DIRECTOR’S OFFICE
Dr. Robin Wisniewski, Director
Lindsey Griffin, Assistant to the Director

ADMISSIONS & RECRUITMENT
David Cillo, Assistant Director
Joy Jerauld, Coordinator, New Student Enrollment
Dennis Haymore, Office Specialist

STUDENT PROGRAMS & SERVICES
Rhonda Burnett, Assistant Director
Debra Puccio, Administrative Assistant
Laurel Grigg Mason, Coordinator, Strategic Learning Specialist
Lupe Thompson, Coordinator, Strategic Learning Specialist
Sarah Sampe, Coordinator, Strategic Learning Specialist
Rose Audretsch, Strategic Learning Specialist
Paul Bastedo, Strategic Learning Specialist
Adam Davi, Strategic Learning Specialist
Mary Beth Foster, Strategic Learning Specialist
Juan Godoy, Strategic Learning Specialist
Daniel Linden, Strategic Learning Specialist
Caroline Ragano, Strategic Learning Specialist
Claudia Sandoval, Strategic Learning Specialist

TUTORING & LEARNING SUPPORT SERVICES
Sarah Holmes, Coordinator
Kathleen Kirk, Academic Skills Coordinator
Monica Martinez, Office Specialist Sr.

FINANCIAL SERVICES
Lee Gilbert, Finance Manager, Student Learning Services
Deb Evano, Associate Accountant, Student Learning Services

EXTERNAL RELATIONS & RESEARCH
Rudy Molina, Assistant Director

EDITOR
Dr. Robin Wisniewski

EDITORIAL ASSISTANT
Lindsey Griffin

EDITORIAL ADVISORY BOARD
David Cillo
Rhonda Burnett
Rose Audretsch
Mary Beth Foster

CONTRIBUTING WRITERS
Dr. Robin Wisniewski
Dr. Jeff Orgera
David Cillo
Dr. Nancy Singer
Laurel Grigg Mason
Rhonda Burnett
Rudy Molina
Lindsey Griffin

© 2011-12, the University of Arizona. This publication designed and produced by UA Student Affairs Marketing for the SALT Center.

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALT Center Staff</td>
<td>2</td>
</tr>
<tr>
<td>Welcome from the Director</td>
<td>4</td>
</tr>
<tr>
<td>The SALT Center's New Online Application</td>
<td>5</td>
</tr>
<tr>
<td>Preparing for College Success</td>
<td>6</td>
</tr>
<tr>
<td>Pilot Program to Assist First Year Students</td>
<td>7</td>
</tr>
<tr>
<td>Inspire. Excel. Learn.</td>
<td>8 &amp; 9</td>
</tr>
<tr>
<td>Professional Development Program that incorporates</td>
<td></td>
</tr>
<tr>
<td>\hspace{1em} Appreciative Inquiry and Strategic Tutoring</td>
<td></td>
</tr>
<tr>
<td>SALT Center Usage</td>
<td>10 &amp; 11</td>
</tr>
<tr>
<td>Student &amp; Alumni Stories: Encouraging Dreams</td>
<td>12 &amp; 13</td>
</tr>
<tr>
<td>Development Overview</td>
<td>14</td>
</tr>
<tr>
<td>In Appreciation for Our Donors</td>
<td>15</td>
</tr>
</tbody>
</table>

Stay up to date with the SALT Center. scan this to check out SmartNews events.
Welcome from the Director

Welcome to the 2011-2012 SALT Journal!

The SALT Center has national distinction and 30 years of triumph for students with attention and learning challenges. Since I first walked in the doors during this 30th year I have seen why: The Center is unified on learning. The students are engaged. The staff is knowledgeable and dedicated. Alumni, family, and friends believe in the mission. It is evident that the SALT Center is an organization committed to innovation and growth.

In this issue, you will read about the innovations taking place at the SALT Center. Professional development in strategic tutoring, for example, centers on improving the learning process for 21st century students. This will take the tutors’ international certification to new heights and will leave SALT students with maximum opportunities for UA courses and beyond. The strategic learning specialists will delve into appreciative inquiry, which capitalizes on the strengths and potential within our staff in order to create new possibilities for student growth.

The SALT family also welcomes new staff. After eleven years of dedicated service to the SALT Center, David Cillo has been named the new Assistant Director of Admissions and Recruitment. Three graduate assistants join us along with psychologist Dr. Ken Marsh and psychology intern John Knorek. Lastly, as the new director, I come from a tenured faculty position in the Midwest and have worked as a psychologist and academic leader in public and private education. I am eager to lead the SALT Center in our efforts to produce sustainable growth in research, partnerships, and services that advance academic success.

As the SALT Center begins a new era of academic support services, our commitment to empowering students is stronger than ever. It is with immense gratitude that I acknowledge our constituents for their continued support of the SALT Center’s mission, and I look forward to the opportunity to converse with each of you as we experience these new beginnings together!

Warmest regards,

ROBIN WISNIEWSKI, Ph.D.
The SALT Center’s New Online Application

The SALT Center is proud to announce that new applicants will be able to apply to the SALT Center online. Through the rigorous work of the SALT Center admissions staff and the cooperative partnership with the University of Arizona Student Affairs System Group, the much anticipated electronic application is now a reality. The new electronic application will be available on our website in September 2011 and is sure to make the application process to the SALT Center more efficient and convenient.

HOW TO APPLY ONLINE TO THE SALT CENTER

STEP 1
Apply online to the University of Arizona.
The University application can be found on the UA homepage under “Future Students”, at: admissions.arizona.edu

STEP 2
Apply online to the SALT Center at: salt.arizona.edu
The SALT Center application can be found on the SALT Center’s homepage.

• Fill in the background information fields. Some of the information will be transferred into the fields automatically from the UA application.

• Respond to the three essay questions about your background, challenges, and interests in the SALT Center.

• Provide the email addresses of two educational references. An automated email with an attached recommendation form will be sent to each reference. Your application is not complete until the recommenders return the form to the SALT Center via email.

• Select whether you will send your documentation of diagnosis by mail or email. If you have limited documentation, complete the fourth essay question.

• Answer essay question five if you intend to submit FAFSA information to the UA Financial Aid Office in order to be considered for a SALT Center scholarship. All SALT Center scholarship awards are based on financial need.

• Complete the pay fields using credit card information. The application fee is $15.00 in state and $40.00 out of state.

REMEmBER!

• Enrollment is limited! Apply early. Applying later may delay your admittance or add your name to the waiting list.

• Your application will be reviewed after the SALT Center receives your University of Arizona admission verification, a complete SALT application, diagnostic documentation, and two recommendation forms.

• To be considered for a SALT Center scholarship, your FAFSA information must be submitted to the UA Office of Scholarships and Financial Aid.

Planning for college is an exhilarating time for students. This fall, I begin my eleventh year at the SALT Center as the new Assistant Director of Admissions and Recruitment. I am honored to be associated with an academic support program that contributes to each student’s success. I am particularly excited to meet and work with prospective students, parents, and counselors.

If you are a prospective student, plan a visit! The SALT Center offers “A Taste of SALT” every Friday morning for prospective students and their families. We hope to see you there! 

By David Cillo
Assistant Director, Admissions and Recruitment
As students with learning and attention challenges transition from high school to college, informative and continuous academic planning plays a critical role in their college success. From our experience at the SALT Center, students who are most successful at the University of Arizona come to us with particular knowledge and skills. These are described below along with advice for what high school students can do to prepare for college success.

1. Knowledge of the instructional differences between high school and college.
   In high school, instructional time is more structured; students have more contact with their teachers, and student effort or improvement may be taken into consideration in grading. Generally speaking, that is not the case in college. College grades are often determined by two or three test grades and a major paper. To help with these differences, students need opportunities for strategic learning, time management and organizational skills, independent reading, critical thinking, and analytic writing skills in preparation for college.

2. Documentation needed to qualify for accommodations.
   In college, the student is responsible for disability self-disclosure and submission of disability documentation to the appropriate office. Each institution’s disability resource office has specific requirements for the age and type of documentation. For example, some colleges and universities accept documentation no more than three years old, while others may accept documentation up to five years old. The type of documentation may also vary; some institutions might only accept diagnostic information recorded on a psychological report while others may accept an individualized education plan. While visiting colleges and universities, asking about documentation requirements will assist the preparation for reasonable accommodations.

   Self-determination is related to achievement in college. Self-determined students can describe their disability, know how to learn, compensate for their weaknesses, advocate for their needs, choose goals that match their interests and skills, develop a plan to attain their goals, evaluate their performance and make needed adjustments, and function without direct parental involvement. In high school, a way for students to develop self-determination skills is by participating in and ultimately leading their IEP meetings by senior year.

4. Assistive and instructional technology.
   Until now, the primary emphasis of transition planning and technology has been on technologies for access and accommodations. Students, teachers, IEP teams, and high school transition coordinators must now add readiness for postsecondary instructional technologies to students’ transition portfolios. Awareness and development of skills and strategies for tech-blended and online learning is imperative if students with learning and attention challenges are to become successful college graduates.

5. Background in a rigorous high school curriculum.
   Courses taken in high school can have a significant impact on whether students make it to college, particularly a college of their choice. Admissions officers are particularly interested in challenging courses that have been attempted by students in high school. The opportunity to demonstrate preparedness for the academic rigors of college in a college preparation curriculum has to be weighed against a reduced grade point average. The rigor will help students develop better study skills necessary for college success.

High school preparation often influences how successful a student will be at the college level. Following this advice will assist students in informed, continuous planning that will help ease the transition from high school to college.

By Nancy Singer, Ph.D.
Former Assistant Director, Admissions and Recruitment

REFERENCES
This academic year the SALT Center is piloting an early intervention program to identify and support underperforming first year students. The goal of this proactive approach is to reduce the number of freshmen on academic probation. The program is designed with flexibility in services so that the interventions match the type and scope of each student’s needs.

The interventions include both academic skills workshops and individual sessions. Individual sessions are meetings with the academic skills coordinator, tutors, graduate assistants, or student ambassadors whose additional roles will be as peer mentors. Student ambassadors will provide a unique level of support to students for campus navigation, familiarity with clubs and organizations, and SALT Center services.

The referral and follow-up process is managed by a designated graduate assistant. First, the strategic learning specialists will refer students who demonstrate academic risk to a program coordinator. Once reviewed, the graduate assistant will meet with the student, assess the current situation, and collaboratively plan the interventions to help the student get back on track. The graduate assistant will follow-up with the student for feedback on the interventions, assess SALT Center service utilization, and assist the student with consistent monitoring of his or her academic performance.

It is our hope that through these additional layers of individualized support and attentiveness, our new students will make the best possible transition to the University of Arizona.

By Laurel Grigg Mason
Coordinator, Strategic Learning Specialist
The professional development program “Inspire. Excel. Learn.” is a new initiative at the SALT Center designed to integrate staff expertise and best practices across disciplines, particularly those from higher education and special education. As a result of investigation into research-based practices within higher education and learning organizations, we determined Appreciative Inquiry and Strategic Tutoring as main components of Inspire. Excel. Learn. These components are directed toward those who most often work directly with SALT students, with Appreciative Inquiry embedded into the work of the strategic learning specialists and Strategic Tutoring infused into tutor training.

Appreciative Inquiry has an extensive history in organizational change focusing on collaboration and learning. Recent studies expanded AI into and advising context to include:

- intentionality on behalf of the professional,
- collaboration between the professional and the student,
- strategic approaches with active, open-ended questions, and
- goal-direction with a focus on student potential.

In other words, the strategic learning specialists trained in Appreciative Inquiry use specific questions to guide students toward achieving the goals that they plan together.

Similar to the strategic learning specialists in Appreciative Inquiry, tutors in Strategic Tutoring also follow an intentional framework. Tutors teach specific strategies that students will then be able to assess, select, and use independently for the course at hand and for other future tasks. Strategic Tutoring follows over 15 years of research using specific strategies with young adults and students who are underprepared for college learning. With Strategic Tutoring, tutors in the SALT Center will gain a specific framework that will enhance their College Reading Learning Association (CRLA) international certification training.

A convergence of three factors spurred the design of Inspire. Excel. Learn. First, continuous improvement keeps the SALT Center as a premier model for students with learning and attention challenges as a growing number of peer institutions are offering programs for diverse learners. Second, best practice professional development works directly toward our continued goal of maintaining and increasing SALT student retention and
graduation rates. Lastly, the SALT Center prides itself in honoring our staff’s individual set of professional skills and this professional development program provides the team with an organizational direction for strategic implementation of those skills in their daily work with students.

We designed *Inspire. Excel. Learn.* in three phases that spans over summer, fall, and spring of the 2011-2012 academic year. This summer we launched session one for the Education and Learning Services (ELS) team. The ELS team is made up of nine strategic learning specialists, three coordinators of Student Programs & Services, one coordinator of Learning Support Services, two summer tutoring staff, four graduate assistants, a senior office specialist, and two assistant directors. The ELS team experienced both small group activities and large group discussions during two hours of Appreciative Inquiry training each morning and two hours of Strategic Tutoring each afternoon for 16 days. Our emphasis was on role plays and real session observations, collegial feedback, and video recordings to reinforce desired behaviors and encourage the self-evaluation process.

The second and third phases focus on professional development for the strategic learning specialists and tutors embedded into their work with students during the academic year. This semester, strategic learning specialists began using Appreciative Inquiry techniques in their student sessions and engaging in evaluations that include observations and biweekly meetings with their supervisors. Approximately 80 peer tutors per semester will engage in learning the Strategic Tutoring framework, practicing strategies with students, and evaluating their progress with the graduate assistants and tutor coordinator alongside their formal CRLA certification training.

With Appreciative Inquiry and Strategic Tutoring together in the *Inspire. Excel. Learn.* professional development model, staff and students alike will truly gain inspiration from working together, excel in their professional and academic achievement, and learn at new levels. The initiative exemplifies our dedication to excellence: the professionals and para-professionals will guide students with learning and attention challenges with the newest approaches while the students will reach their goals, mature as young professionals, and become life-long, strategic learners.

**REFERENCES**


Top Nine Courses Supported by SALT Center Tutoring

SALT students ask for the most help in these nine courses at the UA. Therefore, these courses account for most of the tutoring visits during the 2010-2011 academic year.

<table>
<thead>
<tr>
<th>TOP NINE COURSES</th>
<th>NUMBER OF TUTORING VISITS DURING THE 2010-11 ACADEMIC YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDV 101 – Psychology &amp; Sociology</td>
<td>635</td>
</tr>
<tr>
<td>NATS 101 – Nutritional Sciences</td>
<td>621</td>
</tr>
<tr>
<td>MATH 112 – College Algebra</td>
<td>486</td>
</tr>
<tr>
<td>TRAD 104 – Humanities &amp; History</td>
<td>438</td>
</tr>
<tr>
<td>SPAN 102 – Spanish</td>
<td>423</td>
</tr>
<tr>
<td>ACCT 200 – Accounting</td>
<td>418</td>
</tr>
<tr>
<td>ECON 200 – Economics</td>
<td>351</td>
</tr>
<tr>
<td>NATS 104 – Nutritional Sciences</td>
<td>341</td>
</tr>
<tr>
<td>MIS 111 – Mgmt Info Systems</td>
<td>321</td>
</tr>
</tbody>
</table>

COREY SCHNEID, Interdisciplinary Studies
SENIOR from Morganville, NJ

“...My strategic learning specialist is like my second mom, my tutors help me better understand class material, and the facilities made me feel at home.”

SALT tutoring visits: 53
Strategic Learning Specialist visits: 25

LAUREN BRESSICK, Psychology
JUNIOR from Agoura Hills, CA

“I received a 3.5 my freshman year and I know that is because of the SALT Center. I have been able to succeed in college thanks to my strategic learning specialist and tutors.”

SALT tutoring visits: 104
Strategic Learning Specialist visits: 27

KELLY GROSS, Journalism
2011 GRADUATE from Piedmont, CA

“My strategic learning specialist and tutors have been a huge support system and helped me become more independent.”

SALT tutoring visits: 55
As students begin their journey at the SALT Center and the University of Arizona, a vast amount of growth and self-discovery transpires. The SALT Center encourages students to discover their passions and follow their dreams, resulting in a goal-oriented mindset.

In the following article, you will read interview excerpts highlighting the ways in which SALT Center alumni and current students follow their dreams and share similar career aspirations.

**Blake Leeds, Junior**

**Major:** Business Finance  
**Hometown:** San Diego, CA

Q: How has the SALT Center helped you progress since your freshman year?  
A: My strategic learning specialist and tutors are extremely helpful and keep me focused on my goals. My tutors help me fully understand class material, and my strategic learning specialist keeps me informed of how I can get involved in campus activities. The SALT Center helped me discover my interests; I am a member of the SALT Ambassador program, VP of my sorority, and was accepted into Eller School of Management.

Q: What are your goals after receiving your degree?  
A: My goal is to have a career in financial planning and to eventually open my own real estate business.

**Jessica Marriott, ’95**

**UA degree:** B.A. Philosophy  
**Current Residence:** Scottsdale, AZ  
**Previous Experience:** Retail and Pharmaceutical Sales  
**Employer:** Tantrum Bags  
**Position:** CEO/Owner

Q: How has the SALT Center played a role in your success as a professional?  
A: The SALT Center services contributed to who I am today because I was able to feel safe and comfortable with myself and consequently, succeed in my classes and ultimately in life. The tutoring services pushed me to learn material in new ways, such as taking notes on my computer, which is something I do to this day. This is an example of how SALT promotes self-advocacy and encourages students to be problem solvers.

Q: What message do you want to share with incoming SALT students?  
A: College and life can be challenging at times, but during those challenges focus on the positive. Trust your positive instinct and imagine everyone is cheering you on. At Tantrum Bags, one business slogan is “fearless focus”, which means allowing yourself to reach out for what you want to accomplish, focusing on the end result, and believing your dreams can truly come true.

**Corey Schneid, Junior**

**Major:** Interdisciplinary Studies (Sports Management, Sociology, Communication)  
**Hometown:** Morganville, NJ

Q: What were your expectations of the SALT Center as an incoming freshman?  
A: I expected it to be hard to get tutoring, which is certainly not the case. I also didn’t expect to come to the SALT Center more than once a week; however, I am at the SALT Center at least 2-3 times a week for tutoring, to meet with my strategic learning specialist, and for the SALT Ambassador program. The SALT Center has played a significant role in helping me with my academics and college life.

Q: What is your dream job after graduating?  
A: I want to work in a sports department.

**Nate Ratey, ’05**

**UA degree:** B.A. Journalism  
**Current Residence:** Tucson, AZ  
**Employer:** Citadel Broadcasting  
**Position:** Sports Studio Engineer & Producer

Q: What skills did you acquire while at the SALT Center that you use as a professional?  
A: During my time at the SALT Center, I learned how to ask for help and that it’s ok to ask for help. A skill I learned at the SALT Center which has carried over into my professional career is time management. It is critical that I get to work on time and start projects in advance to be able to review my work.

Q: What is your dream job?  
A: I am currently working on my elementary education certification at Pima Community College. My goal is to work with students who face similar challenges as I did and inspire them to accomplish their dreams. I will definitely mix sport expressions into my teaching, using such themes as determination and perseverance. “You miss 100% of the shots you don’t take.” – Wayne Gretzky
Jason Grey, '08

UA degree: B.A. Media Arts
Current Residence: Beverly Hills, CA
Employer: Talent Management Firm
Position: Executive Assistant

Q: What did you find most beneficial about the SALT Center?
A: The sense of community and the support I received during my first two years of college. Personally, I was not prepared for college, and therefore, I had a difficult transition my first year. Throughout my first two years of college, a critical time of self-discovery, the SALT Center provided the necessary tools to guide me in the right direction and the resources to help me excel.

Q: What life lessons have you learned from your time at the SALT Center and as a professional?
A: My field is extremely callous, competitive and fast moving; you only have one shot. Professionals in the real world are going to have expectations of you. From my experience in the workforce, you cannot and should not use your learning disability as an excuse for mistakes. The SALT Center taught me how to be a self-advocate which gave me the confidence to overcome any obstacle. My time at the SALT Center allowed me realize my strengths and weaknesses, which has greatly contributed to my success as a professional.
The SALT Center has a strategic goal of access to our innovative services for all students regardless of the ability to pay our fees. We understand that our economic challenges as a nation directly impact the parents and families of our applicants and enrolled students. In addition, the rising costs of a college education, tuition increases, and the program fees associated with the SALT Center make it a necessity for us to provide scholarships to students with financial need.

We are fortunate to have a large network of parents, alumni, and friends that make consistent and ongoing gifts to the SALT Center on an annual basis. Whether the gifts are small or large we appreciate every donation made to our program because it opens the door of opportunity for deserving students. This current academic year the SALT Center awarded a record number of scholarships to more than fifty students, thanks to the generosity of our Director’s Circle and other donors.

Our development outcomes from the last fiscal year exceed $190,000 and almost half of those dollars were used to support student scholarship awards. The SALT Center generates these gifts through our Family Weekend and graduation events, an end of year appeal, and through membership in our Director’s Circle, which is a leadership group dedicated to enhancing the mission of the department.

We are incredibly grateful to all of our supporters as they are truly ambassadors for the SALT Center. Their generosity enables us to enhance student opportunities for a successful life and their ability to reach academic and personal goals.

If you would like to learn more about the many creative ways to include the SALT Center within your philanthropy, please feel free to contact:

**SALT Center, Director**
Robin Wisniewski, Ph.D.
520.621.1427
rwisniewski@email.arizona.edu

**OR**

**Student Learning Services, Executive Director**
Jeff Orgera, Ph.D.
520.626.8745
jorgera@email.arizona.edu
The SALT Center gratefully acknowledges the generous contribution of the following friends from July 2010 through June 2011. 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.