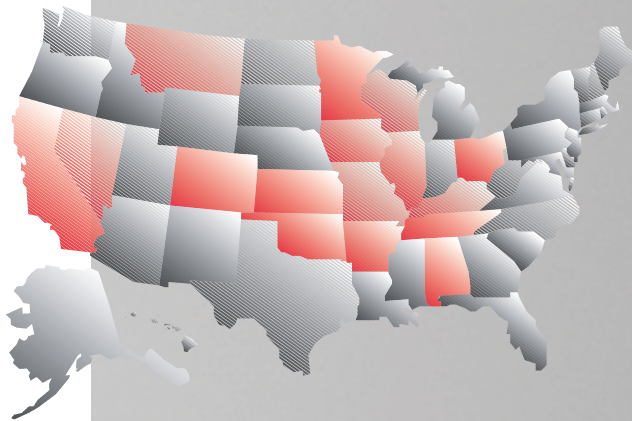


# ACT State Organizations

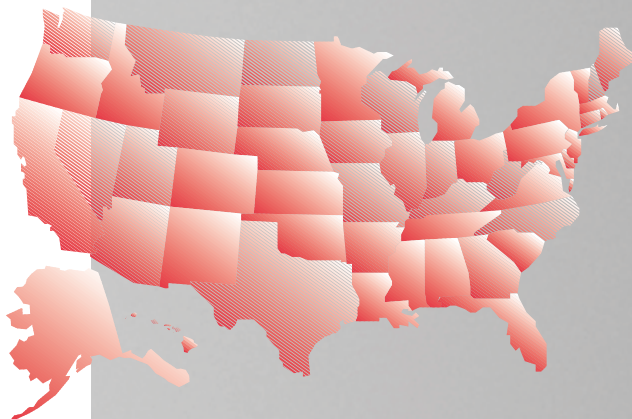
*Fifty Years—1959 to 2009*

1959



ACT

2009



ACT<sup>®</sup>



MINNESOTA

ACT<sup>®</sup>

FIFTY YEARS 1959 | 2009

*“Building a community of educators helping people achieve education and workplace success.”*

This is the mission statement of the ACT State Organizations, which have been crucial to ACT’s growth as a provider of solutions that promote education and workforce readiness for individuals around the world. ACT’s management and staff have relied heavily on the network for advice both for ensuring that ACT’s programs and services remain relevant to the needs of students, schools, and colleges, and for designing new services responsive to the ever-changing challenges faced by those charged with preparing the nation’s people for education and workplace success.

The ACT State Organizations, consisting primarily of individuals in secondary and postsecondary institutions, have been in existence since ACT was founded in 1959. The network is widely credited with providing an effective communication channel for ensuring the relevance of ACT’s services.

### **Building a Network**

The State Organizations were at the heart of ACT’s initial organizational structure. In 1959, ACT founders E.F. Lindquist and Ted McCarrel began organizing their professional colleagues—full-time employees of colleges and universities—into a network that would lay the foundation for the State Organizations.

The 16 states that joined in 1959 were Alabama, Arkansas, California, Colorado, Illinois, Iowa, Kansas, Kentucky, Minnesota, Missouri, Montana, Nevada, Ohio, Oklahoma, Tennessee, and Wisconsin. By the end of the school year, they were joined by Alaska, Idaho, and North Dakota.

The first ACT state coordinators were paid advisors who had direct involvement with ACT’s organization and development. Among their duties were communicating with high schools and colleges in their states; distributing materials such as announcements, publicity pieces, and registration forms to secondary and postsecondary institutions in their states; securing test facilities; handling registration forms; collecting fees; and forwarding reports to high schools and colleges. They also organized state advisory committees that eventually evolved into the State Organizations.

Upon ACT’s founding, McCarrel appointed regional directors to help State Organizations promote the ACT® test. By the time the first ACT test administration occurred in November 1959, the company had successfully recruited colleges and universities across the country to use ACT scores for college admissions.

In 1961, state coordinators became unpaid volunteers, serving as the governing body of and providing guidance to the organization. In subsequent years, steering committees were created. The role of the state coordinator evolved into that of state representative, a position that was either elected or appointed. When ACT established a 15-member Board of Trustees in 1965, state representatives filled eight of the seats,

giving State Organizations representation on the board. Also, new guidelines were created to determine how states could participate in the State Organization network.

### **Broadening the Scope**

In July 2003, a task force was established to redefine the role of the State Organizations following changes to ACT’s governing structure. Prior to that time, many of the State Organizations worked primarily with postsecondary institutions. While ACT’s college admissions and placement exam continued to gain in popularity, ACT had expanded its scope to incorporate new audiences, including secondary educators, workforce professionals, and government administrators at the state and federal levels. As a result, ACT needed to broaden the composition and the role of its State Organizations. In 2004, the ACT Board of Directors adopted the recommendations of the task force. They included:

- Adopting a common statement of purpose for the State Organizations
- Developing and implementing an annual plan of work based on strategic objectives
- Adopting a set of principles addressing the organizational structure and membership of the State Organizations
- Updating the role of the state representative to emphasize the position’s leadership responsibilities
- Designing and implementing a State Organization leadership development program

### **State Organizations Today**

As of ACT’s 50th anniversary in 2009, all 50 states are represented through the 44 ACT state and regional organizations across the country. These organizations have more than 8,000 members, and nearly 6,000 individuals attend the annual conferences. Generally, ACT State Organizations are led by a Council and an Executive Committee consisting of a State Representative, Chairperson, Chair-Elect, Past Chair, and Secretary.

Today, members of State Organizations provide advice and support to ACT. Their duties include:

- Serving as a communication link between educational institutions and agencies and ACT
- Coordinating and facilitating statewide professional development activities related to ACT’s mission
- Providing feedback on the utility and effectiveness of ACT programs and services
- Assisting ACT regional staff in identifying state service needs
- Providing input and advice on future ACT programs and services
- Identifying exemplary applications of ACT programs and services

# ACT STATE ORGANIZATIONS

## MISSION

Building a community of educators helping people achieve education and workforce success

## STATEMENT OF PURPOSE

ACT state organizations support and promote informed decision making by:

- Individuals engaged in education and career planning, preparation for further education and work, and lifelong learning
- Parties who are making or influencing decisions by those individuals

## The Minnesota ACT State Organization

Wilbur L. Layton, assistant director of the student counseling bureau at the University of Minnesota, acted as the first state coordinator in Minnesota in 1959. From 1960–1966, that role was taken by Ralph E. Berdie of the University of Minnesota. During that time frame, the Minnesota Committee on High School–College Relations served as the designated advisory committee to ACT, acting in an ex-officio capacity. In 1966, following ACT’s corporate reorganization, that committee was chosen by the presidents of participating institutions to be the Minnesota ACT State Organization. Membership included representatives from secondary and postsecondary educational institutions, the state Department of Education, and the school administrators’ association.

Today, the Minnesota ACT State Organization sponsors an annual conference that draws more than 200 participants from across the state and has a membership of more than 350 secondary and postsecondary educators and administrators. It presents the ACT 36er Award to high schools in the state that have one or more students who achieved a top score of 36. In addition, it honors middle and high schools with the Red Quill Award for schools that have done an exceptional job of utilizing, implementing, and integrating results from any of ACT’s college readiness assessments to guide students, faculty and parents. Minnesota has adopted PLAN® and EXPLORE® as part of its statewide assessment program.

## Past Minnesota ACT State Representatives

1959	Wilbur Layton, Student Counseling Bureau, University of Minnesota
1960–1966	Ralph Berdie, Coordinator of Admissions and Records, University of Minnesota
1967–1969	S. Walter Harvey, Director of Research, State Aids and Statistics, State Department of Education
1970–1974	Ronald Denison, President, Anoka–Ramsey Community College
1975	Richard Hebert, Dean of Students, Anoka–Ramsey Community College
1976–1979	Jon Griepentrog, Financial Aids Director, Willmar Area Vocational–Technical Institute
1979–1984	Mary Ackerman, Dean of Students, Macalester College
1985–1989	Robert Misenko, Director of Student Financial Aids, University of Minnesota–Twin Cities
1989–1997	Roger Boughton, Dean of Instruction, Riverland Community College
1997–2001	James Mootz, Director of Special Projects, Winona State University
2001–2003	Rodney Johnson, Counselor, Albert Lea Senior High School
2003–2009	Russell Kreager, Director of Admissions, Bemidji State University

State Representatives are elected by the members of the State Organization to serve a term of three years, serving no more than three full consecutive terms.

State Representatives’ duties and responsibilities include:

- Serving as a voting member of the Executive Committee and the Council
- Representing the views and interests of members of the State Organization
- Facilitating communications between ACT staff in its regional and national office and the members of the State Organization
- Reporting to the members of the State Organization on significant developments regarding ACT programs and services



## Minnesota Colleges and Universities That Have Accepted the ACT Since 1959

Augsburg College  
Bemidji State University  
College of St. Benedict  
Concordia College  
Concordia University–St. Paul  
Hamline University  
Macalester College  
Minneapolis College of Art and Design  
Minnesota State University–Mankato  
Minnesota State University–Moorhead  
Rochester Community and Technical College  
St. Cloud State University  
St. John’s School of Theology–Seminary  
St. Mary’s University of Minnesota  
University of Minnesota–Duluth  
University of Minnesota–Minneapolis  
University of Minnesota–Morris  
Winona State University

### Current Minnesota ACT State Organization Council\*

*ACT State Representative*  
Russell Kreager  
Director of Admissions  
Bemidji State University

*Chairperson*  
Gina Monson  
Director of Admissions  
Minnesota State University–Moorhead

*Chair-Elect*  
Irene Kovala  
Senior Vice President of Academic and  
Student Affairs  
Minneapolis Community and Technical  
College

*Past Chair*  
Carrie Brimhall  
Director of Enrollment  
Minnesota State Community and  
Technical College

*Secretary*  
Landon Pirius  
Associate Dean of Students  
Inver Hills Community College

*ACT Liaison*  
Galen Johnson  
Assistant Vice President and Regional  
Manager  
ACT Midwest Region

Beth Esselstrom  
Director of Admissions  
University of Minnesota–Duluth

Sandi Fogo  
Counselor  
Hermantown High School

Connie Gores  
Vice President for Student Life and  
Development  
Winona State University

Virgil Jones  
Director of Multicultural Programs  
Gustavus Adolphus College

Paul Muller  
Vice President of Education Relations  
1st Hour Communications, LLC

Lee Oling  
Counselor  
Cloquet High School

Walter Roberts  
Professor of Counseling Education  
University of Minnesota–Mankato

Rita Rubin  
Director of Curriculum and Instruction  
Sartell–St. Stephen School District

Ron Simmons  
Principal  
John F. Kennedy High School

Sandy Thorsell  
Counselor  
Denfeld High School

Phil Trout  
College Counselor  
Minnetonka Public Schools

John Wollersheim  
Principal  
Rosemount High School

\* As of May 2009

