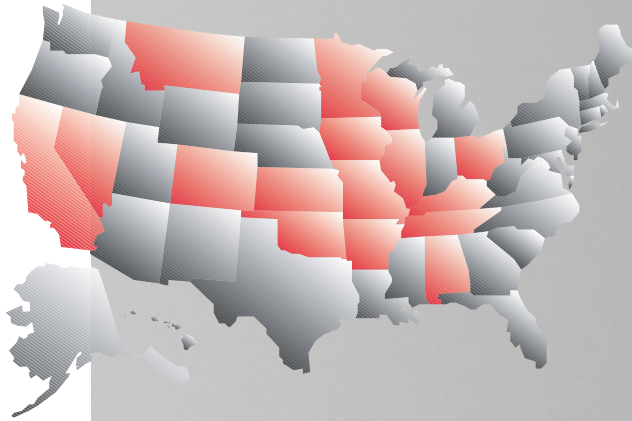


ACT State Organizations

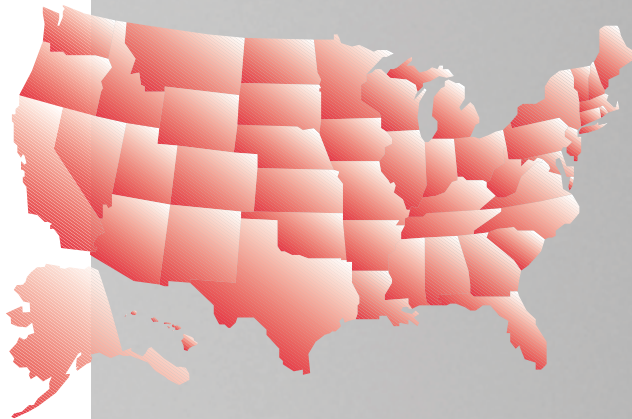
Fifty Years—1959 to 2009

1959



ACT

2009



ACT[®]



SOUTH DAKOTA

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 Dakota ACT State Organization

In 1961, the South Dakota Association of College and University Presidents became the designated ACT State Organization, and H.W. Frankenfeld of the State University of South Dakota was appointed state coordinator.

Today, the South Dakota ACT State Organization is involved in many initiatives, including:

- Working with the South Dakota Department of Education in making the ACT a statewide exam for students
- Continuing ACT's participation in South Dakota Fall Workshops
- Working with South Dakota high school principals about providing ACT presentations at state and regional meetings
- Talking with legislators about adopting the ACT as a statewide test, replacing the 11th grade Dakota State Test of Educational Progress

Past South Dakota ACT State Representatives

- 1960–1962 H.W. Frankenfeld, Registrar and University Examiner, State University of South Dakota
- 1962–1966 Leighton Palmerton, Dean of Students, School of Mines and Technology
- 1967 Vandel Johnson, Dean of Student Affairs, University of South Dakota
- 1968–1980 James Pedersen, Dean of Student Services and Professor of Education, South Dakota State University
- 1982–1986 Jorgen Thompson, Director of the Learning Support Center and Director of Adult Education, Augustana College
- 1986–1988 Carolyn Geyer, Assistant Dean of Adult Education and Special Academic Services, Augustana College
- 1988–2003 Paula Tacke, Director of Admissions, University of South Dakota
- 2003–2009 Joanne Freidel, Enrollment Services Research Coordinator, University of South Dakota

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 Dakota ACT State Organization Council*

ACT State Representative

Joanne Freidel
Enrollment Services Research Coordinator
University of South Dakota

Carrie Ahern
Director of Institutional Effectiveness
and Assessment
Dakota State University

Melodee Lane
Information Officer
South Dakota Department of Labor

Chairperson

Scott Fossum
Tech Prep Coordinator
Mitchell Technical Institute

Susan Bies
Director, Student Academic Support
Services
Augustana College

Clark Richardson
Assistant Principal
Lincoln Academy

Chair-Elect

Art Hagg
Assistant Principal/Guidance Director
O'Gorman High School

Todd Foster
Principal
South Dakota Association of
Secondary School Principals

Michele Seaton
Assistant Director of Admissions
University of South Dakota

Past Chair

David Krull
Counselor
Andes Central High School

Shelley Gauer
Counselor
Watertown High School

Sharon Schueler
Assessment and Evaluation Coordinator
South Dakota Academic Achievement
Testing Advisory Council

Secretary

Tom Cool
Executive Director
Dakota Association for College Admission
Counseling

Shawn Helmbolt
Assistant Director of Admissions
South Dakota State University

Stacy Solsaa
President-Elect
South Dakota School Counselor Association

ACT Liaison

Jim Ekerberg
Consultant, EPAS®
ACT West Region

Missy Herr-Valburg
Director of Admissions
Dakota Wesleyan University

Paul Turman
Director of Academic Assessment
South Dakota Board of Regents

*As of May 2009

