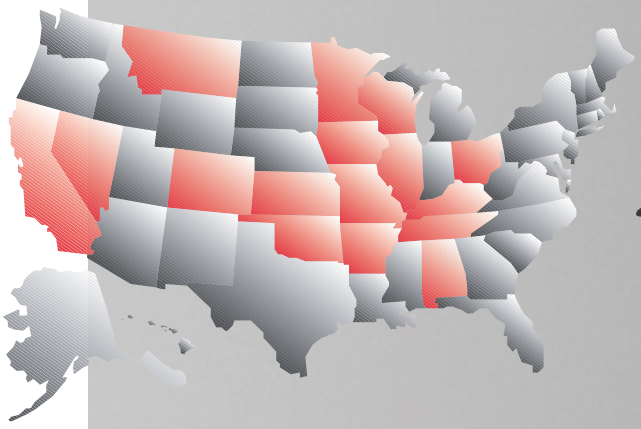
ACT
State Organizations

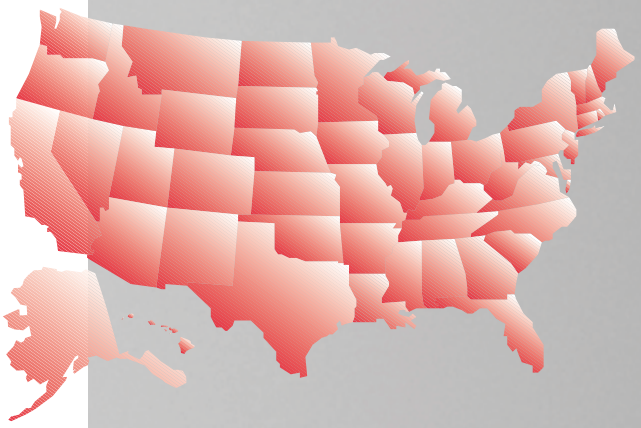
Fifty Years—1959 to 2009

1959

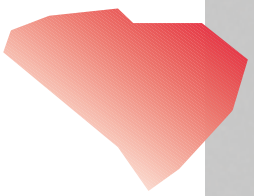


ACT

2009



ACT®



South Carolina

ACT®

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 South Carolina ACT State Organization

The South Carolina ACT State Organization was founded in 2003. Today, it sponsors a biennial conference with approximately 250 participants from across the state and has a membership of nearly 300 secondary and postsecondary educators and administrators.

The South Carolina ACT State Organization will initiate a recognition program to present the ACT 36er Award to schools where students have achieved a score of 36 on the ACT and to students who have achieved a score of 36. More than 40% of South Carolina high school graduates take the ACT. The state uses EXPLORE® and COMPASS® statewide and funds PLAN® as an optional tenth-grade college readiness assessment.

Past South Carolina ACT State Representatives

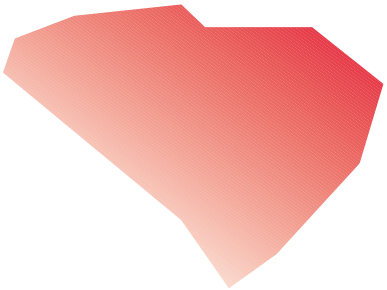
2003–2005 Charles Brock, Assistant Academic Dean, Furman University

2005–2009 Sandra Oliver, Vice President for Student Development Services, Midlands Technical College

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



Current South Carolina ACT State Organization Council*

ACT State Representative
Sandra Oliver
Vice President for Student Development Services
Midlands Technical College

Chairperson
Scott Verzyl
Assistant Vice Provost for Enrollment Management
University of South Carolina–Columbia

Chair-Elect
Michael DiNicola
Coordinator for Guidance and Counseling
Berkeley County School District

Past Chair
Russ Bumba
Senior Manager for Student Services and Research
South Carolina Technical College System

Secretary
Hazel A. Rickenbacker
District Guidance Coordinator
Orangeburg Consolidated School District No. 5

ACT Liaison
Jacque Twiggs
Director, Elementary/Secondary Services
ACT Southeast Region

Cedric Adderley
Assistant Vice President for Academic Affairs
Claflin University

Robert S. Barkley
Director of Admissions
Clemson University

Candice Bates-Quinn
Coordinator for School Guidance and Counseling Program
Charleston County School District

Paul Beasley
Director of TRIO Programs
University of South Carolina–Columbia

Geraldine Brantley
Coordinator of Student Disability Services
Spartanburg Community College

Keith E. Britton
Director of Admissions Services
University of South Carolina–Sumter

Don Burkard
Associate Vice President for Enrollment Planning
College of Charleston

Karen Cooper-Haber
Coordinator of Intervention Services
Richland County School District No. 2

Raymond Davis
Education Associate, Career and Technology Education
South Carolina Department of Education

Judith R. Edwards
Secondary Math Learning Specialist
Horry County Schools

Donna Elmore
Associate Vice President
Orangeburg–Calhoun Technical College

Linwood Floyd
Guidance
Hillcrest High School

Donna Foster
Dean, Arts and Sciences Division
Piedmont Technical College

N. Kip Howard
Assistant Vice Provost for Enrollment Management (retired)
University of South Carolina–Columbia

Suzette Lee
Director, Office of Instructional Promising Practices
South Carolina Department of Education

Janelle Rivers
Director of Assessment and Accountability, Instructional Services
Lexington School District No. 1

Jim Schlimmer
Director of Admissions
Francis Marion University

Ann White
Education Associate, Guidance and Counseling Program
South Carolina Department of Education

Karen Woodfaulk
Director of Student Services
South Carolina Commission on Higher Education

* As of May 2009

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