



*“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 Utah ACT State Organization

In 1961, O. Ray Warner of the Utah State Department of Public Instruction was named Utah's first ACT state coordinator. That same year, an ACT Advisory Committee was established, with representatives from the state's higher education institutions, the Coordinating Council of Higher Education, the High School–College Relations Committee, and the Utah State Department of Public Instruction.

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

- Hosting professional development conferences and workshops for educators
- Supporting increased participation in ACT testing
- Promoting and supporting college and work readiness for all students
- Providing meaningful data to help Utah schools make informed decisions

## Past Utah ACT State Representatives

1961–1963	O. Ray Warner, Executive Secretary, Utah State Department of Public Instruction
1964–1965	Ross Findlay, Dean of Students, Snow College
1966–1967	Vern Jensen, Director, Counseling Service, Brigham Young University
1968–1970	Dean Pearson, Coordinator of Health and Counseling, College of Southern Utah
1971–1973	Edward Winward, Personal Development Center, Brigham Young University
1973–1983	Keith Checketts, Professor of Psychology and Director of Testing, Utah State University
1983–1989	Roger Baker, Professor of English/Education, Snow College
1989–1995	Emil Hanson, Assistant to the President, Weber State University
1995–2004	Stayner Landward, Dean of Students, University of Utah
2004–2009	Robert Loveridge, Director of Institutional Research and Information, Utah Valley 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



## Current Utah ACT State Organization Council\*

### *ACT State Representative*

Robert Loveridge  
Director of Institutional Research and  
Information  
Utah Valley University

### *Chairperson*

Jimmy Moore  
Director of Outreach  
Utah State University

### *Chair-Elect*

Greg Dart  
Director, High School/College Relations  
Snow College

### *Past Chair*

Eric Weber  
Dean of Student Enrollment Services  
Salt Lake Community College

### *Secretary*

Stephen Allen  
Executive Director of Enrollment  
Management  
Southern Utah University

### *ACT Liaison*

Ernest Valdez  
Assistant Vice President and Regional  
Manager  
ACT West Region

Bruce Brewer  
Guidance Counselor  
Karl G. Maeser Preparatory Academy

Jim Cox  
Director of Testing  
Dixie State College of Utah

Darlene Dilley  
Associate Director of Admissions  
Westminster College

Paul Gore  
Associate Professor, Student Success  
Special Projects Coordinator and  
Director of Institutional Analysis  
University of Utah

Laurie Hadley  
GEAR UP Statewide Director  
Utah Valley University

Bruce Hunter  
Director of College Counseling  
Rowland Hall–St. Mark's School

John Jesse  
Director of Assessment  
Utah State Office of Education

Jody Rich  
Counselor  
Hurricane High School

Chris Rivera  
Director of Admissions  
Weber State University

Melissa Swenson  
School Counselor  
Carbon High School

Aleen Ure  
Director of Curriculum  
Alpine School District

Christine Wahlquist  
Director of Research and Assessment  
Davis School District

Pat Williams  
Admissions Services  
Brigham Young University

Jan Young  
Director of Academic Records and  
Registrar  
College of Eastern Utah

\* As of May 2009

