ADVANCING SUCCESS THROUGH INNOVATION
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THE SALT CENTER is such a very special place for students with learning and attention challenges because of the numerous opportunities which dwell within our physical space and our community of professional staff, tutors, and students. Very few students realize how much they will change as a result of their UA and SALT experience, but as a professional staff we see these stories unfold every day. Over the past almost thirty years, the department has evolved from a small program serving a handful of university students to one of the most well known and comprehensive academic support programs in the nation.

The success of the SALT Center, and more importantly the achievements of our students, would not have been possible if it were not for several key individuals and the decisions they made on behalf of students who learn differently. Two pioneers within the SALT Center’s history are the former directors, Eleanor Harner and Dr. Diane Quinn. The quality of the services and the reputation of the program would not be what it is today without their commitment to, and belief in, the abilities of students with learning and attention challenges. Thanks to these two professionals and their advocacy with university administrators, students across the country have this special treasure called the SALT Center at The University of Arizona.

My tenure as director for the past two years has focused on expanding the reach of the SALT Center model into new markets and employing the most innovative techniques to help students reframe how they think about learning. My foundation to accomplish these outcomes has been to invest heavily in the SALT community. By making the SALT Center a place where students with learning and attention challenges can find critical educational opportunities while remaining positive about themselves as individuals, we have created an incredible atmosphere. Despite what some students with challenges or their teachers may think, all individuals can achieve academic success given the right environment.

The exceptional professional staff, technological resources, distinctive student programs, and learning support services within the SALT community give students access to cutting edge academic resources without the negative feelings or shame they may have experienced in high school. Learning and processing information at the university level does not have to be an insurmountable goal for students nor does it have to be a shameful or marginalized experience. The SALT Center model enables students to realize that their visual processing deficits, executive function problems, or written expression struggles do not define them and can be managed by engagement with our vast array of educational opportunities.

EMPOWERING INDIVIDUALS TO REFRAME LEARNING

JEFF M. ORGERA, PHD
DIRECTOR
For some students, the SALT Center is their only opportunity to experience what a large public research institution has to offer. The success stories of our students are countless and news of their achievements stretches back into high school classrooms, guidance offices, and other educational settings.

As a department, we are dedicating this academic year to sharing our expertise and distinctive model of academic support through publications, research, and external partnerships with our local and national community. Throughout the pages of this edition of the SALT Journal you will read about many of our recently accomplished outcomes, upcoming or pending initiatives, vision for the future, and most importantly our continued investment into helping our students reframe their approach to learning. We thank you for your continued support of the SALT Center and welcome your comments and feedback throughout the year.

“...the department has evolved from a small program serving a handful of university students to one of the most well known and comprehensive academic support programs in the nation”
Program Engagement Leads to Academic Success
By Rhonda Ormsby, M.Ed., Assistant Director, Student Programs and Services

Most students come to college with the goal of one day graduating with their undergraduate degree. Some may go on to receive a Master’s or Doctoral degree, and many will go on to be successful in a professional field of their choosing.

Just as there are many paths in life, there are many paths to college graduation, but it’s how one engages the programs, services, and tools available to them in college that will lead to their academic success.

SALT students’ interests, abilities, circumstances, goals, and motivation may vary, however their participation in the many SALT programs and services is essential to their success here at The University of Arizona.

The philosophy that supports SALT programs is one of accepting all students, recognizing their individuality, appreciating their insights, and advancing personal and academic growth.

Given this philosophy, we work to engage SALT students at every opportunity because we know students that are engaged in our services are more successful academically and have gained tremendous confidence and self-assurance in their lives.

Before each fall semester officially begins we offer a program called New Student Experience (NSE). The goal of this program is to prepare all new incoming students for the first two weeks of life as a college student. This program is the beginning of their engagement with the SALT Center and the university. Consistently over the years, 80% of the new incoming class arrives a day early on campus to participate in NSE which shows a commitment and dedication to their first semester success.

As students engage with their Strategic Learning Specialists weekly, they learn study strategies and self-advocacy skills. Their strengths are recognized and new skills are incorporated into their ever-growing repertoire of knowledge.

When students engage the services of our SALT psychologist, they’re addressing and overcoming personal issues to become healthy, productive people in life and in school. In addition, students participate in our SALT Outdoors and SALT Intramural programs to nurture the mind-body connection through exercise and sporting events.

Engaging volunteer work and helping others is valued by many students and in SALT’s VAULT (Volunteering and Utilizing Learners Talents) program, students participate in various community...
efforts coordinated by the SALT Center. Along with VAULT, another outreach effort includes the SALT / High school connection. This program offers students the opportunity to go out into community schools and act as mentors to middle and high school students showing them that college is a possibility.

Our academic skills workshops are an excellent opportunity to engage with different staff, learn new strategies, and share common experiences. Making friends with other SALT students is a great way to enhance the sense of community that the SALT Center offers.

Becoming a part of the SALT Center is truly an opportunity to engage in all of our programs and services to reach academic and personal success. All of the past SALT graduates serve as examples of the payoff that comes with student involvement and hard work. Their common theme includes engagement in multiple SALT programs and accessing SALT services on a daily basis. The SALT staff is available every day to offer support, guidance, and ideas to support your involvement and encourage students’ growth.

Someone once said that “in college you’ll never make it to graduation just by doing it all by yourself, someone will provide assistance and you’ll engage a program along the way”.

Engagement in the SALT Center’s programs and services leads to academic success.
Students Express the Desire 2 Learn

Jennifer Harper, Strategic Learning Specialist

Desire2Learn (D2L) is a web-based course management system, designed to create a rich online learning environment for university students. D2L includes features such as electronic self-tests, quizzes, an automated gradebook (for instructors to track grades), a discussion board, email, a drop-box for submitting assignments, and a section for instructors to upload documents, such as course syllabi.

Many courses at the University of Arizona use this online tool, particularly General Education Tier 1 courses and Spanish courses, both with a heavy enrollment of students in their freshman year. Online courses, such as University College’s Academic Success Strategies, or “INDV 102: Money, Consumers and Family,” use D2L as the primary method for sharing information and submitting assignments.

Since most incoming students are unfamiliar with D2L, or how to use the site, Strategic Learning Specialists Meaghan Panzer and Jennifer Harper organized weekly one-hour workshops, aiding students in completing assignments for their online course and learning how to navigate the system. The students learned use and components of D2L, how to locate assignments in the content area, how to upload assignments, and how to verify their grades in the course. These workshops also provided incoming students with time management tools to assist in efficiently completing the online courses, as there was a set day and time for assignment completion each week. As the use of D2L increases across campus, the SALT Center will continue to serve students by offering informative guidance and strategies to encourage success with this technology.

“... These workshops also provided incoming students with time management tools to assist in efficiently completing the online courses...”
SALT Professional Staff Share Expertise
By Rose Wilhite and Mary Beth Foster, Strategic Learning Specialists

Strategic Learning Specialists, Mary Beth Foster and Rose Wilhite presented at two conferences this past year. They presented on the SALT High School Connection, an outreach program for at-risk students at Catalina Magnet High School in Tucson. The goals of this program were to decrease high course failure rates, improve students’ use of study skills & other resources while encouraging college as a post-secondary option. The outreach program consisted of a teacher in-service for special and general education teachers, SALT staff presentations on learning strategies including college student mentors, Assistive Technology Training, tours of SALT and days where Catalina students attended 2 classes with SALT students at the University of Arizona.

In September 2007, Mary Beth and Rose presented at the National Dropout Prevention Conference in Phoenix, Arizona. The title of their presentation was Creating University/High School Connections for At-Risk Students. The presentation consisted of video clips of the students’ positive reactions to the program, demonstration of assistive technology (Kurzweil and Inspiration) and a Power Point presentation. They also shared several SALT forms that are helpful when working with students. The presentation was well received with many questions from the audience and several attendees staying after the presentation with great comments.

In March 2008, the same team presented at CSUN’s (California State University Northridge) 23rd Annual International Technology and Persons with Disabilities Conference. The title of their presentation was Creating University/High School Connections Using Assistive Technology for Students with Learning and Attention Challenges. They presented alongside Mary Hinson, the original teacher at Catalina Magnet High School who sought out the collaboration with the SALT Center. This presentation consisted of many of the same components as the previous presentation but also included information on the students who were recruited for the program and statistics on AIMS gains. AIMS (Arizona’s Instrument to Measure Standards) are standards-based tests used to measure public education outcomes for Arizona students’ in reading, writing and mathematics. All of the seniors in the program in the 2005-2006 school year graduated on time and all went on to pursue post-secondary education.

These conference presentations were a great way to showcase the outreach efforts that SALT has made over the last several years to Tucson high school students. It is our hope that these students left the experience feeling empowered to reach their personal and educational goals while seriously considering enrollment with the University of Arizona and the SALT Center.
Advancing Academic Support

By Dorothy Briggs, Asst. Director, Learning Support Services

Within Learning Support Services, over the past year, several changes have enabled us to provide better service to SALT students. These changes include a new staff position, a new scheduling program, and a request for tutor certification through an internationally recognized professional association. These improvements are very welcome.

The new position of Academic Skills Coordinator is held by Joel Arthur. Joel is responsible for designing, implementing, and coordinating a reading, writing, mathematics, and science skills enhancement program for SALT students. Joel has been a tutor at SALT for the last two years. He brings with him a strong tutoring background as well as experience in working with college students to enhance their skill development. He started his work in Learning Support by upgrading the services in the Writer’s Lab and the Math and Science Lab. This newly created position has enabled us to add one more level of improved academic support for the students at SALT.

Along with this recent addition, last fall SALT purchased TutorTrac, a scheduling program for tutoring centers. TutorTrac has given SALT students the ability to schedule their tutoring appointments online via a web based program. We implemented TutorTrac this last spring and found it to be very useful, receiving positive student feedback. SALT students felt empowered scheduling their own appointments, at any time day and night, with a variety of tutors. Laura Amos, our new Tutor Program Assistant, will be working closely with SALT students to help them access tutoring services.

TutorTrac has also provided us with a new opportunity to outreach to students. Staff time spent assigning tutors, along with helping tutors and students connect with each other, can now be spent in outreach to students to ensure that their tutoring needs are met. Geneva Lopez, our Outreach Specialist, will be able to spend most of her time connecting with students to troubleshoot and problem-solve tutoring concerns.
The tutor training at SALT has also seen some significant revisions in the last year, in an effort to obtain College Reading and Learning Association (CRLA) certification. CRLA certification requires adherence to a set of internationally recognized tutor training guidelines. This particular certification is desirable for many reasons: it will enable us to attract highly motivated tutors, offer the program added credibility among faculty and staff, and ensure that students have access to well trained tutors. Thus, Sarah Holmes, our Tutor Coordinator, can focus more of her time and energy on recruitment and training, secure in the knowledge that we are a premier tutoring program.

Learning Support Services, furthermore, has instituted three levels of tutor training. All new tutors are required to receive Regular Tutor status within their first semester of employment at SALT. After completion of Regular Tutor training, tutors may opt to continue on to receive Advanced Tutor and Master Tutor status.

All of these advancements are exciting, arriving with promise and results. This has been an eventful, positive year for Learning Support Services.
Training First-Class Tutors

Tutor training at SALT has undergone some significant revisions in the last year, in an effort to obtain College Reading and Learning Association (CRLA) certification. CRLA certification requires adherence to a set of internationally recognized tutor training guidelines.

Last spring Learning Support Services instituted three levels of tutor training. All new tutors are required to receive Regular Tutor status within their first semester of employment at SALT. Regular Tutor training is very comprehensive, with much of the focus geared toward working with students with learning and attention challenges. In addition to the full day of formal training, new tutors are required to:

- complete four observations of Master Tutors,
- attend a workshop put on by a Strategic Learning Specialist,
- attend a question and answer session hosted by the Master Tutors,
- be evaluated by a supervisor, and
- tutor for a minimum of 25 hours.

Once all of this is completed, the tutor receives Regular Tutor status.

The second level of training is not mandatory, but is highly encouraged and may be completed during the second semester of employment. Completion of this level of training earns a tutor the status of Advanced Tutor. The training at this level is geared toward becoming a more effective tutor. Workshop sessions include the following topics: Alternative Tutoring Techniques, Learning Styles, Use of Probing Questions, Identifying and Using SALT Resources, and Tutoring within a Subject Area. In addition to the workshops, the tutors seeking Advanced Tutor status are required to:
Training First-Class Tutors

- complete three observations of Master Tutors,
- attend a question and answer session hosted by the Master Tutors,
- be evaluated by a supervisor, and
- tutor for a minimum of 50 hours (cumulative total of 75 hours).

SALT currently has nine tutors that completed this training during their spring semester.

The third level of training is not mandatory, but is encouraged of the Advanced Tutors and may be completed any time Advanced Tutor training has been completed. Completion of this level of training earns a tutor the status of Master Tutor. The training at this level is geared toward maximizing the leadership potential of these outstanding tutors. In order to receive this status these tutors must:

- complete a special project that benefits the SALT tutoring program,
- attend workshops on Training and Mentoring Tutors, and on Leading Group Sessions,
- lead a subject area meeting for tutors,
- be a panelist for the question and answer session hosted by the Master Tutors,
- complete four observations of new tutors,
- be evaluated by a supervisor, and
- tutor 100 hours (cumulative total of 175 hours).

SALT currently has twelve tutors that have earned the status of Master Tutor.

Training tutors is an important part of providing outstanding service to SALT students. We are proud of our many tutors and believe they provide the best student support UA has to offer!
DOROTHY NISHWITZ  
Murray DeArmond Mind, Body, Spirit Award  
Home Town: Hillsboro, OH  
High School: Hillsboro High School  
Student in the SALT Center since: spring 2008  
UA Classification: Senior  
UA GPA: 3.25  
Major: B.A. Psychology  

Dorothy exemplifies SALT’s mission and has been recognized for her success because she demonstrated a sustained and continuous effort to improve the campus community. She consistently displayed leadership, wisdom, and dedication to social justice, especially in regard to access to education for all. Dorothy’s insight and experience make her a valued member of any committee, and of our Wildcat Community.

MATTHEW TALBOT  
Alumni Award  
Home Town: Orinda, CA  
High School: Gateway High School  
Student in the SALT Center from: fall 2003-spring 2007  
UA Classification: Alumni  
UA GPA: 3.273  
Major: Criminal Justice  

Matthew exemplifies SALT’s mission and has been recognized for his success because he saw the value in participating in SALT. He was one of the most reliable and compassionate individuals to participate in the MENTOR program and one of the most enthusiastic athletes on the SALT Intramural team. As an alumnus, Matthew continues to visit the SALT Center and offer his support as a Tucson Police Officer. Matthew displays a genuine willingness to serve and protect the community by assisting individuals in different capacities. His interest in working with our local community is commendable and serves as an inspiring role model for all of us.

DAVID FRAZIN  
Exceptional Lower Division Student  
Home Town: Highland Park, IL  
High School: Highland High School  
Student in the SALT Center since: fall 2007  
UA Classification: Sophomore  
UA GPA: 3.382  
Major: Psychology  

David exemplifies SALT’s mission and has been recognized for his success because he is an incredibly hard-working student. He is eager to take on challenges and learn strategies to foster his success in college. David has also become involved in a number of campus activities, in addition to serving on the student panel for SALT orientations. Because David wants to help people and work with children he has selected Psychology as his major.

VIRGINIA (GINNY) POLIN  
Exceptional Lower Division Student  
Home Town: Carmel, NY  
High School: Carmel High School  
Student in the SALT Center since: fall 2007  
UA Classification: Freshman  
UA GPA: 27 units and Cumulative GPA: 3.7  
Major: Undecided  

Ginny exemplifies SALT’s mission and has been recognized for her success because she is a devoted student who works exceedingly hard to earn high grades. She uses Kurzweil regularly in the SALT computer lab to assist her and devotes many hours to her academics. Ginny is a woman with great tenacity — not bad for someone once told she would not graduate from high school!
STEPHEN WHITNEY
Exceptional Upper Division Student
Home Town: Riverside, CA
High School: Riverside Polytechnic High School
Student in the SALT Center since: fall 2006
UA Classification: Junior
UA GPA: 3.188
Major: Philosophy

Stephen exemplifies SALT’s mission and has been recognized for his success because he is one of the lucky few to find his passion during his undergraduate years. He works through his challenges and has successfully embraced higher education. Stephen’s success throughout campus and within SALT makes us proud to work with him!

KRISTEN (KIKI) MORIGUCHI
Exceptional Upper Division Student
Home Town: Calabasas, CA
High School: Calabasas High School
Student in the SALT Center since: fall 06
UA Classification: Junior
UA GPA: 3.803
Major: Physiology

Kiki exemplifies SALT’s mission and has been recognized for her success because she is a very motivated and independent student who also plans to attend graduate school. She has worked in a genetics lab to gain experience in the sciences and is involved in cheerleading. Even with such hectic schedules she has developed very strong study skills and continues to adapt and perfect these strategies. Kiki is always positive and energetic and truly loves to learn.

CHRISTINA LICATA
Most Improved Student
Home Town: Tenafly, NJ
High School: Tenafly High School
Student in the SALT Center since: fall 2005
UA Classification: Junior
UA GPA: 2.8
Major: Journalism

Christina exemplifies SALT’s mission and has been recognized for her success because she has steadily improved her academic performance since her first semester at UA. Her academic improvement is highlighted by an impressive 3.75 GPA last semester. Christina is on a career path that highlights her creativity and strength in writing, and her outstanding sense of self contributes to her success. She “fell in love with her major,” and with a nationally published article on the horizon, we know she will reach her goals.

JENNIFER CHANG
Most Improved Student
Home Town: San Jose, CA
High School: Lynnbrook High School
Student in the SALT Center since: fall 2004
UA Classification: Senior
UA GPA: 3.0
Major: Interdisciplinary Studies (IDS)

Jennifer exemplifies SALT’s mission and has been recognized for her success because she is a delightful, motivated young woman who appropriately uses services available to her. She has improved her grades steadily during her academic career. Jennifer also works part-time as a desk assistant in Residence Life and is committed and devoted to the woman she is. Jennifer will be graduating this December with an Interdisciplinary Studies Degree.
CASEY ARMSTRONG  
Most Improved Student  
Home Town:           Charlotte, NC  
High School:         Westlake, High School  
Student in the SALT Center since:  fall 2005 to Present  
UA Classification:   Junior  
UA GPA:   2.525  
Major:      History  

Casey exemplifies SALT's mission and has been recognized for his success because we see a young man whose academic career has come full circle. Despite facing early challenges, he stayed motivated and eventually turned the corner, paving the way to improved levels of academic success. Armed with a new and improved outlook on school, Casey's self-esteem and confidence grew considerably while instilling a renewed sense of purpose to his college experience.

DAVID FARLEY  
Most Improved Student  
Home Town:    Naperville, IL  
High School:    Naperville Central High School  
Student in the SALT Center since:  fall 2005  
UA Classification:   Junior  
UA GPA: 2.59  
Major     Family Studies and Human Development  

David exemplifies SALT's mission and has been recognized for his success because he gives back to SALT, UA and Tucson community. He has volunteered for SALT events and is a member of Alpha Phi Omega, a community service co-ed fraternity. Dave made the hard decision to change his major and his approach to studying. He is very committed to his education and to contributing to society.

AUSTIN JONES  
Exceptional Lower Division Student Nominee  
Home Town:   Pacific Palisades, CA  
High School: Palisades Charter  
Student in the SALT Center since:  fall 2007  
UA Classification:   Sophomore  
UA GPA: 2.963  
Major:     Undecided yet considering business  

Austin exemplifies SALT's mission and has been recognized for his success because he is extremely committed to his education and being successful at the University and beyond. He is a student that engages with SALT every week and always attends meetings with questions of his own. Austin is very open to suggestions and when he has a problem he will try all possible solutions or resources. He meets with his professors and TA's frequently over the course of a semester.
HONORABLE MENTIONS...

CAROLYNN ROESSER
Exceptional Lower Division Student Nominee
Home Town: San Diego, CA
High School: Francis Parker High School
Student in the SALT Center since: fall 2007
UA Classification: Freshman
UA GPA: 30 units 2.5 cum GPA
Major: Pre education

Carolynn exemplifies SALT's mission and has been recognized for her success because she is a devoted and committed student. During her first year she did not miss a day of class, declared her major and volunteered. Although Carolynn's family lost their home in the recent California fires her first concerns were about people's safety. She truly is an example of compassion, acceptance, and persistence!

BRETT WEISBERG
Exceptional Lower Division Student Nominee
Home Town: Old Greenwich, CT
High School: Greenwich High School
Student in the SALT Center since: fall 2006
UA Classification: Junior
UA GPA: 2.933
Major: Pre-Business

Brett exemplifies SALT's mission and has been recognized for his success because Brett is an exceptional example of how goal setting, perseverance, and hard work can pay off. He logged 215 hours of tutoring last semester and countless hours of independent study. In addition, Brett maintains good grades while rounding out his college experience with fraternity leadership positions, community service, work, and study abroad experience. He knows where he's headed and how to get there.

JENNIFER HOGE
Most Improved Student Nominee
Home Town: Tucson, AZ
High School: Catalina Foothills High School
Student in the SALT Center since: fall 2006
UA Classification: Senior
UA GPA: 2.47
Major: Bachelor of Science in Elementary Education

Jennifer exemplifies SALT's mission and has been recognized for her success because she entered SALT at the beginning of fall semester 2007 with a cumulative GPA that she wanted and needed to improve. Jennifer utilized her visits to SALT in a variety of ways as she balanced classes, tutoring, and volunteer work ending fall semester with a 3.5. Spring semester Jennifer continued her work implementing strategies and fostering her growth as a learner and a pre-service teacher. Jennifer's 4.0 GPA spring semester speaks clearly to her ability to identify and apply what works for her success. Through her work with SALT staff we have witnessed a tremendous increase in self-awareness, higher level thinking, and application of strategies.

GABE RISCHALL
Most Improved Student Nominee
Home Town: Clayton, MO
High School: Clayton High School
Student in the SALT Center since: fall 2007
UA Classification: Sophomore
UA GPA: 2.609
Major: Undecided

Gabe exemplifies SALT's mission and has been recognized for his success because he is now a very motivated student. He struggled with the transition to college but came back his second semester with a strong desire to live up to his potential and to be successful. Gabe spent a great deal of time on his classes and started using SALT services regularly. His hard work paid off; Gabe received a 3.07 GPA his second semester.
Admissions Staff Focusing on Enhancing Access to SALT Services
By Nancy Singer, Assistant Director, Admissions & Recruitment

SALT’s 2009 – 2013 Strategic Plan speaks to the staff’s commitment to enhancing access to SALT services for a wide range of constituents. The strategic plan outlines the importance of increasing the number of applicants and matriculants from Arizona, with an emphasis on Tucson residents. Through targeted recruitment efforts, admissions staff will also strive to increase the number of ethnic minority, low-income, and first-generation college-bound students served by the SALT Center.

In this vein, SALT admissions staff members will be attending statewide events to reach out to new students, their families, and the teachers and counselors that work with them. For the first time, SALT will be represented at Arizona’s Eighth Annual Transition Conference, “Transforming Visions to Realities,” which will be held on September 22 and 23 at the Radisson Fort McDowell resort in Scottsdale. The program targets state special education professionals, administrators, higher education disability resource coordinators, and transition-aged youth and their families.

A few days later, you will find us back in Phoenix at the Phoenix Union High School District’s Transition Fair at Metro Tech High School on Thursday, September 25th from 3 – 7 p.m. The Phoenix Union High School District will offer a second Transition Fair on February 19th at South Mountain High School.

In order to raise awareness of our program and services with minority, low income, and first-generation college-bound students and their families, SALT is partnering with the University’s Minority Student Recruitment (MSR) Office and SALT staff will make joint admissions presentations at identified schools in the Phoenix area and Tucson. A special effort will be made to emphasize the availability of SALT scholarships, to ensure that low-income students are not discouraged from applying for SALT services because of our fees.

Why the emphasis on serving more Arizona residents and diversifying the SALT student population? The University of Arizona is committed to enhancing the quality of life of the Tucson community and our state, and to producing a well educated workforce. As part of the University, SALT shares this commitment theoretically, but in reality our enrollment numbers do not reflect that commitment. In 2007, only 7.3% of our SALT freshmen were Arizona residents. Ethnicity statistics are similar. In 2007, 26.1% of UA students were ethnic minorities. In comparison, less than 10% of SALT students were minority students. Our goal is that the diversity of our SALT population at least mirror that of the overall UA student population.

Our commitment is to create an exceptional learning environment with students that represent a broad diversity of thought, background, ethnicity, and perspective, and whose SALT experience is enriched through their interactions with each other.
FAST Facts about the SALT Center

ENROLLMENT:

566 students for fall semester

57% male
43% female

40% from CA
11% from AZ
9% from NJ
8% from NY
6% from IL

11% of students are from underrepresented groups

74% of students are freshmen and sophomores
26% are juniors and seniors

We admitted an incoming class of 210 freshmen in fall 2008

ACADEMIC PERFORMANCE:

83% of SALT students are in good academic standing with cumulative grade point averages of 2.0 or above

26% of SALT students have cumulative grade point averages of 3.0 or above

SALT freshman are retained to their sophomore year at a rate of 74%

SALT students graduate at rates equal or higher than other UA students at the 4, 5, and 6 year level

DEVELOPMENT:

SALT has five endowed accounts that support student scholarships

SALT raised over $429,000 in gifts in FY 08

SALT awarded close to $44,000 in student scholarships in FY08

ALUMNI OUTCOMES

75% of graduates are employed in full time positions

60% are pursing advanced degrees and 20% have completed graduate degrees

SALT Admissions and Recruitment Schedule:

NACAC Counselors’ College Fair
9/26
Seattle, WA

NACAC Seattle National College Fair
9/28
Washington State Convention & Trade Center
Seattle, WA

Groves College Conference and College Fair
10/4 & 10/6
Groves Academy
St. Louis Park, MN

NACAC Chicago National College Fair
10/25
Navy Pier
Chicago, IL

Choices Post Secondary Planning Night
10/29
Glenbrook South High School
Glenview, IL

Life After High School Conference
11/15
White Plains High School
White Plains, NY

Phoenix Union HSD Transition Fair
2/19
South Mountain High School

Learning Disabilities Association Int’l Conference
2/25 – 28, 2009
Salt Lake City, UT
What’s Happening in Technology at the SALT Center?

By Lee Gilbert, Assistant Director, Finance & Information Systems

The Computer Resource Lab (CRL) provides a technology center exclusively for SALT students use. Our dedicated staff provide individual and group training in a wide range of topics and applications including interactive demonstrations on Kurzweil 3000, Inspiration, and Dragon Naturally Speaking assistive technology, the UA web-based course management system Desire2Learn, email account management, and various software applications.

This past summer, the SALT Center became a wireless hotspot on campus! Our students can now bring their laptops and have access to UAWiFi, the UA’s primary secure wireless network serving students, faculty and staff.

We will continue to improve our web presence and user experience on the SALT website. Phase 2 will be putting in place backend content management system. This will foster the foundation for more accurate and timely information, streamline workflow, and offer opportunities for new features such as forums, blogs, online applications, and chats. We are also in the process of creating a virtual tour of the SALT Center for our website.

Behind the scenes, SALT staff will be investigating online application systems, to enable SALT applicants to apply online, follow the status of their application and schedule interviews.

Technology highlights from past year:

Our CRL equipment has been upgraded to offer faster computing power that meets requirements of the latest software to support our students academically. New equipment and software is also improving tutoring services in the Writing lab and Math & Science lab.

TutorTrac was introduced to the SALT Center for the spring 2008 semester. The web based software allows students to schedule tutoring appointments at their convenience and provides an opportunity for students to provide immediate feedback on their tutoring sessions. Led by Kring Fernando, support systems analyst, the SALT Center released a new and improved Web site in April, featuring a SALT calendar, SALTcasts, site map, custom search engine and improved navigation. Check out the new look of the SALT website at www.salt.arizona.edu. The SALT Center also has 42 inch LCD announcement screens on each floor of the building. The screens provide a range of information for current and prospective SALT students including upcoming events, weekly announcement, tutoring and study tips, and admissions information. We know that our constituents will find our facility to be cutting edge in more ways than one!
The SALT Center has a long history of collaborating with students, teachers, and administrators in the public school system. It was no different this past academic year. The SALT Center embarked on a journey that gave new meaning to programs and services for students with learning and attention challenges.

In the spirit of continuing to support student achievement and access to higher education, the SALT Center focused its outreach efforts by using a summer enrichment model for its first annual summer program called Road Map to College. This program offered Arizona high school students with learning and attention challenges the opportunity to participate in a two-week, non-residential summer experience filled with leadership activities, campus visits, and academic strategies, with an emphasis on Science, Technology, Engineering, and Mathematics (STEM) fields. Students who participated in this program developed their reading, writing, and study skills across the curriculum; practiced using assistive technology; learned effective learning strategies; accessed the UA support centers; explored majors and career options; toured UA colleges and departments; and built leadership and public speaking skills.

The participants of Road Map to College are students who were individually invited by at least two professional staff from their high school, applied through a competitive process, and were admitted based on eligibility. The SALT Center will continue to develop its relationship with community high schools to recruit students who not only have learning and attention challenges, but who also come from underserved backgrounds, both educationally and financially.

The SALT Center has identified this initiative as a critical step towards improving access to high quality services for students who are at risk of not graduating from high school and may not consider college as a viable option, both of which are key components of the UA and the SALT Center’s Strategic Plan.

As a national constituent you may wonder how or why you should support the SALT Center’s local initiatives. The answer is simple: Local initiatives impact everyone! For instance, by summer 2009 the SALT Center will have expanded its summer programs to a second program called Transitions, an initiative that will reach out to high school students from all over the nation to participate in an exciting, fun filled learning experience. Transitions, will be a four-week, residential program, which will provide both an enrichment opportunity and academic experience for students with learning and attention challenges who are college bound. In short, these local efforts allow the SALT Center to explore and enhance delivery models to serve students at the national level and beyond.

To learn more about how your students can benefit from SALT Center programs and services or to learn about SALT Center Summer Programs, please contact Rudy Molina at 520.626.2550 or rudym@email.arizona.edu. If you are a prospective donor and would like to learn more how you could directly impact student success, please contact Dr. Jeff Orgera at 520.621.1427 or jorgera@u.arizona.edu.
During the spring semester SALT tutors were sent an online survey. 100% of the tutors responding were satisfied or very satisfied with their SALT work experiences.

The SALT Tutoring program received College Reading and Learning Association certification.

Did You Know?

Ashley Chacon, Olivia Payne, Lavitto Thompson, and Ruben Cortes (left to right) building new friendships as they transition from an academic success strategies workshop to building solar cells in the chemistry laboratory at the Henry Koffler building on the University of Arizona (UA) Main Campus.

Angel Felix (left) and Julio Valenzuela (right) holding up their Road Map to College certificate of completion after presenting their project at the 2008 End of Summer Luncheon.
The SALT Center and The University of Arizona school psychology department have stepped up to fill a gap in older students’ abilities to access accommodations for learning disabilities. Once students leave the K-12 setting, a different set of laws govern disability accommodations. Documentation no more than three years old is still required for services, but the students themselves must bear the cost for updated psychoeducational evaluations. The costs of these evaluations make it very difficult for many students to access accommodations at the post-secondary level.

The Educational Specialist degree program through the UA School Psychology department prepares graduates to work as certified school psychologists in school settings across the nation. These students gain extensive training in intelligence theories and assessments and have also had supervised practice in scoring and interpreting the various assessment instruments. In one of their final courses taught by Dr. Shitala Mishra, the graduate students are required to conduct various assessments for a minimum of two clients. In the past, the graduate students had to seek out friends and family to be their clients for what can be a fairly lengthy process and some even resorted to paying people for their time.

In the fall of 2005, the SALT Center began soliciting referrals from the UA Disability Resource Center and the Pima Community College Disabled Student Resources. Many referrals were made based on the potential need for accommodations on graduate school admissions tests or to possibly expand a student’s current services. Many others had no prior diagnosis, but were now experiencing academic difficulties at the college level. In addition to coordinating the referral process, the SALT Center also provides office space in which to conduct the testing sessions and provided information to graduate students on learning disabilities at the post-secondary level. The graduate students interview clients, conduct relevant IQ, cognitive, and achievement measures, and make recommendations for services in a written report. With this report, eligibility for academic accommodations is then determined by the UA Disability Resource Center and provided to the student if appropriate.

It is a win-win situation for all involved. The graduate students gain valuable experience with an adult population, and the clients gain access to an otherwise cost prohibitive assessment. The SALT Center is pleased to be involved in this collaboration that provides such a benefit to both the UA campus and Tucson communities.
ASSESSING ACADEMIC PERFORMANCE

**Academic Performance of all SALT students by academic year**

HISTORICAL - Based on mean cumulative GPA of SALT students who enrolled between fall 2005 and spring 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>2005-2006</td>
<td>2.53</td>
<td>2.52</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2.46</td>
<td>2.53</td>
</tr>
<tr>
<td>2007-2008</td>
<td>2.47</td>
<td>2.49</td>
</tr>
</tbody>
</table>

**Percentage of students with GPA of 2.5-2.99**

FALL 2007 - Based on cumulative GPA for 547 SALT students enrolled in fall 2007

- Freshmen: 19%
- Sophomores: 8%
- Juniors: 13%
- Seniors: 30%
PERCENTAGE OF STUDENTS WITH GPA BELOW 2.0
FALL 2007 - Based on a total enrollment of 547 SALT students in fall 2007

FRESHMEN 30%
SOPHOMORES 13%
JUNIORS 8%
SENIORS 5%

MEAN CUMULATIVE GPA OF STUDENTS FROM TOP FIVE STATES
Based on cumulative GPA for 547 SALT students enrolled in fall 2007

CA 2.51
IL 2.44
NJ 2.45
TX 2.63
AZ 2.51
MEASURING ACADEMIC SUCCESS

CUMULATIVE VS. TERM GPA
OF SALT STUDENTS BY STATE
OF ORIGIN
Based on cumulative and term GPA for 547 SALT students enrolled in the fall 2007.
Cumulative GPA—solid
Term GPA—outline

DISTRIBUTION OF CUMULATIVE GPA
FALL 2007
Based on cumulative GPA for 547 SALT students enrolled in fall 2007
CUMULATIVE GPA FOR TOP 5 FEEDER HIGH SCHOOLS
HIGH SCHOOL - Based on a total enrollment of 547 SALT students in fall 2007

- **AZ**: Chaparral (2.50)
- **CA**: Junipero Serra (2.19)
- **TX**: Dobie (2.23)
- **IL**: Highland Park (3.10)
- **NJ**: Livingston (2.41)

NUMBER OF STUDENTS FROM TOP FIVE STATES
Based on total enrollment of 547 SALT students in fall 2007

- **TX**: 25
- **NJ**: 45
- **IL**: 35
- **AZ**: 65
- **CA**: 235
In an effort to learn more about the impact of our services and to continue improving on the programs we offer, the SALT Center’s Learning Outcomes Committee has developed a survey to assess students’ growth throughout their time in the program. This tool will be utilized to assess the program’s effectiveness in developing students’ learning strategies as well as improving the learning outcomes they achieve. We plan to examine specific descriptive characteristics of the population that utilizes the SALT Center along with the program’s effectiveness in helping students develop and utilize learning strategies. This survey will also gather information about student characteristics and programmatic components of SALT and their relationships between students’ academic self-concept and academic success.

The notion of academic self-concept has been used in research to understand how students view their own abilities and how this impacts their academic performance (Peterson & Whiteman, 2007; Marsh, 1991). We operationalized this concept by asking students to rate themselves and their experiences with different academic subjects and other college experiences. Brunner, Lüdtke, and Trautwein (2008) illustrate that it is important to ask students about their academic self-concept within different domains of education because there can be large variability between subjects.

Additionally, academic success is often too narrowly defined as a student’s grade point average. Though students may be successful in a number of ways, we believe that this measure will give us a clear picture of how participating in SALT impacts student’s academic success. The SALT Center learning outcomes team has defined the core skills and knowledge on which they hope to help students grow and gain independence. These areas are based on Bloom’s Taxonomy of Educational Objectives. This taxonomy has been commonly used to understand the level of comprehension and application of knowledge that students acquire. In this context, we learn how students construct an awareness of their disability, how they are able to compensate for their weaknesses, and how they are able to problem solve when facing challenges. In addition to these factors, the taxonomy is also used to identify to what degree students are able to utilize learning strategies, select the appropriate strategies for new situations and adapt strategies to best meet their individual needs. The areas of focus for specific learning strategies are time management, organization, reading, writing, memory, test preparation, test taking, and goal setting.

This new survey tool will allow the SALT Center to better recognize which of its services are more highly correlated with student development and student success along with determining how much of students’ success is influenced by individual student characteristics. This methodology will allow for an analysis that controls for background characteristics and focuses on programmatic effects. The first wave of this survey was completed in summer 2008. Students are being asked to take the survey again throughout their time at SALT so that this project will develop into a longitudinal study which can be used to assess student’s change and growth over time.
After reading the UA Alumnus magazine one day last fall, Michael Johnson a UA graduate from 1990 and member of the SALT Center, decided to pick up the phone and tell somebody he wanted to make a difference. The call initiated a series of contacts between the SALT Center’s director, Jeff Orgera and Mr. Johnson. They spoke over the phone, met for coffee around the holidays, and then Mr. Johnson, his wife Virginia (also a UA alumnus), and their three children came out to visit the campus and tour the SALT Center’s building last April.

After several discussions about how important the SALT Center and its professional staff were to his success while at UA and his desire to help other students with challenges a big decision was made. Michael and his wife Virginia made a commitment to make a $100,000 gift to the SALT Center; the largest ever received from a SALT alumnus! The exceptional generosity of this gift is remarkable but the fact that it is coming from a SALT alumnus from seventeen years ago makes it even more special.

The gift will be used to support student scholarships, innovations in student programs and services, and to fulfill other unmet needs. The SALT Center and its students will benefit from the generosity of Michael and Virginia Johnson for many years to come and we can’t thank them enough for this gift. Our goal will be to name an area of the SALT building constructed in 2001 in the Johnsons’ honor and to use this gift as the foundation for other SALT alumni to reestablish contact with the department.

Did You Know?

Individual (one-on-one) sessions accounted for 79% of tutoring usage.

Math and Science Lab visits accounted for 7% of tutoring usage.

Writer’s Lab visits accounted for 13% of tutoring usage.
IN APPRECIATION

The SALT Center gratefully acknowledges the generous contributions of the following friends from July 2007 through June 2008. We feel fortunate to receive these expressions of respect and appreciation for our program and will use these gifts in support of both programming and scholarships.

Mr. & Mrs. Robert Alexander
Mr. Eric Anixter
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Ms. Sylvia Young
Mr. & Mrs. Arn Youngman
Mr. & Mrs. Robert Zamarripa
Zebras Law Firm, LLC
As a department we have long relied on the generous support of many of our friends, families, and colleagues to reach our goals. The freestanding 16,000 square foot building we occupy on the University of Arizona campus was built through nearly five hundred private donations totaling 3.7 million dollars. We currently have several endowed accounts that support student scholarships, health and wellness services, and program improvements thanks to our many generous friends and advisory board members.

Upon consultation with the UA Foundation, I have decided to refine the structure of our most significant development network. Beginning this fiscal year the SALT Advisory Board will now become known as the SALT 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.

In the past, Director’s Circle members have also hosted events in their community and represented the SALT Center in outreach efforts to families, educational professionals, teachers, counselors, and schools. Being a member of the Director’s Circle symbolizes your interest in empowering individuals with learning and attention challenges and telling others about the work of the SALT Center.

Benefits include invitations to members-only events, opportunities to connect with other parents and friends of the SALT Center, recognition in publications, and regular program updates.

Membership within the Director’s Circle is based on an annual commitment of $2,000. Your annual tax deductible contribution to the Director’s Circle will enable the SALT Center to support student scholarships, innovative student programs and services, and fulfill other unmet needs.

For more information about the Director’s Circle or to learn about other available giving opportunities please contact:

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Tucson, AZ 85721
JORGERA@U.ARIZONA.EDU
For the second year UA alumni, over half of which were also members of the SALT Center, met for a social mixer in midtown Manhattan in April. Thanks to Terry Lundgren, another UA alumnus who is now the CEO of Federated Department Stores, Inc., the mixer took place on a 17th story balcony in the shadow of the Empire State Building at Macy’s Herald Square.

It was truly a remarkable evening with almost thirty UA alumni reconnecting with members of the UA Admissions Office, Residence Life, and the SALT Center. The one theme that kept coming up in conversations was how grateful these individuals were for their UA experience and the opportunities they received within the SALT Center. It was great to hear about the professional and personal successes of these alumni and how much they valued their time in the SALT Center and on the UA campus.

The SALT alumni present are now employed in sales, marketing, advertising, teaching, and business to name a few. We thank all of those who attended that special event last spring and look forward to doing other mixers throughout the country in the coming years. If you are interested in helping to put together an alumni event in your area, contact the SALT Center at 520.621.1427.
There’s no place like…SALT: Coming home to a small community

The Ninety-Fourth University of Arizona (UA) homecoming theme has been announced, “There’s no place like home”, originally captured in the 1939 epic movie, “The Wizard of Oz.”

Today, and for almost three decades, the SALT Center has been the home-away-from-home for hundreds of students who have made the decision to attend the UA and enroll in the SALT Center. Some students are born and raised right here in Tucson, while others travel great distances seeking the perfect match between academics, fun, and exploring what it means to be a young adult.

Whether it is the unconditional support of his/her Strategic Learning Specialist or the security the physical space the SALT Center provides, the SALT Center strives to promote trust, growth, safety, and most importantly, an optimal learning environment for each and every individual learner.

The SALT Center knows this to be true for many reasons, mostly because you, our students, tell us so. Each semester, students reconnect with the SALT Center in various ways. Some prefer the Web as they logon to Facebook, others stop in to visit when they are on campus, and some simply connect by phone or email.

This year, we would like to connect with you, your friends, and family on the UA Mall for a fun filled day, full of games and refreshments during the UA Homecoming Parade. Strategic Learning Specialists and other staff will be onsite hoping to catch up with you on your latest and greatest endeavors and successes. Reconnect with the small community that supported your big experience at the UA!

Title of Event: UA SALT Center Homecoming Tent
Date: Saturday, October 25, 2008
Time: 2:00pm - 7:00pm
Location: UA Mall
UA Football Game Opponent: University of Southern California (USC)
Kick Off Time: 7:15pm

Salt Alumni - We Need You

Let us know what you are up to! Visit SALT online and fill out the alumni information form at http://www.saltweb.web.arizona.edu/alumni_contact.php. We look forward to hearing from you!
SALT Events 2008-2009

2008
October 3  UA Homecoming
December 19  Fall Graduation Luncheon

2009
May 15  Spring Graduation Luncheon
October 16-18  UA Family Weekend
October 16  17th Annual Family Weekend Celebration & Student Award Ceremony
October 17  Director’s Circle Event (TBA)
December 18  Fall Graduation Luncheon