graduates. In recent years, the quality of student preparedness for college has become a growing concern around the country. To help alleviate this problem, the SALT Center launched a pre-college summer program for high school students and graduates to help prepare them for college, the SALT way.

Months of planning, marketing, and curriculum development gave way to the inaugural session of the SALT Center Pre-College Summer Program. It was hosted at San Diego State University – students and faculty stayed in residence halls, utilized SDSU facilities for classes during the week, and explored San Diego on the weekends. The class of 29 students ranged from 16-19 years old, and came from a variety of regions across the United States.

The Summer Program gave students a taste of college life in a controlled environment. To accomplish this, faculty chose to implement a balance of learning, skill-building, and fun in their curriculum designs. Students also had time to set and reflect on their goals, and discover their unique motivations for learning:

In order to mimic the college experience, students took a full course load throughout the week, and participated in extra-curricular clubs, such as guitar, sports, and digital photography. Faculty and students connected outside of the classroom during tutoring sessions and meetings with their Learning Specialists, just as they would at the SALT Center at the University of Arizona. The Learning Specialists helped students with organizational and study skills, time management, and other

“During the Summer Program, I learned the important skill of balancing a super-busy college schedule so that I can get my work done and still have time to go out and have fun. This program has really given me an edge over students who didn’t attend because I understand how to balance my time, and I got a taste of dorm life.”
– David, Summer Program Participant
Individuals have the potential to grow in ways they never thought possible and to exceed their own expectations. We challenge you to aspire to the highest possible level of achievement.

PRINCIPLE 4

To apply for Summer Program 2014, visit our website at salt.arizona.edu/pre-college. The application will be posted this fall.

executive functions that are important in college. Tutoring gave students the extra help they needed to succeed academically:

“The Summer Program has taught me so much about myself, and that I can do things that I thought I couldn’t.”
– Rena, Summer Program Participant

Students learned a lot about themselves, but the Summer Program presented a learning curve for their families, as well. For many, this was the first time that their student had traveled alone or stayed away from home for an extended period of time. Moreover, it was the first time their student would have to advocate for themselves without a family member present. Despite these challenges, families told us that they were so grateful for the Summer Program because it helped them learn how to better support their students as they transition into college:

“I learned that she’s eager for more social interaction with peers, specifically with peers who have something in common with her. I learned that she may need to be reminded that she will have resources available in college that she can utilize, and I learned to think more carefully about what to look for in a university.”
– Parent of Summer Program Participant

With the success of our first SALT Center Pre-College Summer Program, we look forward to making it a permanent fixture of our services and support:

“The Summer Program was a great way to experience what college is like before attending... I hope that SALT continues this program in the future.”
– Peter, Summer Program Participant

NEED A COACH? ADHD/Life Coaching is a partnership that increases self-awareness and encourages goal-directed behaviors for students with learning challenges in order to maximize their personal potential. The SALT Center offers stand-alone coaching services for pre-college and college students throughout the world. For more information, please contact Rudy Molina at rudym@email.arizona.edu

Hang with your RA

Participate in Extra-Curricular Clubs

Take College-Level Courses

Individuals have the potential to grow in ways they never thought possible and to exceed their own expectations.

We challenge you to aspire to the highest possible level of achievement.
Perseverance is defined as steadfastness in achieving success despite difficulty or delay. At the SALT Center, this trait can be found in our students, who work hard to achieve success in their studies, as well as in our dedicated tutoring staff, who strive to help students reach their academic potential.

Perhaps no one better exemplifies this trait than Alexander Offord, a SALT Center tutor and UA graduate.

Alexander began his career at the University of Arizona as an Electrical Engineering major, but soon realized that it wasn’t for him. Unfortunately, as his priorities moved farther away from his studies, his grades suffered, and he eventually dropped out of school.

The next nine years proved difficult. Alexander bounced between odd jobs, such as the graveyard shift in a print shop, warehouse work, and even a cigar shop. His life was rarely stable, and, for a brief period, he was homeless. “My belongings were in a storage shed. I had nowhere to live,” he recalls.

Through perseverance and determination, Alexander overcame these hardships and ultimately returned to the University of Arizona to continue his academic journey. This time, Alexander chose an area of study for which he had passion. As a child, he read The Hitchhiker’s Guide to the Galaxy, which piqued his interest in philosophy, but it was a general philosophy course that really pushed him toward a Philosophy major. He added sociology as a second major to round out his interest in social and behavioral sciences. “Social theory draws a great deal from philosophical theory,” he says.

Alexander’s passion was met with immense success. He had the opportunity to work as a preceptor in the philosophy department and, while there, discovered his talent for helping others. When a position for a Philosophy Tutor at the SALT Center became available, both an instructor and a teaching assistant recommended that Alexander apply. He got the position and quickly progressed through each level of tutor certification. He is now a Master Tutor and a Tutor Lead for the Writer’s Lab.

His dedication to each student is truly remarkable. Alexander knows the importance of building relationships with students, and always underscores the value of asking questions: “The easiest, most straight forward approach to any problem is – just ask. Don’t be afraid to ask questions.” Alexander is a great resource – students know they can go to him for a confidence boost or a little push when they need it. It is often this relationship that helps students gain the motivation they need to persevere.

Alexander graduated in May of 2013, with Bachelor of Science Degrees in both Philosophy and Sociology. He is the recipient of the Kathryn Anne Governal Perseverance Award, conferred by the UA Philosophy Department in recognition of distinguished achievement by a student in overcoming personal, economic, or physical obstacles in completing a degree at the UA. We are so proud that Alexander is a part of our SALT Center team, and we wish him the best of luck in all of his future endeavors.
Tutoring is a staple of SALT Center support. Our 95 tutors, many of whom are UA students, specialize in a variety of subjects, and are required to meet rigorous training standards. Last year, our tutoring team served approximately 527 students who utilized over 12,468 hours of SALT Center Tutoring.

**TUTOR CERTIFICATION**

- **Regular Tutor:** 15 hours of training + 25 hours of tutoring
- **Advanced Tutor:** 9 additional hours training + 75 additional hours of tutoring
- **Master Tutor:** 26.5 additional hours training + 175 additional hours of tutoring.

In addition to serving students, Master Tutors facilitate tutor trainings for their peers. The SALT Center currently has 5 Master Tutors.

Students can make appointments for one-on-one tutoring sessions if they need help in a particular course.

**Subject Specific Tutoring**

485 students
8459 hours

**Math & Science Lab**

1395 hours
148 students
Drop-in

534 hours
139 students
By Appointment

1221 hours
215 students
Drop-in

659 hours
167 students
By Appointment

215 students 167 students
1221 hours
659 hours
Drop-in By Appointment

527 total students 12,468 total hours

On behalf of the SALT Center Staff and the students we serve, we would like to thank our talented and professional tutoring team for their hard work and dedication.
Catherine, Caitlin, and Bryce received SALT Center scholarships to help pay for their fees. I sat down with them to learn more about how utilizing SALT Center services made a difference for them during their first year of college.

**STUDENT PROFILES**

**Catherine Butler**  
Hometown: Tempe, AZ  
Major: Pre-Family Studies  
Cumulative freshman GPA: 3.143  
Campus Activities: Delta Delta Delta, Secretary; SALT Ambassador

**Caitlin Petiti**  
Hometown: Millbrae, CA  
Major: Pre-Education  
Cumulative freshman GPA: 3.743  
Campus Activities: Future Teachers Club

**Bryce Schuler**  
Hometown: Prescott, AZ  
Major: Pre-Business  
Cumulative freshman GPA: 4.0  
Campus Activities: Enactus: enactus.org/who-we-are/our-story

How did the SALT Center support you during your first year of college?  

**CATHERINE:** After I had finished my math credits, I assumed I would no longer need SALT Center tutoring. However, I quickly learned I could benefit from tutoring in other classes, such as Psychology, English, and even Oceanography. Without tutoring, I believe that I would not be enjoying the success that I achieved my freshman year.

**CAITLIN:** The SALT Center was my home away from home. I used tutoring and the Writer’s Lab, and the weekly appointments were amazing. Without the SALT Center, I would not have achieved the grades I did this past year. When I was homesick and wanted to give up, my Learning Specialist would encourage me - they helped me survive the year.

What are your thoughts on receiving a SALT Center Scholarship?  

**CATHERINE:** I feel so honored to receive the SALT Center scholarship! SALT Center services are invaluable to me, and this scholarship will enable me to continue to use them in the coming year.

**CAITLIN:** My scholarship helped me afford SALT Center fees, which helped me to achieve in school. I love the SALT Center and the fact that they offer scholarships because they want to help as many students as possible.

**BRYCE:** It’s great! I am very grateful for the additional support that helps keep the SALT Center a cost-effective asset to my education.

What advice would you give to students with learning challenges who will be starting their freshman year in the fall?  

**CATHERINE:** The main piece of advice that I would give to incoming freshmen is to make sure to use all resources available to them.

**BRYCE:** For certain classes, reading all of the assigned readings isn’t necessary to achieve a great grade in the class. Because students with learning disabilities often have difficulty reading quickly, it’s best to prioritize the reading that is most important and to focus on that. And ride a bike! It saves a lot of time.

What are your goals after college?  

**CATHERINE:** After I receive my degree, I want to work as a Child Life Specialist so that I can help children understand their hospitalization, and make their procedures and tests a little less scary and painful. In the future, I plan to earn a Master’s degree in the field of child development.

**CAITLIN:** My goal is to follow in the footsteps of my mom and become a Special Education teacher.

**BRYCE:** If my career interests stay the same, I plan to start a business after college, or join a start-up so that I utilize the Business and Entrepreneurship education that I’m working on right now at the UA.

I found success by creating standing tutoring appointments for my most challenging classes and visiting or emailing professors often to stay in contact with them regarding assignments and grades.

The SALT Center offers a range of need-based scholarship awards to help compensate for the fees associated with participating in the program. Over 50 students receive scholarship funds every year. To learn more about the scholarships we offer, or to contribute to the Eleanor Harner Scholarship Fund, please visit our website: salt.arizona.edu
All individuals can learn, when given the opportunity.

We cheer for you when you succeed and prompt you when it is time to self-regulate.

PRINCIPLE 3

All individuals can learn, when given the opportunity.

We cheer for you when you succeed and prompt you when it is time to self-regulate.

IN APPRECIATION

The SALT Center gratefully acknowledges the generous contribution of the following friends from July 2012 through June 2013. We are fortunate to receive these expressions of respect and appreciation for our program and will use these gifts in support of both programming and scholarships.

STUDENT AMBASSADORS

The SALT Center Ambassador Program includes a diverse group of current UA students who utilize SALT Center services. Ambassadors answer questions posed by prospective families and students, and share their own experiences as new students to the University of Arizona and the SALT Center.