A STUDY OF COGNITIVE AND NON-COGNITIVE SELECTION CRITERIA FOR STUDENTS IN COMMUNITY COLLEGE RADIOLOGIC TECHNOLOGY PROGRAMS

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A STUDY OF COGNITIVE AND NON-COGNITIVE SELECTION CRITERIA

FOR STUDENTS IN COMMUNITY COLLEGE

RADIOLOGIC TECHNOLOGY PROGRAMS

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Fear not, I am with you; be not dismayed;
I am your God. I will strengthen
you, and help you, and up
hold you with my right
hand of justice.

Isaiah 41:10

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CHAPTER I

INTRODUCTION

Changes in the types and characteristics of the allied health work force in the 20th century, including the field of radiologic technology, have been dramatic. Health professions requiring a college education or professional preparation account for approximately 200,000 persons in 1900; 692,00 in 1940; 914,00 in 1960; and 4.9 million in 1990 (Kissick, 1968; U.S. Department of Health, Education and Welfare, 1970; Genzberg, 1990). Employment in the allied health care industry has grown more rapidly than overall employment. In 1900, persons employed in health occupations accounted for 1.2 percent of the labor force. This proportion increased to 2.1 percent in 1940, 3.0 percent in 1960, and 7.6 percent in 1990 (Freudenheim, 1990; U.S. Department of Labor, 1990).

If President Bill Clinton's National Health Care Plan is enacted, most people predict there will be an increase in allied health professionals as the nation shifts from an acute care illness base to one based on health promotion, and preventive medicine.

With this increase, how will students in the allied health professions be selected? Who will make up the future health care worker? Within the guise of open access, open door higher education, how can allied health programs, including the field of radiologic technology, promote access and equity, existing as selective programs in non-selective institutions? This is a problem that has gained the

attention of community college radiologic technology program directors, practitioners and other allied health program directors for a number of years.

Health Care

The earliest evidence of healing as a profession dates back to Mesopotamia and Egypt some 5,000 years ago. At that time healing was a quasi-religious art practiced with exorcisms, incantations and prayers for treating diseases. The Chinese based their treatment of disease on the theory of Yin and Yang balance. The Greeks and Hippocrates gave the guidelines for patient-physician relationship and the ethical basis of treatment (Stanfield, 1990).

The evolution of medicine and rise of technology-based treatments set the stage for the development of health care services beginning in the mid-nineteenth century. By 1900, most infectious disease epidemics such as influenza, diphtheria and whooping cough had been brought under control, and a gradual shift of attention toward the treatment of individual illnesses occurred. Pneumonia, tuberculosis, heart disease, and nephritis as well as accidents and war victims were the major conditions requiring treatment in the first decades of this century. The arrival of antibiotics in the 1940s ended the dominance of acute infectious disease and marked the ascent of chronic illness such as heart disease, stroke and cancer. Thus, from approximately 1850 to about 1900, the scientific basis of American medical technology was very narrow and the number of treatment modalities was quite limited (Stanfield, 1990).

After 1900, technology began to advance rapidly. The great improvements brought by the application of technologies such as x-rays in 1895, and the discoveries of insulin and the Salk vaccine in the first decades of the twentieth century, coincided with a gradual shift and recognition that health care was a right and not a privilege (Stanfield, 1990). The establishment of the National Institutes of Health (NIH) in 1937 and the landmark federal hospital-construction program of 1946, commonly referred to as the Hill-Burton Act, are evidence of this movement. The National Institutes of Health (NIH) committed the federal government to the direct support of medical research and applications training, while the Hill-Burton Act required hospitals constructed with federal funds provided through the Act to serve a percentage of indigent people (Stanfield, 1990). Medicare, passed in 1965, and President Bill Clinton's 1993 universal health plan are other demonstrations of the move toward health care as a right and not a privilege.

Delivery of health care traditionally has been directed by physicians in private practice. America's health care system has been primarily financed by personal nongovernment funds, typically paid for by consumers through private health insurance. Over the years, Americans have come to expect the best medical care possible, and health care expenditures in the United States are rapidly rising. In 1986, Americans spent an average of $1,837 per person on health care for a total of $458 billion. This total constituted 10.9 percent of the national gross national product (GNP), an increase from 10.3 percent in 1984 and just 5.9 percent in 1965. The Health Care Financing Administration projected in 1987 that health care expenditures would total $1.5 trillion in the year 2000, of which 33 percent would be borne

by the federal government, 30 percent by private insurance and 25 percent by patients (Health Care Financing Administration, 1987).

With the creation of the National Institutes of Health (NIH) in 1937, the federal government began to support large medical research projects. As the quality of antibiotics improved, medical care greatly expanded. New techniques and technology motivated practitioners in the allied health profession as the public came to expect a better standard of health care. The creation of NIH also served to augment the widespread usage of technology-based medical treatments.

The growth of allied health occupations has paralleled the rapid growth in the demand for many types of health services. The American Medical Association's Committee on Allied Health Education and Accreditation (CAHEA) defines health care practitioners as:

> a large cluster of health care related professions and personnel whose functions are: assisting, facilitating, or complementing the work of the physician and other specialists in the health care system, and who choose to be identified as allied health personnel (CAHEA, 1987).

More than 7,000 allied health programs have been established in the United States to meet the needs of an ever-expanding health care industry (National Commission on Allied Health Education, 1980). The number of students enrolled in allied health care programs accredited as of July, 1990 was 83,573, with 33,942 graduating in the 1989-90 academic year (Allied Health Education Directory, 1991). As the decade of the 1980s began, the ratio of health care applicants to positions in health care programs had been about 2.1 to 1 in two-year college programs, and 2.6 to 1 in four-year college programs, demonstrating both the high value the society places upon having well trained health care professionals, as well as the economic status completers of health care

programs are able to attain (National Commission on Allied Health Education, 1980).

Factors leading to the increased use of health care services include population growth, aging and the intensifying role of the federal government to provide better access to health care. The Federal Bureau of Labor Statistics (BLS) identified more than seven million health care workers in 185 occupations in 1984, and projected that in 1995, 9.1 million workers would be employed in 200 separate health care-related occupations. The BLS estimated that between 1986 and the year 2000, the number of jobs within the field of radiologic technology will grow by 65 percent, from 115,400 to 190,100. To prepare their estimates, the BLS analysts evaluated job opportunities in the many areas radiology encompasses, including sonography, fluoroscopy, mammography, computerized tomography, magnetic resonance imaging (MRI) and radiation therapy. Given the gradual shift toward a wellness oriented paradigm, with emphasis on the early identification of preventable diseases and cancers, radiography by all accounts is projected to have a bright future within the family of allied health occupations (Institute of Medicine, 1989).

The future supply of allied health personnel is highly sensitive to small increments within a number of variables. These variables include adequately trained people, job availability, job location and salaries. Salary adjustments is a key variable to any strategy designed to alleviate labor market concerns. Salary increases can attract new entrants to the field, encourage the return of those who left and prolong the attachment to the field of those already in it (Institute of Medicine, 1989).

To compare trends between hospital-based and college-based

radiologic technology programs, Hansett (1992) conducted a survey in the northeastern United States (1992). The average salary range of participating institutions in Hansett's survey revealed a low salary of $16,500 in Pennsylvania and a high of $32,00 in New Jersey. This compared to a national average of $27,100 as determined by a recent American Society of Radiologic Technologist (ASRT) survey (Hansett, 1992).

The most comprehensive profile measuring specifics of income, education, and the attitudes of radiologic science professionals in recent years has been the American Society of Radiologic Technologists (ASRT) annual survey. The ASRT survey in 1992 was mailed to 11,386 radiologic technologists. There were 4,692 surveys returned for a 41.2 percent response rate. One of the survey findings was that technologists believed higher education not only was equated to increased professionalism, but to increased earnings potential as well. Nationally, technologists who held an Associate Degree in Radiologic Technology earned about $13.75 an hour (American Society of Radiologic Technologists, 1992).

How health care needs are addressed depends in part upon whether people with requisite education are available and how those skilled professionals are deployed. Consequently, comprehensive assessment of future allied health personnel needs has never been more important. Allied health care personnel will need to develop a broader understanding and competence in health care delivery. Tomorrow's health care personnel will need to develop special skills in order to deal with changing demographic, cultural and scientific/technological conditions. One critically important task is to ensure that the educational curricula for health care professionals includes courses with

competency-based objectives and a programmatic relevance to these changes (Institute of Medicine, 1989).

Perhaps the most comprehensive definition of health was stated in the Charter of the World Health Organization, one of the six constituent organizations affiliated with the United Nations: "the state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (French, 1974, p. 1). Within this definition lies the philosophical basis for a shift toward a wellness-based health care paradigm, away from merely an acute illness care system as presently exists. The growth in the utilization of health services, the broadening of the types of services offered and technological advances have resulted in an increased demand for qualified allied health personnel. This demand for allied health services will likely be further increased by well-established socioeconomic trends that are projected as likely to continue (Williams & Torrens, 1988).

Population growth in the United States is slowing. The population increased by one percent annually between 1972 and 1986, but the Bureau of the Census projects growth of only 0.8 percent annually to the year 2000. The rate of growth will not be uniform among age, race or ethnic groups, based on moderate projections of the Bureau of the Census (Fullerton, 1987). Future health care needs will depend in part on the health and functional status of the growing elderly population. Clearly, a wide range of health services will be required to address the health care needs of our human population.

The primary purpose of allied health education is to prepare students for service in health care professions. Therefore, educational processes must be related to practical needs in the field and viewed as

a means of achieving standard performance objectives. In a 1980 report, the National Commission on Allied Health Education (NCAHE) stated:

> Educational institutions, with the advice and counsel of professional associates and practitioners, should evaluate student selection procedures to determine whether more reliable predictors of probable success than those presently in use can be found and utilized (NCAHE, 1980, p. 166).

With an abundance of applicants and limited enrollments, one of the most perplexing problems for allied health care educators today is student selection (Barry, 1983). It therefore follows that the selection criteria used in allied health programs such as radiologic technology should be good indicators of success (i.e., be clinically competent and pass the appropriate national certification test). However, when allied health educators meet, concerns over selection criteria for entry into these highly competitive programs are consistently voiced. Thus, the concern for reliable indicators of student success to improve the selection process of community college radiologic technology programs provides the impetus for this study.

Statement of the Problem

Student selection for community college radiologic technology programs is a significant problem because such programs have a responsibility to produce graduates with an appropriate mix of cognitive, affective, and psychomotor skills (Essentials, 1990). The changing nature of prospective radiologic technology student backgrounds requires that community college radiologic technology programs identify and assess these students' personal attributes in different ways. The results of a study by Blagg and Blagg (1985) have several implications

for practice in the area of student selection procedures, particularly for educators in the radiologic sciences who are faced with the problem of identifying adequate selection procedures for increasing numbers of qualified applicants. First, the results suggested that evaluators must be especially sensitive to potential gender-related biases, especially in the screening phase of the selection process.

Otherwise, enrollment distributions for whites, Mexican Americans, Puerto Ricans, other Hispanics, Asians or Pacific Islander, and American Indians or Alaskan Natives were consistent between the academic years (Allied Health Education Fact Sheet, 1992). The number of women in the labor force is projected to increase more than twice as fast as the number of men, and in the year 2000 women will constitute nearly half the labor force. The number of African-American workers will increase twice as fast, Asian workers will increase five times as fast, and Hispanic workers more than five times as fast as the number of white workers. Thus, by the year 2000, the economy will be more dependent on women workers (who have always been prominent in the allied health profession) and on minority workers (Institute of Medicine, 1989).

White students constituted the majority (79 percent) of 1990-91 enrollments in all accredited allied health programs which included radiologic technology. African-American students made up 11 percent, Hispanic students including Mexican Americans (3 percent), Puerto Ricans (1 percent) and other Hispanics (2 percent), Asians or Pacific Islanders (4 percent), and American Indians or Alaska Natives, less than one percent. Between 1989-90 and 1990-91 there was a one percent enrollment decrease for blacks in all accredited allied health programs.

The report of the National Commission on Allied Health Education stressed that educational institutions should assess their student

selection procedures to identify the most reliable indicators of probable program success (National Commission on Allied Health Education, 1980). Allied health education programs should prepare students who can meet standard performance objectives and adapt to changing health services needs and technologies. These skills should be closely linked to practice requirements and standardized through role delineation studies. Therefore, to have a quality program, the maximum student enrollment in a radiologic technology program should not exceed the capacity which should be determined according to the volume and variety of radiological procedures, equipment, and personnel available for educational purposes (Essentials, 1990).

The fixed number of clinical education centers available for training radiologic technology students further compounds the issue, resulting in high rates of application rejection and low rates of applicant acceptance. Allied health educators need to be reasonably certain that their student selection policies identify candidates who have the actual and latent abilities to benefit from the program's goals and objectives (French & Rezler, 1976). Performing this selection process well, while operating as one of the most selective programs within non-selective open-access institutions, is a major challenge for the 199 community college radiologic technology program directors across the nation. All of the problems associated with increasing diversity in programs that use selective admissions are found in these programs. This, along with the fact that there has not been a national study of appropriate selection criteria to be used by community college radiologic technology programs, provides the impetus for this study.

Purpose

The purpose of this study was to assess and analyze perceptions of community college radiologic technology program directors throughout the United States and their usage of selection criteria for prospective students through the use and analysis of the Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs. The 199 radiologic technology program directors were asked to fill out a survey that had as its purpose to:

1. Obtain a profile of the selection criteria that are used to select radiologic technology students.
2. Obtain opinions of community college radiologic technology program director's regarding the selection criteria that are being used now.
3. Determine what cognitive and non-cognitive selection criteria to use in selecting radiologic technology students.
4. Determine the importance of selection criteria used to assure applicant equity.

Scope of the Study

The scope of the study was limited to the 199 community college radiologic technology programs in the United States, as recognized by the 1990 edition of The Allied Health Directory. The Directory contains specific information on educational programs in 28 separate and distinct allied health occupations that range from Blood Bank Technology to Surgical Technology, as well as a description of the accreditation process used by the Committee on Allied Health Education and

Accreditation (CAHEA), in cooperation with various discipline specific review committees. No attempt was made to examine four-year or hospital-based radiologic technology programs, which comprised 49 and 348 of the 666 total number of programs, respectively.

Because most allied health programs operate as highly selective programs at open-access, non-selective institutions, this single issue justifies the study's scope. At present, formal training in radiologic technology range from two to four years in length. These programs are varied by length and degree awarded, which can range from the granting of certificates, associate's degrees or bachelor's degrees. Two-year programs are the most common, both in terms of numbers and enrollments. Since most educational programs in the radiologic sciences have a much greater number of qualified applicants than can be accepted, the screening of applicants is a crucial step in the selection process.

Radiologic technology is considered to be a relatively young allied health profession. Therefore, the research literature available in the area of community college radiologic technology program entrance assessment, as well as student success, is limited. The category of institutions sponsoring the highest number of radiologic technology enrollments and graduates were junior and community colleges, with 53.3 percent of enrollments and 51.8 percent of graduates, respectively. Knowledge of some of the significant personality characteristics of prospective allied health professions appears to be an important variable in assessing the needed qualities to complete successfully the program of study and to function adequately in the profession (Psychological Services Bureau Bulletin, 1979, 1986, 1987). There are few instruments presently available to measure vocational adjustments, and these at best have limited application to radiologic technology

programs. This limited availability of appropriate instruments likely accounts for some of the frustration expressed by radiologic technology program directors.

An individual's characteristic life style is reflected in his or her personal, educational and occupational adjustment. Knowledge of some of the significant personality characteristics of the prospective allied health professional would thus seem to be important. Feelings, attitudes and opinions frequently determine success or failure (Psychological Services Bureau Bulletin, 1986-1987).

The criteria for judging the relative success of radiologic technology programs has typically been based on the completion and passing of a written certification test which admits the graduate to the work force. The American Registry of Radiologic Technologists (ARRT) requires that candidates who plan to take its Registry Examination must have successfully completed a program of formal education which has been approved by the Committee on Allied Health Education and Accreditation. All applicants who have completed the eligibility requirements by the date of the examination take this 200-item objective test.

The examinations are scheduled for the third Thursday of March, July, and October at locations throughout the United States. Approximately five weeks after the examination date, the American Registry of Radiologic Technologists will mail reports of scores to all examinees. The release of the examinee's score report by the American Registry of Radiologic Technologists is governed by a policy that information about an individual shall be released only with that person's written consent. A section on the answer sheet requests the examinee to indicate whether the examinee wishes his/her score to be released to the educational program from which the examinee graduated.

It is important that the examinee scores are released to programs. This allows feedback to radiologic technology educators and program directors to internally and externally evaluate whether or not students meet minimum comprehension levels within the five required subject areas: radiation protection, equipment operation and maintenance, image production and evaluation, radiographic procedures, and patient care and management. These subject test areas are related to courses that are normally taught throughout a student's training. Therefore, student score allow program officials to perform a form of quality control on their program.

Two statistical procedures are utilized in reporting scores on the Registry. The first, equating, takes into account the difficulty level of each version of the examination and the ability of each group tested. The statistical equating process is designed to identify examinees of comparable ability, regardless of the group with which the examinee is tested or the difficulty level of the examination. The second statistical procedure deals with scaled scores. Total scores for all examinees are converted to a score scale ranging from 1 to 99, with a scaled score of 75 defined as passing. A passing score does not constitute certification unless all other radiologic technology program requirements are also satisfied. These include satisfying all sponsoring institution and program curriculum requirements, including successful completion and documentation of defined objectives and competencies.

Research Questions

1. What cognitive and non-cognitive selection criteria are currently being used?
2. What are the opinions regarding the selection criteria that are being used now?
3. What cognitive and non-cognitive criteria should be used, and how should such criteria be used?

Definition of Terms

For the purpose of this study and to assure common understanding, the significant terms were identified.

Affective:--The affective, or emotional, component refers to positive or negative feelings toward an issue or subject (Belkin, 1979).

Allied Health Practitioners:--"A large cluster of health care related professions and personnel which includes a radiologic technologists whose functions include assisting, facilitating or complementing the work of physicians and other health care specialists in the health care system, and who choose to be identified as health personnel" (Allied Health Education Directory, 1991, p. 328).

Aptitude:--"A level of educational preparation and achievement appropriate for the needs of the academic studies and clinical practice that will constitute each of the allied health programs" (Psychological Services Bureau Bulletin, 1979, p. 5).

Attitude:--a relatively enduring tendency to respond consistently to an object, person, or event in either a favorable or an unfavorable way. Attitudes have three components: cognitive, affective and behavioral (Kiesler & Munson, 1979).

Behavioral:--The behavioral component refers to the tendency to react to the object in specific ways (Belkin, 1979).

Certificate of Accreditation:--"The Certificate of Accreditation is a certificate given to programs [allied health programs, including radiologic technology] on behalf of the Committee on Allied Health Education and Accreditation and the appropriate review committee" (Allied Health Education Directory, 1990, p. 329).

Clinical Education (also Directed Clinical Experience/Field Work/Practicum):--"Clinical Education is composed of (a) didactic clinical preparation, that is, units of classroom instruction in knowledge related to the professional practice content of a given vocational field and (b) supervised clinical practice, in which the student learns how to use the knowledge and practice skills taught in the didactic and clinical phases" (Allied Health Education Directory, 1991, p. 329).

Cognitive:--The cognitive aspect refers to our beliefs and knowledge about the object or issue (Belkin, 1979).

Cognitive Predictors:--Predictors, as well as aptitude tests. Recall or recognition of knowledge, and the development of intellectual abilities and skills (Krathwohl, 1964).

Committee on Allied Health Education and Accreditation (CAHEA):--"An allied health education accrediting agency sponsored by the American Medical Association" (Allied Health Education Directory, 1991, p. 329).

Competency-Based Education (CBE):--"A course, program or curriculum designed on the basis of what the student is supposed to learn to do, or on demonstrable outcomes" (Allied Health Education Directory, 1991, p. 329).

Credibility:--Trustworthiness or credence (Random House Dictionary, 1980, p. 215).

Essentials:--"The minimum standards of quality used in accrediting programs that prepare individuals to enter an allied health profession" (Allied Health Education Directory, 1991, p. 331).

Evaluate:--"To determine the quality of an educational program by careful appraisal and study" (Allied Health Education Directory, 1991, p. 331).

External Degree:--"An academic award earned through one or more of the following means: prior learning, credit by examination, specially devised sponsored experimental learning programs, self-directed study or

satisfactory completion of campus or off-campus courses" (Allied Health Education Directory, 1991, p. 331).

Health:--"The state of complete physical, mental, and social well-being; not merely the absence of disease or infirmity" (United Nations World Health Organization, as cited in French, 1976, p. 1).

Hospital-Based Program:--"An accredited educational program sponsored by a hospital" (Allied Health Education Directory 1991, p. 331).

Joint Review Committee (JRC):--"A generic term applicable to all review committees sponsored by two or more organizations" (Allied Health Education Directory, 1991, p. 332).

Non-Cognitive Predictors:--Personality characteristics and their special attributes or traits with emphasis on muscular and motor control (Dietrich, 1981).

Performance Objectives:--"The interim competencies achievable by students within the course of their training and the terminal competencies to be achieved by students by the end of the program" (Allied Health Education Directory, 1991, p. 333).

Program Director:--"The person in charge of developing and maintaining an educational program within an institution, hospital or other sponsoring agency in accordance with the qualifications and

responsibilities established by the institution and delineated in the Essentials" (Allied Health Education Directory, 1991, p. 333).

Psychomotor:--The psychomotor domain emphasizes some muscular or motor control, some manipulation of material or objects, some act which requires a neuromuscular coordination (Krathwohl, 1964).

Radiography:--"The development of an image of a bodily part by transmitting radioactive energy (x or gamma rays) through it onto a sensitized film" (Melloni, 1993, p. 405).

Registry:--A published list of those who are registered in one of the three disciplines of radiologic technology, nuclear medicine technology and/or radiation therapy technology" (Allied Health Education Director, 1991, p. 334).

Reliability:--"The consistency with which an instrument or tool measures the same way each time it is used" (Allied Health Education Directory, 1991, p. 334).

School of Allied Health:--"An administrative unit with assigned responsibility for delivering several allied health educational programs" such as nursing, respiratory care and radiologic technology. Such schools may exist within a variety of institutions including but not limited to universities, colleges, community colleges, academic medical centers, and hospitals (Allied Health Education Directory, 1991, p. 334).

Standards:--"The criteria by which programs or institutions are reviewed for accreditation purposes" (Allied Health Education Directory, 1991, p. 335).

Technician:--"One who specializes in the technical details of a body of work; one who has acquired the ability to perform a complex task or set of tasks" (Allied Health Education Directory, 1991, p. 335).

Technologist:--"One who specializes in the application of scientific knowledge to solve practical and/or theoretical problems." Knowledge and skills for performing these functions are usually achieved through a period of formal education and a period of supervised clinical practice (Allied Health Education Directory, 1991, p. 335).

Validity:--"The extent to which an instrument or tool measures or performs in the manner in which it was intended" (Allied Health Education Directory, 1991, p. 335).

Assumptions of the Study

1. It was assumed that the measuring instrument utilized was adequate for the purpose of the study.
2. It was assumed that the responses to the questionnaire reflected actual perceptions of the respondents toward the various facets of selection criteria used in community college radiologic technology programs.
3. It was assumed that respondents to this study had a significant impact on the student selection process, and that their

perceptions played a role in providing a radiologic technology student with an appropriate array of cognitive and non-cognitive traits.

4. It was assumed that because radiologic technology is considered to be a relatively young allied health profession, research literature in the area of community college radiologic technology program entrance assessment and students success outcomes would be limited.

Limitations of Study

In this study's attempt to answer research questions about selection criteria for students in community college radiologic technology programs, the following limitations were noted:

1. This study was limited to the students enrolled in the 1990-91 academic year at Committee on Allied Health and Education Accreditation-accredited associate degree radiologic technology programs at community colleges in the United States.
2. Because of the survey structure and content, personality traits and characteristics of students noted as desirable and important for all allied health students to possess during the training period, and subsequently in the working environment, were not fully measured by program directors.

Significance of Study

The Committee on Allied Health Education and Accreditation (CAHEA) is an allied health education accrediting agency sponsored by the

American Medical Association (AMA). Moreover, CAHEA acts as an umbrella accrediting agency in as much as it works cooperatively with externally-sponsored review committees to accredit educational programs in the numerous fields of postsecondary allied health education. In this role, CAHEA accredits most of the formal training programs in radiologic technology (Allied Health Education Directory, 1990).

There were 666 CAHEA-accredited programs in radiologic technology in 1989. The category "junior or community college" comprised 199 of the radiologic technology programs, vocational or technical schools comprised 30, and academic health centers/medical schools comprised 28 programs. The U.S. Department of Defense operated 4 of these programs. Hospitals and/or medical centers comprised 353 programs. Four-year college or university represented 47 of these programs, and the U.S. Department of Veteran Affairs operated 4 of the programs. There was one non-hospital health care facilities with a program.

Table I, "Radiologic Technology Programs in the United States: Enrollment and Degrees Awarded in 1989-90, by Institution Type, Number and Percent," describes the enrollment and degrees awarded in radiologic technology programs according to types of institution in 1989-90. According to Table I, the institutions sponsoring the highest number of enrollments and graduates in radiologic technology were programs at junior or community colleges and vocational or technical schools, as compared to four-year colleges or universities, academic health centers and medical schools, and hospitals or medical centers (Allied Health Education Directory, 1990). During the 1989-90 academic year, a total of 83,573 students were enrolled in the CAHEA-accredited programs; 33,942 of these students graduated. Fifty-three percent (44,577) of all 1989-90 enrollees were enrolled in programs sponsored by junior or

community colleges (30,003) or at vocational or technical schools (14,574).

TABLE I

RADIOLOGIC TECHNOLOGY PROGRAMS IN THE UNITED STATES: ENROLLMENT AND GRADUATES IN 1989-90, BY INSTITUTION TYPE, NUMBER AND PERCENT

Type of Institution	Enrollment Number	Enrollment Percent	Degrees Awarded Number	Degrees Awarded Percent
Academic Health Center/Medical School	10,255	12.3	4,441	13.1
Department of Defense	2,139	2.6	1,447	4.4
Department of Veteran Affairs	177	0.2	117	0.3
Four-Year College or University	17,100	20.5	5,112	15.1
Hospital or Medical Center/1-99 Beds	7	0.0	4	0.0
Hospital or Medical Center/100-299 Beds	1,615	1.9	861	2.5
Hospital or Medical Center/300-499 Beds	3,284	3.9	1,809	5.3
Hospital or Medical Center/500 or more beds	4,050	4.8	2,254	6.6
Junior or Community College	30,003	35.9	11,176	32.9
Vocational or Technical School	14,574	17.4	6,425	18.9
Non-Hospital Health Care Facilities or Lab	369	0.4	266	0.8
Total	83,573	100.0	33,942	100.0

Source: Allied Health Education Directory, 1991, published by the AMA.

Within the overall family of allied health professions, junior and community colleges, together with vocational or technical schools comprised 39 percent of all institutions sponsoring CAHEA-accredited programs. Programs in medical laboratory sciences, respiratory care and the radiologic sciences comprised the majority (73 percent) of all CAHEA-accredited programs, a long standing pattern. Radiologic science programs, including radiation therapy technologists, nuclear medicine technologists and radiographers made up 31 percent (883) of the above CAHEA-accredited programs (Allied Health Education Directory, 1991).

The trends in programs, enrollments, and graduates by occupation in 1986-90 showed changes that occurred in allied health education. The number of the CAHEA-accredited programs decreased by 68 from 1986 to

1988, increased by 6 from 1988 to 1989, and increased by 24 from 1989 to 1990. Programs in the field of radiologic technology totaled 701 in 1986, with an enrollment of 15,225 and 6,400 graduates. In 1988, there were 667 radiologic technology programs, with enrollments of 15,313 students and 6,080 graduates. In 1989 there were 666 programs with 16,529 students and 6,528 graduates (Allied Health Education Directory, 1991). From 1986 to 1988 enrollments in radiologic technology programs increased by 88, while the number of graduates declined by 320. From 1988 to 1989, enrollments increased by 1,216 and graduates increased by 448. From 1989 to 1990, enrollments increased by 2,164 and graduates increased by 874, representing a consecutive increase in graduates since 1988. Female students comprised approximately 74 percent of the 1989-90 total program enrollments and graduates, a long-standing trend.

The 1990 Report of Program Directors' Perspectives indicated that the total number of radiologic technology student applicants was 39,004. The relative number of radiologic technology student applicants who were considered by program directors to be qualified for admission into radiologic technology educational programs was 21,996 (Allied Health Education Directory, 1991). Thus, while operating institutions that profess open access, open door in their mission statements, radiologic technology programs reject one out of every two applicants.

Radiologic technology programs are generally two to four years in length, depending on program design, objectives, and the degree or certificate awarded. They require a minimum of a high school diploma or equivalent for admission. Educational background in mathematics, physics, chemistry, and biology is generally helpful. Successful completion of a radiologic technology program is dependent on documented achievements of defined objectives and competencies. The requirements

for a degree, usually the Associate of Applied Science degree, is generally consistent with the requirements for other degrees awarded by the sponsoring institution.

It is important to consider how specialized, highly competitive radiologic technology programs fit within the philosophic context of the universal access that lies at the heart of the community college movement in America. President Harry Truman's 1947 Commission on Higher Education strongly urged that the door to higher education be opened. The development of community colleges, with open admission policies and programs for everyone, was designed to ensure that no member of society misses a chance to acquire knowledge and expand career opportunities (Higher Education for American Democracy, 1948). With approximately 43.3 percent of all Committee on Allied Health and Education Accreditation-accredited programs sponsored by either community or junior colleges (n = 1232), the question still remains: should community colleges educate for further studies, or should they be the capstone for graded education? (Cohen, 1987)

Because the field of radiologic technology is considered to be a relatively young allied health profession, the literature related to selection criteria and student success was limited. This study will investigate the practices employed by radiologic technology programs at community colleges, specifically focusing on non-cognitive and cognitive admission predictors, in that cognitive predictors will not allow measurement of competency-based learning in the affective and psychomotor domains.

In 1944, x-ray technology, the predecessor of radiologic technology, joined the allied health professions as the fourth health occupation to establish standards of education and qualifications for accreditation.

From 1944 until 1969, the American College of Radiology's Commission on Technologists Affairs, Committee on Technologist Training carried out program evaluation. In 1969, the American Society of Radiologic Technologists and the American College of Radiology established the Joint Review Committee on Education in Radiologic Technology (JRCERT) within the structure for allied health education accreditation provided by the American Medical Association's Council on Medical Education. The Joint Review Committee on Education in Radiologic Technology (JRCERT) was incorporated in 1971.

In 1976, the AMA's Council on Medical Education formally delegated responsibility for all allied health education accreditation to the Committee on Allied Health Education and Accreditation (CAHEA), which is broadly representative of allied health education interests. Accreditation of educational programs in radiography is a voluntary, peer review process that the Joint Review Committee on Education in Radiologic Technology conducts with the Committee on Allied Health Education and Accreditation. This cooperative process is formally recognized by the United State Department of Education and the Council on Postsecondary Accreditation, governmental and private agencies respectively, with oversight responsibilities for broad areas of institutional and programmatic accreditation. Over the years, the Joint Review Committee on Education in Radiologic Technology has become established as one of the largest review committees within the CAHEA accreditation system.

The Essentials and Guidelines of an Accredited Educational Program for the Radiographer (commonly called Essentials) is the standard for the accreditation of educational programs in radiologic technology. The radiography profession was the first imaging related science to

establish Essentials. The first radiography Essentials resulted from negotiations between the executive committee of the ASXT and the Council on Medical Education of the American Medical Association. The American College of Radiology and the American Registry of X-ray Technicians also collaborated on the Essentials.

The Essentials evolved from a one-page narrative to a 12-page document that include all requirements for which an accredited program is held accountable. The Essentials were initially adopted in 1944; reviewed in 1955, 1969, 1978, 1983 and 1990 with the collaborative efforts of the American College of Radiology, American Medical Association and the American Society of Radiologic Technologists.

The Essentials have evolved to include more meaningful curricula and greater professional autonomy for radiographers to establish professional standards for entry-level radiography. It is important to realize that as radiographers have assumed more responsibilities in the preparation of students, educational standards have risen (Mixdorf, 1992).

Radiologic technology programs are a vital part of the health care system and are essential to meet health care needs. In order for a radiologic technology program to continue its role as a provider of qualified health care personnel, it is important that its graduates exhibit success, measured through demonstrated clinical competencies and by passing the American Registry of Radiologic Technologists Examination. The Registry was initiated in 1922 when the Radiologic Society of North America, with the support of the American Roentgen Ray Society and the cooperation of the Canadian Association of Radiologists and the American Society of X-ray Technicians, joined in the establishment of the American Registry of Radiological Technicians. In

1962, the Registry enacted a program of examination and certification in nuclear medicine technology and radiation therapy technology. At that time, the name was changed to the American Registry of Radiologic Technologists. In 1977, the Registry adopted the term "Radiographer" to replace the previous term "X-ray Technologist".

The purpose of the Registry is to encourage the study and to elevate the standards of radiologic technology, as well as to examine and certify eligible candidates (ARRT, 1991). The purpose of this study is to assess perceptions of community college radiologic technology program directors throughout the United States and their usage of selection criteria for prospective students to help identify what selective admission criteria are being used to assess cognitive capabilities and non-cognitive traits of prospective students.

The following chapters will summarize the literature pertaining to the historical prospective of radiology: the community college as it relates to radiologic technology education, radiologic technology programs in the United States, the radiologic technology curriculum, cognitive predictors, including standardized tests and their use in radiologic technology and other allied health profession programs; non-cognitive predictors, including aptitude testing; and the Registry examination. Additional chapters will report the findings of the survey, analysis the findings, conclusions and recommendations that were developed for further studies.

CHAPTER II

REVIEW OF SELECTED LITERATURE

The review of the literature for this chapter is divided into ten sections: (1) Historical Background of Radiologic Technology Programs, (2) Community Colleges, (3) Radiologic Technology Programs in the United States, (4) Curriculum, (5) Cognitive Predictors, (6) Standardized Tests and Radiologic Technology Programs, (7) Non-Cognitive Predictors, (8) Aptitude Testing, (9) The Registry Examination, and (10) Summary. The absence of current and appropriate information on radiologic technology selection procedures for 199 CAHEA-accredited programs based at community colleges provides impetus for this national study.

The field of radiologic technology is considered to be a relatively young Allied Health Profession. Due to limited research on community college radiologic technology entrance assessment and student success, it was decided that an investigation of selection criteria related to community college radiologic technology, including allied health, nursing and medical education, would be most relevant to this literature review.

> Everywhere, men and women are beginning to realize that the education they received in the past, regardless of how little or how much, cannot sustain them for long in a time of rapid change. They are discovering that if they wish to remain in touch with the reality of an everchanging, ever-new present, they must change themselves-the only way to survive in a world where so much is new everyday, is to develop a process of continual self-renewal (Harlacher, 1978, p. 1).

The overall importance of the two-year college to the American democratic ideal through providing access to postsecondary education to the general population has been the normal consensus in the literature. This importance has been debated in light of the perceived shift in two-year college curricular orientation from collegiate/transfer to vocational/technical (Baser, 1991).

Demographic studies show that the proportion of the United States population ages 18 to 23 years old will decline through the mid-1990s. Experts have predicted that this shrinkage of the so-called traditional college-age population will make it increasingly difficult for allied health programs, including radiologic technology programs, to attract qualified applicants (Institute of Medicine, 1989). The 1990 Report of Program Directors' Perspectives indicated that the total number of radiologic technology student applicants was 39,004. The relative number of radiologic technology student applicants who were considered by program directors to be qualified for admission into radiologic technology educational programs was 21,996 (Allied Health Education Directory, 1991). Thus, while operating within institutions that profess open access, open door in their mission statements, radiologic technology programs reject one out of every two applicants.

Roentgenography

Professor Wilhelm Konrad Roentgen discovered x-rays on November 8, 1895, at the University of Wurzburg, Germany (Selman, 1985). For this discovery he was awarded the Nobel Prize for Physics in 1901. As the word of the "new rays" spread throughout the world, people who possessed Crooks Tubes, essential for generating of the invisible x-rays, started

examining human beings. The usefulness of x-rays in the diagnosis of human ailments soon became well recognized by the medical profession. The first documented medical examination using x-rays in North America was performed at Dartmouth Medical School on February 3, 1896 (Soule, 1966). Shortly thereafter, a medical specialty developed utilizing personnel skilled in the use of diagnostic x-rays. Between the years of 1920 and 1930, x-ray specialists (usually physicians) engaged men and women as apprentices and taught them the essentials of radiology (Soule, 1974).

Historians of higher education have traditionally viewed the apprenticeship system as the earliest formal method or process of educating members of a profession (Brubacher, 1968). The evolution of the profession of medicine is a good example of this, with two of its dimensions of learning, that of theory and clinical practice. However, the early training of radiologic technicians exemplified the apprenticeship system where practice was the rule and theoretical knowledge the exception. The apprenticeship system had limitations including, but not limited to:

1. the number of apprenticeships
2. a lack of consistency in training
3. the knowledge and experience gained which was related to the practitioner's background
4. training that often emphasized clinical experience over conceptual learning.

Because of these limitations, the apprenticeship system of learning was eventually replaced by professional medical schools. The medical school added theoretical knowledge to practical aspects, resulting in a more comprehensive education (Brubacher, 1968). Schools to produce radiologic technicians began operation during the decade of the 1920's.

The greatest influence in the transition from apprentice-type programs to professional schools of radiologic technicians resulted from the contributions of Ed C. Jerman (Coates, 1964). Radiology had begun to grow rapidly as a medical specialty during and immediately after World War I, but x-ray schools for training radiologic technicians were not yet functioning. Beginning in 1904, Jerman devoted his life to teaching of radiologic technicians, making him the first radiography instructor in the United States (Soule, 1966). Jerman began to give private instruction in 1917-18, when he became associated with the Victor X-ray Corporation, the forerunner to the General Electric Corporation. The purpose of this association was to develop a formal educational program for x-ray technicians. In 1920, Jerman founded the American Registry of X-ray Technicians (ARXT) and later organized the American Society of X-ray Technicians (ASXT), which directed educational aspects of the profession. In the United States, Jerman is deservedly recognized as "The Father of Radiography" (Carlton, 1992).

From the 1920's through the 1940's, radiologic technician programs were established in hospitals throughout the United States. Most of these schools were one-year in length and placed the greatest emphasis on the practical aspects of training (Soule, 1974). In an effort to standardize education for radiologic technicians, the American Registry Board in 1936 established a list of approved programs based on a survey of medical hospitals and schools (Soule, 1974). In 1944, the American Medical Association's Council on Medical Education and the American Society of X-ray Technicians jointly established inspection and accreditation guidelines for x-ray technician schools with the publication of the Essentials for an Approved School of X-ray Technology (Allied Health Education Directory, 1981). Within the field of

radiologic technology these educational standards were known as "The Essentials." The Essentials have repeatedly been updated, most recently in 1990, and are now officially called Essentials and Guidelines of an Accredited Educational Program for the Radiographer (Essentials, 1990, Appendix A).

The 1960's and 1970's saw further moves towards improving professional training of radiologic technology programs through lengthened educational programs, curricular improvements, and for the first time, reliance upon standardized tests for admissions. In 1960, the American Registry of Radiologic Technologists (ARRT), American Society of Radiologic Technologists (ASRT), the American Medical Association (AMA), and the Committee on Allied Health Education and Accreditation (CAHEA) established two years as the minimum length for the radiologic technology educational program. These three bodies took the position that nothing less than a two-year radiologic technology program could provide the theoretical and practical training and experience necessary to produce a competent radiologic technologist (Soule, 1966). In that same year of 1960, ASRT developed a "Teacher's Syllabus," designed to outline curricular and course requirements for good radiologic technology programs (Allied Health Education Directory, 1981). In 1976, ASRT published a comprehensive Curriculum Guide for Programs in Radiologic Technology (ASRT, 1976). This guide included a model curriculum, course descriptions, outlines and behavioral objectives with designated competency levels.

Education in radiologic technology--from its foundation as an apprenticeship program to the first formal schools in hospitals--had been a profession learned from practice and observation with little if any theoretical framework (Koenig, 1971). In comparison with other

allied health care curricula, radiologic technology programs were among the top one-third in terms of number of hours spent in clinical practice and among the lower third in terms of the number of classroom hours (Weil, 1967). Thus, while community college radiologic technology programs still rely on practical clinical training, appropriate learning experiences and curriculum have been sequenced to develop theoretical "critical thinking skill" competencies necessary for graduation.

Community Colleges

The supply of graduates in allied health fields depends not only on students' careers but also on the maintenance and expansion of educational opportunities. The emergence of the community college set the stage for what was to be the most significant trend in allied health education (Siebert, 1975). Support of the community college movement came from President Harry S. Truman's Commission on Higher Education. The commission was chaired by George F. Zook, one of the leading pioneers in the community college movement. The following quotation from the commission report reflects well the creed of the value of education and what Zook and others saw as the "democracy education" for community colleges:

> Equal educational opportunities for all persons, to the maximum of their individual abilities and without regard to economic status, race, creed, color, sex, national origin, or ancestry, is a major goal of American democracy. Only an informed, thoughtful, tolerant people can maintain and develop a free society (Higher Education for American Democracy, 1947, Vol. 2, p. 7).

Later, President Dwight D. Eisenhower's Committee on Education Beyond the High School concluded:

> Communities or groups of neighboring communities faced with an impending shortage of higher education capacity will do well to consider new two year community colleges as part of the solution. Experience in a number of areas has demonstrated that, with carefully planned facilities and programs, community colleges can be highly effective in affording readily available opportunities for excellent education beyond the high school (Report of President Dwight D. Eisenhower's Committee on Education Beyond the High School, 1955-56, p. 12).

In a 1964 statement the American Association of Junior Colleges (AAJC) stated: "The two-year college offers unparalleled promise for expanding through the provision of comprehensive programs embracing job training as well as traditional liberal arts and general education" (American Association of Junior Colleges, 1964, p. 546). Calls for occupational education in the two-year colleges had been made as early as 1900 by William Rainey Harper, who suggested that "many students who might not have the courage to enter upon a course of four years' study would be willing to do the two years of work before entering business or the professional school" (Brick, 1963, 1965, p. 18). Vocational, occupational and technical programs grew during the thirty year period following America's entry into World War II, a period when economic growth centered around manufacturing industries. By 1968, the Bureau of Labor Statistics would report that 40 percent of all full- and part-time students in two-year colleges were enrolled in career oriented programs (Bushnell, 1973). The demand for well-trained professionals assisting physicians in the delivery of health care prompted the AMA Commission in the 1960's to coordinate the relationship of medical with allied health professions and services, and to recommend creation of a separate department within the AMA to handle all activities related to allied health education. As other professional accrediting bodies came to exert their impact on the curriculum, so too did radiologic technology

come to be influenced by the powerful AMA through the Joint Review Committee on Education in Radiologic Technology (JRCERT). The JRCERT is vested with the responsibility and authority to evaluate radiologic technology programs that have requested accreditation services.

The evaluation activities of the JRCERT include receiving and analyzing Self-Study Reports, sending representatives to conduct a site visit of a radiologic technology program, and developing accreditation recommendations during scheduled committee meetings. The JRCERT sends their accreditation recommendations and rationale to CAHEA for action. Accreditation recommendations submitted by the JRCERT are reviewed by one of two CAHEA subcommittees. The subcommittee reviews are designed to ensure that due process and CAHEA and JRCERT polices and practices have been followed in arriving at accreditation recommendations.

Radiologic technologists and other allied health care professionals were affected by technological developments, and their education and training gradually became more specialized and lengthy (Stanfield, 1990). In recognition of this growing complexity, Congress passed the Allied Health Professions Training Act in 1966. This act was specifically designed to increase the opportunities for training of personnel in allied health professions and to improve the educational quality of the schools training such personnel. Given the nation's growing health care manpower needs and the emergence of community colleges, hospital-based allied health education programs suffered more closures than any other type of programs because the supply of graduates in allied health fields depended on the maintenance and expansion of educational opportunities. Formal education with college-based training programs supported by specific professional associations became the norm for almost all of the allied health profession.

The growth of technology has dramatically affected the health professions. Students entering allied health fields had to excel in academic theory as well as mastery of technical and clinical roles and procedures. During the transition from hospital-based to college-based radiologic technology programs, the American Society of Radiologic Technologists and the American College of Radiology promoted an orderly movement away from the totally clinical curriculum of the hospital-based training programs toward a more judicious mix of general education, theory, and specialized training anchored in more formalized education institutions (Light, 1973).

The move from hospital-based to college-based programs in radiologic technology took place during the period of greatest expansion of the community college movement, the 1960's. In 1960, there were 718 AMA approved radiologic technology programs, of which five were located at community colleges (Soule, 1969). As of January 1991, there were 666 Committee on Allied Health Education and Accreditation-approved programs, of which 199 (33.3 percent) were associate degree, 47 (14.1 percent) were baccalaureate degree, and 353 (47.0 percent) were hospital or medical center based (Allied Health Education Directory, 1990).

In a trend that accompanied a shift from hospital-based to college-based programs, the total number of radiography education programs decreased by 23 percent between 1976 and 1986. A sudden decline in graduations by approximately 15 percent had occurred, from 7,393 to 6,400 graduates in 1986 (Committee on Allied Health Education and Accreditation, 1987). Radiologic technologist educators became quite concerned, given the shortage of radiologic technologists that already existed. Radiologic technologist educators theorized that the decline might have been the result of potential students responding to

fears of reduced demand generated by the new prospective medical payment schedules of the federal government. Established as a cost containment measure, the prospective payment system (PPS) attempted to shift the risk of cost to the health-care provider.

The decade of the 1980's saw radical change in the way health care was financed. Four major factors changed health care. There were shifts of the balance of power, a shift of the health care setting, an excess of doctors, and diagnostic related groups. Hospitals were paid a set amount for each patient in any of the established 471 known disease categories and diagnostic related groups (DRGs). This meant that the federal government would not pay beyond a set fee for an identified type of illness, no matter how long the patient stayed or what services were offered. As a result hospital admissions dropped and the length of patient stay was shorter, so the need for qualified radiologic technologists personnel in the hospital(s) declined. This tended to support the views of those radiologic technology educators who argued that the decline in entry into radiologic technology programs was the result of changes in federal payment schedules, as cited above.

Even if the decline in graduations is halted, there will still be a significant shortage of radiologic technology practitioners through the year 2000. The Bureau of Labor Statistics estimated that between 1986 and the year 2000, the number of jobs for radiologic technologists and technicians would grow by 65 percent, from 115,400 to 190,100 (Bureau of Labor Statistics, 1986). The types of personnel likely to be in demand in the future depends in large degree upon technological changes. For example, the emergence of new imaging modalities such as Magnetic Resonance Imagining (MRI) and Position Emission Tomography (PET), and

the application of the computer technology of imaging have generated major improvements in diagnostic capabilities.

The Institute of Medicine was chartered in 1970 by the National Academy of Sciences to enlist distinguished members of appropriate professions in the examination of policy matters pertaining to the health of the public. The Institute acts under both the National Academy of Sciences and the National Academy of Engineering's 1863 congressional charter to advise the federal government and the profession in the identification and investigation of issues related to medical care, research and education. According to the Institute of Medicine, factors related to the labor market demands for competent radiologic technologists will likely include, but not be limited to, the following:

- hospital utilization
- growth of all types of physician free-standing facilities
- licensure changes
- technological changes that will cause new areas of specialization
- results of technology assessment (Institute of Medicine, 1989).

The problem of selection, differentiation and guidance of candidates for admission to programs of studies for allied health occupations concerns all professional educators involved with the preparation of such individuals (Psychological Service Bureau, 1986-87). The issue directly stated is: where the number of applicants significantly exceeds program capacity, how can those students who will be most likely to succeed be best selected (Maynard, 1974)?

Given the data which clearly show a nationwide shortage of qualified radiologic technologists, it is imperative that selection criteria maximize a student's success in the didactic and clinical areas, as well as aid in predicting successful passage of the American Registry of Radiologic Technologists examination. The regular eligibility

educational requirements for certification according to the American Registry of Radiologic Technologists require that candidates successfully complete a program of formal education which has been approved by the Committee on Allied Health Education and Accreditation (CAHEA). To those who have passed the examination and are otherwise eligible, a certificate is issued which confers upon the applicant the right to use the title Registered Technologist (ARRT, 1991).

Many allied health professional educators freely admit that the written certification test is primarily slanted toward the academic or cognitive achievement of the student, rather than the clinical performance or the non-cognitive aspects of the profession which do not rely upon many of the academic skills in the daily delivery of health care services (Kavanaugh, 1981). To achieve professional competence requires that radiographers apply knowledge of anatomy, physiology, positioning and radiographic techniques in the performance of their duties. Radiologic technologists should be able to communicate effectively with the public, other health professionals and their patient(s). The radiologic technologist should also display personal attributes of compassion, courtesy and concern in meeting the needs of the patient, especially since these are components of the Radiologic Technology Code of Ethics.

It is important here to make a distinction between the terms assessment and evaluation. Assessment is defined as "the process of gathering data and fashioning it into an interpretable form." It precedes the final decision-making stage of evaluation. Evaluation is defined as "the process of ascertaining or judging the value of something by use of a standard of appraisal." Final decisions concerning evaluation of students and their program completion are made

from internal evidence and external criteria (Anderson, 1975). Strategies and instruments utilized for evaluation of student behaviors in the behavioral domains should be made available to support the score received on the written radiologic technology certification test.

Radiologic Technology Programs in the United States

The overall importance of the two-year college to the American democratic ideal of access to postsecondary education to the general population is well established in the literature. This importance has been debated in light of the perceived shift in two-year college curricular orientation from collegiate/transfer to vocational/technical (Baser, 1991).

Demographic studies show that the proportion of the United States population ages 18 to 23 years old will decline through the mid-1990s. Experts have predicted that this shrinkage of the so-called traditional college-age population will make it increasingly difficult for allied health programs, including radiologic technology programs, to attract qualified applicants (Institute of Medicine, 1989). The 1990 Report of Program Directors' Perspectives indicated that the total number of radiologic technology student applicants was 39,004. The relative number of radiologic technology student applicants who were considered by program directors to be qualified for admission into radiologic technology educational programs was 21,996 (Allied Health Education Directory, 1991). Thus while operating within institutions that profess open access, open door in their mission statements, radiologic technology programs reject one out of every two applicants.

Eleven types of institutions sponsor the Committee on Allied Health

Education and Accreditation (CAHEA) -- accredited programs as of October 31, 1991: (1) academic health centers and medical schools, (2) four-year colleges and universities, (3) community and junior colleges, (4) vocational and technical schools, (5) hospitals and medical centers of 1 to 99 beds, (6) hospitals and medical centers of 100 to 299 beds, (7) hospitals and medical centers of 300 to 499 beds, (8) hospitals and medical centers of 500 or more beds, (9) non-hospital health care facilities, (10) the Department of Veteran Affairs, and (11) the United States Department of Defense. Table II, "Radiologic Technology Programs Accredited by the Committee on Allied Health Education and Accreditation (CAHEA) in 1990, By Number and Percent," shows the number and percentage distribution of each major category of CAHEA-accredited radiologic technology programs in 1990.

TABLE II

RADIOLOGIC TECHNOLOGY PROGRAMS ACCREDITED BY THE COMMITTEE ON ALLIED HEALTH EDUCATION AND ACCREDITATION (CAHEA) IN 1990, BY NUMBER AND PERCENT

Sponsoring Institutions	# of Programs	Percent
Academic Health Center/Medical School	28	4.2
Department of Defense	4	0.6
Department of Veteran Affairs	4	0.6
Four-Year College or University	47	7.0
Hospital or Medical Center: 1-99 Beds	1	
Hospital or Medical Center: 100-299 Beds	110	16.5
Hospital or Medical Center: 300-499 Beds	134	20.1
Hospital or Medical Center: 500 or more beds	108	16.2
Junior or Community College	199	29.8
Vocational or Technical School	30	4.5
Non-Hospital Health Care Facilities or Lab	1	0.5
Total Programs	666	100.0

Note: 1. CAHEA is an allied health education accrediting agency sponsored by the American Medical Association (AMA).

2. Percentages do not add to 100.0 due to rounding.

The category "junior and community colleges" comprised 29.8 percent of all institutions sponsoring CAHEA-accredited programs, while hospital-based sponsors comprised 52.8 percent and vocational or technical schools comprised 4.5 percent. Four-year colleges or universities constituted 17 percent, while academic health centers comprised 4.2 percent. The Department of Defense (0.6 percent), Department of Veteran Affairs (0.6 percent), and non-hospital health care facilities (0.5 percent) comprised the remaining proportion of institutions sponsoring CAHEA-accredited programs.

The 1990 Report of Program Directors' Perspectives indicated that the total number of radiologic technology student applicants was 39,004. The relative number of radiologic technology student applicants who were considered by program directors to be qualified for admission into radiologic technology educational programs was 21,996 (Allied Health Education Directory, 1991). Thus, while operating with institutions that profess open access, open door in their mission statements, radiologic technology programs at community colleges reject one out of every two applicants.

Curriculum

A structured radiologic technology curriculum, with written course syllabi which describe learning objectives and competencies to be achieved for both didactic and supervised clinical education, should be provided to assure that adequate opportunity to acquire the needed knowledge and skills can take place (Essentials, 1990, Appendix A). The curriculum should be based upon clearly stated objectives that identify

professional competencies and include cognitive, affective and psychomotor capabilities (Essentials, 1990).

The cognitive domain includes all objectives which deal with the intellectual behaviors of the learner. The psychomotor domain covers all those objectives in which the learner is engaged in some physical, kinesthetic behavior. The affective domain is concerned with attitudes, feelings, interests, and values of the learner. The cognitive and psychomotor domains are concerned with the question: What can the learner do? The affective domain is concerned with the question: What will the learner do? Many allied health professional educators freely admit that the Registry is primarily slanted toward the academic or cognitive achievement of the student in the curriculum, rather than the clinical performance or the non-cognitive aspects of the profession which do not rely upon many of the academic skills in the daily delivery of health care services (Kavanaugh, 1981).

According to the Essentials, curriculum content of radiologic technology programs should produce graduates who are both competent and compassionate. Instilled professional value should be evidenced by affective domain objectives and evaluations. Competencies developed by the radiologic technology program should be supported by specific behavioral objectives documented throughout the didactic and clinical curriculum and should include specific knowledge areas (Essentials, 1990).

Many educators have found that constructs devised by B. Bloom, D. Krathwohl, and their associates, in Taxonomies of Educational Objectives are useful in considering instructional objectives. Objectives in the cognitive domain deal with recall or recognition of knowledge, and the development of intellectual abilities and skills (Krathwohl, 1964).

Affective objectives emphasize a feeling tone, an emotion or a degree of acceptance or rejection (Krathwohl, 1964). Psychomotor domain objectives emphasize some muscular or motor control, some manipulation of material or objects, or some act which requires a neuromuscular coordination (Krathwohl, 1964). The six major classes of taxonomy in the cognitive domain are knowledge, comprehension, application, analysis, synthesis, and evaluation. The five major classes of taxonomy of the affective domain are receiving, responding, valuing, organizing, and characterizing. The five classes of psychomotor taxonomy are perception, set, guided response, and mechanism and complex overt response. The establishment of sound goals and objectives represents one of the most crucial steps in curriculum development. Without quality objectives, a course or curriculum might wander from topic to topic and result in students being unprepared for the Registry Examination or for the professional life that follows.

The development of meaningful outcomes for each course within the radiologic technology curriculum is important. As in all of vocational education, outcomes are of prime importance in radiologic technology programs. Outcomes can represent the extent to which students demonstrate competence once specific curriculum content has been taught. Some outcomes might be measurable while some others might not. Measurable outcomes in vocational and technical education such as radiologic technology can take many forms: for example, a student might identify the components of an x-ray tube, mix processor chemistry for film developments, or complete a quality assurance/quality control form. Measurable outcomes represent results which can be assessed with quantifiable data or in an objective manner. The other extreme represents outcomes that tend to be immeasurable. Examples might be

where a student develops an appreciation of the value of work in society, develops the ability to use leisure time wisely, or forms an attitude conducive to working in a group setting. Any vocational curriculum will have both measurable and immeasurable outcomes; thus objectives that are developed should address both cognitive and non-cognitive domains, and included in measurement of the cognitive should be an assessment of the psychomotor abilities as well as academic knowledge base.

Cognitive Predictors

The profession of radiography demands that entering students become highly skilled technically, qualified by education to perform imaging procedures as well as to be compassionate health care providers. The maintenance of standards of excellence in radiologic technology admissions is therefore necessary to assure accountability and quality care by program graduates. For this reason, it is important that reliable predictors, both cognitive and non-cognitive, are developed to assess the full potential for success of all individuals in the radiologic technology applicant pool (Blagg, 1985). The literature has shown that traditional admissions criteria, including previous academic performance and aptitude tests, have been effective cognitive predictors of academic success. Research findings on the use of non-cognitive predictors in the allied health field of radiologic technology, unfortunately, are quite limited.

Many researchers have designed studies to investigate admission criteria for allied health fields, however few exist for the field of radiologic technology. Published results of a study by Ballinger (1976)

supported high school class rank as the most significant predictor of factors studied for performance on the American Registry of Radiologic Technologists (ARRT) Certificate Examinations. Ballinger performed a multiple regression analysis and found that the strongest predictor of success on the national Registry was high school graduating percentile. The second best predictor was the score on the English competency portion of the American College Test Program (ACT) English Composite score (Ballinger, 1976).

A study by McCausland and Stewart (1974) cited the results of an analysis of factors affecting the success of 154 college freshman enrolled at the University of Wyoming. College freshman grade point average, study skills, high school grade point average, and other variables were examined. The primary purpose of the study was the identification of study and attitudinal factors which were relevant to college success. It found the high school grade point average in addition to the ACT composite scores to be a good combination for selection purposes. While McCausland and Stewart concluded that high school averages tended to be the best cognitive indicator of college success, high school grade point averages did not indicate specific student strengths and weakness. Therefore, for diagnostic and counseling purposes at the college level, the high school grade point average had little value. The results of this study suggested that the cognitive and non-cognitive variables of academic aptitude, study skills and attitudes were important components of college success (McCausland, 1974).

A 1973 study by Chisson studied the records of college freshmen correlating high school grade point average, SAT scores, freshman English and mathematics grades, and total grade point average for the

first college semester. The study concluded that the high school grade point average was the most valued predictor (Chisson, 1985). Goldman and Slaughter (1976) attempted to discount grade point average composites as a valid predictor of total student performance. Errors in the selection of college students are universally related to the validity of the predictors employed. The generally weak validity with which grade point average in college has been predicted gives rise to a number of selection errors. This situation has produced criticism of standardized tests and a search for alternative models of fair selections. Goldman and Slaughter suggested that the problem was a criterion problem rather than a predictor problem. Their investigation demonstrated high validity for predicting grades in single classes. Since single class grades are components in the GPA composite, it seemed paradoxical that GPA prediction is inferior to grade point prediction in single classes. From their study, grade point averages of individual courses appeared to be valid, but due to different evaluation methods, and different grading standards in different types of college classes, performance in different subject areas was nonequivocal (Goldman and Slaughter, 1976).

A study by Tidd and Conine (1974) investigated correlations among physical therapy program courses, biological sciences, clinical performance and academic grade point average (GPA). High correlations between total grade point average and achievement in the biological and physical sciences were recorded, indicating that students performed better in clinical settings with increased biological and physical science training (Tidd, 1974).

Zufall (1974), in a review of research articles related to the selection of students in medical technology programs, found various

tests to be helpful as predictors of success. In a study by McCune and Rausch (1969), the predictor used was the Strong Vocational Interest Blank. The Strong Vocational Interest Blank employed 325 items to inquire about a respondent's interest in a wide range of occupations, occupational activities, hobbies, leisure activities, school subjects and types of people. The respondent was asked to indicate "like," "indifferent," or "dislike" in response to the items; the answers then were analyzed by computer to devise scores on 264 scales. The results of the Strong Vocational Index were reported on a sheet called a profile, which represented the scaled scores in an organized format, and interpretive information offered. Eberfield and Love (1970) used the Bell Adjustment Inventory, Kuder Preference Record, and Selective College Ability Test (SCAT) as an aptitude battery. The scores of these tests were used along with the grade point average (Zufall, 1974). The Selective College Ability Test is designed to measure academic aptitude, and has long been a staple in school testing programs. The Bell Adjustment Inventory reports six students scores concerning home, health, submissiveness, emotionality, hostility, and masculinity. The Kuder Preference Record (Kuder General Interest Survey) can help to provide a more complete picture of a school age person and can be especially helpful in making educational and vocational plans at various opportunities for choices in a person's career development.

Standardized Tests and Radiologic Technology Programs

The American College Test is a composite of four sub-tests which measure educational development in the areas of English, mathematics, social studies and natural sciences. The overall composite test is

regarded by their creators as measures of academic development which rely partly on the students' reasoning abilities and partly on their knowledge of the subject matter fields in an effort to emphasize their abilities to use both. The English usage sub-test measures students' understanding of the conventions of standard written English and the use of basic elements of effective expository writing: punctuation, grammar, sentence structure, diction, style, logic, and organization. The mathematics sub-test measures students' mathematical reasoning ability. The test emphasizes quantitative reasoning rather than recall of formulas, knowledge of specific techniques, or computational skill. The social studies reading sub-test measures students' ability to read, analyze, and evaluate social studies materials. There are two types of items: the first type (70 percent of the test) is based upon reading passages and the second (30 percent of the test) on general background or information. These items require inferential reasoning and the application of general information rather than rate recall of specific facts. The natural science reading sub-test measures students' ability to read, analyze and evaluate material from the natural sciences. The items require inferential reasoning and the application of general information rather than the rate recall of specific facts. The composite will be the average score for the English, mathematics, social studies, and natural sciences tests.

American College Test assessment results are summarized on the ACT Assessment College Report, which ACT sends to institutions and agencies designated by each student. The ACT Assessment also includes an interest inventory to help students compare interests with those of students who have completed various major college majors, and identifies groups of jobs the student may want to explore. According to the ACT,

the ACT examination is administered in 50 states while the Scholastic Aptitude Test (SAT) is administered in 22 states (Appendices B & C). About two-thirds of the majority of accepted freshmen nationally were in the highly-selective or top 10 percent of high school graduating classes which had average ACT Composite Scores between 27 and 31, while the SAT total (Verbal + Math) was between 1120-1290. The majority of accepted freshmen in the selective or top 25 percent of high school graduating classes had average ACT Composite Scores between 22-27, while the SAT total (Verbal + Math) was between 920-1090. The majority of accepted freshmen in the traditional or top 50 percent of high school graduating classes had average ACT Composite Scores of 20-23, while the SAT total (V + M) was between 810-950. Because the ACT examination is administered in 28 states and is used to a high degree at public community colleges, opinion rating questions were developed for the Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs.

Lauer (1981) examined the effects of six manipulatable factors on Registry performance in 15 Western college-based programs. Hospital-based and university medical center-based radiography programs were not studied. Two-year associate degree radiography programs delivered by community colleges and universities were studied. The findings implied that students had an equal chance for success on the Registry examination regardless of a number of factors including the educational expertise of faculty, the institutional academic degree requirement, the number of clinical education hours required, the methods used in assigning student to clinical affiliates, the use of on-campus energized laboratories, and the use of Registry preparation and review courses (Lauer, 1981). With the variety of training

approaches that exist among college-based radiography programs, further research will be needed to substantiate educational standards.

In Kavanaugh's study, grades in selected high school courses such as biology and algebra were compared to grades received in selected courses in the radiography curriculum. Biology was chosen as the admission reference because of its similarity to anatomy and physiology. Algebra was chosen as the mathematics reference because of its use as a required course and the frequency of algebraic problems in radiation physics, and principles of exposure, and problem solving questions on the certification examination. The results of the study appeared consistent with literature that cited high school grade point average, algebra grades and biology grades in the selection of radiologic technology students as valid predictors of success. The correlations between high school algebra and biology and radiography program counterparts were significant enough to continue to use these subjects as admission criteria, according to Kavanaugh. Kavanaugh made no statistical comparison between high school grade point average or grades in biology or algebra and the Registry Examination results, although reference was made to five first-time program failures on the American Registry of Radiologic Technologists Examination and their high school grade point averages, as well as algebra and biology grades (Kavanaugh, 1981).

A study by Schimfhauer and Broski (1976) investigated allied health students, examining the variables of the ACT subtest scores, high school grade point average and five subscores of the Allied Health Profession's Admission Test (AHPAT). Their study revealed that the math subtest of the ACT outranked preprofessional grade point averages in predicting success. When all allied health programs were combined, the grade point average was again the strongest predictor variable followed by the

mathematics subtest of the ACT, and the Allied Health Profession's Admission Test (AHPAT) verbal subtest score. Schimfhauer did not have evidence on Radiologic Technology as a specific allied health profession (Schimfhauer, 1976).

A study by Stankovich (1977) investigated the statistical predictability of academic performance. This study concluded that a student's success could be predicted by high school grade point average and college entrance test examination scores, specifically by examining the ACT mathematics subtest scores (Stankovich, 1977). A study completed by Bello (1977) concluded that valid factors predictive of success or failure were best determined by age, comparative placement and guidance program (CGP), reading and sentence scores, high school algebra grades and college science grades (Bello, 1977).

Merritt (1972) examined the predictive validity of the American College Test in determining college grade point averages for students coming from low socioeconomic backgrounds. Merritt concluded that the ACT was a valid predictor of college grades for students from low socioeconomic backgrounds (Merritt, 1972). Ferguson (1975) cited self-reported grades in ACT or Scholastic Aptitude Test composite scores and high school rank as admission criteria. Ferguson also reported that the American College Test was used for more than admissions at many colleges. Ferguson noted that when American College Test scores were combined with either high school grade point averages or high school ranking, the results were highly predictive of college success (Ferguson, 1979).

Wesolowski (1988) found that 45.2 percent of radiologic technology programs used the American College Test examination, 31.5 percent used the School/College Ability Test (SCAT), and 1.7 percent used the

Psychological Test Examination for Radiologic Technology. About eighteen percent (18 percent) of the radiologic technology programs indicated they used no pre-admission test, and Wesolowski questioned whether this was an oversight on the part of the respondents or if an open-door policy was in effect.

Francis (1990) investigated the relationship between pre-admission ACT Composite Scores and the Registry Examination for two-year community college programs. Program officials were surveyed to determine if there were any similarities among individuals who had failed the American Registry of Radiologic Technologists examination on their first attempt. High school grade point averages; algebra, biology and chemistry grades; college grade point average; college grades in courses such as anatomy and physiology; radiographic exposure; and exposure techniques and physics were all examined. Results demonstrated no similarities among this group who had failed the ARRT in their first attempt. Only one item did appear to be related, and that was that six of the seven failing students had ACT composite scores of 14 or lower. The program director decided to determine the connection, if any, of the students' pre-admission ACT composite scores and the graduates' scores on the American Registry of Radiologic Technologists examination. The resulting modification of the radiologic technology program admission criteria and its effect upon the Registry examination results revealed a threefold reduction in failure rate after the revised admission criteria were implemented. The modified admission criteria implemented in 1982 was as follows: high school transcript evaluation, interview and ACT Composite Score. The major change in the admission criteria was that the ACT Composite Score was relied upon much more heavily than in the past for making admission decisions (Francis, 1990).

A study by Macomber and Sanders (1984) studied the effect of a mock Registry examination score and a student's grade point average on the student's performance on the actual Registry examination itself. The results of their research showed that the mock registry score and the student's grade point average were statistically significant in predicting success on the American Registry of Radiologic Technologists examination. A student's mock registry score was found to be the most reliable predictor of success on the American Registry of Radiologic Technologist's examination (Macomber, 1984).

Competency-based learning and clinical performance can also be related to cognitive criteria, such as grades and intellectual ability, but typically only negligible relationships have been established (Wingard, 1973). Therefore, the traditional admission predictors of grades and intellectual ability can be said to be ineffective measures of competency-based learning and clinical performance in the field of radiologic technology. Attention is now turned to a brief review of the literature of professional medical education, with emphasis on the non-cognitive and affective domains.

The Kegel-Flomm study (1975) investigated the performance rating of medical interns on four dimensions: knowledge of medical sciences, clinical effectiveness, interpersonal effectiveness, and overall competence/professional promise as a physician. In addition, the Kegel-Flomm study questioned the extent to which ratings of intern performance could be predicted from earlier measures of aptitude, achievement and personality. They found that when admission data, personality inventory measures, and medical school performance were considered together, (1) the supervisors' ratings of interns were best forecast by earlier medical school faculty ratings, (2) self-ratings

were forecast best by a combination of personality inventory measures and medical school grades, and (3) peer ratings were best predicted by a combination of personality inventory measures. Premedical grades, Medical College Admission Test scores, and admission interview ratings failed to predict ratings of intern performance. The performance of medical interns is apparently associated more with personal qualities and medical training than with relative levels of aptitude and undergraduate achievement (Kegel-Flomm, 1975).

Traditional admission predictors are cognitive in nature and have been proven to be ineffective in measuring clinical performance (Richards, 1962). Quality clinical performance requires not only cognition but also proficiency in the affective and psychomotor domains. It is in these latter domains that new predictors would be beneficial. Coupled with the traditional predictors, they would provide a more complete appraisal of the full potential of the applicants. Attention is now turned to a discussion of the research related to these non-cognitive predictors.

Non-Cognitive Predictors

The Carnegie Council on Policy Studies in Higher Education outlined a variety of admission considerations that should be taken into account as individuals responsible for professional education programs scrutinize their applicants (Carnegie Council, 1977). These criteria include special abilities of an affective or psychomotor type, special interests, special demographic personal identifications such as ethnicity or county of residence, special personal characteristics, contributions to diversity of the student community, potential

contribution to the profession, contribution to the identity of the institution and contribution to the political, economic, or community needs of the professional program. The majority of the commission's considerations can be considered to be non-cognitive variables (Dietrich, 1981).

Quantifying an applicant's affective characteristics is perhaps the most difficult task in student selection at any level of graded education. The rubric of the affective domain includes traits such as self-concept, self-esteem, values, motivation, attitudes, and interests. Those responsible for student selection should identify the importance of personality characteristics and their special attributes or traits (Dietrich, 1981). Because the maintenance of standards of excellence in radiologic technology admissions is necessary to assure accountability and quality care by program graduates, it is essential that reliable predictors, both cognitive and non-cognitive, be developed to assess the full potential for success of all individuals in the radiologic technology applicant pool (Blagg, 1985).

Research findings of the use of non-cognitive predictors in the allied health field of radiologic technology is very limited. In order to increase predictive efficiency, some investigators have added non-cognitive variables to their data bases (Blagg, 1985). Traditional admissions criteria, including previous academic performance and aptitude tests, have been researched to be effective cognitive predictors of academic success.

In a study by Murden (1978) the researcher examined admissions data, including both cognitive factors and interview ratings for five classes of University of Missouri at Columbia Medical School. The study revealed that each applicant was rated on the traits of maturity,

non-academic achievement, rapport, and motivation for medicine. Neither of the cognitive measures of grade point average (GPA) or Medical College Admissions Test scores were related significantly to internship scores. The authors concluded that had greater emphasis been placed on personal characteristics or non-cognitive variables in the admission criteria, the overall abilities of graduates of the classes would have been enhanced (Murden, 1978).

Keck (1979) utilized both cognitive and non-cognitive variables in an attempt to predict clinical performance of medical residents at the University of Missouri-Kansas City (UMKC) School of Medicine. The cognitive variables included undergraduate grade point average, scores obtained on a "Quarterly Profile Examination" (a multiple choice examination administered every three months throughout a student's matriculation taken prior to graduation from medical school) and scores on Parts I and II of the National Board of Medical Examiners. Non-cognitive variables included Holland's Self-Directed Search, the Omnibus Personality Inventory, and total scores received on an admissions interview. Clinical scores were obtained from a residency evaluation form filled out by clinical supervisors of their residents. The authors concluded that a combination of cognitive and non-cognitive predictor variables function much better than any individual variable, or even any specific class of variables, in predicting success in clinical performance (Keck, 1979).

Molidor and his associates (1978) investigated the effectiveness of non-cognitive measures of problem-solving ability as screening mechanisms for medical school admissions. The measures of problem-solving ability included the Pictorial Reasoning Test, the Remote Associations Test, the Watson-Glaser Critical Thinking Appraisal,

the State Trait Anxiety Inventory, the Anxiety Scale, and the Study Habits Inventory. The scores received on these measures were regressed on several measures of student performance in medical school, including appearance, health, ability to work with others, adaptability, attitude regarding supervision, nursing care, dependability, charting, care of property, interest in nursing, judgement, professional conduct, punctuality, planning ability, work relationship to patient, teaching interest and teaching ability. In the stepwise multiple regression, Molidor and associates entered Medical College Admission Test scores and previous grade point averages first, and then entered the six independent measures of problem solving ability, with only gain scores being reported. The highest gain was associated with Clinical Problem Scores (Molidor, 1978). The authors did not report which of the measures contributed most to the gain scores; therefore these results should be viewed with caution (Blagg, 1985).

Sheenan (1979) studied the relationship between moral judgement as a function of integrity and the clinical performance of medical students. Students were rated by faculty in eighteen areas of personal characteristics. Moral judgement was measured in relation to Kohlberg's six stage theory of moral development. Kohlberg identified three levels of moral reasoning: (1) preconventional, stages one and two (lowest levels); (2) conventional, stages three and four; and (3) principal, stages five and six (highest levels). These stages were measured by Kohlberg's Standard Moral Judgement Interview and by Rest's Defining Issues Test. These two measures of moral reasoning were correlated to the clinical performance scores. Results showed a significant correlation between Kohlberg's Standard Moral Judgement Interview score and clinical rating scores. Canonical correlation analysis, which

relates to the most significant forms or schemata to which general equations, statements, or expressions may be reduced without loss of generality, showed a statistically significant relationship existing between the Defining Issues Test scores and the 18 clinical performance characteristics measured by faculty ratings (Sheenan, 1979).

Finegan (1967) investigated the attribute of motivation as a contributing factor in clinical performance of nursing students. Motivation was measured with the Personal Values Inventory, while the student performance was measured by scores received on the Scholarship Aptitude Test, the National League of Nursing Achievement Test, grade point average in nursing courses, and scores received on the Clinical Raters Evaluation Sheet and Clinical Form Score. Students were evaluated using the Clinical Raters Evaluation Sheet (CRES) in areas of personal characteristics, technical performance, and relation to co-workers. The Clinical Form Score was based upon student performance in 17 clinical areas including appearance, health, adaptability, relationship to patient and teaching ability. The highest correlations to the Clinical Raters Evaluation Sheet scores were the Direction and Insight Scores of the Personal Values Inventory. The highest correlations to the Clinical Form Scores were Direction and Planning Scores of the Personal Values Inventory. The findings suggested that it might be possible to develop a standardized measure of motivation that could help to predict nursing student success (Finegan, 1967).

Ryden (1977) hypothesized that nursing students with higher interpersonal relationship scores would achieve higher scores in clinical rotations. Following this view, competencies developed by an allied health program should be supported by specific behavioral objectives documented throughout a clinical curriculum, and that the

student(s) should competently perform a full range of medical duties and procedures during the assigned rotations through a clinical education center hospital. The student's skills in interpersonal relations were evaluated via the Interpersonal Relationship Rating Scale (IRRS). The correlation between clinical examination scores and the mean cumulative rating of the students on the IRRS was significant, ($r = 0.45$), supporting the Ryden's hypothesis (Ryden, 1977).

In another study of the relationship between self-concept and the clinical performance of nursing students, Burgess (1980) administered the Tennessee Self-Concept Scale to 100 students entering a baccalaureate nursing program. The collected data did not support the hypothesis that a significant relationship could be found between the self-concept of the undergraduate nursing students and their clinical performance (Burgess, 1980).

Jenssen (1969) studied the cognitive style variable of dogmatism, measured by the Rokeach Dogmatism Scale, positioning on the democratic-autocratic continuum measured by the Traditional Family Ideology Scale, and the relationship to successful nursing performance. Nursing students were administered both instruments upon entry into the four-year nursing program, at the end of their freshman year, and at the end of six months of clinical training. Senior and graduate nursing students were administered the instruments as well. The results showed that freshman students did not change in dogmatism but did exhibit less authoritativeness than did the graduate nursing students. There was no significant difference in dogmatism scores between graduate and senior nursing students. The author suggested that results of the study indicated a usefulness of the Rokeach Dogmatism Scale and the

Traditional Family Idology Scale instruments for selection of students into the nursing program (Sheenan, 1979).

Gunning (1981) examined a cognitive style paradigm (field-independence-dependence), critical thinking ability, and clinical problem solving ability of baccalaureate nursing students. Field-independence-dependence was measured by the Group Embedded Figures Test. Critical thinking ability was measured by the Watson-Glaser Critical Thinking Appraisal, and clinical problem solving was measured by the Nursing Performance Simulation Instrument. The results showed a significant correlation between field independence and critical thinking ability, and between field independence and clinical problem-solving ability. There was no significant correlation found between critical thinking ability and clinical problem-solving ability (Gunning, 1981).

Bailey (1969) investigated the relationship between psychiatric clinical internship scores and scores on the Strong Vocational Interest Blank (SVIB), the Multiphasic Personality Inventory (MPI) and the Florida Placement Examination for female occupational therapists. The Strong Vocational Interest Blank employs 325 items to inquire about a respondent's interest in a wide range of occupations, occupational activities, hobbies, leisure activities, school subjects and types of people. The respondent is asked to indicate "Like", "Indifferent", or "Dislike" in response to the items; the answers then are analyzed by computer to derive scores on 264 scales. The results are reported on a sheet called a profile, which represents the scaled score in an organized format with interpretive information. The authors attributed the high effectiveness of the SVIB in predicting the performance rating component to the fact that the SVIB scales are not only a measure of interest but also a measure of various components of personality,

aptitude and perhaps even attitudes. Thus, adding the Strong Vocational Interest Blank may be a useful instrument for predicting performance ratings (Bailey, 1969).

Interpersonal communications is a factor that has been incorporated into admissions systems for medical technologists receiving a baccalaureate degree (Rifken, 1981). The medical technology programs admission system studied utilized both academic and nonacademic factors. Nonacademic factors included an overall impression score that "generates an overall positive response in interpersonal communications." This score was tabulated from scores received on an interview and from letters of reference. The authors found that this score correlated significantly with scores received by students on clinical ratings in microbiology, chemistry and hematology in their senior year but not with work experience ratings obtained from the first superiors of graduates in their first year of employment. The authors suggested that interpersonal communications may be a major component of what is actually being measured by clinical supervisors (Rifkin, 1981). An interview or letter(s) of reference can be classified as information sources of the affective domain, usually classified as a non-cognitive predictor.

Bork (1980) studied the role of cognitive style in the clinical evaluation performance of undergraduate physical therapy students in medical problem solving. The paradigm identified an individual's method of information gathering (perceptive or receptive mode) and information evaluation (systematic or intuitive mode). The results of the study provided evidence that individuals who scored high on patient history-taking and physical assessment were more likely to operate in the intuitive mode. Patient data omitted on a patient's medical chart

were mostly associated with a student's grade point average. Information gathered by students in the perceptive mode differed from conclusions reached by physical therapy experts. This study indicated that cognitive styles as well as content knowledge influenced the ability of an individual to solve patient problems (Bork, 1980). Therefore, it was hypothosized that cognitive and non-cognitive variables could be used to evaluate an undergraduate allied health student's ability to solve patient problems.

In summary, cognitive as well as non-cognitive variables could explain the variance in a student's clinical performance score(s) for medical education as well as nursing and allied health education. Certain allied health professions, especially those dealing with patient assessment (which includes radiologic technology), demand a high level of the complex cognitive skills of analysis and synthesis. In a 1981 study, Wesolowski suggested that in clinical education, the student radiographer must be observed and evaluated in many different situations with respect to numerous psychomotor abilities. Wesolowski also argued that the evaluation could be used as one of many tools to impact knowledge and skills to the student (Wesolowski, 1981).

Quality clinical performance for graduates of community college nursing and allied health programs requires not only cognition but also proficiency in the affective and psychomotor domains. It is in these latter domains, especially the affective, that useful non-cognitive predictors of success would be most beneficial. When coupled with traditional predictors, they would provide a more complete appraisal of the full potential of applicants to radiologic technology programs. Given the high applicant rejection rates, the existence of these selective programs within open-access open door institutions, and the

need for the field to increase the number of underrepresented women and minorities, it is vital that the selection process be done with accuracy while accounting for sometimes diverse programs objectives and goals.

Quantifying applicant affective characteristics is perhaps the most difficult task in allied health student selection. The rubric of the affective domain includes such traits as self-concept, self-esteem, values, attitudes and interests. The four major information sources (essays, interviews, standardized personality tests [eg.: Myers Briggs Type Indicator], letters of recommendations) can be used in the affective assessment of applicants. The absence of a universally acceptable taxonomy makes precise measurements in the psychomotor domain much more complex. The major elements of the domain, namely fine and gross motor skills and perceptual-motor abilities, can be evaluated in terms of relative importance with respect to entry-level tasks analysis prior to use in student selection to aptitude testing for radiologic technology programs (Dietrich, 1981). Attention is now turned to the area of aptitude testing.

Aptitude Testing

The content of the Psychological Services Bureau (PSB) Health Occupations Aptitude Examination is the result of an assessment of the requirements and needs expressed by those professionals having the responsibility in preparing qualified, competent practitioners for health careers in a variety of specialized fields such as nursing and radiologic technology.

The problem of selection, differentiation and guidance of candidates for admission concerns all involved with the education of individuals

for allied health professions. Programs functioning without comprehensive screening procedures may find a student's chances of success quite poor, and since allied health programs often cost three times to five times more than regular academic courses to deliver at community college, it is important to "match" students and programs in an efficient manner. The PSB Health Occupations Aptitude Examination is specifically designed to measure a conglomerate of abilities, skills, knowledge and attitudes which are crucial to what may be called "aptitude" for successful participation in the allied health programs at community colleges. The PSB Health Occupations Aptitude Examination has been revised, in part because of the extensive analysis of field test data and feedback from field test administration that has been conducted over the years. The revised PSB Health Occupations Aptitude Examination is especially designed for Allied Health Education Programs with demonstrated criterion-related (predictive) validity. The Revised PSB Health Occupations Aptitude Examination provides a relevant unbiased, culture-minimized assessment of thinking skills and essential functional information.

In 1983, and again in 1985, Reinking administered the PSB-Health Occupations Aptitude Examination to students in a junior college Surgical Technology program. The findings indicated a positive correlation between the PSB-Health Occupations Aptitude Examination student scores earned at the time of admission to the Surgical Technology Program and the student's subsequent cumulative grade point average at the time of completion of the program (Reinking, 1983 and 1985).

Miller (1985) used the PSB-Health Occupations Aptitude Examination to predict achievement (success or failure) in the completion of

academic and clinical work in radiologic technology. The use of the examination took place over a period of four years. The results obtained from the PSB-Health Occupations Aptitude examination, which was administered to students prior to admission to school, coincided with the subsequent earned score on the evaluative criterion connected with the student's completion of the educational program for radiologic technologists. The outcome of this study showed that the PSB-Health Occupations Aptitude Examination scores were predictive of earned scores on the National Registry Examination (Miller, 1985).

A study by Myers (1985) compared the relationship between scores earned by hospital-based radiologic technology students, at the time of admission to the program, on the PSB-Health Occupations Aptitude Examination with (1) the cumulative grade point average on the graduated classes of 1984 and 1985, (2) the final examination scores of the graduated classes of 1984 and 1985, (3) the cumulative grade point average of the class of 1986, and (4) the cumulative grade point average of the class of 1987 (two months in the program). This first part of the study involved comparing PSB-Health Occupations Aptitude Examination scores earned by students at the time of admission to the radiologic technology program with the student's subsequent cumulative grade point average. The question that was raised was did the scores from the five tests comprising the PSB-Health Occupations Aptitude Examination predict subsequent cumulative grade point averages for students in the classes described above? The second part of Myers study concerned the establishment of any relationship between the students' scores earned on the PSB-Health Occupations Aptitude Examination and the students' scores earned on the final examination. A review of Myers' findings indicated there existed a positive correlation between the PSB-Health Occupations

Aptitude Examination scores and subsequent student cumulative grade point averages, as well as scores earned on the programs final examination. Programs functioning without a comprehensive screening procedure may find a student's chances of success quite poor (Myers, 1985).

The Registry Examination

The American Registry of Radiologic Technologists (ARRT) requires that candidates who plan to take its Registry Examination must have successfully completed a program of formal education which has been approved by the Committee on Allied Health Education and Accreditation. All applicants who have completed a program of formal education must have completed the eligibility requirements by the date of the examination take this 200-item objective test. The examinee is given three hours to complete the examination, which is administered March, July and October annually across the United States. The examination scores are reported as scale scores, with a scaled score of 75 constituting a passing grade. The examination is divided into five subject areas: radiation protection, equipment operation and maintenance, image production and evaluation, radiographic procedures, and patient care and management. The range of scores for the Registry examination is a low of/and a range of 99, according to the ARRT officials. The reliability of the ARRT examination varies from test date to test date, but the Kuder-Richardson (KR20) is reported to be in the range of .92 to .94 for the ARRT examinations given between 1979 and 1986. The Kuder-Richardson formula 20, a type of reliability coefficient, provides relatively conservative estimates of the

coefficient of equivalence. In terms of test theory, the coefficient of equivalence is the most desirable index of test reliability, since it involves two different representative samples of items.

The examination administered in 1991 was the second set assembled based upon the revised content specifications developed as a result of the ARRT Jobs Analysis Update Project. Approximately 15,000 examinations were administered in the three component parts of the radiologic technology profession--radiography, nuclear medicine technology, and radiation therapy technology--in the three separate 1991 testing sessions. Radiography examinations accounted for approximately 88 percent (n = 8016) of the total, nuclear medicine technology for about 5 percent (n = 561), and radiation therapy technology for about 7 percent (n = 685). There were a total of 9,352 first-time regular examinees who took the 1991 Registry. Table III, the "Performance of First-Time Examinees on the American Resigtry of Radiologic Technologists Examination, 1991," shows overall performance of the examinees in the three administrations made that year. According to the report of the percent passing, about 19 percent of all radiography examinees failed the test the first time.

TABLE III

PERFORMANCE OF FIRST-TIME EXAMINEES ON THE AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS EXAMINATION, 1991

Test	Administration	Mean Scaled Score	Standard Deviation	Percent Passing
Radiography	March 1991	79.7	8.30	74.7
	July 1991	82.3	7.14	85.7
	October 1991	81.8	7.26	84.1
	Mean for 1991	81.9	7.32	84.1

TABLE IV

FIRST-TIME PERFORMANCE OF EXAMINEES, ON THE AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS MARCH, JULY, AND OCTOBER EXAMINATIONS, BY REGIONS, 1991

REGION	DATA	RADIOGRAPHY		
		March	July	October
Northeast	$\bar{x}$ N	78 (79)	82 (895)	82 (1052)
Southeast	$\bar{x}$ N	82 (146)	83 (1033)	82 (858)
Central	$\bar{x}$ N	80 (96)	82 (111)	82 (789)
West	$\bar{x}$ N	80 (322)	82 (884)	81 (786)

Notes: $\bar{x}$ = mean (average) scaled score for regular first-time examinees.

N = number of regular first-time examinees.

The examination scores are reported as scaled scores, with a scaled score of 75 constituting a passing grade.

Table IV, "First-Time Performance of Examinees on the American Reigstry of Radiologic Technologists March, July, and October Examinations by Regions, 1991," groups the performance data into four regions of the country. The mean performance is reported in terms of scaled scores. Scaled scores are not percentages, but rather are a statistically derived unit of measurement taking into account differences in the average difficulty of test forms. The forms of the examination used for the March, July and October administrations are made up of different sets of items; the use of scaled scores allows

direct comparison of scores on these forms. This would not be true if scores were reported as percentages.

Summary

The absence of current information on radiologic technology selection procedures for programs based in community colleges provided the impetus for this national study. From the preceding review of the literature, including literature related to the student selection processes at medical schools, nursing programs and other health care programs, there appears to be a number of cognitive and non-cognitive variables that have been identified that can be used to predict didactic and clinical performance in the various allied health professions. It would appear then that radiologic technology program directors should maintain standards of excellence in admissions by use of cognitive as well as non-cognitive predictors to assess applicants more completely and accurately (Essentials, 1990).

Demographic studies show that the proportion of the U.S. population 18 to 23 years old has been declining and will continue to decline through the mid 1990s. This will make it difficult for all allied health programs, including radiologic technology programs, to attract traditional-aged qualified applicants. Many other opportunities will compete for this population's attention. Therefore, greater efforts will have to be made to maintain allied health's market share of perspective students. This was noted by the Institute of Medicine in 1989:

> A key to the viability of allied health education is its capacity to maintain its share of qualified students from the traditional college-age applicant pool while tapping into less traditional pools of students particularly minority students (Institute of Medicine, 1989, p. 7).

Comprehensive data collection concerning applicants to allied health programs is not currently being performed. The Committee on Allied Health Education and Accreditation (CAHEA) does perform annual surveys in several allied health fields regarding whether the number of applications to programs are increasing, decreasing, or remaining the same. Unpublished survey data from the American Society of Allied Health Professions suggest that radiologic technology programs average only slightly more applicants than are needed to fill classes, despite consistently good long-term employment projections for radiologic program graduates, as shown by various Bureau of Labor Statistics labor market studies. Radiologic technology academic administrators are therefore concerned that with fewer applicants from which to select, the quality of the student will decline. For these above mentioned reasons, student selection presents one of the most perplexing problems for health care educators, including radiologic technology educators.

From the preceding review of literature, there was research of reliable predictors to use as selection criteria of perspective radiologic technology students (Ballinger, 1976; McCausland, 1974; Chission, 1985; Schimfhauer and Broski, 1976). Quantifying the radiologic technology applicants' affective characteristics increases predictive efficiency (Dietrich, 1981; Blagg, 1985; Murden, 1978; Keck, 1979; Finegan, 1967; Burgess, 1980). Aptitude testing should be used to measure aptitude for the educational process structure to produce proficient allied-health practitioners (Reinking, 1983, 1985). The

outcome of aptitude testing scores can be predictive of earned scores on the American Registry of Radiologic Technologist Examination (Miller, 1985; Myers, 1985).

Based on the review of the literature, it is clear that the field of radiologic technology is a relatively young field, that the community college should provide "equal opportunities for all persons," and that the cognitive and non-cognitive characteristics of entry-level radiologic technology students can be evaluated. The question remains as to which cognitive and non-cognitive variables will be predictive of success in community college radiologic technology educational programs, and how these variables can be best assessed.

CHAPTER III

METHODOLOGY

The primary purpose of this study was to assess and analyze perceptions of community college radiologic technology program directors and their usage of selection criteria for prospective students. The perceptions and opinions were quantified in terms of the participant's responses on The Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs, an instrument developed for this study.

This chapter includes the components of the design of research through which the purpose of the study was accomplished. This chapter is divided into the following sections: definition and selection of populations, a description of the research instrument and the procedures used in data collection, and the statistical methods used in manipulating the collected data.

The Definition and Selection of Populations

Due to the focused scope of this study, population of community college radiologic technology programs in the United States were included and comprised the 199 community college radiologic technology programs that awarded an Associate Degree in Radiologic Technology. Community

college radiologic technology program directors familiar with and responsible for student assessment and selection were surveyed. Program directors were surveyed because program officials are most often directly responsible for establishing procedures for determining that prospective applicants meet academic and technical standards required for admission to community college radiologic technology programs. Program directors were also surveyed because radiologic technology program officers are knowledgeable of the Registry requirements and JRCERT accreditation guidelines.

Radiologic technology programs are generally two to four years in length depending on program design, objectives and the degree or certificate awarded. A high school diploma or its equivalent, with an educational background in basic sciences and mathematics, is generally required prior to entry. Additional admission requirements of the sponsoring educational institution also must be met (Allied Health Education Directory, 1990).

According to the Joint Review Committee on Education in Radiologic Technology (JRCERT), a structured curriculum with clearly written course syllabi which describes learning objectives and competencies to be achieved for both the didactic and supervised clinical education components should be provided for by the radiologic technology program. The curriculum should be based on clearly stated objectives that identify professional competencies and enhance cognitive and non-cognitive capabilities. Curriculum content to produce graduates who are both competent and compassionate should also be provided. Instilled professional values should be evidenced by affective domain objectives and evaluations (refer to page 6 in Appendix A, Essentials, 1990).

The evaluation system should be related to program philosophies, goals, and competencies, provide students with ongoing as well as terminal evaluations and serve as a reliable indicator of the effectiveness of instruction and course design criteria for successful performance. The evaluation system should be equitably applied without discrimination (Essentials, 1990). The American College of Radiology, the American Medical Association, and the American Society of Radiologic Technologists cooperate to establish, maintain and promote appropriate standards of quality for educational programs which meet or exceed the standards as outlined in the Essentials. Accreditation is a process of external peer review in which a private, non-governmental agency or association grants public recognition to an institution or specialized program of study that meets certain established qualifications and educational standards, as determined through initial and subsequent periodic evaluations. The purpose of the accreditation process, then, is to provide a professional judgement of the quality of the educational institution or program and to encourage its continued improvement. The maximum duration of accreditation for radiologic technology under JRCERT is five years.

Research Instrument

The Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs (Appendix D) was developed for use in assessing the perceptions of community college radiologic technology program directors and their use of selection criteria for prospective students. The questionnaire was designed as a mail survey to assess the opinions of community college radiologic program directors, but had

applicability to program faculty or others responsible for determining which prospective student applicants meet academic and technical standards required for admission to community college radiologic technology programs. The five point Likert-type questionnaire was intended to measure the general attitudes toward community college radiologic technology programs by measuring the general opinions of individuals toward three facets-cognitive and non-cognitive domains-which were deemed as most important in determining the overall attitude toward community college radiologic technology education (Essentials, 1990).

The cognitive domain includes all objectives which deal with the intellectual behaviors of the learner. The non-cognitive domain includes personality characteristics and their special attributes or traits with emphasis on some muscular or motor control.

Research Instrument Development

The development of the Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs involved the investigation of an expansive list of items found in the related literature and derived from opinion, attitudes and beliefs regarding community college radiologic technology student selection. This complete set of opinion ratings and general information questions was administered to five (5) nationally recognized program directors who determine which prospective student applicants meet academic and technical standards required for admission to radiologic technology programs. While attending the Fifty-Fifth Annual Convention of Kansas Society of Radiologic Technologists at Dodge City, Kansas in 1991.

Revisions of the survey were based upon the advice of these expert program directors employed by four-year college or university, vocational or technical schools, and hospital or medical centers radiologic technology programs. A 52 item, five scale ("strongly agree," "agree," "disagree," strongly disagree," and "no opinion") Likert-type questionnaire was sent to the 199 community college radiology technology programs in the United States. The source utilized for selection of accredited community college radiologic technology programs was the Allied Health Education Directory (Allied Health Education Directory, 1991).

Data Collection Procedure

While the validity of a descriptive survey which utilizes a mail survey can be threatened by a low response rate, the survey was planned to mitigate against this by establishing credibility for the study through a request for the completed surveys to be returned within a two week timeframe. An introductory letter (Appendix E) accompanied the survey (Appendix D) explaining the object of the study. If the surveys were not returned within this timeframe, a follow up letter (Appendix F) and a copy of the survey were sent with a ten day deadline (Dillman, 1978). Postage paid return envelopes and the promise that all survey results were analyzed in strict confidence and also was assured.

The questionnaire was mailed in April, 1991, with a cover letter explaining the study's educational significance and the importance of their participation. In addition, a self-addressed stamped envelope was included for ease of response. The confidentiality of responses was assured in the cover letter as well as on the questionnaire. As

recommended by Dillman (1978), a second cover letter and questionnaire were mailed in July, 1991, to those failing to respond to the first mailing. It was anticipated that with this double request procedure, there would be a 50 percent response rate.

Statistical Procedure

Data were obtained from a descriptive survey that sought to determine the incidence and distribution of the characteristics and opinions of community college radiologic technology program directors. The purpose of this survey was not to be scientific, but to be action and policy oriented.

Frequency distribution and descriptive statistical analysis of the data were performed including numerical tabulations, the means, standard deviation, median and frequencies. Tables were constructed to show upper and lower limits, midpoint frequencies, relative frequency, cumulative frequency, and cumulative relative frequency. Classifications were related to the opinions ratings: (0) no opinion; (1) strongly disagree; (2) disagree; (3) agree and; (4) strongly agree. Upper and lower limits were related to numerical values of .5 - 1.5 for the opinion - strongly disagree; 1.5 - 2.5 for the opinion - disagree; and 2.5 - 3.5 for the opinion - agree; and 3.5 - 4.5 for the opinion - strongly agree with midpoints for each opinion being 1.0 - 4.0, respectively. Frequency was the number of individuals in use of two or more categories or classes. The data were loaded into the Student Edition of Minitab Statistical Software for analysis. According to Kerlinger's survey methodology (1979), analysis consisted of the categorizing, ordering, manipulating, and summarizing of data. These

results are presented and interpreted in the following chapter, to which attention is now directed.

CHAPTER IV

ANALYSIS OF THE DATA

The primary purpose of this study was to assess and analyze perceptions of community college radiologic technology program directors throughout the United States and their usage of selection criteria for prospective students. The perceptions and opinions were quantified in terms of the participant's responses on The Survey of Recruitment Admission and Selection Criteria for Radiologic Technology Programs, an instrument developed for this study. Due to the fact that the field of radiologic technology is considered to be a relatively young allied health profession and due to the limited research on community college radiologic technology entrance assessment and student successes, it was decided that an investigation of selection criteria related to community college radiologic technology programs would be significant. The organization of this chapter begins with an introduction, the demographics of the populations, and the results of analysis of the survey items.

Surveys were mailed to 199 public community college radiologic technology programs in the United States in 1991, according to a list provided by the Allied Health Education Directory with appropriate instructions as well as the information regarding the purpose of the study (Appendix D). There were 1,126 members of the American Association of Community Colleges in 1991, thus about one in six

institutions possessed radiologic technology programs. Only 181 public community colleges sponsoring radiologic technology programs could be said to have received the survey; 18 surveys were returned due to the fact they were undeliverable.

Use of a double mailing procedure yielded eighty (80) respondents to the survey. The gender composition of the respondents was 41 female or 51.3 percent and 39 male or 48.8 percent as shown in Table V, "Gender of Respondents to the Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs, by Number and Percent."

TABLE V

GENDER OF RESPONDENTS TO THE SURVEY OF RECRUITMENT, ADMISSION AND SELECTION CRITERIA FOR RADIOLOGIC TECHNOLOGY PROGRAMS, BY NUMBER AND PERCENT

GENDER	NUMBER	PERCENT
Female	41	51.2
Male	39	48.8
Total	80	100.0

In this descriptive study, the perception of community college radiologic technology program directors were assessed and results were also reported in terms of number and percentage. Table VI, "Job Classification of Respondents to the Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs, by Number and Percent," indicated that 93.7 percent of the respondents classified themselves as community college radiologic technology program directors, while four (5.0 percent) were faculty and one (1.2 percent) was classified as other.

TABLE VI

JOB CLASSIFICATION OF RESPONDENTS TO THE SURVEY OF RECRUITMENT, ADMISSION AND SELECTION CRITERIA FOR RADIOLOGIC TECHNOLOGY PROGRAMS, BY NUMBER AND PERCENT

POSITION	NUMBER	PERCENT
Program Director	75	93.8
Faculty	4	5.0
Other	1	1.2
Total	80	100.0

Table VII, "Educational Level of Respondents to the Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs, by Number and Percent," shows that 97.5 percent of the survey respondents expressed their education level. The most commonly held degree among the respondents was the Master's degree. It is interesting to note that nearly 40 percent of the respondents held a Bachelor degree or below, which leads one to wonder whether there is a need for radiologic technologists program directors to expand their professional development to upgrade skill levels.

TABLE VII

EDUCATIONAL LEVEL OF RESPONDENTS TO THE SURVEY OF RECRUITMENT, ADMISSION AND SELECTION CRITERIA FOR RADIOLOGIC TECHNOLOGY PROGRAMS, BY NUMBER AND PERCENT

DEGREE	NUMBER	PERCENT
Associate	9	11.5
Bachelor	22	28.2
Master	41	52.6
Specialist	3	1.3
Doctorate	5	6.4
Total	80	100.0

Item 52 of the General Information section of the survey asked the location of your schools. Response options were:

- major metropolitan area (1,000,000 or more),
- large city or metropolitan (100,000 to 1,000,000),
- town or medium city (10,000 to 99,000),
- small town or rural center (fewer than 10,000).

The majority of survey respondents were from large cities as shown by Table VIII, "Location of Community Colleges of Respondents to the Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs by Number and Percent. Thirty-four of the respondents or 43 percent indicated that their school of radiologic technology was located in a large city, 26 of the respondents or 33 percent indicated that their school was located in a medium-sized city, 12 of the respondents or 15 percent indicated that their school was located in a major metropolitan area, and 7 of the respondents or 8.8 percent indicated their community college radiologic technology program was located in a small town or center. According to the American Association of Community Colleges (AACC), the location of the community college will determine if it is classified as suburban, urban or rural.

TABLE VIII

LOCATION OF COMMUNITY COLLEGES OF RESPONDENTS TO THE SURVEY OF RECRUITMENT, ADMISSION AND SELECTION CRITERIA FOR RADIOLOGIC TECHNOLOGY PROGRAMS BY NUMBER AND PERCENT

LOCATION	NUMBER	PERCENT
Major Metro Area	12	15.2
Large City	34	43.0
Medium City	26	33.0
Small Town	7	8.8
Non-response or omission	1	0.0
Total	80	100.0

Table IX, "American Registry of Radiologic Technologists Certification Examination First Time Pass Rate," presents data regarding the first time pass rate of the American Registry of Radiologic Technologist's (ARRT) Certification Examination. The ARRT examination total score is reported as a scaled score. The scaled score does not equal the number of questions answered correctly, nor is it the percent of the questions answered correctly. Total scores for all examinees are converted to a score ranging from 1 to 99, with a scaled score of 75 defined as passing. The number of correct answers necessary to achieve a scaled score of 75 is based upon the judgement of the Registry's advisory committee regarding what level of performance constituted a minimal passing score and based on examination of actual scores and historical data available.

TABLE IX

AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS CERTIFICATION EXAMINATION FIRST TIME PASS RATE, 1991

Class	Lower Limit	Upper Limit	Midpoint	Frequency
at or below		76.5		0
1	76.5	77.5	77.0	1
2	77.5	78.5	78.0	2
3	78.5	79.5	79.0	0
4	79.5	80.5	80.0	6
5	80.5	81.5	81.0	0
6	81.5	82.5	82.0	2
7	82.5	83.5	83.0	0
8	83.5	84.5	84.0	2
9	84.5	85.5	85.0	3
10	85.5	86.5	86.0	0
11	86.5	87.5	87.0	2
12	87.5	88.5	88.0	6
13	88.5	89.5	89.0	1
14	89.5	90.5	90.0	7
15	90.5	91.5	91.0	1
16	91.5	92.5	92.0	5
17	92.5	93.5	93.0	2
18	93.5	94.5	94.0	2
19	94.5	95.5	95.0	4
20	95.5	96.5	96.0	2
21	96.5	97.5	97.0	5
22	97.5	98.5	98.0	6
23	98.5	99.5	99.0	6
24	99.5	100.5	100.0	11
above	100.5			

Mean = 91.9 Median = 92.5

According to Table IX, "American Registry of Radiologic Technologists Certification Examination First Time Pass Rate, 1991," the surveyed radiologic technology programs' first time pass rate of the ARRT Certification Examination had a mean of 91.9 percent and a median of 92.5 percent. This pass rate indicated 57.9 percent (n = 44) of the community college radiologic technology program students passed the ARRT Examination the first time the student took the exam with an average score of 91.9 percent.

Presentation of Data

Research Question One: What cognitive and non-cognitive selection criteria are currently being used? Tables X, XI, XII and XIII address Research Question One: What cognitive and non-cognitive selection criteria are currently being used, and contains the descriptive statistical analysis of items 41 and 42 of Part II, the General Information section of the survey (Appendix D).

TABLE X

RESPONDING RADIOLOGIC TECHNOLOGY PROGRAM DIRECTORS' USE OF STUDENT COGNITIVE SELECTION CRITERIA AND WEIGHTED INSTRUMENTS CURRENTLY BEING USED

	METRO		LARGE		MEDIUM		SMALL		TOTAL	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
ACT	2	12.5	10	23.8	14	40.0	1	11.1	27	87.4
AHAT			1	2.3	2	5.7			3	8.1
AHQT			1	2.3					1	2.3
APST			1	2.3	1	2.8			2	5.2
APT	1	6.2	1	2.3					2	8.6
ASSET	4	25.0	7	16.6	2	5.7	2	22.2	15	69.6
CAT			1	2.3					1	2.3
CBAP							1	11.1	1	11.1
CBP	1	6.2							1	6.2
CGP			1	2.3	1	2.8	3	33.3	5	38.5
CGPE			1	2.3					1	2.3
CPE					1	2.8			1	2.8
CPP	1	6.2							1	6.2
CPT					1	2.3			1	2.3
ENGL					1	2.3			1	2.3
GPA	2	12.5	1	2.3	1	2.8			4	17.7
HGPA					1	2.8			1	2.8
HOBE			1	2.3	1	2.8			2	5.2
IAE			1	2.3					1	2.3
MAPS	1	6.2							1	6.2
MATH			1	2.3					1	2.3
NJBS			1	2.3					1	2.3
OPEN	1	6.2							1	6.2
OWN	1	6.2							1	6.2
PSB					1	2.8	1	11.1	2	13.9
SAT	2	12.5	7	16.6	7	20.0	1	11.1	17	60.2

TABLE X (continued)

	METRO		LARGE		MEDIUM		SMALL		TOTAL	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
SCHL			1	2.3					1	2.3
SPT					1	2.8			1	2.8
TABE					1	2.8			1	2.8
TASP			2	4.7					2	4.7
TOTALS	16		39		36		9		100	

Note: Proper names for acronyms can be found in Appendix G.

Table X reveals that the most common cognitive selection criteria used by community college radiologic technology programs were the American College Test (87.4 percent), followed by the ACT Assessment (69.6 percent), and the Scholastic Aptitude Test (60.2 percent).

According to the descriptive statistical analysis of the responses of program directors' usage of student selection criteria and weighted instruments, it was found that rural community college radiologic technology programs relied more on ACT results than metro and large community college radiologic technology programs. It is also interesting to note that large community college radiologic technology programs had a higher reliance on the ACT Asset than rural and metro programs combined.

Table XI reveals the most common non-cognitive selection criteria used by community college radiologic technology programs were interview(s) (2.8 percent) and evaluation(s) (2.3 percent).

TABLE XI

RESPONDING RADIOLOGIC TECHNOLOGY PROGRAM DIRECTORS' USE OF STUDENT NON-COGNITIVE SELECTION CRITERIA AND WEIGHTED INSTRUMENTS CURRENTLY BEING USED

	METRO		LARGE		MEDIUM		SMALL		TOTAL	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
EVAL					1	2.3			1	2.3
INTV					1	2.8			1	2.8
TOTALS					2				2	

Note: Proper names for acronyms can be found in Appendix G.

Table XII reveals that the cognitive selection criteria used by responding radiologic technology program directors were college grade point average (33 percent), interview (31.5 percent), high school grade point average (31.4 percent), and course grade point average (27.1 percent).

TABLE XII

RESPONDING RADIOLOGIC TECHNOLOGY PROGRAM DIRECTORS' OPINIONS REGARDING COGNITIVE SELECTION CRITERIA USED IN 1990-1991, BY TYPE OF COMMUNITY COLLEGE

	METRO		LARGE		MEDIUM		SMALL		TOTAL	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
A & P			8	4.0	1	0.7			7	4.8
ACAD	1	2.1			1	0.7			2	2.9
ACT			7	4.7	6	4.7			13	9.4
ACTC					1	0.7			1	0.7
ACTM					1	0.7			1	0.7
ACTR					1	0.7			1	0.7
AMAT	1	2.1	1	0.8	1	0.7			3	3.6
ALGEBRA			10	6.7	2	1.5			12	8.2
APDT			2	1.3					2	1.3
APPL	1	2.1	5	3.3	1	0.7	1	3.1	8	9.4
APST					1	0.7			1	0.7
APT			1	0.6	1	0.7			4	2.8
ASSET	1	2.1	5	3.3	1	0.7	1	3.1	8	9.4
BIOLOGY			3	2.0	1	0.7			4	2.8
CGP							2	8.2	2	8.2
CGPA	8	10.8	10	8.7	8	5.3	2	8.2	28	33.0
*CGPC							1	3.1	1	3.1
CGPR							1	3.1	1	3.1
CGPV							1	3.1	1	3.1

TABLE XII (continued)

	METRO		LARGE		MEDIUM		SMALL		TOTAL	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
CHEMIST			5	3.3					5	3.3
CHGP			1	0.8					1	0.6
COLLEGE			1	0.8					1	0.6
COMP					2	1.8			2	1.5
CPC			1	0.8					1	0.5
CPT					1	0.7			1	0.7
CRED					1	0.7			1	0.7
DEGREE	1	2.1	3	2.0	1	0.7			5	4.9
DMD					1	0.7			1	0.6
DOMI	1	2.1							1	2.1
ENGL			3	2.0	4	3.1			7	5.1
EXPR	2	4.3	2	1.3	2	1.5	1	3.1	7	10.3
GED	1	2.1	1	0.8	1	0.7	1	3.1	4	8.7
GEOM			1	0.8					1	0.6
GNED	1	2.1	4	2.8	5	3.9			10	8.8
*GPA	8	13.0	7	4.7	8	6.3	1	3.1	24	27.1
GPC					1	0.7			1	0.7
*HGPA	5	10.8	11	7.3	13	10.2	1	3.1	30	31.4
HLEX					1	0.7			1	0.7
HS			2	1.3	2	1.5			6	9.1
HSA					2	1.5			2	1.5
HSBI			3	2.0					3	2.0
HSCM			1	0.8					1	0.8
HSMT			1	0.8					1	0.8
HSRANK			1	0.8	3	2.3			4	3.0
HSB					2	1.5			2	1.5
MAPS			1	0.8					1	0.8
MATH	2	4.3	5	3.3	4	3.1	3	9.3	14	20.2
MDTM			1	0.8					1	0.8
NIBS							1	3.1	1	3.1
ORNT			1	0.8					1	0.8
PHC			1	0.8	1	0.7			2	1.4
PREQ	4	8.7	1	0.8			1	3.1	8	12.4
PROF					1	0.7			1	0.7
PSB					1	0.7	1	3.1	2	3.9
QWE					1	0.7			1	0.7
READ			1	0.8					1	0.8
REME							1	3.1	1	3.1
SAT			3	2.0	2	1.5			5	3.5
SAT	2	4.3	7	4.7	7	5.5	1	3.1	17	17.6
SCNC	1	2.1	7	4.7	3	2.3	4	12.5	15	21.7
SCNS					1	0.7			1	0.7
SKET	1	2.1							1	2.1
SKILL	1	2.1							1	2.1
WOR					1	0.7			1	0.7
WRITING	1	2.1							1	2.1
TOTALS	43		125		99		25		317	

Note: Proper names for acronyms can be found in Appendix G.

Table XIII reveals that non-cognitive selection criteria used by responding radiologic technology program directors were interview(s) (31.5 percent), hospital visitations (12.6 percent) and references (5.0 percent).

According to the descriptive statistical analysis of the responses of program directors opinions regarding selection criteria used in 1990-1991, it was found that Metro community college radiologic technology programs relied more on college grade point, interview, high school grade point and grade point average, then the other types of community colleges. The medium community college radiologic technology program came within .6 percentage points of Metro community college radiologic technology programs in the usage of high school grade point average and interview as selection criteria used in 1990-1991.

TABLE XIII

RESPONDING RADIOLOGIC TECHNOLOGY PROGRAM DIRECTORS' OPINIONS REGARDING NON-COGNITIVE SELECTION CRITERIA USED IN 1990-1991, BY TYPE OF COMMUNITY COLLEGE

	METRO		LARGE		MEDIUM		SMALL		TOTAL	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
FILE					1	0.7			1	0.7
GOAL					2	1.5			2	1.5
*INTV	5	10.8	12	8.0	13	10.2	4	2.5	34	31.5
PBK					1	0.7			1	0.7
PHYS			8	4.0	1	0.7			7	4.8
PTCR					1	0.7			1	0.7
RECM							1	3.1	1	3.1
REFR			4	2.6	3	2.3			7	5.0
RESD					1	0.7			1	0.7
VISIT	2	4.3	3	2.0	4	3.1	1	3.1	10	12.6
WORKEXP	1	2.1	1	0.8					2	2.8
TOTALS	8		28		27		6		67	

Note: Proper names for acronyms can be found in Appendix G.

Cognitive and Non-Cognitive Selection Criteria

Attention is now turned to Question Two: What are the opinions regarding the selection criteria that are used now? Table XIV, "Responding Radiologic Technology Program Directors' Opinions Regarding Cognitive Student Selection Criteria Currently Being Used Now, addresses the opinions of community college radiologic technology program director's regarding the selection criteria that are being used now and contains descriptive statistical analysis of specific item numbers found in Part I: Opinion Rating of the survey (Appendix D).

TABLE XIV

RESPONDING RADIOLOGIC TECHNOLOGY PROGRAM DIRECTORS' OPINIONS REGARDING COGNITIVE STUDENT SELECTION CRITERIA BEING USED NOW

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 No. (%)
(1)... there is a correlation between a student's pre-admission ACT composite score and the student's score on the post graduate certificate exam sponsored by the ARRT.	0 (0)	3 (6.2)	14 (29.1)	27 (56.2)	4 (8.3)
(2)... there is a correlation between a student's pre-admission individual selection scores on the ACT and the ARRT examination.	0 (0)	2 (4.5)	14 (31.8)	25 (56.2)	3 (6.8)
(3)... there is a significant relationship between grade in high school science subjects and radiography curriculum counterparts.	0 (0)	4 (5.2)	16 (21.0)	48 (63.1)	8 (10.5)

TABLE XIV (continued)

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 No. (%)
(6)... the ACT is a valid predictor of college grades for students from low socioeconomic background.	0 (0)	10 (20.8)	20 (41.6)	16 (33.3)	2 (4.1)
(10)... a student's ACT scores combined with either HSGPA or high school ranking are highly predictive of radiologic technology program success.	0 (0)	3 (4.4)	20 (29.4)	37 (54.4)	8 (11.7)
(11)... ACT results are useful in counseling and guiding students.	0 (0)	4 (6.2)	7 (10.9)	42 (65.6)	11 (17.1)
(12)... the use of GPA as the only admission criteria limits admissions to only academic achievers and excludes others with less academic ability.	0 (0)	3 (3.8)	8 (10.2)	45 (51.6)	22 (28.2)
(13)... using the prediction of GPA as the only admission criteria excludes students with less academic ability but possibly great skills in leadership.	0 (0)	2 (2.6)	11 (14.6)	42 (56.0)	20 (26.6)
(15)... HSGPA combined with aptitude tests are more effective predictors of college grades than either one along.	0 (0)	2 (2.7)	10 (13.5)	44 (59.4)	18 (24.3)
(17)... are current radiologic technology programs, courses, policies, and procedures appropriate for adult learners.	0 (0)	2 (2.5)	14 (17.7)	49 (62.0)	14 (17.1)

TABLE XIV (continued)

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 No. (%)
(20)... traditional admission criteria, previous academic performance and aptitude tests, have excluded large numbers of individuals, many of whom who had the motivation and the personality characteristics necessary to succeed.	0 (0)	4 (5.6)	25 (35.2)	35 (49.2)	7 (9.8)
(23)... the goals and objectives of the radiologic technology program and the sponsoring institution should be related to cultivation of accepted applicant competencies so that an effective entry-level radiographer is a product of the two.	0 (0)	1 (1.5)	4 (6.0)	43 (65.1)	18 (27.2)

Respondents agreed generally that cognitive selection criteria is being used to select prospective applicants and to predict their success. Table XIV addresses item 1, where 64.4 percent (n = 31) of community college radiologic technology program directors agreed to strongly agreed that there is a correlation between a student's pre-admission American College Testing composite score and the student's score on the post graduate American Registry of Radiologic Technologists examination. However, of the total respondents, 32 did not express an opinion. The mean response had a value of 2.66 (s = 0.724) implied that the average respondent to this item agreed with item number 1. This conclusion is strengthened by the median value of 3. In the opinion of

the responding radiologic technology program directors, there is a correlation between a student's pre-admission American College Testing (ACT) Composite Score and the student's score on the post-graduate Registry Examination.

Table XIV also shows the correlation between a student's sub-test scores on the ACT and the Registry Examination. Sixty-three point six percent (n = 28) agreed to strongly agreed that there is a correlation between a student's pre-admission individual section scores on the ACT and the Registry Examination, with only 44 respondents, or 55.0 percent, addressed this item. The range of scores for the Registry examination is a low of/and a range of 99, according to the ARRT officials. The reliability of the ARRT examination varies from test date to test date, but the Kuder-Richardson (KR20) is reported to be in the range of .92 to .94 for the ARRT examinations given between 1979 and 1986. The Kuder-Richardson formula 20, a type of reliability coefficient, provides relatively conservative estimates of the coefficient of equivalence. In terms of test theory, the coefficient of equivalence is the most desirable index of test reliability, since it involves two different representative samples of items. Validity of the Registry examination is determined by content validity, and a numerical value for predictive validity is not calculated for the examination (Francis, 1990). This was item number 2 in the survey.

The correlation between grades in high school science subject(s) and radiography curriculum counterparts is also presented in Table XIV, item number 3 of the survey, where 73.3 percent (n = 56) of the respondents agreed to strongly agreed that there is a significant relationship between grades in high school science subject(s) and radiography curriculum counterparts. Of the total respondents, 4 did not express an

opinion. The mean response had a value of 2.78 (s = 0.698) which implied the average respondent to this item agreed with item number 3. This conclusion is strengthened by the median value of 3. This conclusion was also reached in Kavanaugh's study of selected high school courses and their relation to grades in selected courses in the radiography curriculum (Kavanaugh, 1981).

Table XIV also addresses item number 6 of the survey, where 37.5 percent (n = 18) of respondents to this item agreed to strongly agreed that the American College Test is a valid predictor of college grades for students from low socioeconomic backgrounds. Only 48 (60 percent) of the total respondents to the survey addressed this item with a mean value of 2.20 (s = 0.82) and a median value of 2. Forty percent (n = 20) of the respondents disagreed with the statement that the ACT is a valid predictor of college grades for students from low socioeconomic backgrounds.

Table XIV addresses item number 10 of the survey, where 66.1 percent (n = 45) of respondents to this item agreed to strongly agreed that a student's ACT scores combined with either high school grade point average or high school ranking are highly predictive of radiologic technology program success. Sixty-eight (85 percent) of the total respondents to the survey addressed this item. This same perspective was also reached by Ferguson (1979), who found that when the ACT scores were combined with either high school grade point averages or high school rank, the results were highly predictive of college success.

Table XIV addresses item number 11 of the survey, where 83 percent (n = 53) of the respondents to this item agreed to strongly agreed that ACT results are useful in counseling and guiding students. Of the total respondents, 16 did not express an opinion.

Table XIV addresses item number 12 of the survey, where 76 percent (n = 67) of respondents to this item agreed to strongly agreed that the use of grade point average as the only admission criteria limits admissions to only academic achievers and excludes others with less academic ability. Seventy-eight (97.5 percent) of the total respondents to the survey addressed this item. Academic achievers are those students who have, because of previous academic performance and achievement on aptitude tests, been academically successful.

Table XIV identifies item number 13 of the survey, which is the correlation between grade point averages and leadership skills. Of the respondents to this item, 82.7 percent (n = 62) of the respondents to this item agreed to strongly agreed that using the prediction of grade point average as the only admission criteria excludes students with less academic ability but possibly greater skills in leadership. Of the total respondents, 5 did not express an opinion. The mean response had a value of 3.06 (s = 0.722) which implied the average respondent to this item agreed with item number 13. This conclusion is strengthened by the median value of 3. Grade point average has been shown to be highly predictive of grade point average in medical school courses (cognitive traits) but hold little relationship to grade point average in clinical coursework or subsequent performance in non-cognitive work settings (Murden, et al, 1978). Analysis of these findings seem to indicate that while those who select radiography as a career appear to have identifiable personality types, these types are not related to previous performance in academic courses.

In item 15 of Table XIV, 83.8 percent (n = 62) of the respondents to this item agreed to strongly agreed that high school grade point average combined with aptitude tests are more effective predictors of radiologic

technology students' grades in college grades than either one alone. Of the total respondents, 6 did not express an opinion. The mean response had a value of 3.054 (s = 0.700) which implied that the average respondent to this item agreed with item number 15. This conclusion is strengthened by the median value of 3.

Table XIV identifies item number 17 of the survey, which dealt with opinions concerning the appropriateness of courses, policies and procedures for adult learners. Of the respondents to this item, 79.8 percent (n = 63) agreed to strongly agreed that current radiologic technology programs, courses, policies and procedures are appropriate for adult learners. Of the total respondents, one did not express an opinion. The mean response had a value of 2.94 (s = 0.677) which implied that the average respondent to this item agreed with item number 17. This conclusion is strengthened by the median value of 3.

Table XII addresses item number 20 of the survey, where 59.2 percent (n = 42) of respondents to this item agreed to strongly agreed that traditional admissions criteria, previous academic performance, and aptitude tests have excluded large numbers of individuals, many of whom had the motivation and the personality characteristics necessary to succeed. Seventy-one (88.7 percent) of the total respondents to the survey addressed this item with a mean of 2.63 (s = 0.741) and a median value of 3. The respondents agreed that traditional admission criteria, previous academic performance and aptitude tests have excluded large numbers of individuals, many of whom had motivation and the personality characteristics necessary to succeed.

Table XIV identifies item number 23 of the survey, where 92.4 percent (n = 61) of the respondents to this item agreed to strongly agreed that "the goals and objectives of radiologic technology programs

and the sponsoring institutions should be related to the cultivation of accepted applicant competencies so that an effective entry-level radiographer is the product of the two." Of the total respondents, 14 did not express an opinion. The mean response had a value of 3.18 (s = 0.605) which implied that the average respondent to this item agreed with item number 23. This conclusion is strengthened by the median value of 3. Therefore, the goals and objectives of community college radiologic technology programs and the sponsoring institutions (community colleges) should be related to knowledge, attitudes, skills and habits needed to be an effective entry level radiologic technology student. This is also emphasized in the Essentials and Guidelines of an Accredited Educational Program for the Radiographer (Appendix A).

Table XV, "Responding Radiologic Technology Program Directors' Opinions Regarding Non-Cognitive Student Selection Criteria Being Used Now," addresses the opinions of community college radiologic technology program directors regarding the selection criteria that are being used now and contains descriptive statistical analysis of specific item numbers found in Part I: Opinion Rating of the Survey (Appendix D).

TABLE XV

RESPONDING RADIOLOGIC TECHNOLOGY PROGRAM DIRECTORS' OPINIONS REGARDING NON-COGNITIVE STUDENT SELECTION CRITERIA BEING USED NOW

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 No. (%)
(21)... there is a relationship between age, length of experience in an allied health setting prior to entry into a radiologic technology program, and academic success.	0 (0)	13 (3.8)	12 (18.3)	45 (57.6)	18 (23.0)

Table XV addresses item number 21 of the survey, where 81 percent (n = 63) of the respondents to this item agreed to strongly agreed that there is a relationship between age, length of experience in an allied setting prior to entry into a radiology technology program and academic success. Of the total respondents, 2 did not express an opinion. The mean response had a value of 3 (s = 0.738) which implied that the average respondent to this item agreed with item number 21. This conclusion is strengthened by the median value of 3.

Table XVI, "Responding Radiologic Technology Program Directors' Opinions Regarding What Cognitive Criteria Should Be Used and How Should Such Criteria Be Used" addresses Research Question Three: What cognitive and non-cognitive criteria should be used, and how should such criteria be used?

TABLE XVI

RESPONDING RADIOLOGIC TECHNOLOGY PROGRAM DIRECTORS' OPINIONS REGARDING WHAT COGNITIVE CRITERIA SHOULD BE USED AND HOW SHOULD SUCH CRITERIA BE USED

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 No. (%)
(4)... high school grade point averages (HSGPA), algebra grades and biology grades be used in the selection of students for radiologic technology programs.	0 (0)	9 (11.7)	18 (23.4)	33 (42.9)	17 (22.1)
(5)... high school grade point averages (HSGPA) or grades in algebra or biology can be used to predict passing of the American Registry of Radiologic Technologist's Examination.	0 (0)	13 (17.8)	35 (47.9)	22 (30.1)	3 (4.1)

TABLE XVI (continued)

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 No. (%)
(7)... ACT assessment should be used to decide a student's admission into a radiologic technology program.	0 (0)	12 (19.3)	22 (35.4)	24 (38.7)	4 (6.4)
(8)... ACT results should be used to reject radiologic technology student applicants.	0 (0)	17 (26.9)	31 (49.2)	14 (22.2)	1 (1.5)
(9)... ACT scores or SAT scores and high school rank should be used as admission criteria.	0 (0)	9 (13.2)	26 (38.2)	29 (42.6)	4 (5.8)
(16)... should standardized admission's criteria be ranked or weighted so that students with the highest accumulated score be admitted to radiologic technology programs.	0 (0)	5 (6.4)	17 (21.7)	39 (50.0)	17 (21.7)
(22)... cognitive, affective, and psychomotor domains of students should be weighted and used in selecting radiologic technology students.	0 (0)	5 (6.4)	15 (19.4)	49 (63.6)	8 (10.3)
(24)... valid and reliable behavior instruments should be used in the admissions process to radiologic technology programs.	0 (0)	1 (1.4)	13 (18.5)	45 (64.2)	11 (15.7)
(26)... a legal review of selection policies dealing with uniformity, as well as exceptions to such uniformity should be done every three years.	0 (0)	4 (5.5)	7 (9.7)	44 (61.1)	17 (23.6)

TABLE XVI (continued)

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 No. (%)
(27)... a radiologic technology program should use the same admissions process for all applicants.	0 (0)	0 (0)	1 (1.2)	27 (34.1)	51 (64.5)
(28)... applicants should be provided an opportunity to show that certain criteria may be inappropriate for evaluating their qualifications.	0 (0)	6 (8.0)	24 (32.0)	40 (53.3)	5 (6.6)
(29)... considerable flexibility might have to be incorporated into radiologic technology student selection to attract individuals from under-represented groups in the applicant pool.	0 (0)	8 (10.3)	31 (40.26)	32 (41.5)	6 (7.7)
(30)... a program should describe its admission's criteria publicly so that potential applicants can obtain a reasonable estimate of their likelihood of meeting such standards.	0 (0)	1 (1.2)	2 (2.5)	22 (27.5)	55 (68.7)
(31)... rejected applicants should be given a statement of reasons for their rejection and a means of appeal if they want to challenge the explanation.	0 (0)	2 (2.6)	16 (21.3)	34 (45.3)	23 (30.6)
(32)... all those who participate in student selection should be instructed and competent in the process of multiple domain evaluation of radiologic technology applicants.	0 (0)	0 (0)	7 (9.8)	49 (69.0)	15 (21.1)

TABLE XVI (continued)

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 No. (%)
(35)... research is essential to determine the relative importance of inappropriate selection process.	0 (0)	0 (0)	5 (6.7)	50 (67.5)	19 (25.68)
(37)... information network should be established to permit exchange of recruitment and selection policies in radiologic technology education.	0 (0)	0 (0)	7 (9.5)	45 (61.6)	21 (28.7)
(38)... radiologic technology programs should deemphasize technical and scientific training in favor of emphasis on the social sciences, the humanities, and training or problem solving skills.	0 (0)	14 (18.9)	42 (56.7)	13 (17.5)	5 (6.7)
(39)... radiologic technology programs should give more emphasis on training in scholastic skills such as writing and critical thinking as well as afford opportunities for the development of suitable values.	0 (0)	3 (3.9)	13 (16.8)	50 (64.9)	11 (14.2)
(40)... the current focus on scientific knowledge in radiologic technology admission decisions should be modified to allow for more emphasis in student's abilities to learn independently and acquire analytic skills and values appropriate to the field of radiologic technology.	0 (0)	0 (0)	17 (23.6)	48 (66.6)	7 (9.7)

Table XVI addresses whether high school grade point averages, algebra grades and biology grades should be used in the selection of radiologic technology students. Sixty-five percent (n = 50) of respondents to the item agreed to strongly agreed that high school grade point averages, algebra grades and biology grades should be used in the selection of students for radiologic technology programs. Seventy-seven (96.2 percent) of the community college radiologic technology program directors responding to the survey addressed this item number 4 of the survey. With a mean value of 2.75 (s = 0.93) and a median value of 3, the respondents agreed that high school grade point averages, algebra grades and biology grades should be used in the selection of radiologic technology students.

The perceived correlation between high school grade point averages, algebra and biology grades used to predict passing the American Registry of Radiologic Technologists is item 5 presented in Table XVI. Thirty-four point two percent (n = 25) of the respondents to item 5 of the survey agreed to strongly agreed that high school grade point averages or grades in algebra or biology can be used to predict passing of the American Registry of Radiologic Technologists (ARRT) Examination. Sixty-five point seven percent (n = 48) of the respondents to item 5 of the survey disagreed to strongly disagreed that high school grade point averages or grades in algebra or biology can be used to predict passing of the Registry Examination. Of the total respondents, seven did not express an opinion. The mean response had a value of 2.20 (s = 0.78) which implied that the average respondent to this item disagreed with item number 5. This conclusion is strengthened by the median value of 2.

Table XVI addresses item number 7 of the survey, where 45.1 percent

(n = 28) of the respondents to this item agreed that American College Test asset which involves Reading, English, Math and Science Reasoning should be used to decide a student's admission into a radiologic technology program. Of the total respondents, 18 did not express an opinion. The mean response had a value of 2.32 (s = 0.86) which implied that the average respondent to this item agreed with item number 7. Thirty-five percent (n = 27) disagreed with item 7. This conclusion is strengthened by the median value of 2.

Table XVI addresses item number 8 of the survey, where 24 percent (n = 15) of the respondents to this item agreed to strongly agreed that American College Test (ACT) results should be used to reject radiologic technology student applicants. Only 63 (78.7 percent) of the total respondents to the survey addressed this item. Forty-nine percent of the respondents disagreed that ACT results should be used to reject radiologic technology student applicants. This conclusion is supported by a mean value of 1.98 (s = 0.75) and a median value of 2.

Table XVI also addresses item number 9 of the survey, where 49 percent (n = 33) of the respondents to this item agreed to strongly agreed that American College Test or Scholastic Aptitude Test scores and high school rank should be used as admission criteria. Of the total respondents, 12 did not express an opinion. The mean response had a value of 2.41 (s = 0.796) which implied that the average respondent to this item agreed with item number 9. Thirty-eight percent (n = 26) of the respondents disagreed with item 9. This conclusion is strengthened by the median value of 2. The fact that thirty-eight percent of the respondents disagreed implies that a significant percentage of the nation's community college radiologic technology program directors have problems and concerns with standardized tests.

Table XVI addresses item number 16 of the survey, where 71.8 percent (n = 56) of respondents to this item agreed to strongly agreed that standardized admission's criteria should be ranked or weighted, so that students with the highest accumulated score should be admitted to community college radiologic technology programs. Seventy-eight (97.5 percent) of the total respondents to the survey addressed this item. With a mean value of 2.87 (s = 0.827) and a median value of 3, the respondents agreed that standardized admission's criteria should be ranked or weighted, so that students with the highest accumulated score be admitted to community college radiologic technology programs.

The respondents were asked to check which weighted instruments were used as part of their selection criteria. This general information item will be found in question 41 of the survey. The respondents were not asked which instrument should get the most weight.

Table XVI addresses item number 22 of the survey, where 74.0 percent (n = 57) of respondents to this item agreed to strongly agreed that cognitive and non-cognitive domains of students should be weighted and used in selecting radiologic technology students. Seventy-seven (96.2 percent) of the total respondents to the survey addressed this item with a mean value of 2.77 (s = 0.718) and a median of 3. The respondents, thus agreed to strongly agreed that cognitive and non-cognitive domains of students should be weighted and used in selecting radiologic technology students.

Table XVI addresses item number 24 of the survey, where 80 percent (n = 56) of respondents to this item agreed to strongly agreed that valid and reliable behavior measurements should be used in the admission's process to radiologic technology programs. Seventy (87.5 percent) of the total respondents to the survey addressed this item

with a mean value of 2.94 (s = 0.634) and a median value of 3. The respondents agreed that valid and reliable behavior measurements should be used in the admissions process to radiologic technology programs.

Table XVI addresses item 26 of the survey, where 84.7 percent (n = 61) of respondents to this item agreed to strongly agreed that there should be a legal review of selection policies dealing with uniformity while exceptions to such uniformity should be done every three years. The mean response had a value of 3.02 (s = 0.750), which implied that the average respondent to this item agreed with item 26. The conclusion is strengthened by the median of 3. Therefore, it appears there is strong support for a legal review of selection criteria and policies should be done every three years with uniformity among community college radiologic technology program directors.

Table XVI addresses item number 27 of the survey, where 98.7 percent (n = 78) of the respondents to this item agreed to strongly agreed that a radiologic technology program should use the same admissions process for all applicants. Of the total respondents, one did not express an opinion. The mean response had a value of 3.63 (s = 0.510) which implied that the average respondent to this item agreed with item number 27. The conclusion is strengthened by the median value of 4. The fact that the respondents agreed to strongly agreed to item number 27 supports the respondents' agreements to uniformity and legal review of selection criteria found in item number 26.

Table XVI addresses item number 28 of the survey, where 56.2 percent (n = 45) of respondents to this item agreed to strongly agreed that applicants should be provided an opportunity to show that certain criteria may be inappropriate for evaluating their qualifications. Seventy-five (93.7 percent) of the total respondents to the survey

addressed this item with a mean value of 2.58 (s = 0.736) and a median value of 3. The respondents agreed that applicants should be provided an opportunity to show that certain criteria may be inappropriate for evaluating their qualifications. This also likely indicates commitment to the traditional open door policy on part of the respondents.

Table XVI addresses item number 29 of the survey, where 49.3 percent (n = 38) of the respondents to this item agreed to strongly agreed that "considerable flexibility might have to be incorporated into radiologic technology student selection to attract individuals from minority groups in the applicant pool." Of the total respondents, 5 did not express an opinion. The mean response had a value of 2.46 (s = 0.787) which implied that the average respondent to this item generally agreed. Forty percent (n = 31) of the respondents disagreed with item 29. This conclusion is strengthened by the median of 2. Some of the respondents to item number 29, therefore, indicated that uniformity in selection should exist for all applicants to community college radiologic technology programs whereas some respondents felt that considerable flexibility be incorporated into student selection to accommodate the minority applicant pool. This reflects a lack of uncertainty by community college radiologic technology program directors as to what to incorporate into radiologic technology selection criteria that would not distract or eliminate minority groups from the applicant pool.

Table XVI addresses item number 30 of the survey, where 96.2 percent (n = 77) of respondents to this item agreed to strongly agreed that "a program should describe its admission's criteria publicly so that potential applicants can obtain a reasonable estimate of their likelihood of meeting such standards." Eighty (100 percent) of the total respondents to the survey addressed this item. With a mean value

of 3.63 (s = 0.600) and a median value of 4, the respondents agreed a program should describe its admissions criteria publicly so that potential applicants can obtain a reasonable estimate of their likelihood of meeting such standards.

Table XVI identifies item number 31 of the survey, where 76 percent (n = 57) of the respondents to this item agreed to strongly agreed that rejected applicants should be given a statement of reasons for their rejection and a means of appeal if they wish to challenge the explanation. Thirty-three point nine percent (n = 18) disagreed to strongly disagreed that rejected applicants should be given a statement of reasons for their rejection and a means of appeal if they wish to challenge the explanation. Of the total respondents, 5 did not express an opinion. The mean response had a value of 3.04 (s = 0.795) which implied that the average respondents to this item agreed with item number 31. This conclusion is strengthened by the median value of 3. Thus, the majority of community college radiologic technology program directors believed that if applicants are not selected, a statement of reasons for their rejection should be given along with a means of appeal if they want to challenge the rejection. This indicates that most program directors are aware of Essential V.A.7 which states "appropriate due process and appeal mechanisms shall be available and made known to all students." (Essentials, 1991).

Table XVI addresses item number 32 of the survey, where 90.1 percent (n = 64) of respondents to this item agreed or strongly agreed that all those who participate in student selection should be instructed and competent in the process of multiple domain evaluation of radiologic technology student applicants. Seventy-one (88.7 percent) of the total respondents to the survey addressed this item. With a mean value of

3.11 (s = 0.549) and a median value of 3, the respondents agreed that all those who participate in student selection should be instructed and competent in the process of multiple domain evaluation of radiologic technology applicants. Multiple domain evaluation is defined here to mean incorporating the understanding of the cognitive and non-cognitive behavioral domains. By drawing on the educational expertise and materials of peers, academic institutes, professional organizations and government, there shall be an assurance that information pertaining to allied health especially, radiologic technology, is current, authentic, unbiased and educational. Information networks are becoming more and more important in the area of technical education especially in the fields related to allied health. Programs have a responsibility to produce graduates with an appropriate mix of cognitive, affective, and psychomotor skills (Essentials, 1991).

Table XVI addresses item number 35 of the survey, where 92.3 percent (n = 69) of the respondents to this item agreed to strongly agreed that research is essential to determine the relative importance of appropriate as well as inappropriate selection processes. Of the total respondents, 6 did not express an opinion. The mean response had a value of 3.18 (s = 0.540) which implied that the average respondent to this item agreed with item number 35. This conclusion is strengthened by the median value of 3. If community college radiologic technology programs are to maintain integrity, research is essential to determine the relative importance of inappropriate selection processes.

Table XVI addresses item number 37 of the survey, where 93.3 percent (n = 66) of the respondents to this item agreed to strongly agreed that information networks should be established to permit change of recruitment and selection policies in radiologic technology education.

Of the total respondents, 7 did not express an opinion. The mean response had a value of 3.19 (s = 0.892) which implied that the average respondent to this item agreed with item number 37. This conclusion is strengthened by a median value of 3. Although we can make certain generalizations about students and how they learn, the rate at which they learn, and the interested that they manifest, learning is for each person a highly individual process. Students are very much a product of their learning experience(s). Therefore, program directors who participate in student selection must consider this and be aware of the cognitive and non-cognitive domain criteria that are used in the student selection process.

Table XVI addresses item number 38 of the survey, where 23.3 percent (n = 18) of respondents to this item agreed to strongly agreed that radiologic technology programs should deemphasize technical and scientific training in favor of emphasis on the social sciences, the humanities, and training in thinking or problem solving skills. Seventy-five point six percent (n = 56) disagreed or strongly disagreed that radiologic technology programs should deemphasize technical and scientific training in favor of emphasis on the social sciences, the humanities, and training in thinking or problem solving skills. Of the total respondents, 6 did not express an opinion. The mean response had a value of 2.12 which implied that the average respondent to this item disagreed with item number 38. This conclusion is strengthened by a median value of 2. The response to this item indicates that in the program directors opinion, technical and scientific training should be employed over social sciences, humanities, and training in thinking or problem-solving. The concern here is that failure to identify a persons basic needs or to make a decision could undermine ones ability to

respond to allied health service needs and demands. Attention is now turned to a comparison of a sample of non-respondents (18) to respondents (80).

Table XVI addresses item number 39 of the survey, where 79.3 percent (n = 61) of the respondents to this item agreed to strongly agreed that radiologic technology programs should give more emphasis on training in scholastic skills such as writing and critical thinking as well as afford opportunities for the development of suitable values. Of the total respondents, 3 did not express an opinion. The mean response had a value of 2.89 (s = 0.680) which implied that the average respondent to this item agreed with item number 39. This conclusion is strengthened by the median value of 3. This indicates that there exists a need to teach critical thinking skills.

Table XVI addresses item number 40 of the survey, where 76.4 percent (n = 55) of respondents to this item agreed to strongly agreed that the current focus on scientific knowledge in radiologic technology admission decisions should be modified to allow for greater emphasis on a student's ability to learn independently and acquire analytic skills and values appropriate to the field of radiologic technology. Seventy-two (90 percent) of the total respondents to the survey addressed this item with a mean value of 2.86 (s = 0.564) and a median value of 3. The respondents agreed that current focus on scientific knowledge in radiologic technology admission decisions should be modified to allow for more emphasis in student's abilities to learn independently and acquire analytic skills and values appropriate to radiologic technology.

Table XVII, "Responding Radiologic Technology Program Directors' Opinions Regarding What Non-Cognitive Criteria Should Be Used and How Should Such Criteria be Used in Student Selection," addresses opinions

of what non-cognitive criteria should be used and how should such criteria be used in student selection.

TABLE XVII

RESPONDING RADIOLOGIC TECHNOLOGY PROGRAM DIRECTORS' OPINIONS REGARDING WHAT NON-COGNITIVE CRITERIA SHOULD BE USED AND HOW SHOULD SUCH CRITERIA BE USED IN STUDENT SELECTION

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 No. (%)
(14)... predictors of student success must be chosen which are appropriate to the goals of the radiologic technology program.	0 (0)	0 (0)	1 (1.3)	36 (47.3)	39 (51.3)
(18)... should students, facts and impressions obtained by the interviewer be correlated to the academic/ clinical situations, to predict a student's success in radiologic technology.	0 (0)	3 (4.3)	20 (28.9)	33 (47.8)	13 (18.8)
(19)... information obtained in a student interview enables the interviewer to assess an applicant's vocabulary and ability to be concise and explicit in conveying thoughts.	0 (0)	2 (2.6)	15 (19.4)	49 (63.6)	11 (14.6)
(25)... an array of relevant criteria should be used to assure applicant equity.	0 (0)	2 (2.6)	3 (3.9)	47 (61.0)	25 (32.4)

In your opinion ...	No Opinion 0 No. (%)	Strongly Disagree 1 No. (%)	Disagree 2 No. (%)	Agree 3 No. (%)	Strongly Agree 4 (%)
(33)... an internal audit should be done in the form of selection evaluation as well as external screening of the selection policies and procedures to assure consumer and governmental funding agencies that the admission process has been actually implemented according to stated protocols should be done each year.	0 (0)	6 (8.3)	21 (29.1)	35 (48.6)	10 (13.8)
(34)... foresight is critical in the student selection process if radiologic technology programs are to survive the challenge of declining number of college-age applicant's in the 1990's.	0 (0)	3 (3.9)	3 (3.9)	57 (75.0)	13 (17.1)
(36)... effective recruitment strategies must be coupled with rationale, humane and equitable selection policies.	0 (0)	0 (0)	1 (1.3)	43 (55.8)	33 (42.8)

Table XVII addresses item number 14 of the survey, where 98.7 percent (n = 75) of respondents to this item agreed to strongly agreed that predictors of student success must be chosen which are appropriate to the goals of the radiologic technology program. Seventy-six (95 percent) of the total respondents to the survey addressed this item. With a mean value of 3.5 (s = 0.529) and a median value of 4, the respondents agreed that predictors of student success must be chosen

which are appropriate to the goals of the radiologic technology program.

Table XVII addresses item number 18 of the survey, where 66.6 percent (n = 46) of the respondents to the item agreed to strongly agreed that students, facts and impressions obtained by the interviewer should be correlated to the academic/clinical situations to predict a student's success in radiologic technology. Sixty-nine (86.2 percent) of the total respondents to the survey addressed this item with a mean value of 2.81 (s = 0.791) and a median value of 3. This means that the respondents agreed that students, facts and impressions should be obtained by the interviewer and correlated to the academic/clinical settings to predict a student's success in radiologic technology.

Table XVII identifies item number 19 of the survey, where 78 percent (n = 60) of the respondents to this item agreed to strongly agreed that information obtained in a student's interview enables the interviewer to assess an applicant's vocabulary and ability to be concise and explicit in conveying thoughts. Of the respondents, three did not express an opinion. The mean response had a value of 2.89 (s = 0.660) which implied that the average respondent to this item agreed with number 19. This conclusion is strengthened by the median value of 3. Therefore, it appears that survey respondents believe that information obtained in a student's interview can enable the interviewer to assess the affective behavioral domain of the applicant.

Table XVII addresses item number 25 of the survey, where 93.5 percent (n = 72) of the respondents to this item agreed to strongly agreed that an array of relevant criteria should be used to assure applicant equity. Of the total respondents, 3 did not express an opinion. The mean response had a value of 3.23 (s = 0.646) which implied that the average respondents to this item agreed with item

number 25. This conclusion is strengthened by the median value of 3. Therefore, cognitive as well as non-cognitive selection criteria should be used so that all applicants will be evaluated equally, whether the applicant is traditional or non-traditional in student status.

Table XVII addresses item number 33 of the survey, where 61.5 percent (n = 45) of the respondents to this item agreed to strongly agreed that "an internal audit should be done in the form of selection evaluation as well as external screening of the selection policies and procedures to assure consumers and governmental funding agencies that the admission's process has been actually implemented according to stated protocols and that this internal audit should be done each year." Of the total respondents, 8 did not express an opinion. The mean response had a value of 2.68 (s = 0.819) which implied that the average respondent to the item agreed with item number 33. This conclusion is strengthened by the median value of 3. It thus appears that community college radiologic technology program directors should perform an internal audit yearly of selection policies and procedures to assure consumer and governmental funding agencies that the admission process has been implemented according to stated protocols.

Table XVII addresses item number 34 of the survey, where 92.1 percent (n = 70) of respondents to this item agreed to strongly agreed that foresight is critical in the student selection process if radiologic technology programs are to survive the challenge of declining numbers of college-age applicants in the 1990's. Seventy-six (95 percent) of the total respondents to the survey addressed this item. With a mean value of 3.05 (s = 0.608) and a median value of 3, the respondents agreed that foresight is critical in the student selection process if radiologic technology programs are to survive the challenge

of declining numbers of college-age applicants in the 1990's.

Table XVI addresses item number 36 of the survey, where 97.7 percent (n = 76) of respondents to this item agreed to strongly agreed that program directors must couple effective recruitment strategies with rational, humane and equitable selection policies. Seventy-seven (96.2 percent) of the total respondents to the survey addressed this item. With a mean value of 3.41 (s = 0.521) and a median value of 3, the respondents agreed that program directors must couple effective recruitment strategies with rational, humane and equitable selection policies.

Descriptive surveys seek to determine the incidence and distribution of the characteristics and opinions of populations of people by obtaining and studying the characteristics and opinions of relatively small and presumably representative samples of such people. For practical purposes, it is highly desirable that samples studied be representative. If the sample is indeed representative, then the results obtained from it can be generalized to the whole population. If 50 percent of a sample responds favorably to a question about use of college grade point average as selection criteria, for instance, one wants to believe that if all the program directors in the United States, were asked the same question, close to 50 percent of them would be favorable.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter contains a summary of procedures used in this study, discussion of the findings and recommendations for further study. The purpose of this study was to assess and analyze perceptions of community college radiologic technology program directors throughout the United States and their usage of selection criteria for prospective students. The Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs was developed and used as a means to identify what selective admission criteria are used to emphasize an applicant's academic performances, to assess cognitive and non-cognitive capabilities and what strategies were used to evaluate the applicants cognitive and non-cognitive traits in predicting student success.

The first line of analysis was to review the literature related to selection criteria in medical education, including nursing and allied health, with special emphasis on the literature relating to community college radiologic technology programs. This review was presented in Chapter 2 of this study. The second line of analysis was the development of the Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs which involved the investigation of an expansive list of items found in the related

literature and derived from opinions, attitudes and beliefs regarding community college radiologic technology student selection. The third focus of analysis was to survey program directors of 181 Committee on Allied Health Education and Accreditation-identified community college radiologic technology programs, with a request for the completed survey to be returned in a self-addressed envelope. If the surveys were not returned, a followup letter (Appendix F) and a copy of the survey was sent with a ten-day deadline in accordance with the methodology of Dillman, who suggested that repeated follow-ups were the single most powerful stimulator of high response: "a successful assessment cannot be done without them" (1978). It was anticipated that with this double request procedure, there would be a 50 percent response rate.

The 52 item survey had the following specific purposes:

1. Obtain a profile of the selection criteria that are used to select radiologic technology students.
2. Obtain opinions of community college radiologic technology program director's regarding the selection criteria that are being used now.
3. Determine what cognitive and non-cognitive selection criteria to use in selecting radiologic technology students.
4. Determine the importance of selection criteria used to assure applicant equity.

In large measure, the quality of health care ultimately delivered is dependent upon the competence of those providing care. In turn, the competence of health care personnel is largely determined by the quality of educational preparation for health service roles; study after study dating from the (Study of Accreditation of Selected Health Educational Programs in 1972) has found this. Quality clinical performance requires

not only cognition but also proficiency in the non-cognitive domains. It is in these latter domains, especially the affective, for which non-cognitive predictors of success would be beneficial. Coupled with traditional predictors, they would provide a more complete appraisal of the full potential of applicants.

Changes in the types and characteristics of allied health manpower including the field of radiologic technology in the 20th century have been dramatic. Health professions requiring a college education or professional preparation account for approximately 200,000 persons in 1900; 692,00 in 1940; 914,000 in 1960; and 4.9 million in 1990 (Kissick, 1968; U.S. Department of Health, Education and Welfare, 1970; and Genzberg, 1990).

Employment in the allied health care industry has grown more rapidly than overall employment. In 1900, persons employed in health occupations accounted for 1.2 percent of the labor force. The preparation increased to 2.1 percent in 1940, 3.0 percent in 1960, and 7.6 percent in 1990 (Freudenheim, 1990; U.S. Department of Labor, 1990).

If President Bill Clinton's National Health Care Plan is enacted, most people predict there will be an increase in allied health professionals as the nation shifts from an acute care illness base to one based on health promotion, and preventive medicine. How will students in the allied health professions be selected? Who will make up the future health care worker? Within the rise of open access, open door, higher education; how can allied health programs including the field of radiologic technology, promote access and equity, existing as selective programs in non-selective institutions? This is a problem that has gained the attention of community college radiologic technology

program directors, practitioners and other allied health program directors for a number of years.

Cognitive and Non-Cognitive

Research Question One: What selection criteria are currently being used? was addressed in Table X, XI, XII and III and statistical analysis of items 41 and 42 in Part II, the General Information section of the survey, provided the findings used to develop Tables X, XI, XII and XIII. The cognitve selection criteria most used by community college radiologic technology programs to screen prospective applicants were the American College Test (87.4 percent), followed by the ACT Assessment (69.6 percent) and the Scholastic Aptitude Test (60.2 percent). The most common non-cognitive selection criteria used by community college radiologic technology programs were interview(s) (2.8 percent) and evaluation(s) (2.3 percent).

Table XII, "Responding Radiologic Technology Program Directors' Opinions Regarding Cognitive Selection Criteria Used in 1990-1991, By Type of Community College," relates to Research Question One and revealed that in the 1990-91 academic year that of all the cognitive selection criteria employed by community college radiologic technology program directors. The cognitive selection criteria most frequently used were college grade point average (33 percent); interviews (31.5 percent); high school grade point average (31.4 percent); and course grade point average (27.1 percent). Table XIII, "Responding Radiologic Technology Program Directors' Opinions Regarding Non-Cognitive Selection Criteria Used In 1990-1991, By Type of Community College," also relates to Research Question One and revealed that the non-cognitive selection

criteria used by responding radiologic technology program directors were interviews (31.5 percent), hospital visitations (12.6 percent) and references (5.0 percent). Thus, a standardized test-most often the ACT-in combination with, cognitive and non-cognitive criteria, were most frequently used to select radiologic technology students at community colleges.

Research Question Two: What are the opinions regarding the selection criteria that are being used now?

Table XIV, "Responding Radiologic Technology Program Directors' Opinions Regarding Cognitive Student Selection Criteria Being Used Now," relates to Research Question Two. Item number 23 of the survey revealed that 92.4 percent (n = 61) of the respondents to this item agreed to strongly agreed that the goals and objectives of radiologic technology programs and the sponsoring institutions should be related to the cultivation of accepted applicant competencies, so that an effective entry-level radiographer is the product of the two. Therefore, the goals and objectives of community college radiologic technology programs should be related to knowledge, attitudes, skills and habits needed to be an effective entry-level radiologic technology student. This strong agreement (92.6 percent) indicates that community college radiologic technology program directors believe that non-cognitive aptitudes and values are also important to success in the field.

Item 15 revealed that 83.8 percent (n = 62) of the respondents agreed to strongly agreed that high school grade point averages, when combined with aptitude tests, are more effective predictors of radiologic technology students' grades in college than either one alone. This answer is consistent with the research literature: Ferguson (1979) noted that when ACT composite scores were combined with

either high school grade point averages or high school ranking, the results were highly predictions of college success. This item would also indicate the need to use broader selection criteria for student entry into radiologic technology programs.

Item number 13 of the survey revealed that 82.7 percent (n = 62) of the respondents to this item agreed to strongly agreed that using the prediction of grade point average as the only admission criteria excluded students with less academic ability but possibly greater skills in leadership. Grade point average has been shown to be highly predictive of grade point average in academic professional courses but is not highly predictive of grade point average in clinical coursework or subsequent performance in work settings (Murden, et al, 1978).

Item number 12 of the survey revealed that 76 percent (n = 67) of respondents agreed to strongly agreed that the use of grade point average as the only admission criteria limits admissions to only academic achievers. It is clear that radiologic technology program directors believe that non-cognitive selection criteria should be used to select those students who were not academic achievers, but probably would possess better clinical application skills. Consistent with research, according to Gurley, cognitive learning refers to lectures and demonstrations of theories, and to facts necessary to understand a specifics of knowledge. Once this fundamental information has been learned, the student has the opportunity to participate in the clinical setting. It is in the clinical setting that the student has the opportunity to apply knowledge gained from the classroom setting. The clinical environment provides opportunity to develop pride in work, and feelings of self worth, skills in interpersonal relationships, and

personal, moral, and ethical beliefs for daily practice (Gurley, 1992, p. 84).

Item number 11 of the survey revealed that 83 percent (n = 53) of the respondents agreed to strongly agreed that the American College Test results were useful in counseling and guiding students. Bello (1977) concluded that valid factors predictive of success or failure were best determined by a comparative placement and guidance program (Bello, 1977).

Item number 17 of the survey revealed that 79.8 percent (n = 63) of the respondents to this item agreed to strongly agreed that current radiologic technology programs, courses, policies and procedures are appropriate for adult learners. Adult education affects varied miscellaneous opportunities for adults to understand the problems of their world, to try to keep up with the rapid social changes, to prepare for new jobs, to remedy deficiencies in their own background, and to engage in education simply for the love of learning something new (VanTil, 1974).

The correlation between grades in high school science coursework and radiography curriculum counterparts was item 3 of the survey. Of the respondents 73.3 percent (n = 56) agreed to strongly agreed that there was a significant relationship between grades in high school science and radiography curriculum coursework. This conclusion was also reached in Kavanaugh's study of selected high school courses and their relation to grades in selected courses in the radiography curriculum (Kavanaugh, 1981).

Sixty-four point four percent (n = 31) of the respondents to item 1 of the survey agreed to strongly agreed that there was a correlation between a student's pre-admission ACT composite score and the student's

score on the post-graduate Registry Examination. Sixty-three point six percent (n = 28) of respondents to item 2 of the survey agreed to strongly agreed that there was a correlation between a student's pre-admission sub-test scores on the ACT Examination and the Registry. A study by Schimfhauer and Broski (1976) revealed that the math subtest of the ACT outranked preprofessional grade point averages in predicting success (Schimfhauer and Broski, 1976). When all allied health programs were combined, grade point average was again the strongest predictor variable followed by the mathematics subtest of the ACT, and the Allied Health Profession's Admission Test (AHPAT) verbal subtest score. Francis (1990) investigated the relationship between pre-admission ACT composite scores and the Registry Examination for two-year technical college programs. Results showed that only one item appeared to be related, and that was failing students had ACT composite scores of 14 or lower (Francis, 1990). Therefore, there appears to be a correlation between a student's pre-admission ACT composite score, individual section score, and the student's score on the post-graduate Registry Examination.

Sixty-six point one percent (n = 45) of respondents agreed to strongly agreed with item number 10 of the survey where a student's ACT composite score, when combined with either high school grade point average or high school ranking, was highly predictive of radiologic technology program success (Table XIV). Ferguson (1975) noted that when ACT composite scores were combined with either high school grade point averages or high school ranking, the results were highly predictive of college success (Ferguson, 1979).

Item number 20, revealed that 59.2 percent (n = 42) of respondents to this item agreed to strongly agreed that traditional admissions

criteria, previous academic performance and aptitude tests have excluded large numbers of individuals, many of whom had the motivation and the personality characteristics necessary to succeed. According to VanTil, no matter how we try to group people, we eventually have to acknowledge individuality. "Whatever the measurements we use - whether they be anatomical, biological, physiological, mental, or social - we find that human beings differ, from each other (1974)."

Table XV, "Responding Radiologic Technology Program Directors' Opinions Regarding Non-Cognitive Student Selection Criteria Being Used Now," also relates to Research Question Two, and revealed the non-cognitive selection criteria that are being used now.

Analysis of these findings seems to indicate that while those who select radiography as a career have identifiable personality types, these types are not related to performance in academic courses. Friendliness, impulsiveness, apathy, aggressiveness, shyness are present in different individuals in different degrees and blend into a continuum. Item number 21 revealed that 81 percent (n = 63) of the respondents to this item agreed to strongly agreed that there was a relationship between age, length of experience in an allied setting prior to entry into a radiology technology program and academic success. Consistent with research, according to Gurley you can evaluate yourself only by understanding, valuing, and helping yourself. Every person has a unique mind, body, and emotions that each must learn to understand, accept, and respect before a person can begin to meet others needs. The learning process can be enhanced by understanding the conflicts that occur as a part of maturing. Making a vocational choice is an explicit statement of the kind of person a student is or hopes to

be. Professional satisfaction will depend on the extent to which the student uses abilities in a productive manner (Gurley, 1992, p. 22).

Research Question Three: What cognitive and non-cognitive criteria should be used, and how should such criteria be used?

Table XVI, "Responding Radiologic Technology Program Directors' Opinions Regarding What Cognitive Criteria Should Be Used and How Should Such Criteria Be Used," relates to Research Question Three. Table XVI revealed the cognitive student selection criteria that should be used and how should such criteria be used.

Community college radiologic technology program directors were asked to provide opinion on issues related to fairness in the application of process including describing the admissions criteria publicly, giving statements of reasons for rejection and a means of appeal if rejected. In item number 27 of the survey 98.7 percent (n = 78) of the respondents agreed to strongly agreed that a radiologic technology program should use the same admissions process for all applicants. The fact that the respondents agreed to strongly agreed to item number 27 supports the respondents' agreements to uniformity and legal review of selection criteria found in item number 26.

White students constituted the majority (79 percent) of 1990-91 enrollments in all accredited allied health programs which included radiologic technology. African-American students made up 11 percent, Hispanic students including Mexican Americans (3 percent), Puerto Ricans (1 percent) and other Hispanics (2 percent), Asians or Pacific Islanders (4 percent), and American Indians or Alaska Natives, less than one percent. Between 1989-90 and 1990-91 there was a one percent enrollment decrease for Africian-Americans in all accredited allied health programs. Otherwise, enrollment distributions for whites, Mexican

Americans, Puerto Ricans, other Hispanics, Asians or Pacific Islander, and American Indians or Alaskan Natives were consistent between the academic years (Allied Health Education Fact Sheet, 1992). The number of women in the labor force is projected to increase more than twice as fast as the number of men, and in the year 2000 women will constitute nearly half the labor force. The number of African-American workers is projected to increase twice as fast, Asian workers to increase five times as fast, and Hispanic workers more than five times as fast as the number of white workers. Thus, by the year 2000, the economy will be more dependent on women workers (who have always been prominent in the allied health profession) and on minority workers (Institute of Medicine, 1989). Allied health programs at community colleges, including radiologic technology, ignore these demographic realities at their peril.

Item number 30 of the survey revealed that 96.2 percent (n = 77) of respondents agreed to strongly agreed that a program should describe its admissions criteria publicly so that potential applicants can obtain a reasonable estimate of their likelihood of meeting such standards. Taken together, items 2, 27, 30, and 31 of the survey indicate that community college radiologic technology program directors are concerned with equity in the application and selection process of prospective students.

Community college radiologic technology program directors were also asked to respond to a number of issues related to the selection process, including the understanding of the behavioral domains and the importance of research and information networks. Item number 37 of the survey, revealed that 93.3 percent (n = 66) of the respondents to this item agreed to strongly agreed that information networks should be

established to permit change of recruitment and selection policies in radiologic technology education. Information networks are becoming more and more important in the area of technical education, especially in the fields related to allied health. Of the respondents to item number 35, 92.3 percent (n = 69) of respondents to this item agreed to strongly agreed that research is essential to determine the relative importance of inappropriate selection processes. If community college radiologic technology programs are to maintain integrity, research is essential to determine the relative importance of inappropriate selection processes. Item number 32 of the survey, revealed that 90.1 percent (n = 64) of respondents to this item agreed to strongly agreed that all those who participate in student selection should be instructed and competent in the process of multiple domain evaluation of radiologic technology student applicants. Multiple domain evaluation is defined here to mean incorporating the understanding of the cognitive and non-cognitive behavioral domains.

Item 26 of the survey, revealed that 84.7 percent (n = 61) of respondents to this item agreed to strongly agreed that there should be a legal review of selection policies dealing with uniformity while exceptions to such uniformity should be reviewed every three years. In item number 27 of the survey, 98.7 percent (n = 78) of the respondents agreed to strongly agreed that a radiologic technology program should use the same admissions process for all applicants. To assure that all applicants are evaluated equitably in the selection process, a legal review of selection criteria and policies should be performed every three years with uniformity.

Item number 5 of the survey disclosed that 83 percent (n = 62) of the respondents agreed to strongly agreed that high school grade point

averages or grades in algebra or biology can be used to predict passing of the Registry Examination. It is clear that radiologic technology program directors at community colleges believe that cognitive measurements should be used in student selection to assess overall results.

Item number 24 of the survey, disclosed that 80 percent (n = 56) of respondents to this item agreed to strongly agreed that valid and reliable behavior measurements should be used in the admissions process to radiologic technology programs. Measurement is only part of the total process of evaluation and tests are one way of measuring. Evaluation is a process of determining the value or worth of something through examining, judging, appraising, estimating, and measuring (VanTil, 1974).

Item number 39 of the survey, disclosed that 79.3 percent (n = 61) of the respondents to this item agreed to strongly agreed that radiologic technology programs should give more emphasis on training in scholastic skills such as writing and critical thinking as well as afford opportunities for the development of suitable values. In this era, we must deal with real and urgent problems of our times. The challenge is to help the student develop skills so that the student can cope with the social realities of our time, to develop commitment to humane values based on mankind's reconstructed experiences.

Item number 40 of the survey, revealed that 76.4 percent (n = 55) of respondents to this item agreed to strongly agreed that the current focus on scientific knowledge in radiologic technology admission decisions should be modified to allow for more emphasis in student's abilities to learn independently (self-actualization) and acquire analytic skills and values appropriate to the field of radiologic

technology. The respondents agreed that current focus on scientific knowledge in radiologic technology admission decisions should be modified to allow for more emphasis in student's abilities to learn independently and acquire analytic skills and values appropriate to radiologic technology. This means greater emphasis on non-cognitive student selection criteria.

Item number 31 of the survey, revealed that 76 percent (n = 57) of the respondents agreed to strongly agreed that rejected applicants should be given a statement of reasons for their rejection and a means of appeal if they wish to challenge the explanation. Therefore, the majority of community college program directors believed that if applicants are not selected, a statement of reasons for their rejection should be given along with a means of appeal if they want to challenge the rejection.

Item number 22 of the survey, revealed that 74.0 percent (n = 57) of respondents to this item agreed to strongly agreed that cognitive, affective and psychomotor domains of students should be evaluated, weighted and used in selecting radiologic technology students. The cognitive domain includes all objectives which deal with the intellectual behaviors of the learner. The psychomotor domain covers all those objectives in which the learner is engaged in some physical, kinesthetic behavior. The affective domain is concerned with attitudes, feelings, interests, and values of the learner. Therefore, it is important that reliable predictors, both cognitive and non-cognitive, are developed to assess the full potential for success of all individuals in the radiologic technology applicant pool (Blagg, 1975). Item number 18 of the survey, revealed that 66.6 percent (n = 46) of the respondents to the item agreed to strongly agreed that students, facts

and impressions obtained by the interviewer should be correlated to the academic/clinical situations to predict a student's success in radiologic technology. The cognitive and psychomotor domains are concerned with the question: What can the learner do? The affective domain is concerned with the question: What will the learner do?

Item number 16 of the survey, revealed that 71.8 percent (n = 56) of respondents agreed to strongly agreed that standardized test results should be ranked or weighted. In the selection process, objective and/or subjective evaluation of the student is usually performed. In the objective evaluation of a student, references, transcripts and evaluations are normally utilized. According to the respondents objective selection criteria, such standardized tests results should be weighted or ranked. Students with the highest accumulated score can be admitted to community college radiologic technology programs. The profession of radiography demands that entering students become highly skilled technically, qualified by education to perform imaging procedures as well as to be compassionate health care providers (Essentials, 1990). The maintenance of standards of excellence in radiologic technology admissions is therefore necessary to assure accountability and quality care by program graduates. The respondents were asked to check which weighted instruments were used as part of their selection criteria. This general information item was found in question 41. The respondents were not asked which instrument should get the most weight. It is important that reliable predictors-both cognitive and non-cognitive-are developed, and that these predictors be ranked or weighted to assess the full potential for success of all individuals in the radiologic technology applicant pool.

Item 4 of the survey revealed that 65 percent (n = 50) of the

respondents agreed to strongly agreed that high school grade point averages, algebra grades and biology grades should be used in the selection of students for radiologic technology programs. Kavanaugh (1981) made no statistical comparison between high school grade point average or grades in biology or algebra and the Registry examination results, although reference was made to five first-time program failures on the Registry examination and their high school grade point averages, as well as algebra and biology grades. Therefore, it appears that community college radiologic technology program directors believe in weighing the values of high school grade point averages, algebra grades and biology grades when selecting students for radiologic technology programs. Weighing these values can help to predict passing of the American Registry of Radiologic Technologists Examination, as was pointed out in item number 5 of the survey.

Table XVII, "Responding Radiologic Technology Program Directors' Opinions Regarding What Non-Cognitive Criteria Should Be Used and How Should Such Criteria Be Used," also relates to Research Question Three. Table XVII revealed the non-cognitive student selection criteria that should be used and how should such criteria be used.

According to the Essentials, graduates of radiologic technology programs should be both competent and compassionate. Instilled professional values should be evidenced by affective domain objectives and evaluations. The radiologic technology curriculum should purposefully identify professional competencies and include cognitive, affective and psychomotor capabilities (Essentials, 1990). Therefore, facts and impressions obtained during an interview can be correlated to the academic/clinical settings and could assist in predicting a student's success in a radiologic technology program.

Item number 14 of the survey, revealed that 98.7 percent (n = 75) of the respondents agreed to strongly agreed that predictors of student success must be chosen which are appropriate to the goals of the radiologic technology program, the high percentage is not surprising, given the competency based nature of radiologic technology programs. According to the Essentials, standards and guidelines of the Joint Review Committee on Education in Radiologic Technology, the evaluation system should be related to program philosophies, goals, and competencies, provide students with ongoing as well as terminal evaluations and serve as a reliable indicator of the effectiveness of instruction and course design criteria for successful performance (Essentials, 1990).

Item number 36 of the survey revealed that 97.7 percent (n = 76) of respondents to this item agreed to strongly agreed that program directors must couple effective recruitment strategies with rational, humane and equitable selection policies. Faced with increased competition for students, program directors and educational institutions must become creative in their approaches to recruitment. The Committee to Study the Role of Allied Health Personnel recommended in 1989 that educational institutions, in close collaboration with employers and professional associations, purposefully organize to recruit students from groups traditionally underrepresented in allied health fields, especially minorities, older students, career changers, those already in health care, men for fields in which they were underrepresented, and individuals with handicapping conditions (Institute of Medicine, 1989).

Item number 25 of the survey revealed that 93.5 percent (n = 72) of the respondents to this item agreed to strongly agreed that an array of relevant criteria should be used to assure overall equity among and

between applicant groups. Community college radiologic technology program directors clearly believe that cognitive as well as non-cognitive selection criteria should be used, so that all applicants will be evaluated equally whether the applicant is from a traditional or non-traditional student group.

Item number 34 of the survey revealed that 92.1 percent (n = 70) of respondents to this item agreed to strongly agreed that foresight is critical in the student selection process if radiologic technology programs are to survive the challenge of declining numbers of traditional college-age applicants in the 1990's. Major economic, demographic, and social forces must be taken into account to assess the directions and magnitude of changes in the U.S. health care system and the implications of these changes for allied health employment (Institute of Medicine, 1989). This finding is consistent with concerns consistently raised at national and state allied health profession meetings, especially with regards to equity and access.

Item number 19 of the survey, revealed that 78 percent (n = 60) of the respondents to this item agreed to strongly agreed that information obtained in a student's interview enables the interviewer to assess an applicant's vocabulary and ability to be concise and explicit in conveying thoughts. Therefore, information obtained in a student's interview if solicited in a purposeful way will enable the interviewer to assess the affective behavioral domain of the applicant.

Item number 33 of the survey, revealed that 61.5 percent (n = 45) of the respondents to this item agreed to strongly agreed that an internal audit should be performed in the form of selection evaluation as well as external screening of the selection policies and procedures, to assure consumers and governmental funding agencies that the admission process

has been actually implemented according to stated protocols. Further, community college program directors believe that this internal audit should be done each year so as to prove that procedures and policies have been implemented according to stated protocols.

Conclusions

On the basis of the previous findings, the following conclusions can be reached:

(1) The perceptions of community college radiologic technology program directors were consistent with prior research of reliable predictors used as selection criteria of prospective radiologic technology students (McCausland, 1974; Ballinger, 1976; Schimfhauer and Broski, 1976; Stankovich, 1977; Chission, 1985). Quantifying the radiologic technology applicants' affective characteristics increases predictive efficiency (Finegan, 1967; Murden, 1978; Keck, 1979; Burgess, 1980; Dietrich, 1981; Blagg, 1985). Aptitude testing should be used to measure aptitude for the educational process structure to produce proficient allied-health practitioners (Merritt, 1972; Reinking, 1983, 1985; Macomber, 1984; Wesolowski, 1988; Francis, 1990). The outcome of aptitude testing scores can be predictive of earned scores on the American Registry of Radiologic Technologist Examination (Lauer, 1981; Miller, 1985; Myers, 1985). Therefore, cognitive selection criteria are used more often than non-cognitive selection criteria to select prospective radiologic technology students.

(2) Responses to the survey reflected actual perceptions of program directors toward the various facets of selection criteria used in community college radiologic technology programs throughout the United

States, because community college radiologic technology program directors are being asked to be accountable or responsible for the educational product, the student. Further, while what constitutes a well educated person is open to subjective interpretation, radiologic technology program directors have a very clear benchmark by which to measure success: passage of their graduates on the Registry Examination. Therefore, community college radiologic technology program directors appear to be concerned with the aptitude, interests, personality, and values all part of the non-cognitive domain, as well as with objective and other evaluations of academic (cognitive) achievement in their application and selection process of prospective radiologic technology students. The problem exists that the Registry does not measure or assess non-cognitive achievements, interests, personality or values.

(3) There are a number of cognitive and non-cognitive selection criteria used by community college radiologic technology programs and program directors. The most common instruments used by community college radiologic technology programs were cognitive in nature and were the American College Test (87.4 percent) followed by the ACT Assessment (69.6 percent) and the Scholastic Aptitude Test (60.2 percent).

(4) According to the descriptive statistical analysis of the responses of program directors usage of student selection criteria and weighted instruments, it was found that rural community college radiologic technology programs relied on ACT results more than metro and large community college radiologic technology programs. It was also found that large community college radiologic technology programs relied on ACT Asset more than rural and metro combined. This standard testing is more prevalent in urban areas.

(5) Table XII showed that of all the selection criteria used in the 1990-91 academic year, community college radiologic technology program directors used college grade point average (33 percent), interviews (31.5 percent), high school grade point average (31.4 percent), and grade point average (27.1 percent) the most as cognitive and non-cognitive selection criteria. These conclusions correlate to the literature, which has shown that traditional admissions criteria, including previous academic performance and aptitude tests, have been effective cognitive predictors of academic success, while interview(s) were considered to be effective non-cognitive predictors.

(6) It was found that urban metropolitan community college radiologic technology programs relied more on college grade point, interview, high school grade point and grade point averages, than the other types of community colleges. The medium community college radiologic technology program came within .6 percentage points of metro community college radiologic technology programs in the usage of urban high school grade point average and interview as selection criteria used. Therefore, the findings revealed that high school grade point averages which are recognized as a cognitive selection criteria and interview(s) which are recognized as non-cognitive selection criteria are used, despite the size and location of the community college radiologic technology program and educational backgrounds of community college radiologic technology program directors. The findings of the use of non-cognitive predictors, with the noteable exception of the interview(s) performed in radiologic technology student selection, unfortunately, could not be determined. Non-cognitive predictors when combined with cognitive selection criteria could assess the full potential for success of all individuals in the applicant pool.

(7) Community college radiologic technology program directors who responded to the survey did have a significant impact on student selection process, and their believed values and perceptions played a role in producing a radiologic technologist with an appropriate array of cognitive as well as non-cognitive traits. Item number 23, found in Table XIV, revealed that 92.4 percent (n = 61) of the respondents agreed to strongly agreed that the goals and objectives of radiologic technology programs and the sponsoring institutions should be related to the cultivation of accepted applicant competencies, so that an entry-level radiographer is the product of the two. Item number 14 of the survey, found in Table XVII, revealed that 98.7 percent (n = 75) of the respondents agreed to strongly agreed that predictors of student success must be chosen which are appropriate to the goals of the radiologic technology program. Therefore, it appears that community college program directors are satisfied with the view of evaluation identified in the Essentials, that the evaluation system should be related to program philosophies, goals, and competencies, providing students with ongoing as well as terminal evaluations and serve as a reliable indicator of the effectiveness of instruction and course design criteria for successful performance (Essentials, 1990).

(8) Analysis of the items showed no consensus among radiologic technology program directors regarding how to deal with minority students and the use of testing in selecting minority students to community college radiologic technology programs. Item 6 of the survey, the ACT is a valid predictor of college grades for students from low socioeconomic backgrounds; revealed that program directors doubted that ACT is a valid predictor of college grades for students from low socioeconomic backgrounds. Suggesting that program directors have

problems and concerns with standardized tests and think other criterion can be used for minority applicant review. According to the Institute of Medicine, linkages among colleges and high schools are playing an increasingly important role in encouraging the training of minority allied health professionals. No strategy for significant increases in minority participation in the allied health professions will be successful unless it directs resources toward the major barriers to minority participation and involves the complete spectrum of interested parties, both in government and in the private sector. To succeed in the long term, efforts that can be assessed must be integrated into the mission of the educational institution (Institute of Medicine, 1989). That minimal prepatory courses or testing exists is a challenge the field of radiologic technology must address if it is to deal with rapidly changing demographics.

(9) The profession of radiologic technology demands that graduating students be highly skilled and technically qualified by education to perform imaging procedures, as well as to be compassionate health care providers. Program directors appeared to adhere to a belief that cognitive as well as non-cognitive traits were necessary to maintain standards of excellence in radiologic technology.

(10) The use of cognitive admission criteria limits admission to only academic achievers and excludes those students with less academic ability. Item 12 of the survey, the use of GPA as the only admission criteria limits admissions to only academice achievers and excludes others with less academic ability revealed that program directors agreed the use of GPA as the only admission criteria limits admission to only academic achievers. Therefore, this reveals, in an implied way, that community college program directors want to give students with less

academic ability but professional motivation and personality as much a chance to be selected as academic achievers.

(11) Due to the fact that radiologic technology is a relatively young allied health profession that emerged at community colleges during the 1960s and 1970s, research in the area of community college radiologic technology program entrance assessment and student success was limited, especially in the area of non-cognitive predictors of success. This conclusion is particularly important in light of the high value radiologic technology program directors attached to non-cognitive skills and aptitudes.

(12) Due to the significant differences between rural, suburban, and inner city community college radiologic technology program directors in their degree attainment, it would appear that lesser prepared (AA or BA) community college radiologic technology program directors would not understand how to use multifaceted selection criteria.

(13) Community college radiologic technology program directors have a responsibility to produce graduates with an appropriate mix of cognitive, affective and psychomotor skills (Essentials and Guidelines of an Accredited Educational Program for the Radiographer, hereafter "Essentials", 1990). Many allied health professional educators freely admit that the written certification test, The American Registry of Radiologic Technologists examination, is primarily slanted toward the academic or cognitive achievement of the student in the curriculum, rather than the clinical performance of the non-cognitive aspects of the profession which do not rely upon many of the academic skills in the daily delivery of health care services (Kavanaugh, 1981). Therefore, to assure quality patient care, reliable selection criteria should be

developed not only in the cognitive domain, but also in the non-cognitive domain.

Recommendations

The following recommendations are made based on the findings and conclusions of the study.

Recommendation 1: The profession of radiography demands that graduating students be highly skilled and technically qualified by education to perform imaging procedures as well as to be compassionate health care providers. The maintenance of standards of excellence in radiologic technology is necessary to assure accountability and quality care by program graduates. For this reason, it is important that reliable predictors, both cognitive and non-cognitive, are developed to assess the full potential of all individuals in the radiologic technology applicant pool (Blagg, 1985).

No strategy for significant increases in minority participation in the allied health professions will be successful unless it directs resources toward the major barriers to preclude full minority participation. Ethnic minorities are far better represented among adult full-time students than among younger students. Whereas whites constitute 90 percent of the college students of traditional age, they now make up only about 70 percent of those over 21. The growth finding may provide a partial explanation for the alarming figures showing that African-Americans are falling further and further behind whites in their participation in adult education (Boaz, 1978). Such delayed education probably is connected to ppor academic performance in high school and this overreliance upon cognitive criteria, especially dated cognitive

criteria more than five years old is inappropriate and will exclude this issue. Community college radiologic technology programs must not shrink, but rather boldly address this diversity challenge and opportunity. What is called for is a national study of cognitive and non-cognitive selection criteria that should be used in selecting prospective students. The selection criteria used should be found to be applicable to all people. This should be done through the collaborations of professional organizations associated with radiologic technology, such as the Association of Educators in Radiological Sciences (AERS), the American Society of Radiologic Technologists (ASRT), and the American Registry of Radiologic Technologists (ARRT).

Recommendation 2: Community college radiologic technology programs, with the advice and counsel of professional associates and practitioners, should evaluate student selection procedures to determine whether more reliable predictors of probable success than those presently in use can be found. Such a study would: (a) refine selection criteria by which prospective applicants are to be evaluated, (b) identify information sources whose data can be quantified, and (c) transform data from information sources into measurable forms. Evaluations of community college radiologic technology student selection criteria should constitute an internal and external quality control mechanism essential to demonstrate accountability in the program. Experts familiar with community colleges and psychometric testing should be consulted to provide advice on admissions evaluation activities. Community college radiologic technology program directors responsible for student admissions should develop a plan to gather selection criteria, perform analyses, and evaluate the outcomes so that reliable cognitive and non-cognitive predictors of success can be used in

community college radiologic technology student selection. Such a group could be organized in cooperation with the Association of Educators in Radiological Science (AERS). Issues that the AERS group should address might include, but are not limited to professional development training in the areas of both cognitive and non-cognitive selection criteria, judicial, ethnicity, minority access and future availability of allied health workers and larger trends in the U.S. labor force. The labor force is growing more slowly than in the past, and the participation rates and roles of various groups within it is changing. The labor force is becoming older; it also includes more women and more racial and ethnic minorities than in the past (Saunders, 1987).

Recommendation 3: Student selection policies should be investigated to see if the policies identify candidates who have actual and latent abilities who could meet community college radiologic technology program goals and objectives. The profession of radiography requires the ability to provide appropriate health care services. Radiographers are highly skilled professionals qualified by education and certifying examinations to perform imaging examinations and accompanying responsibilities at the request of physicians qualified to prescribe and/or perform radiologic procedures. The radiologic technology curriculum should be based on clearly stated objectives that identify professional competencies that include cognitive and non-cognitive capabilities. The objectives should guide the development and use of effective teaching strategies that take into consideration the patterns of radiography health care delivery and make optimum use of clinical education opportunities (Essentials, 1990). Such curricula should take into consideration information on the demographic shifts and changing epidemiological patterns of disease and disabilities, the biological and

psychologic aspects of chronic illness and aging, the common medical problems seen in patients, legal and ethical dilemmas, the medical and psychological aspects of death and dying, health promotion and disease and disability prevention, interdisciplinary team participation, the evaluation and assessment of patients' needs, the roles of related health professionals, administrative and management techniques, and communication and supervising skills (Institute of Medicine, 1989).

Although allied health students gain technical expertise in particular areas of concentration during their education, many have only limited exposure to chronically ill and disabled persons. The students may also have only a superficial understanding of the complexity of the physical, mental, emotional, and social problems of patients. Therefore radiologic technology professional organizations should identify non-cognitive selection criteria that can be used to evaluate how students will react to common medical problems seen in patients' legal and ethical dilemmas. These might include the medical and psychological aspects of death and dying, and the evaluation and assessment of other patient needs (Institute of Medicine, 1989). Non-coginitive selection criteria for entry into radiologic technology should then be tied to such dates.

Recommendation 4: Community college radiologic technology programs should evaluate the applicants' existing knowledge base in subject areas such as mathematics and science. Applicants lacking competence in these areas should be counseled to allow for remediation prior to program acceptance to reduce potential attrition and to permit program concentration on the didactic and clinical education required by the curriculum. Objective testing or standardized evaluations should be utilized to provide program officials assurance that applicants can be

expected to achieve stated competencies as outlined in the Essentials. These objective tests should be regularly and periodically evaluated by professional testing evaluators to assure validity and reliability.

Recommendation 5: To assure quality patient care, reliable predictors should be developed by educational researchers not only in the cognitive domain but also in the non-cognitive domain. Crucial to the effectiveness of any health care delivery system is the availability of a sufficient quantity of competent health care personnel. In large measure, the quality of health care ultimately delivered is dependent upon the competence of those providing care. In turn, the competence of health care personnel is largely determined by the quality of educational preparation for health service roles; study after study dating from the Study of Accreditation of Selected Health Educational Programs in 1972 has found this. Quality clinical performance requires not only cognition but also proficiency in the affective and psychomotor domains. It is in these latter domains, especially the affective, for which non-cognitive predictors of success would be beneficial. Coupled with traditional predictors, they would provide a more complete appraisal of the full potential of applicants. Given the great need for more radiologic technology students from historically underrepresented student groups, and the documented larger variance in the standardized tests in math, science achievement and delayed educational affects, good assessment of non-cognitive selection criteria would be particularly helpful. If we learned how to test non-cognitively in radiologic technology we could dramatically change the mix of radiologic technology program graduates by "reserving a percentage" of allied health entries after developmental education competencies are achieved.

The Pew Health Professions Commission, a 1991 initiative of the Pew

Charitable Trusts administered through the Duke University Medical Center, was inspired by the belief that education and training of health care professionals is out of step with the evolving health needs of the American people. The Pew Commission suggested that the nation's health professions' schools must play a more active leadership role both in the preparation of practitioners for the twenty-first century and in shaping the values and direction of the entire health care system (1991). In its Agenda for Action, the commission established that the nation must have practitioners with expanded abilities and new attitudes to meet society's evolving health care needs. These competencies included:

- caring for the community's health
- expanding access to effective care
- providing contemporary clinical care
- emphasizing privacy care
- participating in coordinated care
- ensuring cost-effective and appropriate care
- practicing prevention
- involving patients and families in decision-making process
- promoting healthy lifestyles
- assessing and using technology appropriately
- improving the health care system
- managing information
- understanding the role of the physical environment
- providing counseling on ethical issues
- accommodating expanded accountability
- participating in a racially and culturally diverse society
- continuing to learn.

The Pew Commission recognized challenges that health care

professional educators face in their attempts to institute substantive and lasting change in response to the trends shaping health care. The challenges to change come from inside and outside the schools that educate health professionals (Pew Health Professions Commission, 1991). Therefore, the quality of health care delivery will depend upon the competencies of those providing care; the competence of radiologic technology personnel is in turn largely determined by the quality of education preparation for health service roles. Thus, the tie between selection criteria for radiologic education programs at community colleges and the Registry exam to affectiveness as a practitioner in the field needs to be more direct. The time is now ripe for a national effort by radiologic technology programs to develop such assessments. Private foundations in particular should support such efforts.

Recommendation 6: Because the field of radiologic technology is a relatively young profession within the family of allied health professions (only 98 years old), research in the area of entrance assessment and student success should be further explored. The Carnegie Council on Policy Studies in Higher Education (1977) outlined a number of admission considerations that should be taken into account as individuals responsible for professional education programs scrutinize their applicants. These criteria included special academic interests and abilities, special interests, prior scholastic grades and rank in class, test scores (aptitude and achievement), special abilities of the non-cognitive type, special demographic personal identification such as county of residence or ethnicity, special personal characteristics, contributions to the profession, contributions to the diversity of the student community and contributions to the identity of the institution and contribution to the political, economic or community needs of the

professional program (Carnegie Council, 1977). The Carnegie Council's admission considerations can be said to include cognitive as well as non-cognitive (affective) predictors. How can community college radiologic technology program directors responsible for student selection incorporate these factors into their admissions process? How can program directors design a selection process that is equitable and objective? Research in the area of entrance assessment and student success in radiologic technology should be further explored to answer these questions.

Recommendation 7: Students preparing to begin formal education in the allied health occupation should be administered the Health Occupations Basic Entrance Test (HOBET) which was designed primarily as a diagnostic instrument to assist health occupation educators evaluate the academic and social skills of new applicants to their programs. Based upon the profile generated by this new test, first introduced in 1991, a program can more objectively screen applicants for admission. The HOBET which is produced by Educational Resources of Shawnee Mission, Kansas, provides thirty-two diagnostic scores generated by each examinee; the academic program is provided with a group profile, consisting of computer generated means for seven subtest areas: essential math skills, reading comprehension for science textbooks, read rate placement, testtaking skills, stress level profile, social interaction profile and the learning styles inventory. In the profiles, the radiologic technology program can be provided with valuable information helpful in meeting individual, student needs and providing for an objective screening of applicants for admission to community college radiologic technology programs.

Community college radiologic technology program directors should

look to logical and systematic development, applicant equity and humanistic administration in review of their selection policies. Techniques such as task analysis, critical incidents and/or opinions of professional experts can assist in the identification and rating of prospective students. The statistical tool of discriminant analysis can aid in the choice of desirable applicants. Regression statistics can assist in determining cutoff points on scored applicant data. Upon completion of a stepwise regression analysis of the equations the appropriate criterion value based on the accepted predictors will be produced. Multiple R computations can be used to establish any significant correlation information among the various independent variables and in predicting the criterion at an alpha = 0.05 (Appendix H). This descriptive statistical analysis equation when using the HOBET composite, high school grade point average, college grade point average, the HOBET Index, the radiography program core grade point average and the Terminal Profile Score could establish any significant correlation among the independent variables, and better assess the combining of cognitive and non-cognitive selection criteria for students entering community college radiologic technology programs.

Recommendation 8: Community college radiologic technology programs should make their selection criteria flexible enough to permit counseling, and to place reliance upon professional judgement of radiologic technology educators. A program's selection policies should highlight admission of students with latent or real characteristics of the cognitive and non-cognitive domains (Dietrich, 1982). This can be done through assessment because the key purposes of assessment are to ask important questions about student learning, to get some meaningful

information on these questions, and to use the information for academic improvement (Rossman, 1987).

Recommendation 9: The Registry only measures cognitive traits of radiologic technology students and not the non-cognitive domains. Therefore, the criteria of the Registry needs to reflect the Essentials criteria. According to the Essentials and Guidelines, assessment of the graduate outcomes should be of knowledge, skills, values, and beliefs and interactions and relationships.

Recommendation 10: Further analysis of selection criteria used should be done, especially as they relate to community college radiologic technology traditional and non-traditional student selection. In this analysis, a question needs to be addressed: If traditional and non-traditional students meet either cognitive or non-cognitive selection criteria should they be selected to a radiologic technology program?

Recommendation 11: An investigation should be undertaken to assess whether or not a change needs to be made to allied health radiologic technology program classifications, especially in the areas of vocational, technical, and community college radiologic technology programs. Due to classification used by accrediting bodies, professional organizations and professional societies, radiologic technology programs should be classified uniformly, especially in the areas of vocational, technical, and community colleges.

Recommendation 12: Due to the findings of the study, the American College Test (ACT) and high school grade point average (HSGPA) which are regarded as cognitive and interviews which are regarded as non-cognitive should be used as selection criteria, respectively.

Recommendation 13: Community college radiologic technology programs

should provide for an ongoing process and systematic review of program effectiveness. Ongoing, systematic program self-evaluation should consider outcomes related to the radiologic technology students, the institution and society. Program evaluations should focus on behavioral changes in students as a result of their educational experiences and should include assessment of the students outcome. Institutional and program missions should be considered as a radiologic technology program evaluates its goals and objectives, especially as they relate to access, equity and the value-added concept.

Commentary

The results of this study indicate that uniform selection criteria need to be developed to assess the potential for success of prospective radiologic technology students. Community college radiologic technology program directors need to reasonably be certain that their student selection policies identify candidates who will exhibit actual and latent cognitive and non-cognitive traits to provide adequate patient care. Community college radiologic technology program directors should: (a) refine the criteria by which prospective applicants are to be evaluated, (b) identify information sources whose data can be quantified, (c) transform data from information sources into measurable form or forms, and (d) conduct evaluation of community college radiologic technology admissions criteria for validity and reliability.

Accountability in health care extends to the education of the professionals who deliver and community college radiologic technology programs. Directors should assure themselves that the best applicants are being chosen to enter radiologic technology as a profession.

Therefore, community college radiologic technology program directors should initiate an internal review of their prospective student selection processes to ready themselves for an external review, as suggested by Dietrich (1981). When community college radiologic technology program directors meet at local, state, national and international meetings, a plan to gather selection criteria should be initiated so that analyses and evaluation can be effectuated to obtain reliable predictors of success in order to promote uniformity in community college radiologic technology student selection. Despite the withdrawal of most direct federal support for allied health education in the 1980's, allied health leaders have convinced Congress that the health care work force should not continue to go unmonitored and unstudied, especially when so much about the health care system is undergoing change. To maintain standards, it is imperative that reliable non-cognitive predictors are developed to assess the full potential for success of community college radiologic technology students. Traditional admission criteria such as high school academic performance and the result of scores on aptitude tests, which are cognitive in nature, have been used as reliable predictors of academic success. While use of these admission criteria are appropriate, over-reliance upon them has excluded large numbers of students who have had the motivation and personality characteristics necessary to succeed (Morgan, 1974). These cognitive community college radiologic technology admissions predictors are particularly weak in effectively measuring clinical performance (Kegel-Flomm, 1975).

Quality clinical performance requires not only cognition but also proficiency in the affective and psychomotor domains (Blagg, 1985). It is in these latter domains that assessment of non-cognitive predictors

would be beneficial. Cognitive predictors coupled with non-cognitive predictors would provide a more complete evaluation of the potential of community college radiologic technology applicants (Appendix I - Weighting Mechanism for Radiologic Technology Applicant Data).

Higher education attempts to give a student more than just an education. It develops talents and "adds value" to the student. In higher education circles, this concept is referred to as "value added." In his book Four Critical Years, Alexander W. Astin (1977) discussed the "value added" effects of going to college. Later, in Minorities in American Higher Education (1982), Astin wrote:

> If an institution exists to educate students, its mission is to produce certain desirable changes in students or, more simply, to make a difference in the student's life (Astin, 1982).

The "value-added" approach to the goals of higher education suggests that admissions procedures should be designed to select students who are likely to be influenced by the educational process (Astin, 1982). In the simplest of terms, the measure of an institution's success in educating its students is the difference between the students' performance or abilities upon leaving the institution and that upon entry (Astin, 1982). Therefore, the value-added concept should be accepted by allied health educators, including those responsible for admissions to radiologic technology programs, as perhaps the most important indication of educational quality and institutional effectiveness. Astin (1983) noted that:

> "in value-added terms, the quality of an institution is based not on the performance level of the students it admits, but on the changes or improvements in performance that the institution is able to effect in its students" (Astin, 1983).

Radiologic technology students--the personnel of tomorrow--will need

to begin to develop special skills in order to deal with future changes. Because of the dynamic nature of health service delivery, flexibility in the education processes for preparing students to meet future allied health care demands will become more important in promoting growth, motivation and progress. To meet these new service demands, community college radiologic technology programs will have to be aware that the future availability of allied workers cannot be separated from larger trends in the U.S. labor force. The participation rates of various groups such as women and racial ethnic minorities will have to be more prevalent than in the past, and community college radiologic technology programs will have to include the study of human values, illness prevention and health promotion methods, as well as the study of delivery systems, including roles and functions of allied health personnel, patient's rights, legal risks, cost-effectiveness and quality control. Clinical and didactic education will have to be integrated with the range and types of clinical education centers used and modality training expanded to meet increased health service demands. Health care professionals and educators should consider programming activities for all students to promote a positive academic climate. The opportunity to increase minority enrollment in radiologic technology distinguishes mentoring as a strategy to accomplish this goal. Second to recruitment is the retention of minority students in radiologic technology programs. The perceptions and issues raised throughout this survey take on a special significance in the nations's struggle to provide optimal patient care.

Employment in the field of radiologic technology is expected to grow much faster than the average for all allied health occupations through the year 2000, reflecting the importance of radiologic technology in the

diagnosis and treatment of disease. The prevention diagnosis and treatment of disease will rely on sound clinical skills, effective communication skills, accurate information, and effective intervention. Each area can be enhanced by appropriate medical technological support. This support can include a broad spectrum of devices, techniques, agents and information systems that can be brought to be in the health care setting (Pew Health Professions Commission, 1991). Long-term prospects for radiologic technologists will continue to be influenced by future trends in enrollments in formal training programs.

This "value-added" approach to the goals of higher education suggests that admissions procedures should be designed to select students who are likely to be influenced by the educational process (Astin, 1982). The increase in medical imaging technology has affected the delivery of health care in the United States and has created an environment that demands a competent as well as a multiskilled radiologic technologist. Machiavelli said, "there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead of thinking." Multiskilling is a new order of thinking about how to change the way we educate and employ our health care workforce. It is this challenge that community college radiologic technology program directors will need to address as they re-evaluate recruitment, admission and selection criteria for community college radiologic technology programs. The objective will be to tie selection criteria to program curricula to the Registry to success in the field and a means to accomplish this will be to examine community college radiologic technology cognitive and non-cognitive selection criteria.

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APPENDICES

APPENDIX A

ESSENTIALS AND GUIDELINES OF AN ACCREDITED EDUCATIONAL PROGRAM FOR THE RADIOGRAPHER

Essentials and Guidelines

of an Accredited Educational Program for the Radiographer

Essentials initially adopted 1944; revised in 1955, 1969, 1978, 1983, and 1990 by the

American College of Radiology

American Medical Association

American Society of Radiologic Technologists

The Committee on Allied Health Education and Accreditation (CAHEA) accredits programs upon the recommendation of the Joint Review Committee on Education in Radiologic Technology.

Essentials are the standards for accrediting educational programs that prepare individuals to enter an allied health profession recognized by the American Medical Association. The extent to which a program complies with these standards determines its accreditation status; the Essentials, therefore, include all requirements for which an accredited program is held accountable. Essentials are printed in regular typeface in outline form.

Guidelines assist programs in complying with the Essentials by providing examples of how general statements in Essentials may be interpreted. Guidelines are printed in italic typeface in narrative form.

Preamble

Objective

The American College of Radiology, the American Medical Association, and the American Society of Radiologic Technologists cooperate to establish, maintain, and promote appropriate standards of quality for educational programs in radiography and to provide recognition for educational programs which meet or exceed the standards outlined in the Essentials.

These standards are to be used for the development and self-evaluation of radiography programs. Site visit teams assist in the evaluation of a program's compliance with the Essentials. Lists of accredited programs are published for the information of students, employers, and the public.

Description of the Profession

The profession of radiography requires the ability to provide appropriate healthcare services. Radiographers are highly skilled professionals qualified by education to perform imaging examinations and accompanying responsibilities at the request of physicians qualified to prescribe and/or perform radiologic procedures. The radiographer is able to:

1. Apply knowledge of anatomy, physiology, positioning, and radiographic techniques to accurately demonstrate anatomical structures on a radiograph or other imaging receptor.
2. Determine exposure factors to achieve optimum radiographic techniques with minimum radiation exposure to the patient.
3. Evaluate radiographic images for appropriate positioning and image quality.
4. Apply the principles of radiation protection to the patient, self, and others.
5. Provide patient care and comfort.
6. Recognize emergency patient conditions and initiate lifesaving first aid and basic life-support procedures.
7. Detect equipment malfunctions, report same to the proper authority and know the safe limits of equipment operation.
8. Exercise independent judgment and discretion in the technical performance of medical imaging procedures.
9. Participate in radiologic quality assurance programs.
10. Provide patient/public education related to radiologic procedures and radiation protection/safety.

Requirements for Accreditation

I. Sponsorship

A. The sponsoring institution and affiliates, if any, must be accredited by recognized agencies or meet equivalent standards.

Programs in which academic and clinical education are provided by two or more institutions must ensure that responsibilities, including program administration, instruction, student supervision, evaluation, and other educationally related functions, are clearly described in written documents, such as an affiliation agreement or memorandum of understanding.

Requirements for Accreditation
continued

Institutional accreditation establishes evidence that the program sponsor meets recognized professional standards for its primary mission. This same evidence should also be the basis for determining whether or not an institution meets equivalent standards.

Sponsoring institutions utilizing affiliate clinical education centers are expected to ensure that these health care facilities are appropriately accredited.

Hospitals involved in an educational program must maintain current accreditation through the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) or maintain equivalent standards. Equivalent standards include accreditation by the American Osteopathic Association (AOA). Hospitals without JCAHO or AOA accreditation will be considered individually.

The written affiliation agreement, signed by the appropriate officers, should include a clear delineation of responsibilities with regard to program administration, instruction, student supervision, evaluation, liability, and appropriate financial arrangements. This agreement should include a termination clause with sufficient notice to protect enrolled students and ensure an orderly revision of the educational program. Affiliation agreements should be periodically reviewed and revised as necessary. Each institution should maintain a copy of the affiliation agreement.

B. Educational programs may be established in:

1. Community and junior colleges, senior colleges, and universities;
2. Hospitals;
3. Medical schools;
4. Postsecondary vocational/technical schools and institutions;
5. Military/governmental facilities;
6. Proprietary schools;
7. Other institutions or consortia which meet comparable standards for education in radiography.

A consortium is defined as two or more academic or clinical institutions that have formally agreed to sponsor the development and continuation of an educational program. The consortium must be structured to recognize and perform the responsibilities and functions of a sponsoring institution.

C. Accreditation is granted to the institution that assumes primary responsibility for curriculum planning and selection of course content, coordinates classroom teaching and supervised clinical education, appoints faculty to the program, receives and processes applications for admission, and grants the certificate or degree documenting completion of the program. The sponsoring institution shall also be responsible for providing assurance that the activities assigned to students in the clinical setting are educational.

Should program discontinuation become necessary, an orderly plan to protect the rights of enrolled students to complete their education should be provided. Minimally, the sponsor should assist students in placement for completion of education.

II. Resources

A. General Resources

Resources must be adequate to support the number of students admitted to the program. The instructor/student ratio shall be adequate to achieve the stated objectives of the curriculum.

An appropriate variety of modern imaging equipment, to include computed tomography and ultrasound, shall be available.

Clinical facilities shall provide students with an ample variety and volume of radiologic procedures for competency achievement in head/neck, abdominal/gastrointestinal/genitourinary, musculoskeletal, chest, and breast categories involving children and adults. Trauma, bedside, and surgical procedures shall be provided.

Educational opportunities in neuroradiological, cardiovascular, and interventional procedures shall be provided.

Student awareness and experience in state of the art imaging modalities should be assured.

B. Personnel

1. Program Officials

The program shall have a program director and a medical director/advisor; other program officials may be necessary. In accordance with institutional policies and practices, these officials shall assume the responsibilities and possess the qualifications described below.

a. Program Director

(1) Responsibilities

The director shall be full-time and shall be responsible for the organization, administration, periodic review, continued development, and general effectiveness of the program. The director shall be responsible for evaluating and assuring clinical education

effectiveness through a schedule of regular visits to the clinical education center(s). These responsibilities shall not be adversely affected by educationally unrelated functions. The director shall maintain current knowledge of imaging techniques and educational methodology through continuing professional development.

(2) Qualifications

(a) Shall possess proficiency in, but not limited to, the areas of curriculum design, program administration/evaluation, instruction, and counseling.

(b) Shall be credentialed, in good standing, in radiography by the American Registry of Radiologic Technologists or possess suitable equivalent qualifications.

(c) Shall document the equivalent of three years full-time professional experience as a radiographer.

(d) Shall document a baccalaureate degree or suitable educational equivalent.

(e) Shall document a minimum of two years experience as an instructor in an accredited radiography program.

(f) Shall meet the criteria for the position as established by the sponsoring institution.

The instructor experience may have been attained concurrently with the professional experience requirement.

A position description for the director should delineate the specific tasks to fulfill program responsibilities. The program director should assume a leadership role in the continued development of the program, including procedures required by the accreditation review process.

The program director should be knowledgeable of program-related revenue and costs.

Documentation of all visits to clinical education centers should be maintained.

b. Clinical Coordinator

Programs with four or more clinical education centers shall have a full-time faculty member designated as clinical coordinator.

(1) Responsibilities

The clinical coordinator shall be responsible for coordinating clinical education with didactic education as assigned by the program director. Clinical education effectiveness shall be evaluated and assured through a schedule of regular visits to the clinical education centers. The clinical coordinator's responsibilities shall include coordination, instruction, and evaluation. The clinical coordinator shall maintain current knowledge of imaging techniques and educational methodology through continuing professional development.

(2) Qualifications

(a) Shall possess proficiency in curriculum development, supervision, instruction, evaluation, and counseling.

(b) Shall be credentialed, in good standing, in radiography by the American Registry of Radiologic Technologists or possess suitable equivalent qualifications.

(c) Shall document the equivalent of two years full-time professional experience as a radiographer.

(d) Shall document a minimum of one year of experience as an instructor in an accredited radiography program.

(e) Shall meet the criteria for the position as established by the sponsoring institution.

The instructor experience may have been attained concurrently with the professional experience requirement.

A position description for the clinical coordinator should specify the tasks related to these responsibilities. Tasks may include didactic instruction.

c. Clinical Instructor

A clinical instructor shall be designated at each clinical education center.

The number of clinical instructors at any clinical facility is determined by designation of one full-time equivalent clinical instructor for every ten students on-site involved in the competency-based clinical education process.

(1) Responsibilities

The clinical instructor(s) shall be knowledgeable of the program goals, clinical objectives, and clinical evaluation system. The clinical instructor(s) shall provide students with appropriate and adequate clinical instruction/supervision and shall evaluate student clinical competence. Performance of these responsibilities shall not be adversely affected by educationally unrelated functions. The clinical instructor(s) shall maintain competency in imaging, instructional, and evaluative techniques through continuing professional development.

A position description for the clinical instructor(s) should specify the tasks related to these responsibilities and allocate adequate released time for accomplishment. The clinical instructor(s) should meet regularly with the program director and if appropriate, with the clinical coordinator.

(2) Qualifications

(a) Shall be a radiographer competent in instructional and evaluative techniques.

Requirements for Accreditation
continued

Requirements for Accreditation
continued

(b) Shall be credentialed, in good standing, in radiography by the American Registry of Radiologic Technologists or possess suitable equivalent qualifications.

(c) Shall document the equivalent of two years full-time professional experience as a radiographer.

(d) Shall meet the criteria for the position as established by the sponsoring institution.

d. Medical Director/Advisor

(1) Responsibilities
The medical director/advisor shall work in consultation with the program director in developing program goals and objectives and in implementing and assuring standards for achievement.

(2) Qualifications
The medical director/advisor shall be a radiologist certified by the American Board of Radiology or possess suitable equivalent certification.

The medical director/advisor should be associated with a recognized clinical education center for the program.

2. Didactic Faculty (Professional/Technical Curriculum Related)

a. Responsibilities
Didactic faculty shall be responsible for submitting outlines for each course assigned by the program director; evaluating students and reporting progress, as required by the sponsoring institution; and cooperating with the program director in periodic review and revision of course materials. Didactic faculty shall maintain appropriate expertise and competencies through continuing professional development.

b. Qualifications
Didactic faculty must be individually qualified, must be effective in teaching the subject(s) assigned, and must meet the standards defined by the sponsoring institution.

c. Didactic Faculty/Student Ratio
The didactic faculty/student ratio shall be adequate to achieve the stated objectives of the curriculum.

3. Clinical Staff

a. Responsibilities
Clinical staff having responsibilities for student education and supervision shall understand the competency-based clinical education plan and shall be supportive of the educational process.

b. Qualifications
Clinical staff shall be credentialed, in good standing, in radiography by the American Registry of Radiologic Technologists or possess suitable equivalent qualifications.

Program sponsors should establish policies governing academic preparation and experiences required to fulfill instructional responsibilities. All faculty should be familiar with the goals of the program and should have the ability to develop an organized plan of instruction and evaluation. Clinical staff should meet regularly with appropriate program officials to maintain current knowledge of program policies/procedures and student progress. All personnel related to the educational program should document their competence to contribute to the education of the students. Important criteria that should be considered include: knowledge of subject matter, ability to organize and present the subject, a positive attitude toward teaching, and participation in continuing education to improve instructional skills and maintain professional competence. Policies for faculty should be consistent with policies for other comparable program faculty at the institution.

C. Professional Development

Programs shall demonstrate encouragement of continuing professional growth to provide assurance that program faculty and officials can fulfill the responsibilities delineated in the Essentials.

The program should provide for the continued development of instructors and should include requirements for demonstrating and maintaining knowledge of current trends in clinical radiography as well as teaching proficiency.

The program should establish a method for evaluating the means by which instructional expertise is assessed and the means available to the faculty to augment that expertise. Program outcomes, such as meeting institutional and program goals, preparing competent radiographers and maintaining professional and teaching competence, should be utilized for faculty and curriculum evaluation.

In college-sponsored programs, policies relating to faculty teaching loads should be consistent with institutional policy.

In hospital and similarly sponsored programs, faculty should be granted sufficient released time from other responsibilities for preparation of instructional material.

D. Financial Resources

Financial resources shall be ensured to fulfill obligations to enrolled students.

The sponsoring institution should show financial responsibility to the program by developing a program budget or by showing financial commitment to the program within the institutional budget. Budget planning should be the responsibility of the program director, in

cooperation with the medical director/advisor, appropriate faculty, and administrative officers.

Adequate identifiable financial resources should be allocated to ensure a sound educational program.

The budget should reflect sound educational priorities. Priority should be given to the improvement of the educational process.

E. Physical Resources

1. General

Adequate classrooms, laboratories, administrative offices, and other facilities shall be provided. All affiliated institutions shall provide adequate and appropriate space to assure achievement of program goals and educational objectives.

Documentation that energized laboratories meet federal and/or local radiation safety regulations shall be posted or otherwise readily available for inspection.

The instructional facilities should be compatible with the instructional strategies employed by the program and aid the achievement of program goals and curricular objectives. The facilities provided for instruction are one measure of institutional commitment to the program and the achievement of its goals.

Laboratory equipment should aid and support development of clinical competencies. The objectives and evaluation methods for the use of this equipment should be made available to the students. Laboratory experiences should be supervised.

Offices for administrative and instructional staff should be reasonably accessible and suitably private to be conducive to planning, research, evaluation, and counseling activities. Security for student records, instructional materials, and other appropriate program-related materials should be provided.

2. Clinical

Appropriate facilities for supervised clinical education shall be available. The sponsoring institution shall assure that all clinical education centers and minor affiliates conform to the radiation safety standards as defined by federal, state, and local regulations.

Characteristics of clinical education centers shall be reviewed by the JRCERT to ensure that they meet the criteria to provide appropriate clinical education opportunities. Clinical education centers require JRCERT recognition.

The program sponsor shall assure formalization of minor affiliations through documentation.

a. Student capacity is determined for each clinical education center. The maximum number of students admitted per year shall not exceed the approved total clinical student capacity for the program.

b. Maximum student enrollment shall not exceed the capacity determined according to personnel available for appropriate student clinical supervision. The ratio of staff to students prior to student competency achievement in a given examination or procedure shall not exceed 1:1.

Hospitals, physician offices, and imaging centers may be utilized as clinical education centers or minor affiliates.

A minor affiliate is an institution that enhances the curriculum by providing specialized clinical education opportunities. A minor affiliate should meet the criteria established for a clinical education center, except for the availability of specific varieties of radiologic procedures. The total duration of minor affiliation involvement for any student should comprise no more than eight weeks of the total curriculum. Minor affiliates do not require JRCERT recognition.

A memorandum of understanding between the sponsoring institution and each minor affiliate should exist, signed by appropriate administrative representatives. The memorandum should minimally include the purpose and extent of the affiliation and delineation of responsibilities for instruction, student supervision, evaluation, and liability.

One first-year clinically involved student may be admitted for each qualified staff radiographer, certified by the American Registry of Radiologic Technologists or possessing suitable equivalent qualifications, employed during daytime clinical education hours. Part-time personnel may be considered on the basis of full-time equivalents. Technical personnel with primary responsibilities for management/supervision, radiation oncology, nuclear medicine, medical ultrasound, and magnetic resonance imaging are not considered in determining student capacity.

3. Equipment and Supplies

Appropriate modern equipment and supplies, with adequate storage space, shall be provided in sufficient quantities for both didactic and supervised clinical education facilities. Instructional aids shall be provided as required by the types of learning experiences delineated in the curriculum for didactic and supervised clinical education.

A variety of teaching aids and audiovisual equipment to support and enhance the curriculum should be available.

Requirements for Accreditation
continued

4. Library

Students shall have ready access to an adequate supply of up-to-date books, periodicals, and other reference materials related to the curriculum.

The library owned and maintained by the program sponsor should contain enough printed and other media holdings to accommodate required study, to promote independent study and research, and to aid faculty in delivering and improving the program. Clinical education centers should provide access to reference materials to support the clinical assignments; these and/or supplementary materials may be supplied at the sponsoring institution.

Holdings related to the radiography program should be indexed and available to students and faculty.

The sponsoring institution should provide funds on a continuing basis for purchase of periodicals and publications pertinent to radiography. Faculty should provide guidance and direction in the purchase of such resources.

III. Curriculum

Instruction shall follow a master plan that documents:

A. A structured curriculum with clearly written course syllabi which describes learning objectives and competencies to be achieved for both the didactic and supervised clinical education components. The structure of the professional curriculum shall be based on didactic content of appropriate scope and depth, as well as on integrated, supervised clinical education of sufficient volume and variety to assure adequate opportunity to acquire needed knowledge and skills.

The curriculum should be based on clearly stated objectives that identify professional competencies and include cognitive, affective, and psychomotor capabilities. The objectives should guide the development and use of effective teaching strategies that take into consideration the patterns of radiography healthcare delivery and make optimum use of clinical education opportunities.

The curriculum shall be based on two years of full-time study. A program shall be recognized through the accreditation/continuing accreditation process as encompassing a specific educational period. Changes in the length of the educational period must be evaluated by the JRCERT. Any program, regardless of duration, shall comply with all **Essentials**.

Curriculum content to produce graduates who are both competent and compassionate shall be provided. Instilled professional values shall be evidenced by affective domain objectives and evaluations.

Each program should establish and maintain a master plan for education, available for student and faculty review, to include:

- *Institution and program philosophies and goals*
- *Curriculum sequence*
- *Course descriptions, course outlines, and performance (behavioral) objectives*
- *Textbooks assigned by course*
- *Competency-based clinical education demonstrating integration and correlation with the didactic component*
- *Performance objectives for clinical education*
- *Graduate competencies*
- *Strategies and instruments utilized for evaluation of student behaviors in the cognitive, psychomotor, and affective domains*
- *Grading policy/derivation*
- *Program policies*
- *Outcomes assessment process, conducted on a regular basis, utilizing internal and external indicators to include:*
  - *Advisory committee or equivalent*
  - *Student and faculty evaluations*
  - *Exit interviews with graduating students*
  - *Postgraduate and employer follow-ups*
  - *Ongoing program evaluation*
  - *Graduate credentialing*
  - *Examination results*

B. Appropriate learning experiences and curriculum sequencing to develop the competencies necessary for graduation. Curriculum design shall include appropriate instructional materials, classroom presentations, discussions, demonstrations, and supervised clinical assignments to support the curriculum. Appropriate prerequisite knowledge shall be identified. The maximum hours of clinical and academic involvement required by the program shall not exceed 40 hours per week. The curriculum shall include, but not be limited to, the following content areas:

- Introduction to radiography
- Medical ethics and law
- Medical terminology
- Methods of patient care
- Human structure and function
- Radiographic procedures
- Principles of radiographic exposure
- Imaging equipment
- Radiographic film processing
- Evaluation of radiographs

Radiation Physics
Principles of radiation protection
Principles of radiation biology
Radiographic pathology
Introduction to quality assurance
Introduction to computer literacy
Structured competency-based clinical education

The requirements for degree or certificate of completion should be consistent with the requirements for other degrees or certificates awarded by the institution.

Competencies developed by the program shall be supported by specific behavioral objectives documented throughout the didactic and clinical curriculum and shall include, but not be limited to, the following knowledge areas:

1. Patient Care and Management

Goals:
a. The graduate will provide basic patient care and comfort and anticipate patient needs.
b. The graduate will provide appropriate patient education.

2. Radiation Protection

Goal:
The graduate will practice radiation protection.

3. Imaging Procedures

Goals:
a. The graduate will understand basic x-ray production and interactions.
b. The graduate will operate medical imaging equipment and accessory devices.
c. The graduate will position the patient and medical imaging system to perform examinations and procedures.
d. The graduate will exercise independent judgment and discretion in the technical performance of medical imaging procedures.
e. The graduate will demonstrate knowledge of human structure, function, and pathology.

4. Quality Assurance

Goals:
a. The graduate will demonstrate knowledge and skills relating to quality assurance activities.
b. The graduate will evaluate the performance of medical imaging systems.
c. The graduate will evaluate medical images for technical quality.

5. Recording Media Processing

Goal:
The graduate will demonstrate knowledge and skills relating to medical image processing.

6. Equipment Maintenance

Goals:
a. The graduate will understand the safe limits of equipment operation.
b. The graduate will recognize equipment malfunctions and report them to the proper authority.

7. Interpersonal Communication

Goal:
The graduate will demonstrate knowledge and skills relating to verbal, nonverbal, and written medical communication in patient care intervention and professional relationships.

8. Professional Responsibility

Goal:
The graduate will support the profession's code of ethics and comply with the profession's scope of practice.

9. Clinical Education

Goal:
The graduate will competently perform a full range of radiologic procedures on children and adults in the following categories:
Head/neck
Abdominal/gastrointestinal/genitourinary
Musculoskeletal
Chest and breast
Trauma
Bedside
Surgical

The policies and processes by which students receive clinical education shall be published and made known to all concerned.

Planned and structured clinical education should include the following:
Documented student prerequisite knowledge in:
basic radiation protection
basic patient care and clinical skills
principles and procedures related to image quality
Competency-based clinical evaluations, based on actual radiographic examination performance. Simulation may be utilized for infrequent or limited volume examinations. Simulation should comprise a minor component of clinical evaluations.
Sponsor support for the As Low As Reasonably Achievable Concept (ALARA)
Opportunities for elective rotations may be provided in areas such as specialized imaging, radiation oncology, nuclear medicine, and medical ultrasound.

Until a student achieves and documents competency in any given procedure, all clinical assignments shall be carried out under the direct supervision of qualified radiographers. The parameters of direct supervision are:

1. A qualified radiographer reviews the request for examination in relation to the student's achievement;

Requirements for Accreditation
continued

2. A qualified radiographer evaluates the condition of the patient in relation to the student's knowledge;

3. A qualified radiographer is present during the conduct of the examination; and

4. A qualified radiographer reviews and approves the radiographs.

In support of professional responsibility for provision of quality patient care and radiation protection, unsatisfactory radiographs shall be repeated only in the presence of a qualified radiographer, regardless of the student's level of competency.

After demonstrating competency, students may perform procedures with indirect supervision.

Indirect supervision is defined as that supervision provided by a qualified radiographer immediately available to assist students regardless of the level of student achievement.

"Immediately available" is interpreted as the presence of a qualified radiographer adjacent to the room or location where a radiographic procedure is being performed. This availability applies to all areas where ionizing radiation equipment is in use.

C. Periodic didactic and clinical evaluation of students to assess cognitive, psychomotor, and affective domains; problem solving skills; and psychomotor, affective, and clinical competencies.

The evaluation system should relate to the program philosophies, goals, and competencies; provide students with ongoing as well as terminal evaluations, and serve as a reliable indicator of the effectiveness of instruction and course design. Periodic evaluation should be conducted at appropriate intervals. Criteria for successful performance should be equitably applied without discrimination. Students who do not make satisfactory progress according to these criteria should be provided with developmental assistance or, following due process, should be dismissed from the program.

Programs should provide reasonable time requirements for completion of the curriculum by all students. Program completion should depend on documented achievement of defined objectives and competencies as required by the curriculum. Transfer and advanced placement students should be defined by policy.

On the basis of student achievement of published program requirements in advance of the established time frame, the program may establish a policy for individual student early release. To assure that this early release is not an arbitrary decision and to establish program accountability, the following documentation should be available:

1. The program master plan of education should include the availability of an early release option for eligible students as well as the possibility of program length extension for students unable to complete program requirements in the established time frame.

2. Individual student records should include evidence of the successful completion of didactic and clinical courses and achievement of all competencies as required by the program.

Students should not be released to meet geographical or institutional manpower needs.

Implementation of an early release option is subject to prevailing local laws and institutional policy. Programs are responsible for maintaining documentation to substantiate early student release actions.

IV. Students

A. Program Description

Students shall be provided with a well-defined, accurate and complete published description of the program and its content, including learning goals, course objectives, clinical education requirements, competencies to be achieved, student evaluation processes, and the criteria for successful program completion.

In addition, the following items or information should be available:

- *Certification information, state licensure information, if appropriate*
- *Absences/compensatory time policies and procedures*
- *Policy for student reporting of exposure to or contraction of communicable disease*
- *Clinical infection control procedures*
- *Standards of conduct and performance*
- *Disciplinary policies and procedures*
- *Financial information*
- ***Essentials and Guidelines of an Accredited Educational Program for the Radiographer***

B. Admission

Admission of students, including advanced placement, shall be made in accordance with generally accepted criteria and procedures of the institution. These criteria and procedures shall be clearly defined and published.

Academic and technical standards required for admission to the program shall be clearly defined and published.

Program officials shall be responsible for establishing a procedure for determining that applicants and students meet the technical standards of the program.

As a minimum, sponsors shall insure that:

1. Applicants are high school graduates, or equivalent, with an appropriate educational background in mathematics and science.
2. For academic program sponsors, students meet the admission criteria of the sponsoring institution.
3. For hospital program sponsors, an admission committee is established and standard criteria for student selection are developed and utilized.

Programs should carefully evaluate applicants' existing knowledge base in subject areas such as mathematics and science. Applicants lacking prerequisite competence in these areas should be counseled for appropriate remediation prior to program acceptance, to reduce potential attrition and to permit program concentration on the didactic and clinical education required by the curriculum.

Programs accommodating open admission philosophies should establish clear policies defining the criteria for admission to the program. Objective testing or standardized evaluations should be utilized to provide program officials assurance that applicants can reasonably be expected to achieve graduate competencies. If pre-professional periods of study are involved, the policies should guarantee suitable clinical education opportunities for all students successfully completing the pre-professional period. Programs should evaluate the selection criteria periodically to assess the effect on student performance or attrition.

Reasonable accommodation should be provided to applicants with disabling conditions. Technical standards, based on tasks performed by a graduate radiographer, should provide applicants with a clear understanding of physical demands required by the program.

C. Evaluation

Criteria for successful completion of each segment of the curriculum and for graduation shall be given in advance to each student. Evaluation systems shall include content related to the objectives and competencies described in the curriculum for both didactic and supervised clinical education components. Documented evaluation shall be employed frequently enough to provide both students and program officials with timely indications of academic standing and progress and to serve as a reliable indicator of the effectiveness of instruction and course design.

D. Health Services

Students shall be informed of, and have access to, student healthcare services if provided by the institution. Fees associated with healthcare services shall be published. The health and safety of students, faculty, and patients associated with educational activities must be adequately safeguarded through documented policies and procedures.

E. Guidance

Student guidance shall be available, to include assisting students in understanding and observing program policies and practices, and providing counseling or referral for personal problems that may interfere with progress in the program.

Documentation of regular and timely discussions with qualified faculty of student strengths, weaknesses, and progress shall be maintained.

Students should have access to faculty and professional counseling.

V. Operational Policies

A. Fair Practices

1. Radiation protection monitoring practices for students shall conform to appropriate state and federal regulations.

2. A policy related to the provisions made for student pregnancy shall be published and made known to female applicants.

Program officials should consult with institutional radiation safety officers to assure that the policy reflects current radiation protection philosophy. Considerations related to sound educational principles regarding appropriate leave and student reinstatement should be included in the policy. Student counseling should be available.

3. Announcements and advertising must accurately reflect the program offered.

Information should be available to all persons involved with the program and to all who demonstrate intent to apply for program admission. Information for applicants should include program length and describe required travel to clinical education centers, if appropriate.

4. Student recruitment and admission practices and faculty recruitment and employment practices shall be non-discriminatory with respect to race, color, creed, sex, age, handicap(s), or national origin.

5. Academic credit and costs to the student shall be accurately stated, published, and made known to all applicants.

6. Policies and processes for student withdrawal, and refunds of tuition and fees, shall be published and made known to all applicants.

7. Appropriate due process and appeal mechanisms shall be available and made known to all students.

Requirements for Accreditation *continued*

Evidence should be available that students are informed of due process and appeal mechanisms with regard to unfavorable evaluations, disciplinary actions, suspensions, and dismissals.

8. Policies and processes by which students may perform related work while enrolled in the program must be published and made known to all concerned in order to avoid practices in which students are substituted for regular staff. Students shall not take the responsibility or the place of qualified staff. However, after demonstrating competency, students may be permitted to perform procedures with appropriate supervision.

Programs in states requiring licensure of radiographers must comply with appropriate regulations applicable to students.

B. Student Records

Satisfactory records shall be maintained for student admission, attendance, and evaluation. Grades and credits for courses shall be recorded on the student transcript and permanently maintained by the sponsoring institution.

Students shall have access to personal radiation monitoring records. Radiation monitoring records shall be maintained, as required by state or federal regulations.

Records should be maintained for all courses attempted and/or completed by all students.

The master plan for education should include a system for maintaining records in order to document achievement of program goals and objectives; to indicate compliance with accrediting and program policies; and to provide a database for program self-evaluation. Provisions for availability and security of records should comply with the "Family Educational Rights and Privacy Act of 1974" (Buckley Amendment). The system should be sufficiently detailed to provide for the continuity, delivery, and evaluation of the program in the event of staff changes.

VI. Continuing Program Evaluation

A. The program shall have an ongoing process for periodic and systematic review of program effectiveness. The self-study report required by the accreditation review is one element of this process.

B. The results of program evaluation must be appropriately reflected in review and revision of the curriculum and other program elements.

Ongoing, systematic program self-evaluation should consider outcomes related to the student, the institution, and society. Self-evaluation should assist the program in decision making, enhancing input, and improving processes. All staff and faculty should be involved in program self-evaluation efforts.

Institutional and program missions should be considered as a program evaluates its goals and considers revisions based on curriculum review and other elements of the evaluation process.

Program evaluation should focus on behavioral changes in students as a result of the educational experience and should include assessment of the following graduate outcomes:

1. Knowledge—Understanding of general and specific facts, processes, theories, and methodologies.

2. Skills—Attainment of competencies to include academic, clinical, communicative, interpersonal, and leadership.

3. Values and Beliefs—Development of appropriate professional attributes.

4. Interactions and Relationships—Acceptance by the institution, community, and profession as a practitioner.

Ongoing program evaluation should include, but is not limited to, assessment of items such as:

1. Attrition/retention/academic delinquency rates and reasons.

2. Average length of time to program completion.

3. Student characteristics in comparison with other students enrolled in the institution in areas such as grade distribution, membership in professional societies, honors, and awards.

4. Number of graduates in specified employment settings or in other types of education.

5. Relevance of employment setting to the educational program.

6. Percent of graduates passing credentialing exams (with number of attempts) and mean exam scores.

7. Follow-up studies of alumni and employer satisfaction.

C. Input from various groups, such as admission, curriculum, and advisory committees, and from other channels of communication shall be documented.

A. Program/Sponsoring Institution Responsibilities

1. Applying for Accreditation

The accreditation review process conducted by the Committee on Allied Health Education and Accreditation (CAHEA) can be initiated only at the written request of the chief executive officer or an officially designated representative of the sponsoring institution.

This process is initiated by requesting an application form from and returning it to:

Division of Allied Health Education and Accreditation
American Medical Association
515 North State Street
Chicago, IL 60610

The **Joint Review Committee on Education in Radiologic Technology,** 20 North Wacker Drive, Suite 900, Chicago, IL 60606, requests additional application materials prior to guiding the program through completion of a self-study and preparation of the Self-Study Report.

A program or sponsoring institution may at any time prior to the final accreditation action withdraw its request for initial or continuing accreditation.

2. Administrative Requirements for Maintaining Accreditation

Programs are required to comply with administrative requirements for maintaining accreditation, which include:

a. Submitting the Self-Study Report or a required progress report within a reasonable period of time, as determined by the JRCERT.

b. Agreeing to a reasonable site visit date before the end of the period for which accreditation was awarded.

c. Informing the JRCERT within a reasonable period of time of changes in the positions of program director, medical director/advisor, clinical coordinator, and clinical instructor(s). If any position remains vacant for 30 days, the program shall send the JRCERT a description of the actions taken to maintain the continuity and effectiveness of the program.

d. Submitting requests for recognition of new clinical education centers and increases in student capacities to the JRCERT prior to utilization or acceptance of students over the capacity authorized.

e. Paying JRCERT accreditation fees within a reasonable period of time.

f. Completing and returning by the established deadline the Annual Report provided by CAHEA.

Failure to meet these administrative requirements for maintaining accreditation may lead to being placed on Administrative Probation and ultimately to Withdrawal of Accreditation.

B. CAHEA/Review Committee Responsibilities

1. Administering the Accreditation Review Process

At the written request of the chief executive officer or an officially designated representative, CAHEA and the JRCERT review educational programs to assess compliance with the **Essentials.**

The accreditation review process includes a site visit. If the performance of a site visit team is unacceptable, the institution may request a second site visit. Responsibility for the cost of a second visit is determined by the JRCERT.

Before the JRCERT formulates its accreditation recommendation to CAHEA, the sponsoring institution is given an opportunity to comment in writing on the report of the site visit team and to correct factual errors.

Before transmitting a recommendation for Probationary Accreditation to CAHEA, the JRCERT provides the sponsoring institution with an opportunity to request reconsideration of the recommendation. Reconsideration is based on conditions existing when the JRCERT arrived at its recommendation to CAHEA and on subsequent documented evidence of corrected deficiencies provided by the applicant.

CAHEA awards of Probationary Accreditation are final and are not subject to further appeal.

2. Withholding or Withdrawing Accreditation

Prior to recommending Accreditation Withheld or Accreditation Withdrawn to CAHEA, the JRCERT provides the sponsoring institution with an opportunity to request reconsideration. CAHEA decisions to withhold or withdraw accreditation are final unless appealed to CAHEA. A copy of the CAHEA Appeals Procedures for Accreditation Withheld or Withdrawn is included in the letter notifying the program of one of these actions.

When accreditation is withdrawn, the appropriate official is provided with a clear statement of each deficiency and is informed that application for accreditation as a new applicant may be made whenever the program is believed to be in substantial compliance with the **Essentials.**

All students successfully completing a program granted any accreditation category at any point during their tenure as students are regarded as graduates of a CAHEA-accredited program.

Maintaining and Administering Accreditation
continued

3. Inactive Programs

The sponsoring institution may request inactive status for a program that does not enroll students for up to two years. Such programs must continue to pay annual fees to the JRCERT. After being inactive for two years, the program will be considered discontinued, and accreditation may be withdrawn.

Appendix

The following materials are available to guide educators in program development:

The Curriculum Guide for Radiography Programs

Clinical Competency Evaluation Guide for Radiography

For information contact:

The American Society of Radiologic Technologists
15000 Central Avenue SE
Albuquerque, NM 87123
(505) 298-4500

APPENDIX B

ACT EXAMINATION SITES

ACT Test Centers

Enter the correct codes for your first and second choice of test center in block T on page 4 of your registration folder and blacken the correct ovals.

*Non-Saturday test centers are available only to students whose religious faith prohibits taking the test on Saturday. Non-Saturday test centers are listed at the end of each state. The date in the test date column is the date the test center will give the examination.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
ALABAMA							
Alexander City	9725	Benjamin Russell H S					X
	0001	Central Alabama C C	X	X	X	X	X
Andalusia	0081	Lbw Coll	X	X	X	X	X
Athens	9538	Athens H S		X	X	X	X
Atmore	6659	Escaambia County H S		X	X		
Auburn	0011	Auburn Univ	X		X	X	X
Bay Minette	0035	James H Faulkner St Comm Coll	X	X	X	X	X
Birmingham	0012	Birmingham Southern Coll	X	X	X	X	X
	6283	Huffman H S	X		X	X	X
	0047	Jefferson St Comm Coll	X	X	X	X	X
	7151	John Carroll H S					X
	0078	Lawson St Comm Coll	X		X	X	
	0028	Miles Coll		X	X	X	X
	9181	Minor H S			X		X
	9916	Mountain Brook H S	X			X	X
	9815	Pleasant Grove H S	X	X	X	X	X
	0016	Samford Univ	X		X	X	X
	0056	U of AL at Birmingham	X	X	X	X	X
	9618	W A Berry H S		X		X	X
Boaz	0026	Snead St Comm Coll	X	X	X	X	X
Brewton	0039	Jefferson Davis Comm Coll	X	X	X	X	X
Brundidge	9367	Pike County H S	X			X	
Butler	6573	Choctaw County H S			X	X	
	6819	Patrician Academy	X			X	
Camden	7015	Wilcox Central H S		X		X	
Centre	9855	Cherokee County H S	X	X	X	X	X
Chatom	8958	Washington Co H S	X	X	X	X	X
Clanton	9847	Chilton County H S			X		
Cadeville	6577	Cadeville H S			X		
Daphne	9040	Bayside Academy	X	X	X		
	6373	Daphne H S	X	X	X		
Decatur	7002	Decatur H S	X	X	X	X	X
Dothan	7003	Dothan H S	X	X	X	X	X
	6359	Northview H S	X	X	X	X	X
Enterprise	0045	Enterprise St J C	X	X	X	X	X
Eufaula	7010	Eufaula H S	X	X	X	X	
Eutaw	7014	Eutaw H S	X		X	X	
Fayette	0080	Bevill St C C, Brener Campus	X	X	X	X	X
Florence	0014	Univ of North Alabama	X	X	X	X	X
Fort Payne	7005	Fort Payne H S	X	X	X	X	
Gadsden	7006	Gadsden H S	X	X	X	X	X
	0077	Gadsden St Comm Coll	X		X	X	X
	0060	Univ of Alabama Gadsden		X	X		
Gardendale	9915	Gardendale H S	X			X	
Greenville	6846	Fort Dale South Butler Academy	X			X	
	7007	Greenville Middle School	X		X	X	
Hanceville	6765	Hanceville H S	X	X	X	X	X
	0083	Wallace St College	X	X	X	X	X
Hayneville	9245	Central H S	X		X		
Hueytown	6251	Hueytown H S	X	X	X	X	
Huntsville	0002	Alabama A & M Univ		X		X	X
	7009	Huntsville H S	X	X	X	X	X
	0053	U of AL in Huntsville	X	X	X	X	X
	9392	Virgil I Grissom H S	X			X	X
Jackson	9243	Jackson H S	X	X	X	X	
Jacksonville	0020	Jacksonville St Univ	X	X	X	X	X
Jasper	0054	Walker Coll	X	X	X	X	X
Lanett	7011	Lanett H S	X		X	X	
Leesburg	6686	Sand Rock School			X		
Leroy/Chew	7632	Calhoun H S				X	
Linden	9825	Linden H S	X			X	
Lineville	8978	Lineville H S			X	X	X
Livingston	0074	Livingston Univ	X	X	X	X	X
Louisville	7670	Louisville H S	X		X	X	X
Luverne	7684	Luverne H S	X	X	X	X	X
Lynn	6827	Lynn H S			X	X	
Marion	0026	Marion Military Institute	X	X	X	X	
McIntosh	8445	McIntosh H S	X		X	X	X
Mobile	6480	Baker H S	X		X	X	
	0009	Bishop St Comm Coll	X	X	X	X	
	9474	John Shaw H S	X	X	X	X	
	9728	M Montgomery H S (Semmes)	X	X	X	X	
	0029	Mobile Coll	X	X	X	X	
	9837	Murphy H S	X	X	X	X	
	0042	Spring Hill Coll				X	
	0059	Univ of South Alabama	X	X	X	X	
Monroeville	0055	Alabama Southern Comm Coll	X	X	X	X	
Montevallo	0004	Univ of Montevallo	X		X	X	X
Montgomery	0008	Alabama St Univ	X	X	X	X	X
	0057	Auburn Univ at Montgomery	X	X	X	X	X
	0003	Faulkner Univ	X	X	X	X	X
	0018	Huntingdon Coll	X	X	X	X	X
Moody	6804	Moody H S				X	X
Moulton	6287	Lawrence County H S	X	X	X	X	
New Market	9730	Buckhorn H S	X			X	
Ohatchee	9568	Kerr H S		X		X	
Ozark	7016	Carroll H S				X	
Phenix City	0073	Chattahoochee Valley C C	X	X	X	X	X
Pine Camobell	0027	Northwest Alabama C C	X	X	X	X	X
Plantersville	6745	Dallas County H S			X	X	X
Powell	0061	NE Alabama St Comm Coll	X			X	X
Prattville	9067	Prattville H S		X		X	
Ramsville	9276	Plainview School	X		X	X	X
Rogersdale	6709	Robertsdale H S	X	X	X	X	X
Rogersville	6716	Lauderdale County H S	X	X	X	X	X
Russellville	9992	Russellville H S	X	X	X	X	X
Scottsboro	7017	Scottsboro H S	X	X	X	X	X
Selma	7018	Selma H S	X	X	X	X	
	0033	Selma Univ		X	X	X	
Stevenson	9804	North Jackson H S	X	X		X	
Sumiton	4709	Bevill St C C, Walker Cam	X	X	X	X	X
Sweet Water	9660	Sweet Water H S	X			X	
Syracauga	7019	Syracauga H S	X	X	X	X	X
Talladega	8260	Talladega H S	X	X	X	X	X
Tallassee	9854	Tallassee H S	X	X	X	X	X
Theodore	9723	Theodore H S				X	
Thomasville	7020	Thomasville H S	X	X	X	X	
Troy	0048	Troy St Univ	X	X	X	X	X
Trussville	6384	Hewett Trussville H S	X	X	X	X	X
Tuscaloosa	0044	Stillman Coll	X	X	X	X	X
	0052	Univ of Alabama	X	X	X	X	X
Tuscumbia	4708	Shoals C C South Cam	X	X	X	X	X
Tuskegee Inst	6763	Booker T Washington H S	X	X	X	X	X
Union Springs	7013	Bullock County H S	X		X		
Uniontown	9008	Robert C Hatch H S		X	X		
Wadley	0040	Southern Union St J C	X		X	X	
ALABAMA Non-Saturday Test Centers*							
Birmingham	7004	Birmingham Jewish Day School	24	12		10	
Huntsville	9037	Oakwood Academy	24		6	10	12
	0030	Oakwood Coll		12		10	
ALASKA							
Anchorage	9170	Dimond H S	X	X	X	X	X
	0137	Univ of Alaska Anchorage	X	X	X	X	X
Delta Junction	7027	Delta Junction H S	O		O	O	
Fairbanks	0064	Univ of Alaska	X	X	X	X	X
Glennallen	6176	Glennallen H S	X		X		
Homer	8955	Homer H S	X			X	
Juneau	7033	Juneau Douglas H S	X	X	X	X	
Ketchikan	7035	Ketchikan H S	X	X	X	X	
Kodiak	9195	Kodiak H S	X	X		X	
Nenana	6603	Nenana H S	X			X	
Palmer	9093	Palmer H S	X			X	
Petersburg	7142	Petersburg H S	X		X		
Sitka	0074	Sheldon Jackson Coll		X	X	X	
Soldotna	0069	Kenai Peninsula Coll	X	X			
ARIZONA							
Ajo	7068	Ajo H S	X				
Bowie	6754	Bowie H S			X		
Bullhead City	7073	Mohave H S	X		X	X	
Casa Grande	7070	Casa Grande Union H S	X	X		X	X
Chandler	7071	Chandler H S	X	X	X	X	X
Chinle	7072	Chinle H S	X	X	X	X	X
Coolidge	6443	Coolidge H S	X			X	
Douglas	0089	Cochise Coll	X	X	X		
Elfrida	9406	Valley Union H S	O			O	
Flagstaff	0086	Northern Arizona Univ	X	X	X	X	X
Fort Defiance	7074	Window Rock H S		X			
Ganado	8389	Ganado H S	O	O	O		
Gilbert	8901	Gilbert H S	X			X	
Glendale	6600	Deer Valley H S	X	X	X	X	X
	0091	Glendale Comm Coll	X	X	X	X	
Globe	7076	Globe H S		X		X	
Holbrook	0107	Northland Pioneer Coll	X	X			
Kayenta	7079	Monument Valley H S	X	X	X	X	
Kearns Canyon	8891	Hopi H S	O	O	O	O	O
Kearny	7080	Ray District H S	X			X	
Kingman	7081	Kingman H S	X	X		X	
Lakeside	9587	Blue Ridge H S	X		X		
Lk Havasu City	7082	Lake Havasu H S	X			X	
Many Farms	7075	Many Farms H S	O	O	O	O	
Mayer	8795	Orme School		X	X	X	
Mesa	8668	Mountain View H S	X	X	X	X	X
Miami	7084	Miami H S	X		X		X
Mohave Valley	6898	River Valley H S				X	
Nogales	7085	Nogales H S	X		X		
Page	7087	Page H S	O	O	O	O	
Parker	7088	Parker H S	X			X	
Patagonia	7066	Patagonia Union H S	O	O		O	
Payson	7127	Payson H S	X	X		X	
Phoenix	9154	Camelback H S	X	X	X	X	
	0100	Gateway Comm Coll					X
	0092	Grand Canyon Univ	X	X	X	X	X
	6111	Maryvale H S	X	X	X	X	X
	8786	Moon Valley H S			X	X	X
	0177	Paradise Valley C C	X	X	X	X	
	0094	Phoenix Coll	X	X	X	X	
	7703	Shadow Mountain H S	X				
	7086	South Mountain H S		X			X
	6730	Trevor G Browne H S	X	X		X	
	4863	Univ of Phoenix					X
	7090	Washington H S	X	X	X		
	9172	Xavier H S				X	
Prescott	7092	Prescott H S	X	X	X	X	X
	0096	Yavapai Comm Coll					X
Sahuarita	7052	Sahuarita H S	X				
Saint David	6392	Saint David H S	X				
Saint Johns	7093	Saint Johns H S	X			X	
San Manuel	7094	San Manuel H S	X		X		
Sanders	8564	Valley H S	O	O	O		
Scottsdale	7065	Chaparral H S	X	X	X	X	
	6448	Coronado H S	X			X	X
	7061	Saguaro H S	X	X	X	X	
Sedona	7185	Verde Valley School	X	X	X		
Seiis	7078	Baboquivari H S		O		O	
Show Low	9727	Show Low H S	X			X	
Sierra Vista	7095	Buena H S	X	X	X	X	
Snowflake	7096	Snowflake H S	X	X		X	
Teec Nos Pos	7167	Red Mesa H S	O	O	O	O	
Tempe	0088	Arizona St Univ		X	X	X	X
	0178	International Baptist Coll	X		X		
Thatcher	0090	Eastern Arizona Coll	X	X	X	X	X
Tuba City	8829	Greyhills H S	X				X
	9058	Tuba City Public H S		X	X	X	
Tucson	7097	Amphitheater H S	X	X		X	
	7114	Desert View H S	X				
	7707	Sabino H S	X		X	X	
	7083	Sahuaro H S	X	X	X	X	
	0096	Univ of Arizona		X	X	X	X
Whiteriver	7067	Alchesay H S	O			O	
Winslow	7104	Winslow H S	X			X	
Yuma	0099	Arizona Western Coll		X			X
	7105	Kofa H S	X	X	X	X	
ARIZONA Non-Saturday Test Centers*							
Holbrook	9705	Holbrook SDA Indian Sch	24	12		10	
Scottsdale	7101	Thunderbird Advent Acad	24	12		10	
Yuma	6660	Yuma District Admin Office			6		
ARKANSAS							
Alma	6470	Alma H S	X	X	X	X	X
Arkadelphia	0125	Henderson St Univ	X	X	X		X
	0134	Ouachita Baptist Univ		X		X	
Ashdown	8966	Ashdown H S	X			X	
Batesville	0112	Arkansas Coll	X		X		
	9942	Batesville H S		X	X		
Bauxite	6640	Bauxite H S		X	X		
Beebe	9898	Beebe H S	X	X	X	X	X
Benton	7123	Benton H S	X	X	X	X	X
Bentonville	9337	Bentonville H S	X	X	X	X	
Blytheville	7107	Blytheville H S	X	X	X	X	X
Brinkley	6432	Brinkley H S	X	X	X	X	
Bryant	9773	Bryant H S	X	X	X	X	X
Cabot	8877	Cabot H S	X	X	X	X	
Camden	9914	Fairview H S	X	X	X	X	
	6031	Southern AR U Tech	X	X	X	X	X
Charleston	6595	Charleston H S	X			X	X
Clarksville	0120	Univ of the Ozarks	X	X	X	X	X
Clinton	7108	Clinton H S	X	X	X	X	
Conway	9619	Conway H S	X	X	X	X	X
	0118	Univ of Central AR	X	X	X	X	X
Cove	9716	Van Cove H S				X	
Crossett	7111	Crossett H S	X			X	
Dardanelle	9862	Dardanelle H S	X		X	X	
De Queen	7112	De Queen H S	X	X	X	X	
De Witt	7113	De Witt H S	X	X	X		
Deer	9605	Deer H S	X		X		
Dumas	9816	Dumas H S			X	X	X
Earle	7118	Earle H S	X	X		X	
El Dorado	6609	Southern West Campus	X	X	X	X	X
England	9616	England H S	X	X	X	X	X
Fayetteville	7089	Fayetteville H S	X	X	X	X	X
	0144	Univ of Arkansas	X	X	X	X	X
Fordyce	7136	Fordyce H S	X	X	X	X	
Forrest City	7115	Forrest City H S	X	X	X	X	
Fort Smith	7116	Northside H S	X	X	X	X	X
	7117	Southside H S	X	X	X	X	X
Glenwood	6883	Glenwood Elementary School	X	X	X	X	X
Green Forest	6282	Green Forest H S	X		X	X	X
Greenbrier	9636	Greenbrier H S	X		X	X	X
Hamburg	6414	Hamburg H S	X		X	X	
Harrison	0113	North Arkansas C C	X	X	X	X	X
Hector	7172	Hector Springs H S	X		X	X	
Helena	0125	Philips County C C	X	X	X	X	X
Hermitage	6407	Hermitage H S	X			X	
Hope	7119	Hope H S	X	X	X		
Hot Springs	6593	AR Sch Math Sci	X			X	
	7120	Hot Springs Sr H S	X	X	X		
	9057	Lakeside H S	X		X		
Jacksonville	7122	Jacksonville H S	X	X		X	
	9885	North Pulaski H S	X	X	X	X	
Jonesboro	7121	Jonesboro Sr H S	X	X	X	X	X
	9896	Nettleson H S			X	X	X
Lake Village	9671	Lakeside H S				X	
Lepanto	9466	East Poinsett County H S	X	X	X	X	X
Leslie	6665	Leslie School				X	
Little Rock	9806	J A Fair H S	X	X	X	X	X
	7236	John L McClellan H S	X	X	X	X	
	0136	Philander Smith Coll	X	X	X	X	X
	8843	Robinson H S	X				X
	0132	U of AR at Little Rock	X	X	X		X
	0142	Southern Arkansas Univ	X	X	X	X	X
Malvern	7141	Glen Rose H S	X	X		X	
Mananna	9100	Lee Sr H S	X	X	X	X	X
Marshall	9864	Marshall H S	X	X	X		
Marvell	9794	Marvell H S		X	X		
McGehee	9800	McGehee H S		X		X	
Melbourne	5163	Ozarka Technical Coll	X	X		X	
Mena	7124	Mena H S	X	X			
	6207	Rich Mountain C C		X	X		X
Monette	6823	Buffalo Island Central School	X			X	
Monticello	7229	Drew Central H S	X	X	X		X
	0110	U of AR at Monticello	X	X	X	X	X
Morrilton	9877	Morrilton H S		X	X	X	
	5531	Petit Jean Technical Coll	X				X
	9349	Sacred Heart Catholic School			X	X	
Mount Ida	6864	Mount Ida H S	X	X	X	X	
Mountain Home	8716	Mountain Home H S	X	X	X	X	
Murfreesboro	6151	Murfreesboro H S		X	X	X	X
Nashville	7106	Nashville H S	X		X	X	
Newport	7125	Newport H S	X	X	X	X	
North Little Rock	9860	Abundant Life Schools	X	X	X	X	X
	6876	Central Arkansas Christian Sch	X	X	X	X	
	7126	N Little Rock H S, East Cam	X	X	X	X	X
	9477	Oak Grove H S	X	X	X	X	X
Ozark	9936	Ozark H S	X	X	X		
Paragould	7128	Ridgecrest H S	X	X	X	X	X
Paris	7132	Paris H S	X	X			
Pearcy	7312	Lake Hamilton H S	X		X	X	
Pine Bluff	6281	Dollarway H S				X	X
	7129	Pine Bluff H S	X	X	X	X	
	0108	U of AR at Pine Bluff			X	X	
	9157	Watson Chapel H S	X	X	X	X	X
Pocahontas	4810	Black River Technical Coll	X	X	X	X	X
Rogers	9623	Rogers H S	X	X	X	X	X
Russellville	0114	Arkansas Tech Univ		X	X	X	X
	8064	Russellville H S	X	X		X	X
Salem	7144	Salem H S	X			X	
Searcy	0124	Harding Univ	X	X	X	X	X
Sheridan	9900	Sheridan H S	X	X	X	X	X
Siloam Springs	9445	Siloam Springs H S	X	X	X	X	X
Springdale	6786	Shiloh Christian School	X	X	X	X	X
	8052	Springdale H S	X	X	X	X	X
State University	0116	Arkansas St Univ	X	X	X	X	X
Stuttgart	7131	Stuttgart H S	X	X		X	

Continued on next page

ACT Test Centers

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Arkansas, cont.							
Texarkana	7133	Arkansas Sr H S	X	X	X	X	
Trumann	7134	Trumann H S	X			X	
Valley Springs	6252	Valley Springs H S		X	X		
Van Buren	8912	Van Buren H S	X	X	X	X	X
Waldron	9670	Waldron H S	X	X		X	
Walnut Ridge	0140	Williams Baptist Coll	X	X	X	X	X
Warren	9894	Warren H S	X	X	X		
West Memphis	6415	West Memphis Christian School	X	X	X	X	
	7135	West Memphis Sr H S	X	X	X	X	X
White Hall	9643	White Hall H S	X	X	X	X	
Wilson	7130	Rivercrest H S	X	X	X	X	
Wynne	6424	Wynne H S	X	X	X	X	
Yellville	6253	Yellville Summit H S	X	X	X	X	
ARKANSAS Non-Saturday Test Centers*							
Gentry	7110	Ozark Academy	24			10	
CALIFORNIA							
Agoura	7137	Agoura H S					X
Alameda	0238	Coll of Alameda	X				X
Alturas	7138	Modoc H S				O	
Anaheim	6259	Anaheim H S		X	X	X	X
Antioch	8331	Antioch H S	X	X			X
Apple Valley	6642	Apple Valley H S			X	X	
Arcadia	8061	Arcadia H S		X	X		X
Arcata	9084	Arcata H S		X			X
Arroyo Grande	6100	Arroyo Grande H S	X	X	X	X	X
Avenal	6680	Avenal H S	X				
Baker	6628	Baker H S		X			
Bakersfield	0201	Cal St Univ Bakersfield	X	X			
Barstow	0166	Barstow Coll	X	X	X	X	X
Bishop	8696	Bishop Union H S	O				
Blythe	9299	Palo Verde H S		X			X
Brentwood	6419	Liberty Union H S	X			X	
Canyon Country	8808	Canyon H S	X	X		X	X
Carmichael	6800	Jesuit High Coll Prep		X			
Chico	0212	Cal St Univ Chico	X	X	X	X	X
	6455	Pleasant Valley Sr H S	X	X	X	X	X
Chino	6756	Don Antonio Lugo H S	X	X	X	X	X
Chula Vista	6437	Eastlake H S	X	X	X	X	X
Citrus Heights	6317	Mesa Verde H S	X				
Clovis	9703	Clovis H S		X	X		
Compton	6651	Compton H S		X			
Corcoran	6841	Corcoran H S	X	X			
Costa Mesa	0354	Orange Coast Coll	X	X	X	X	X
Covina	9471	Covina H S			X		X
Cypress	9836	Cypress H S	X	X			X
Daly City	9664	Jefferson H S	X				
Diamond Bar	6492	Diamond Bar H S	X	X	X	X	X
Dinuba	9823	Dinuba H S		X			
Dixon	8880	Dixon H S	X			X	
Downey	9048	Warren H S	X	X	X		X
El Cajon	7491	El Cajon Valley H S	X				X
	0279	Grossmont Coll		X		X	
Escondido	6789	Orange Glen H S	X	X			
Eureka	9024	Eureka H S	X			X	
Fairfield	7149	Fairfield H S	X	X		X	
Fort Bragg	7419	Fort Bragg H S		O			
Fremont	7152	American H S	X	X	X	X	
Fresno	7158	Bullard H S	X	X	X	X	X
	0189	California Christian Coll	X	X	X	X	X
	6797	Clovis West H S	X	X		X	X
	9685	Edison H S				X	
Fullerton	6891	Fullerton Union H S	X	X	X	X	X
Gilroy	0390	Gavilan Coll		X			
Glendale	0274	Glendale Comm Coll	X	X	X	X	X
Grass Valley	6813	Nevada Union H S	X	X	X	X	X
Hanford	9822	Hanford H S		X	X		
Hayward	0154	Cal St Univ Hayward	X	X	X	X	X
Imperial	0292	Imperial Valley Coll		X			
Indio	7160	Indio H S	X	X	X		X
Inglewood	9465	Morningside H S	X	X	X	X	X
Joshua Tree	0233	Copper Mountain Coll		X		X	
Kentfield	0232	Coll of Marin		X			X
King City	7161	King City Joint Union H S	X				
La Habra	6856	La Habra H S	X	X			
La Verne	6285	Damien H S	X	X		X	X
Lafayette	7163	Acalanes H S	X	X	X	X	X
Lake Arrowhead	6365	Rim of the World H S				X	X
Lancaster	0160	Antelope Valley Coll		X	X		X
Lemoore	7056	Lemoore H S	X			X	
Lompoc	9163	Cabrillo H S		X			
Long Beach	0302	Cal St Univ Long Beach	X	X	X	X	X
	0300	Long Beach City Coll		X			
Los Angeles	6816	Bel Air Prep School	X			X	
	0320	Cal St Univ Los Angeles	X		X	X	
	6454	Immaculate Heart H S	X			X	
	9729	Jordan H S	X	X	X	X	X
	8904	Locke H S	X	X	X	X	X
	9574	Thomas Jefferson H S				X	X
	0470	U of Southern Cal		X	X	X	X
	6486	Univ H S	X	X	X	X	X
	6320	Washington Preparatory H S		X		X	
	8491	Westchester H S		X			
	6580	Woodrow Wilson HS		X			X
Mammoth Lakes	9215	Mammoth H S	X			X	
Mariposa	9255	Mariposa Co H S					X
McArthur	8807	Fall River Jr Sr H S		X		X	
Merced	7150	Merced H S North Campus	X	X		X	X
Middletown	8871	Middletown H S	X				
Milpitas	9225	Mills H S	X	X		X	X
Mission Viejo	6719	Capistrano Valley H S	X			X	X
	0363	Saddleback Coll	X	X	X	X	X
Modesto	0334	Modesto Jr Coll		X	X	X	
Moorpark	6723	Moorpark H S	X			X	
Monterey	8071	Monterey H S				X	
Moraga	6780	Campolindo H S		X		X	
Mountain View	7175	Mtn View H S (Old Awalt HS)	X	X	X	X	X
Napa	0342	Napa Valley Coll		X		X	
	8947	Vintage H S	X	X	X	X	X
National City	9750	Sweetwater Union H S	X	X	X	X	X
Newport Beach	7179	Corona Del Mar H S	X	X	X	X	X
Northridge	0400	Cal St Univ Northridge	X				X
Norwalk	9332	Norwalk H S	X	X		X	X
Novato	7303	Novato H S	X			X	
Oakhurst	7062	Yosemite H S	X			X	
Oakland	7191	McClymonds H S	X			X	
	7182	Oakland Tech H S		X	X	X	
Oceanside	0352	Miracosta Coll		X		X	
Orange	0210	Chapman Coll	X		X		
Orinda	7183	Miramonte H S	X	X	X	X	
Orosi	6114	Orosi H S		X			
Oxnard	9071	Rio Mesa H S	X	X	X		
Palm Springs	6671	Palm Springs H S	X		X		
Palos Vds Est	9246	Palos Verdes Intermed Sch	X	X			
Pasadena	6455	John Muir H S		X		X	
Patterson	9051	Patterson H S	X				
Quincy	7186	Quincy Jr Sr High		X		X	
Red Bluff	8515	Red Bluff Union H S				X	
Redding	8689	Shasta Union H S	X	X	X	X	
Reedley	8154	Reedley H S	X			X	
Riverside	6459	John North H S			X		
	0378	Riverside Comm Coll	X		X	X	
Rocklin	0429	Sierra Coll	X	X	X	X	
Rohnert Park	9359	Rancho Cotate H S	X			X	
	0431	Sonoma St Univ		X			
Sacramento	0158	American River Coll		X	X		
	6806	Christian Brothers H S	X			X	
	8919	Florin H S		X	X	X	
	8827	Grant Union H S		X		X	
	9120	Luther Burbank Sr H S	X	X		X	
	9132	Sacramento H S	X	X			
Salinas	0260	Hartnell Coll	X	X	X	X	
San Bernardino	0205	Cal St Univ San Bernardino		X		X	
	0392	San Bernardino Valley Coll	X	X	X		
San Bruno	7718	Capuchino H S	X	X	X	X	
San Clemente	7184	San Clemente HS				X	
San Diego	0439	National Univ				X	
	8097	Patrick Henry H S	X	X	X		
	6732	Rancho Bernardo H S	X	X		X	
	8995	Southwest H S	X	X	X	X	
San Fernando	7381	San Fernando H S	X	X	X		
San Francisco	8660	Galileo H S		X	X		
	0404	San Francisco St Univ				X	
San Jose	6824	Del Mar H S		X			
	6404	James Lick H S	X			X	
	9607	Oak Grove H S	X	X			
	0410	San Jose St Univ	X	X	X	X	
San Luis Obispo	0415	Cuesta Coll	X				
San Marcos	0366	Palomar Coll	X	X	X	X	
San Pedro	6137	San Pedro H S				X	
Santa Ana	8953	Mater Dei H S	X	X		X	
Santa Barbara	0418	Santa Barbara City Coll	X	X			
Santa Maria	9127	Righetti H S		X		X	
Santa Rosa	7197	Santa Rosa H S	X	X	X	X	
South Lk Tahoe	9038	South Tahoe H S	X				
Stockton	0240	Univ of the Pacific		X	X	X	
Strathmore	9886	Strathmore H S	X	X			
Sun Valley	9920	J H Francis Polytech H S	X	X		X	
Susanville	9943	Lassen H S		X		X	
Sutter Creek	8941	Amador County H S		X			
Taft	6761	Taft Union H S	X			X	
Tehachapi	6784	Tehachapi H S	X			X	
Temecula	6794	The Linfield School	X			X	
Torrance	0260	El Camino Coll	X		X	X	
Tulare	9499	Tulare Western H S		X			
Tuolumne	6425	Tuolumne H S	X				
Tustin	9247	Foothill H S	X	X	X	X	
Ukiah	7200	Ukiah H S	X	X	X		
Upland	7742	Upland H S	X	X	X		
Vallejo	9056	Vallejo Sr H S				X	
Ventura	8268	Buena H S	X				
Victorville	0475	Victor Valley Coll	X	X			
Visalia	6169	Golden West H S	X			X	
Walnut Creek	6455	Las Lomas H S	X	X	X	X	
Weaverville	9994	Trinity H S	X			X	
Weed	0247	Coll of the Siskiyous		X			
Winters	6805	Winters Joint Union H S		X			
Woodlake	8841	Woodlake Union H S		X		X	
Woodland	6165	Woodland H S	X	X	X	X	
Woodland Hills	6344	El Camino Real H S	X	X	X	X	
Yuba City	8791	Yuba City H S	X	X		X	
CALIFORNIA Non-Saturday Test Centers*							
Angwin	0362	Pacific Union Coll		12		10	
Armona	7139	Armona Union Academy		12		10	
Bakersfield	9020	Bakersfield Academy		12		10	
Carmichael	7146	Sacramento Adventist Acad	24			10	
Escondido	9031	San Pasquali Academy		12		10	
Fresno	7153	Fresno Adventist Academy	24	12		10	
Garden Grove	7168	Orangewood Academy		12			
Glendale	9060	Glendale Academy		12		10	
Healdsburg	7159	Rio Lindo Academy		12		10	
La Selva Beach	7202	Monterey Bay Academy	24	12	6	10	
Lodi	7164	Lodi Academy	24			10	
Loma Linda	7204	Loma Linda Academy		12		10	
Lynwood	7169	Lynwood Advent Academy		12			
Modesto	7173	Modesto Advent Academy				10	
Mountain View	7176	Mountain View Academy		12		10	
National City	7177	San Diego Academy		12		10	
Newbury Park	7203	Newbury Park Academy	24	12			
Oakland	7181	Golden Gate Academy	24			10	
Paradise	7147	Paradise Adventist School		12	6		
Riverside	8964	La Sierra Academy		12		10	
San Gabriel	9880	San Gabriel Academy	24			10	
COLORADO							
Alamosa	0496	Adams St Coll	X	X	X	X	X
Arvada	7208	Arvada West H S	X	X	X	X	X
Aurora	8910	Eaglecrest H S	X	X	X	X	X
	9849	Gateway H S	X	X	X	X	X
	7209	Hinkley H S	X	X	X		
	9269	Overland H S	X	X		X	X
	9848	Rangeview H S		X			X
	9204	Smoky Hill H S	X			X	X
Avon	9028	Battle Mountain H S	X				X
Boulder	7210	Fairview H S	X	X	X	X	X
Broomfield	7215	Broomfield H S				X	
Brush	7211	Brush H S		X		X	
Buena Vista	7212	Buena Vista H S		X		X	
Burlington	7213	Burlington H S	X	X		X	X
Canon City	7214	Canon City H S	X	X	X	X	X
Castle Rock	8928	Douglas County H S	X				
Cedaredge	6842	Cedaredge H S	X			X	
Colbran	9166	Plateau Valley School	X				
Colorado Spgs	7224	Coronado H S	X			X	
	7189	Doherty H S	X	X	X	X	X
	6421	Fountain Valley School		X			
	9436	Harrison H S	X	X			X
	7217	Mitchell H S	X	X	X	X	X
	7216	Palmer H S	X			X	X
	8163	Rampart H S	X			X	
	7218	Wasson H S	X	X	X	X	
Cortez	7220	Montezuma Cortez H S	X	X	X	X	X
Craig	7221	Moffat County H S	X			X	X
Creede	9523	Creede Consolidated H S			X		
Delta	7243	Delta H S	X			X	
Denver	7223	Abraham Lincoln H S	X	X	X	X	X
	7235	Bear Creek H S		X		X	
	7228	George Washington H S		X	X		
	7222	John F Kennedy H S	X	X		X	X
	7225	Manual H S	X		X	X	
	0519	Metropolitan St Coll	X	X	X	X	X
	9257	Montbello H S	X			X	
	7227	North H S	X	X	X		
	0526	Regis Coll	X	X	X	X	X
	7219	Thomas Jefferson H S	X	X		X	X
	7230	West Denver H S		X			X
Durango	0510	Fort Lewis Coll	X	X	X	X	X
Edgewater	7239	Jefferson H S	X	X		X	X
Englewood	7170	Cherry Creek H S	X	X	X	X	X
	6802	Sheridan H S	X	X		X	
Estes Park	7240	Park H S	X				X
Evergreen	9528	Evergreen H S	X			X	
Fort Collins	0504	Colorado St Univ	X	X	X	X	X
Fort Morgan	7231	Fort Morgan H S	X		X		X
Frisco	8294	Summit H S	X				X
Glenwood Spgs	0501	Colorado Mountain Coll	X	X	X	X	X
Granby	7234	Middle Park H S	X		X		
Grand Junction	0518	Mesa St Coll	X	X	X	X	X
Greeley	0502	Univ of Northern CO	X	X	X	X	X
Gunnison	0536	Western St Coll	X			X	X
Highlands Rnch	8872	Highlands Ranch Sr H S				X	
Hotchkiss	8681	Hotchkiss H S	X			X	
Ignacio	6412	Ignacio H S	X			X	
La Junta	0522	Otero Jr Coll	X	X	X	X	X
Lafayette	6650	Centaurus H S	X	X			
Lakewood	0506	Red Rocks Comm Coll	X	X	X	X	X
Lamar	0514	Lamar Comm Coll	X	X	X	X	X
Leadville	7253	Colorado Mountain Coll	X	X		X	
Limon	7241	Limon H S	X		X		
Littleton	0497	Arapahoe Comm Coll	X	X	X	X	
	9254	Chatfield H S	X	X			X
Longmont	7243	Longmont Sr H S	X	X	X	X	X
Meeker	7050	Meeker H S	O			O	
Montrose	7244	Montrose H S	X	X	X	X	X
Northglenn	9101	Northglenn H S	X	X	X	X	X
Nucla	7206	Nucla H S	O			O	
Ouray	8452	Ouray H S		X			
Paonia	6884	Paonia H S	X			X	
Parachute	8299	Grand Valley H S					O
Parker	9428	Ponderosa H S				X	
Pueblo	0492	Pueblo Comm Coll	X	X	X	X	X
	0524	U of Southern CO	X	X	X	X	X
Rangely	7233	Rangely H S	O	O		O	
Rocky Ford	6862	Rocky Ford H S	X			X	
Salida	7249	Salida H S	X		X		
San Luis	9514	Centennial H S		X			
Steamboat Spgs	7248	Steamboat Springs H S	X	X		X	X
Sterling	0520	Northeastern Jr Coll	X	X	X	X	X
Strasburg	6308	Strasburg H S	X			X	
Stratton	6860	Stratton H S		X		X	
Thornton	6743	Skyview H S	X	X	X	X	
Trinidad	6764	Trinidad H S		X		X	
	0528	Trinidad St Jr Coll	X		X		X
Walsenburg	7252	John Mall H S		X		X	
Walsh	7254	Walsh H S	X				X
Westminster	0507	Front Range Comm Coll		X			X
	7250	Westminster H S	X	X	X	X	X
Woodland Park	6753	Woodland Park H S		X	X	X	
Wray	7251	Wray H S	X				X
Yuma	7253	Yuma H S		X		X	
COLORADO Non-Saturday Test Centers*							
Denver	7226	Mile High Academy	24			10	12
Loveland	7242	Campion Academy	24	12	6		
CONNECTICUT							
Danbury	9468	Danbury H S	X		X		X
East Hartford	7522	East Hartford H S		X	X	X	
Hamden	7256	Hamden H S		X			
Litchfield	6144	Litchfield H S	X				
Middlebury	6875	Westover School	X				
Milford	7258	Milford Academy			X		
Salisbury	6885	Salisbury School		X	X		
Stamford	7261	Westhill H S		X			
Wallingford	6367	Choate Rosemary Hall		X			
Waterbury	8952	Crosby H S	X		X		X
West Hartford	0606	Univ of Hartford	X	X			X
DELAWARE							
Camden	8927	Caesar Rodney Sr H S		X			
Georgetown	9303	Sussex Central H S				X	
Milford	7255	Milford Sr H S	X		X		
Wilmington	7266	Brandywine H S	X	X	X	X	X
DISTRICT OF COLUMBIA							
Washington	0695	Univ of District of Columbia				X	X
FLORIDA							
Altamonte Spgs	9216	Lake Brantley H S	X	X	X	X	X
Avon Park	0759	South Florida C C	X	X	X	X	X
Belle Glade	6158	Glades Central Comm H S	X	X	X		
	0701	Palm Beach Coll				X	X

Continued on next page

ACT Test Centers

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Florida, cont.							
Blountstown	8732	Blountstown H S	X			X	
Boca Raton	9083	Boca Raton H S	X	X		X	
	8756	Olympic Heights Comm Hs	X		X		
	9662	Pope John Paul II H S					X
	7286	Spanish River H S	X	X	X	X	X
Bonifay	6370	Holmes County H S	X			X	
Bradenton	9630	Manatee H S	X	X	X	X	X
Brandon	9677	Brandon H S		X		X	
Branford	9553	Branford H S	X		X		
Brooksville	7199	Hernando H S	X	X	X		X
Callahan	8615	West Nassau County H S					X
Cape Coral	6458	Cape Coral H S	X	X		X	X
Carrabelle	6173	Carrabelle H S					
Chiefland	8184	Chiefland H S	X	X	X	X	X
Chipley	9756	Chipley H S	X		X		
Clearwater	9122	Clearwater H S	X	X	X	X	X
Clewiston	7291	Clewiston H S	X	X		X	
Cocoa	9123	Cocoa H S	X		X	X	
Coconut Creek	8705	Coconut Creek H S		X		X	X
Cooper City	9595	Cooper City H S	X			X	
Coral Gables	6221	Coral Gables Sr H S		X			X
Coral Springs	9971	Coral Springs H S	X	X	X	X	X
Crawfordville	9757	Wakulla H S	X				
Crestview	8995	Crestview Sr H S	X	X	X	X	X
Cross City	9530	Dixie County H S	X		X		
Crystal River	7274	Crystal River H S	X	X	X	X	X
Dade City	9124	Pasco Comp H S	X		X	X	
Daytona Beach	9709	Mainland Sr H S	X	X	X	X	
	8620	Seabreeze Sr H S		X	X		
De Funiak Spgs	9678	Walton Sr H S	X				X
De Land	0756	Stetson Univ		X			X
Deltona	6236	Deltona H S	X	X	X	X	
Dunedin	7030	Dunedin H S	X	X	X	X	X
Englewood	8134	Lemon Bay H S	X			X	
Ft Lauderdale	7735	Cardinal Gibbons H S	X	X	X	X	X
	7207	Deland H S	X	X	X	X	X
	9556	Fort Lauderdale H S			X		X
	8499	Nova H S	X	X	X	X	X
	8206	Pine Crest School	X			X	
	9517	Stranahan H S		X	X		X
Ft Meyers	6664	Riverdale H S				X	X
Ft Myers	0727	Edison Comm Coll	X	X	X	X	X
	9688	Ft Myers H S	X	X	X	X	X
Ft Pierce	9443	Fort Pierce Central H S	X			X	X
	0774	Indian River C C	X	X	X	X	X
Ft Walton Beach	9843	Choctawhatchee H S	X			X	
	8366	Ft Walton Beach H S	X	X		X	
Gainesville	0778	Santa Fe C C	X	X	X	X	X
	0758	Univ of Florida	X	X	X	X	X
Glen Stata Mary	9485	Baker County H S	X	X	X	X	
Gonzalez	9524	J M Tate H S			X	X	
Hialeah	7174	American H S	X	X	X	X	X
	9302	Hialeah Miami Lakes H S	X	X	X		X
Hollywood	8552	Chaminade Madonna Coll Prep	X				X
	9549	Hollywood Hills H S	X		X		X
	8139	South Broward H S	X	X		X	
Homestead	9497	Homestead Sr H S	X	X			X
	7715	South Dade H S	X	X	X		X
Hudson	9644	Hudson H S	X		X		X
Immokalee	6172	Immokalee H S	X	X	X	X	
Inverness	8457	Citrus H S	X	X	X	X	X
Islamorada	7532	Island Christian School		X	X		
Jacksonville	9482	Edward White H S	X		X		
	9557	Fletcher Sr H S	X	X	X	X	
	0717	Florida C C Jacksonville	X	X	X	X	X
	0740	Jacksonville Univ	X	X	X	X	X
	9970	Jean Ribault Sr H S		X	X	X	X
	6887	Mandarin H S	X			X	
	9573	N B Forrest Sr H S	X	X			X
	8997	The Bolles School	X	X	X	X	X
	9572	William M Raines H S	X			X	X
Jupiter	9550	Jupiter Sr H S	X			X	
Key West	0747	Florida Keys Comm Coll	X	X	X	X	
Keystone Hgts	9470	Keystone Heights Jr Sr H S		X		X	
Kissimmee	6828	Osceola H S		X		X	
Lake Butler	7748	Union County H S	X			X	
Lake City	7278	Columbia H S	X	X	X	X	X
Lake Mary	9438	Lake Mary H S	X	X		X	
Lake Wales	7195	Lake Wales Sr H S		X	X	X	
Lake Worth	7296	Lake Worth Comm H S	X	X	X	X	
	0744	Palm Beach Comm Coll			X		X
Lakeland	0732	Florida Southern Coll	X	X	X	X	X
	7277	Lakeland Sr H S	X	X	X	X	X
Lantana	9666	Santaluces Comm H S				X	X
Largo	9099	Largo Sr H S	X	X	X	X	X
Leesburg	0737	Lake Sumter Comm Coll	X	X	X	X	X
	9079	Leesburg H S	X		X	X	
Live Oak	9403	Suwannee H S	X			X	
Longwood	7267	Lyman H S	X	X	X	X	
Madison	9096	Madison County H S	X		X	X	
Marianna	0722	Chipola Jr Coll	X	X	X	X	X
Melbourne	6156	Florida Air Academy				X	
	7256	Melbourne H S	X	X	X	X	X
	6230	Palm Bay H S	X	X	X	X	X
Merritt Island	8667	Merritt Island H S	X	X	X	X	X
Miami	9251	Archbp Curley Notre Dame	X	X			X
	7535	Columbus H S				X	
	8352	Gulliver Preparatory School	X	X		X	
	3020	Miami Dade C C Kendall Cam		X	X	X	X
	9153	Miami Edison H S		X			
	6428	Miami Southridge H S	X		X	X	
	7493	Miami Sunset Sr H S	X		X	X	X
	8156	Monsignor Edward Pace H S	X	X			X
	9091	Our Lady of Lourdes Academy	X			X	X
	9266	Saint Brendan H S		X			
	7000	South Miami Sr H S	X	X			X
Miami Beach	8351	Miami Beach H S		X	X		
Miami Springs	9304	Miami Springs Sr H S	X	X	X	X	X
Middleburg	9458	Middleburg H S		X			X
Milton	9085	Milton H S	X	X	X	X	
Monticello	9752	Jefferson Co H S		X		X	
Naples	7272	Naples H S	X	X	X	X	X
New Pt Richey	9118	Gulf H S		X		X	X
		Niceville	6378	River Ridge H S	X		X		X
		North Miami Bch	9712	North Miami Beach Sr H S		X			X
		Ocala	0721	Central Florida C C	X	X	X	X	X
			7709	Lake Weir H S	X	X	X	X	X
		Okeechobee	8793	Okeechobee H S		X		X	
		Ona Looka	6160	Carol City Sr H S	X	X	X	X	X
		Orange Park	8679	Orange Park H S	X		X	X	
			6174	St Johns Country Day School	X			X	
		Orlando	9565	Boone H S		X			X
			7680	Colonial H S	X	X			X
			6895	Cypress Creek H S		X	X		X
			8846	Dr Phillips H S	X	X		X	X
			9214	Evans H S	X		X	X	
			9870	Heritage Preparatory School		X			
			6182	Lake Highland Prep Sch					X
			9220	Oak Ridge H S	X			X	X
			7311	University H S	X	X	X	X	X
			0736	Valencia C C West Cam	X		X	X	X
		Oviedo	7275	Oviedo H S	X	X	X	X	X
		Pace	6342	Pace H S	X		X		X
		Palatka	8676	Palatka H S	X	X		X	
			0753	St Johns River C C					X
		Palm Bch Gardns	6430	William T Dwyer Comm Hs			X		
		Panama City	7263	Bay H S	X	X	X	X	X
		Pensacola	8017	Escambia H S	X	X	X	X	X
			9558	Pensacola H S	X	X	X	X	X
			0745	Pensacola Jr Coll	X	X	X	X	X
			0771	Univ of West Florida	X			X	X
			8664	W J Woodham H S	X	X	X	X	X
		Perry	9125	Taylor County H S	X			X	
		Pompano Beach	9682	Ely H S	X	X	X		X
		Port Charlotte	9299	Port Charlotte H S	X		X		
		Port Orange	8931	Spruce Creek H S	X				
		Port Saint Joe	7834	Port St Joe H S		X		X	
		Punta Gorda	9147	Charlotte H S	X		X	X	
		Quincy	8661	James A Shanks H S	X	X	X	X	
		Saint Augustine	6196	Nease Jr Sr H S				X	
			9421	St Augustine H S	X	X	X		
			8874	St Joseph Academy	X			X	X
		Saint Cloud	9003	St Cloud H S	X	X		X	
		Saint Petersburg	9157	Admiral Farragut Academy	X			X	
			7193	Boca Ciega Sr H S	X	X	X		X
			8774	Dixie Hollins H S	X	X		X	
			6179	Northeast H S	X	X	X	X	X
			6202	Northside Christian H S				X	X
		Sanford	0779	Seminole Comm Coll			X	X	
			7271	Seminole H S Sanford	X	X			X
		Sarasota	7895	Booker H S	X			X	X
			9004	Sarasota H S	X	X	X	X	X
		Satellite Beach	8654	Satellite H S	X	X	X	X	X
		Seminole	9753	Osceola H S				X	X
			7892	Seminole H S	X	X	X	X	
		Spring Hill	9698	Springstead H S	X			X	
		Starke	7194	Bradford County H S			X		X
		Stuart	7180	Martin County H S	X	X		X	X
			9591	South Fork H S	X				X
		Sunrise	9327	Piper H S	X			X	X
		Tallahassee	0726	Florida A & M Univ	X	X	X	X	X
			0734	Florida St Univ	X	X	X	X	X
			9551	Leon H S	X			X	X
		Tampa	8650	Chamberlain H S	X	X			X
			9747	H B Plant H S	X	X		X	
			6394	Hillsborough C C Mabry Co	X	X	X	X	X
			9642	Jesuit H S of Tampa				X	
			7806	Tampa Catholic H S			X		
			6308	Tampa Preparatory School	X			X	
			0761	Univ of South Florida	X	X	X	X	X
			0762	Univ of Tampa	X	X	X	X	X
		Tarpon Springs	9759	Tarpon Springs H S	X		X		X
		Titusville	7875	Astronaut H S	X	X	X	X	X
			9554	Titusville H S	X		X		
		Trenton	9502	Trenton H S				X	
		Umatilla	8170	Umatilla H S	X				X
		Valrico	9498	Bloomingdale Sr H S	X			X	
		Venice	7862	Venice H S	X	X	X	X	X
		Vero Beach	7284	Vero Beach Sr H S	X	X	X	X	
		Wauchula	9119	Hardee County Sr H S	X	X	X	X	
		Wellington	8239	Wellington H S	X		X		
		West Palm Bch	9074	Cardinal Newman H S		X		X	
			9138	Forest Hill H S	X	X			X
			0739	Palm Beach Atlantic Coll	X	X	X	X	X
			8226	The King s Academy	X	X		X	X
		Williston	6735	Williston H S	X			X	X
		Winter Garden	9704	West Orange H S	X		X	X	
		Winter Haven	0757	Polk Comm Coll					X
			9143	Winter Haven Sr H S	X	X	X	X	
		Winter Park	9145	Winter Park H S	X			X	
FLORIDA Non-Saturday Test Centers*							
		Apopka	7279	Forest Lake Academy		12	6		
		Miami	9521	Greater Miami Academy		12		10	
		Miami Beach	7281	Hebrew Academy	24	12			12
GEORGIA							
		Adairsville	8438	Adairsville H S		X	X		
		Albany	8781	Albany H S	X	X	X		
			0782	Albany St Coll					X
		Americus	0824	Georgia Southwestern Coll				X	
		Athens	9498	Clarke Central H S	X	X	X	X	
			0872	Univ of Georgia		X	X		X
		Atlanta	8961	Benjamin E Mays H S	X				X
			0810	Emory Univ	X	X	X	X	X
			0826	Georgia St Univ	X	X	X	X	X
			8962	Henry Grady H S					X
			8839	North Atlanta H S	X	X	X	X	X
			9194	Southside Comprehensive H S		X	X	X	X
		Augusta	0796	Augusta Coll	X		X	X	X
			0852	Paine Coll	X	X	X		
		Bainbridge	9679	Bainbridge H S	X		X		
		Blackshear	8822	Pierce County H S	X			X	
		Brunswick	0802	Brunswick Coll	X			X	
			6204	Glynn Academy H S	X	X	X	X	X
		Calhoun	8957	Calhoun H S	X			X	
		Camilla	9760	Mitchell Baker H S		X			
		Canton	6375	Sequoyah H S	X			X	
		Carrollton	0878	West Georgia Coll	X		X		
		Cartersville	7437	Cartersville City H S				X	
		Clarkston	0808	Dekalb Coll	X		X		X
		College Park	8405	Benjamin E Banneker H S		X			X
			7294	Woodward Academy		X			
		Columbus	4879	Columbus Technical Institute	X	X	X	X	X
		Conyers	9801	Heritage H S	X		X		
		Cumming	6307	South Forsyth H S	X				
		Dalton	9097	Southeast Whitfield Co H S	X	X		X	
		Decatur	8851	Southwest Dekalb H S	X	X	X	X	X
		Douglas	0862	South Georgia Coll		X		X	
		Duluth	8926	Duluth H S	X		X		
		Eastman	6237	Dodge County H S	X				
		Fayetteville	8970	Fayette County H S		X			
		Fort Valley	0814	Fort Valley St Coll	X	X			
		Gainesville	8797	Gainesville H S	X				X
			7298	Riverside Military Academy		X	X	X	
		Griffin	9878	Griffin H S	X				
		Jefferson	8784	Jefferson H S	X				
		Jesup	6153	Wayne County H S			X		
		La Grange	0834	La Grange Coll	X				
		Lawrenceville	9817	Central Gwinnett H S	X	X	X		
		Lithonia	8988	Shiloh H S	X	X	X	X	X
		Lovejoy	6295	Lovejoy H S				X	
		Macon	0838	Mercer Univ		X		X	X
			9839	Stratford Academy	X		X		
		Marietta	8813	Lassiter H S	X	X	X		X
			8834	Marietta H S	X	X	X		X
		Newnan	9432	Newnan H S		X	X	X	X
		Norcross	9889	Norcross H S	X	X	X		
		Rabun Gap	6778	Rabun Gap Nacoochee School	X			X	
		Rome	9103	Rome H S	X			X	X
			0860	Shorter Coll		X	X		
		Savannah	0786	Armstrong St Coll		X	X	X	X
			6613	Saint Andrew's School	X			X	
			0858	Savanah St Coll	X				
			0849	Savannah Tech		X			X
		Statesboro	0830	Georgia Southern Univ		X	X		
		Stone Mountain	8571	Stone Mountain H S	X				
		Suwanee	8920	North Gwinnett H S		X	X		
		Thomaston	7232	Upson Lee H S	X				
		Thomasville	8787	Brookwood School		X	X	X	X
		Tifton	0781	Abraham Baldwin Ag Coll		X	X	X	
		Tunnel Hill	9686	Northwest Whitfield H S				X	X
		Valdosta	0674	Valdosta St Coll	X	X	X	X	X
		Villa Rica	6733	Villa Rica H S		X			X
GEORGIA Non-Saturday Test Centers*							
		Atlanta	7288	Atlanta Adventist Acad		12			
			9267	Greater Atlanta Adven Academy			6	10	
			6350	Yeshiva H S of Atlanta	24				12
		Calhoun	7292	Georgia Cumberland Academy	24				
HAWAII							
		Hana	6837	Hana H S			X		
		Hilo	7307	Hilo H S		X	X		
		Honolulu	7309	St Louis School	X	X	X	X	X
		Honolulu	8909	Mokokai H S		O			
		Kamuela	6397	Hawaii Preparatory Academy				X	
		Kealakekua	7313	Konawaena H S		X			
		Lahaina	7314	Lahainaluna H S		X			
		Lihue	0899	B Y U Hawaii Campus	X	X	X	X	X
		Lihue	6126	Kauai H & Intermed Sch	X	X	X		
		Wailuku	9515	St Anthony H S	X		X		
HAWAII Non-Saturday Test Centers*							
		Honolulu	7308	Hawaiian Mission Academy	24			10	
IDAHO							
		Arco	7322	Butte Co Middle School	X			X	
		Ammo	6366	Marsh Valley H S		X		X	
		Boise	0914	Boise St Univ	X	X	X	X	X
			7315	Capital H S		X			
		Bonners Ferry	8471	Bonners Ferry H S				X	
		Caldwell	0916	Albertson Coll of Idaho	X	X	X	X	X
		Cambridge	9798	Cambridge H S	X	X			
		Glenns Ferry	9534	Glenns Ferry H S				X	
		Gooding	7331	Gooding H S		X			
		Grangeville	7323	Grangeville H S		X	X	X	
		Hailey	9544	Wood River H S	X		X		
		Idaho Falls	9355	Bonneville H S	X	X	X	X	
			7324	Skyline H S	X	X	X	X	
		Kellogg	9162	Kellogg H S	X	X			X
		Lapwai	6345	Lapwai H S	X			X	
		Lewiston	0920	Lewis Clark St Coll	X	X	X	X	X
		Malad	7297	Malad H S				X	
		McCall	7329	McCall Donnelly H S			X		
		Meridian	9442	Meridian H S	X	X	X	X	X
		Montpelier	9518	Bear Lake H S	X	X	X	X	
		Moscow	0928	Univ of Idaho	X	X		X	X
		Mountain Home	9459	Mountain Home H S	X	X		X	
		Orofino	6391	Orofino H S	X				X
		Pocatello	0918	Idaho St Univ	X	X	X	X	X
		Post Falls	9559	Post Falls H S	X			X	
		Preston	9368	Preston Sr H S	X	X		X	
		Rathdrum	9419	Lakeland H S	X				
		Rexburg	0926	Ricks Coll	X	X	X	X	X
		Rupert	7326	Minidoka County H S	X	X	X	X	
		Salmon	7327	Salmon H S	X	X	X	X	
		Sandpoint	8356	Sandpoint Sr H S		X	X		
		Soda Springs	7328	Soda Springs H S	X	X		X	
		Twin Falls	0915	Coll of Southern Idaho	X	X	X	X	X
		Weippe	7299	Timberline H S		X			
IDAHO Non-Saturday Test Centers*							
		Caldwell	7330	Gem St Academy		12		10	
ILLINOIS							
		Addison	7336	Addison Trail H S	X			X	X
			7740	Driscoll Catholic H S				X	
		Albion	9483	Edwards County Sr H S				X	
		Alton	7337	Alton H S	X	X	X	X	
		Anna	7338	Anna Jonesboro H S	X	X	X	X	
		Antioch	7335	Antioch Comm H S				X	
		Argo	7339	Argo Comm H S	X			X	X

Continued on next page

ACT Test Centers

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Illinois, cont.							
Arlington Hts	9532	Hersey H S	X	X	X	X	X
	9050	St Viator H S				X	
Auburn	7342	Auburn H S				X	
Aurora	7343	Aurora Cent Catholic H S				X	X
	7344	East H S		X		X	
	8465	IL Math & Sci Acad				X	
	7345	Marmion Military Academy	X			X	
	7663	Waubonsie Valley H S	X			X	X
	7345	West H S	X	X	X	X	
Barrington	7348	Barrington H S	X		X	X	X
Bartonville	9475	Limestone Comm H S	X			X	
Batavia	7349	Batavia Sr H S	X			X	
Beardstown	7626	Beardstown H S				X	
Beecher	7340	Beecher H S	X			X	
Belleville	7474	Althoff Catholic H S	X			X	
	0954	Belleville Area Coll	X	X	X	X	X
	7334	Belleville West H S				X	X
Belvidere	7352	Belvidere H S	X	X	X	X	X
Bensenville	9184	Fenton H S				X	
Berwyn	7354	J S Morton H S West	X	X		X	
Bethalto	9594	Civic Memorial H S	X			X	X
Bloomington	7355	Bloomington H S	X		X	X	
	1044	Illinois Wesleyan Univ		X	X	X	X
Blue Island	7357	D D Eisenhower H S	X	X	X	X	
Bluffs	6197	Bluffs H S				X	X
Bolingbrook	9236	Bolingbrook H S	X				X
Bourbonnais	1112	Olivet Nazarene Univ					X
Bradley	7358	Bradley Bourbonnais H S	X			X	
Brachwood	6155	Reed Custer H S				X	
Breese	7359	Mater Dei H S				X	
Bunker Hill	6636	Bunker Hill H S				X	
Burbank	9064	Queen of Peace H S	X	X		X	X
	7450	Reavis H S			X	X	X
	9210	St Laurence H S	X			X	X
Cahokia	6187	Cahokia H S				X	
Canton	0961	Spoon River Coll	X	X	X	X	X
Carbondale	1144	Southern Illinois Univ	X	X	X	X	X
Carlinville	7361	Carlinville H S	X			X	
Carlyle	6136	Carlyle H S				X	
Carmi	7362	Carmi White Co H S				X	
Carol Stream	7561	Glenbard North H S				X	X
Carpentersville	7363	Dundee Crown H S	X		X	X	X
Carterville	1017	John A Logan Coll	X	X	X	X	X
Carthage	0988	Carl Sandburg Coll Ext Ctr				X	
Centralia	0964	Kaskaskia Coll	X	X	X	X	X
Champaign	1154	Univ of Illinois	X	X	X	X	X
Charleston	9648	Charleston H S				X	
	1016	Eastern Illinois Univ				X	X
Chicago	7365	Academy of Our Lady	X			X	
	7347	Austin Comm Academy		X	X	X	
	9762	Bogan H S				X	X
	7351	Bowen H S	X	X	X	X	X
	0992	Chicago St Univ		X	X		
	7777	Chicago Vocational H S		X		X	
	7431	De La Salle Institute	X	X	X	X	
	7368	Du Sable H S		X		X	X
	6156	Dunbar Vocational H S		X		X	X
	0984	East West Univ	X		X	X	
	7360	Fenger H S				X	
	6652	Francis W Parker School	X			X	
	7366	Good Counsel H S				X	
	7205	Gordon Technical H S	X	X	X	X	
	0975	H Washington Coll (Loop)			X		X
	7356	Hirsch Metro H S				X	X
	9053	Holy Trinity H S		X	X	X	
	7386	Hyde Park Career Academy		X			X
	1040	Illinois inst of Tech	X	X	X	X	X
	7436	Josephinum H S	X	X	X	X	
	7370	Kelly H S		X	X	X	
	0978	Kennedy King Coll	X	X	X	X	X
	7391	Lane Technical H S	X	X	X	X	X
	7395	Lindblom Technical H S	X	X	X	X	X
	7401	Lourdes H S	X	X		X	
	7420	Luther H S North	X	X	X	X	X
	7505	Luther H S South	X	X	X	X	X
	7442	Madonna H S	X	X	X	X	
	0972	Malcolm X Coll	X	X	X	X	
	6877	Manley H S	X	X		X	
	7290	Morgan Park H S		X			X
	7373	Mother McAuley H S	X				
	7375	Mt Carmel H S	X	X	X	X	X
	0993	Northeastern Illinois Univ	X	X		X	X
	6704	Notre Dame High School				X	
	7877	Orr Comm Acad H S				X	
	9500	Percy L Julian H S					X
	7374	Resurrection H S	X			X	
	6490	Richard T Crane H S	X		X		X
	7524	Saint Francis DeSales H S	X	X		X	
	7353	Saint Gregory H S				X	
	7372	Saint Martin de Porres Acad	X				
	7024	Saint Patrick H S	X			X	
	6399	Saint Rita H S	X	X	X	X	X
	7341	Saint Scholastica H S	X	X		X	X
	7379	Senn H S				X	X
	7502	Taft H S		X	X	X	
	0970	Truman Coll	X	X	X	X	X
	1152	Univ of Chicago				X	X
	1155	Univ of IL at Chicago	X			X	
	7470	Weber H S	X	X		X	
	9555	Whitney M Young H S				X	X
Chicago Heights	7382	Bloom H S	X			X	
	9506	Bloom Trail H S	X		X	X	
	7383	Marian Catholic H S	X			X	
	0959	Prairie St Coll	X	X	X	X	X
Cicero	7385	J S Morton H S East	X	X	X	X	
Colinsville	7388	Collinsville H S	X	X	X	X	X
Country Clb Hls	7575	Hillcrest H S				X	X
Crete	7389	Crete Monee H S		X		X	X
Crystal Lake	1075	McHenry County Coll	X	X	X	X	X
Danville	1010	Danville Area Comm Coll	X	X	X	X	X
Darien	7387	Hinsdale Twp H S South	X			X	X
De Kalb	7353	De Kalb H S	X		X	X	
	1102	Northern Illinois Univ		X		X	X
Decatur	7371	Douglas MacArthur H S				X	
	1080	Millikin Univ	X	X	X	X	X
Deerfield	7392	Deerfield H S	X	X	X	X	X
Des Plaines	7394	Maine Twp H S West	X	X		X	X
Dixon	6829	Dixon H S		X		X	
	1127	Sauk Valley Comm Coll	X		X	X	
Dolton	7396	Thornridge H S	X	X	X	X	X
Donovan	9707	Donovan Sr H S				X	
Downers Grove	7398	Comm H S South	X	X		X	X
	7397	Downers Grove North H S	X	X	X	X	X
Du Quoin	8783	Du Quoin H S	X		X	X	X
Dwight	8205	Dwight Township H S				X	
East Peoria	7400	East Peoria Comm H S	X			X	
East St Louis	1035	Illinois Central Coll	X	X		X	X
	7376	East St Louis Sr H S		X	X	X	X
Edwardsville	7402	Edwardsville H S				X	
	1147	S I U Edwardsville Cam	X	X	X	X	X
Effingham	7350	Effingham H S	X		X	X	X
Elgin	1018	Elgin Comm Coll	X	X	X	X	
	6193	Elgin H S	X	X		X	X
Elizabethtown	6851	Hardin County H S				X	
Elk Grove Vlg	7503	Elk Grove H S	X	X	X	X	X
Elmhurst	7403	York Comm H S	X	X	X	X	X
Elmwood Park	7404	Elmwood Park H S				X	
Eureka	1022	Eureka Coll				X	
Evanston	7405	Evanston Twp H S	X	X	X	X	X
Evergreen Park	6605	Evergreen Park H S	X	X	X	X	X
Fairfield	9547	Fairfield Comm H S			X	X	
	0995	Frontier Comm Coll	X				X
Farmer City	8854	Blue Ridge H S				X	
Flora	7463	Flora H S	X			X	
Flossmoor	7407	Homewood Flossmoor H S	X		X	X	X
Franklin Park	7408	East Leyden H S	X			X	X
Freeport	9169	Freeport Sr H S				X	
	1029	Highland Comm Coll	X	X	X	X	X
Galena	6798	Galena H S				X	
Galesburg	1170	Carl Sandburg Coll	X	X	X	X	X
	7410	Galesburg Sr H S	X	X		X	
Geneva	7332	Geneva Comm H S				X	
Gilman	7648	Iroquois West H S				X	
Glen Ellyn	7411	Glenbard West H S		X		X	X
Glenview	9313	Glenbrook South H S	X		X	X	X
Godfrey	1038	Lewis & Clark Comm Coll	X	X	X	X	X
Goreville	8390	Goreville H S	X				
Granite City	7412	Granite City Sr H S	X			X	X
Grayslake	1005	Coll of Lake County	X	X	X	X	X
Greenville	7246	Bond County Comm Unit 2 H S				X	
	1032	Greenville Coll		X			X
Harrisburg	1161	Southeastern Illinois Coll	X	X	X	X	X
Harvey	7413	Thornton Twp H S		X	X	X	
Havana	9589	Havana H S	X			X	
Highland	7992	Highland H S				X	
Highland Park	7414	Highland Park H S	X	X	X	X	X
Hillsboro	9104	Hillsboro H S	X			X	X
Hillside	7270	Proviso West H S				X	X
Hinsdale	7416	Hinsdale Twp H S Cent	X	X		X	
Hoffman Est	7417	James B Conant H S	X	X		X	
Huntley	6867	Huntley H S	X			X	
Illinois Coll			X	X	X	X	
	1068	Macmurray Coll				X	
Johnston City	6116	Johnston City H S		X		X	
Joliet	9192	Joliet Catholic Academy				X	
	1048	Joliet Jr Coll	X	X	X	X	X
Junction	6599	Gallatin Co H S				X	X
Kankakee	7421	Bishop McNamara H S				X	
	1053	Kankakee Comm Coll	X	X	X	X	
	8431	Kankakee H S	X			X	
Kewanee	7422	Kewanee H S	X		X	X	
La Grange	7424	Lyons Twp H S North	X	X		X	
La Grange Park	7425	Nazareth Academy H S				X	
Lake Forest	7426	Lake Forest H S	X	X	X	X	X
Lake Zurich	9310	Lake Zurich H S				X	X
Lansing	9156	Luther East H S	X		X	X	X
	9543	Thornton Frac South H S		X		X	X
Lawrenceville	7429	Parkview Jr H S				X	
Lemont	8832	Lemont Twp H S				X	
Libertyville	7430	Libertyville H S	X	X	X	X	X
Lincoln	1062	Lincoln Coll	X			X	X
Lincolnshire	7465	Adlai E Stevenson H S	X			X	X
Lisle	1132	Illinois Benedictine Coll				X	
	6661	Lisle Sr H S	X		X	X	
Lockport	7506	Lockport Twp H S Cent C	X			X	X
Lombard	7432	Glenbard East H S	X	X		X	X
	7719	Montini H S				X	
Macomb	1158	Western Illinois Univ	X	X	X	X	X
Malta	1051	Kishwaukee Coll				X	X
Marshall	6147	Marshall H S				X	
Mascoutah	9873	Mascoutah Comm H S	X			X	X
Mattoon	7433	Mattoon Sr H S	X	X		X	X
Maywood	7434	Proviso East H S	X			X	
McHenry	9055	Johnsburg H S				X	
McLeansboro	7435	McLeansboro H S				X	
Midlothian	9663	Bremen H S	X	X	X	X	X
Moline	1082	Black Hawk Coll	X	X		X	X
	7438	Moline Sr H S	X	X	X	X	
Monmouth	1064	Monmouth Coll				X	
Monticello	7190	Monticello H S				X	
Mooseheart	6826	Mooseheart H S				X	
Morris	7439	Morris Comm H S				X	
Morton	7896	Morton H S	X			X	X
Mt Carmel	1162	Wabash Valley Coll	X			X	X
Mt Prospect	7440	Prospect H S	X			X	X
Mt Vernon	7441	Mt Vernon Township H S	X	X	X	X	X
Mundelein	7444	Carmel H S				X	
	7443	Mundelein H S	X	X		X	X
Naperville	7445	Naperville Central H S	X	X	X	X	
	7201	Naperville North H S				X	X
New Lenox	6219	Lincoln Way Comm H S	X			X	
	7060	Providence Catholic H S				X	
Niles	7507	Notre Dame H S				X	
Normal	1042	Illinois St Univ	X			X	X
Norridge	7446	Ridgewood H S				X	
North Chicago	9552	North Chicago H S	X			X	
Northbrook	7447	Glenbrook North H S	X	X	X	X	
Northlake	7449	West Leyden H S					X
O Fallon	7428	O Fallon Township H S					X
Oak Lawn	7460	Harold L Richards H S	X	X	X	X	X
	9052	Oak Lawn Comm H S	X	X	X	X	X
Oak Park	8737	Fenwick H S				X	X
	7451	Oak Park River Forest H S	X	X	X	X	X
Oglesby	1056	Illinois Valley C C	X	X	X	X	X
Olney	7452	East Richland H S	X			X	
Olympia Fields	7453	Rich Central H S	X			X	
Orland Park	7454	Carl Sandburg H S				X	
Ottawa	7455	Ottawa Twp H S	X	X	X	X	X
Palatine	1163	Harper Coll	X	X	X	X	X
	7384	Palatine H S	X			X	
	8889	William Fremd H S				X	
Palos Heights	7166	Alan B Shepard H S	X			X	
	1165	Trinity Christian Coll	X	X	X	X	X
Palos Hills	9054	Amos Alonzo Stagg H S				X	X
Paris	7456	Paris H S	X			X	X
Park Forest	7457	Rich Twp H S East Campus	X			X	X
Park Ridge	7458	Maine Twp H S East	X			X	X
	7459	Maine Twp H S South	X		X	X	
Pekin	7461	Pekin Comm H S	X	X	X	X	X
Peoria	0960	Bradley Univ	X		X	X	X
	7462	Peoria H S				X	
	7485	Richwoods H S	X			X	X
Peru	7501	St Bede Academy				X	
Petersburg	9542	Porta Jr Sr H S				X	X
Piasa	7744	Southwestern Sr H S	X			X	X
Pittsfield	7464	Pittsfield H S				X	
Plainfield	7661	Plainfield H S	X			X	X
Pontiac	7523	Pontiac Township H S	X			X	
Princeton	6303	Princeton H S No 500	X				
Quincy	7466	Quincy Sr H S	X	X	X	X	X
Rantoul	7467	Rantoul Twp H S	X			X	
Richton Park	9116	Rich South H S				X	
River Forest	6449	Trinity H S	X			X	
River Grove	7504	Holy Cross H S				X	
	8612	Mother Guerin H S				X	X
	1151	Triton Coll					X
Riverside	7469	Riverside Brookfield Twp H S	X			X	
Robinson	1067	Lincoln Trail Coll	X	X	X	X	X
Rochelle	7471	Rochelle Twp H S				X	
Rock Falls	6859	Rock Falls Township H S			X	X	
Rock Island	7472	Alleman H S				X	
	7473	Rock Island H S	X			X	
Rockford	7367	Boylan Catholic H S					X
	7476	Rockford West Middle School	X	X	X	X	X
Rockton	7478	Hononegah Comm H S				X	
Rolling Mdws	9314	Rolling Meadows H S	X	X	X	X	X
Romeoville	9065	Romeoville H S	X			X	
Roselle	7479	Lake Park H S West	X			X	X
Roxana	7418	Roxana H S				X	
Rushville	6674	Rushville H S	X			X	
Saint Charles	8996	St Charles H S				X	X
Savanna	7333	Savanna Jr Sr H S				X	
Schaumburg	6714	Schaumburg Christian School	X	X	X	X	X
	8682	Schaumburg H S				X	
Shelbyville	7480	Shelbyville H S				X	
Skokie	7482	Niles Twp H S North	X			X	X
	7483	Niles Twp H S West	X	X	X	X	X
Somonauk	9700	Somonauk H S				X	
South Holland	7406	Thornwood H S	X			X	X
Sparta	8637	Sparta H S	X			X	
Springfield	1061	Lincoln Land Comm Coll			X	X	
	6792	Lutheran H S	X			X	X
	9301	Sacred Heart Griffin H S				X	X
	1146	Springfield Coll in Illinois	X	X	X	X	X
	9683	Springfield H S	X	X	X	X	X
	9692	Ursuline Academy				X	
Sterling	7486	Newman Catholic H S	X			X	
	7487	Sterling H S			X		X
Streamwood	9684	Streamwood H S				X	X
Streator	7488	Streator Twp H S			X		X
Sugar Grove	1159	Waubonsee Comm Coll	X	X	X	X	X
Sycamore	9774	Sycamore Comm H S					X
Taylorville	7489	Taylorville Sr H S				X	
Tinley Park	9070	Victor J Andrew H S				X	X
Ulin	1173	Shawnee Coll	X	X	X	X	X
Urbana	6893	University H S	X	X	X	X	X
Vandalia	7510	Vandalia Comm Jr H S			X	X	
Vienna	9484	Vienna H S			X		X
Villa Park	7490	Willowbrook H S	X	X	X	X	X
Waterloo	7512	Gibault H S				X	
Waukegan	7736	Waukegan H S	X	X	X	X	X
West Chicago	9283	West Chicago Comm H S					X
West Frankfort	8279	Frankfort Comm H S	X			X	
Westchester	7492	Immac Heart of Mary H S				X	
	7475	St Joseph H S	X			X	
Westmont	7257	Westmont H S				X	
Wheaton	7731	St Francis H S				X	
	7494	Wheaton Comm H S North	X	X	X	X	X
Wheeling	7415	Wheeling H S				X	
Wilmette	7496	Loyola Academy	X	X		X	X
	7495	Regina Dominican H S	X			X	
Wilmington	7497	Wilmington H S				X	
Winnetka	7448	New Trier H S	X	X	X	X	X
Wood River	7498	E Alton Wood River H S				X	
Woodstock	7499	Marian Central H S				X	
Zion	7500	Zion Benton H S	X			X	
ILLINOIS Non-Saturday Test Centers*							
Chicago	7364	Ida Crown Jewish Academy	24	12	6	10	12
	9265	Shiloh Academy				10	
	9495	Univ of Illinois at Chicago	25	13		11	13
Highland Park	7458	N Sub Synagogue Beth El				10	
La Fox	7423	Broadview Academy		12		10	

INDIANA

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Anderson	9338	Anderson H S	X			X	
Arcadia	9486	Hamilton Heights H S	X				X
Argos	7540	Argos H S	X	X	X	X	
Aurora	9400	South Dearborn H S			X		
Bedford	1187	Bedford Coll Center	X	X		X	X
Bloomington	1210	Indiana Univ	X	X	X		X
Bluffton	9202	Bluffton H S		X			

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ACT Test Centers

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Indiana, cont.							
Brownsburg	6257	Brownsburg H S		X	X		
Carmel	8040	Carmel H S			X		
Columbus	7535	Columbus East H S	X			X	
Connersville	7727	Connersville H S	X	X		X	X
Crown Point	9318	Crown Point H S				X	
Culver	7514	Culver Academies			X	X	
Danville	9654	Danville Comm H S			X	X	
Decatur	8942	Bellmont H S			X		X
Edinburgh	8612	Edinburgh H S				X	
Elkhart	9366	Concord H S	X			X	
Elwood	9883	Elwood Comm H S		X	X		X
Evansville	6604	Evansville Central H S	X				X
	9325	Reitz H S					X
	1188	Univ of Evansville	X	X	X	X	X
	1207	Univ of Southern Indiana		X		X	X
Fort Wayne	9317	Homestead H S	X	X	X	X	X
	7520	North Side H S		X	X	X	X
	9293	R Nelson Snider H S	X				X
Franklin	9033	Franklin Comm H S		X			X
Frankport	6616	Clinton Prairie Jr Sr H S					X
Gary	7515	West Side H S	X		X		
	9395	Wilkam A Wirt School		X			X
Greenfield	6614	Greenfield Central H S		X			
Greenwood	9378	Center Grove H S		X			
	6227	Greenwood Comm H S	X				
Hammond	6429	Bishop Noll Institute				X	
	9324	Morton Sr H S	X				
	1233	Purdue Univ Calumet		X	X	X	X
Highland	7726	Highland H S		X		X	
Howe	7516	Howe Military School		X	X		
Indianapolis	8974	Ben Davis H S	X	X	X	X	X
	8879	Broad Ripple H S	X				
	1214	Indiana Purdue Univ	X	X	X	X	X
	9699	Lawrence Central H S		X		X	
	9373	Lawrence North H S	X		X	X	
	9382	North Central H S		X		X	
	6582	Pike HS			X		X
	9316	Roncalli H S	X			X	
	9690	Southport H S					X
	6440	Thomas Carr Howe H S	X		X		X
	8906	Warren Central H S				X	
Jasper	9726	Jasper H S	X				
Jeffersonville	9340	Jeffersonville H S	X	X	X	X	X
Kendallville	8082	East Noble H S			X		
Kokomo	8310	Kokomo H S South C	X		X		
La Porte	9339	La Porte H S		X		X	X
Lafayette	1221	Indiana Vocational Tech Col	X	X	X		
	9271	Jefferson H S	X				X
	7730	McCutcheon H S				X	
Lagrange	9377	Prairie Heights H S				X	
Lawrenceburg	7054	Lawrenceburg H S	X				
Lebanon	6334	Lebanon H S	X	X			
Leopold	9693	Perry Central H S		X			X
Lincoln City	6808	Heritage Hills H S	X				X
Logansport	9649	Logansport H S					X
Madison	7521	Madison Consolidated H S		X			X
Marion	1226	Indiana Wesleyan Univ		X	X		X
	8967	Marion H S	X				X
Martinsville	8779	Martinsville H S		X			X
Merrillville	9331	Merrillville H S	X	X			
Michigan City	7556	Rogers H S		X			X
Montezuma	9263	Riverton Parke H S					X
Monticello	9315	Twin Lakes H S	X				
Morocco	6615	North Newton Jr Sr H S	X				X
Mt Vernon	6433	Mt Vernon H S	X				
Muncie	6814	In Acad Sci, Math, & Humanities	X	X		X	
	7517	Muncie Central H S	X			X	X
	9890	Muncie Southside H S	X	X	X	X	
New Albany	1229	Indiana Univ Southeast	X	X	X	X	X
New Haven	8897	New Haven H S	X				
Oakland City	1228	Oakland City Coll				X	
Peru	9844	Peru H S					X
Portage	9391	Portage H S				X	
Portland	9863	Jay County H S	X				
Princeton	8875	Princeton Comm H S		X			X
Richmond	1216	Indiana Univ East	X	X	X	X	X
Rushville	8684	Rushville Consolidated H S	X				X
Seymour	6413	Seymour H S	X			X	
Shelbyville	8625	Shelbyville H S				X	
South Bend	1225	Indiana U at South Bend		X	X	X	X
	9321	Saint Joseph's H S	X				X
Terre Haute	1206	Indiana St Univ		X			X
	9358	Terre Haute North Vigo H S	X		X		
Valparaiso	7519	Valparaiso Sr H S		X			
Vincennes	1258	Vincennes Univ					X
Wabash	8167	Wabash H S		X			
West Lafayette	1230	Purdue Univ		X			
Winona Lake	1196	Grace Coll	X		X		X
Zionsville	8702	Zionsville Comm H S	X				X
INDIANA Non-Saturday Test Centers*:							
Cicero	7513	Indiana Academy	24				10
IOWA							
Algona	7525	Algona H S	X		X	X	X
Ames	1320	Iowa St Univ	X	X	X	X	X
Anamosa	9812	Anamosa H S	X			X	
Ankeny	1272	Des Moines Area C C	X	X	X	X	X
Atlantic	7527	Atlantic H S	X		X	X	X
Bettendorf	7528	Bettendorf H S	X	X		X	
Boone	6711	Boone Comm School				X	
	1274	DMACC, Boone Campus	X			X	
Buffalo Center	8725	North Iowa H S	X			X	
Burlington	7530	Burlington H S	X			X	X
Carroll	7531	Carroll Comm H S	X	X	X	X	X
Cedar Falls	1322	Univ of Northern Iowa	X	X	X	X	X
Cedar Rapids	1275	Kirkwood Comm Coll	X	X	X	X	X
	7529	La Salle H S		X		X	
	7533	Regis H S	X			X	X
	7534	Washington H S	X	X		X	
Centerville	1282	Indian Hills Comm Coll	X		X	X	X
Charles City	7536	Charles City Comm H S	X	X	X	X	X
Clarinda	1288	Iowa Western Comm Coll	X	X	X	X	X
Clinton	1292	Clinton Comm Coll	X	X	X	X	X
Council Bluffs	7539	Lincoln H S	X	X	X	X	X
	7538	Thomas Jefferson H S	X			X	
Creston	1298	Southwestern Comm Coll	X	X	X	X	X
Davenport	7541	Central H S	X	X	X	X	
	7542	Davenport West H S	X	X	X	X	X
	7548	North H S	X	X	X	X	X
	1352	St Ambrose Univ				X	
De Witt	9224	Central H S				X	
Decorah	1330	Luther Coll	X	X	X	X	X
Denison	7543	Denison Comm H S	X		X	X	
Des Moines	9081	Dowling H S	X			X	X
	1302	Drake Univ	X	X	X	X	X
	7544	East H S	X	X	X	X	
	1316	Grand View Coll					X
	9512	Herbert Hoover H S					X
	7545	Lincoln H S	X	X		X	
	7546	North H S	X	X		X	
	7547	Roosevelt H S	X	X		X	
Dubuque	1328	Loras Coll	X	X	X	X	X
	7550	Wahlert H S	X	X		X	
Eldridge	9179	North Scott H S				X	
Emmetsburg	1308	IA Lakes C C Emmetsburg				X	
Epworth	9827	Western Dubuque H S				X	X
Estherville	1310	Iowa Lakes Comm Coll	X	X	X	X	
Fairfield	1317	Maharishi Int'l Univ	X			X	
Fayette	1368	Upper Iowa Univ	X	X	X	X	X
Forest City	1362	Waldorf Coll				X	X
Fort Dodge	9625	Fort Dodge Sr H S	X	X	X	X	
	1312	Iowa Central Comm Coll	X			X	X
Fort Madison	9199	Fort Madison H S	X	X	X	X	
Gowrie	6833	Prairie Valley H S				X	
Grinnell	7552	Grinnell Comm H S	X			X	
Hampton	7553	Hampton Comm H S				X	X
Harlan	7554	Harlan Comm H S	X			X	X
Independence	6247	Independence H S				X	
Indianola	7555	Indianola Sr H S		X	X	X	
Iowa City	9648	Regina H S	X	X		X	X
	1356	Univ of Iowa	X	X	X	X	X
Iowa Falls	1306	Ellsworth Coll	X	X		X	
Johnston	7584	Johnston H S	X			X	X
Keokuk	1326	Southeastern C C So Cam	X	X	X	X	X
Lake Park	6171	Harris Lake Park H S		X		X	
Lamoni	1314	Graceland Coll	X			X	
La Mars	1370	Tekyo Westmar Univ	X	X	X	X	X
Manchester	7557	West Delaware H S	X			X	
Mapleton	7558	Maple Valley H S	X			X	
Maquoketa	7559	Maquoketa Comm H S	X			X	X
Marion	9731	Linn Mar H S	X			X	
Marshalltown	1332	Marshalltown Comm Coll	X	X	X	X	X
Mason City	1336	North Iowa Area C C	X	X	X	X	X
McGregor	9240	Mar Mac H S				X	
Missouri Valley	9754	Missouri Valley H S	X			X	
Monticello	7560	Monticello H S				X	
Mt Pleasant	1324	Iowa Wesleyan Coll	X	X		X	X
Muscatine	1344	Muscatine Comm Coll	X		X	X	X
Newton	7562	Newton H S	X		X	X	
Norwalk	9787	Norwalk H S	X	X	X	X	
Orange City	1346	Northwestern Coll	X	X	X	X	X
Osage	9600	Osage Sr H S			X	X	X
Osceola	7563	Clarke Comm H S				X	
Oskaloosa	1372	William Penn Coll	X	X	X	X	X
Ottumwa	1269	Indian Hls C C Ottumwa Cam	X			X	X
	7564	Ottumwa Sr H S	X	X	X	X	
Paullina	6411	South O'Brien H S	X			X	X
Pella	1284	Central Coll	X	X		X	X
Red Oak	7565	Red Oak Comm H S	X			X	
Runnells	9711	Southeast Polk H S				X	
Sheldon	7569	Sheldon Comm H S		X		X	X
Sioux Center	1301	Dordt Coll	X			X	X
Sioux City	1276	Briar Cliff Coll	X	X		X	X
	7568	East H S	X	X	X	X	
	7566	North H S	X	X	X	X	
Spencer	7570	Spencer Comm H S	X			X	X
Stanwood	7549	Lincoln Comm H S		X		X	X
Storm Lake	1278	Buena Vista Coll	X	X	X	X	X
Stuart	7571	Stuart Menlo Sr H S	X			X	
Tama	6786	South Tama Co H S	X			X	X
Traer	7529	North Tama County Comm H S				X	
Truro	6329	Interstate 35 H S		X			X
Urbandale	7720	Urbandale H S	X	X	X	X	X
Washington	7630	Washington H S	X			X	
Waterloo	1309	Hawkeye Comm Coll	X				X
	7572	West H S	X	X	X	X	
Waverly	1364	Wartburg Coll	X			X	
Webster City	1368	Iowa Central Comm Coll	X			X	
West Burlington	1280	Southeastern Comm Coll		X	X	X	X
West Des Moines	7145	Valley H S	X	X	X	X	X
Winterset	7567	Winterset H S	X			X	
KANSAS							
Altamont	7574	Labette County H S	X				
Arkansas City	1384	Cowley County Comm Coll	X	X	X	X	
Atchison	1444	Benedictine Coll	X	X	X	X	
Beloit	1451	N Central Kansas AVT	X	X	X		
Bunker	7576	Bunker H S	X			X	
Burlington	6890	Burlington H S		X		X	
Chanute	1396	Neosho Co Comm Coll	X	X	X	X	X
Clay Center	7577	Clay Center Comm H S	X			X	
Coffeyville	1398	Coffeyville Comm Coll	X		X		X
Colby	1399	Colby Comm Coll	X	X	X	X	X
Colowater	7578	Colowater H S	X				
Columbus	7579	Columbus Unified H S	X				
Concordia	1401	Cloud County Comm Coll	X	X		X	
Cunningham	8479	Cunningham H S				X	
Derby	7580	Derby H S	X	X			X
Dodge City	1402	Dodge City Comm Coll	X	X	X	X	X
El Dorado	1406	Butler County Comm Coll	X	X	X	X	X
Elkhart	7526	Elkhart H S	X			X	
Ellsworth	7583	Ellsworth H S	X				
Emporia	1430	Emporia St Univ	X		X		X
Fort Scott	1410	Fort Scott Comm Coll	X	X		X	
Galena	6589	Galena H S	X				
Garden City	1414	Garden City Comm Coll	X	X	X	X	X
Gardner	6865	Gardner Edgerton H S	X			X	X
Garnett	7581	Garnett H S	X				
Goodland	7585	Goodland H S	X	X			X
Great Bend	1387	Barton County Comm Coll				X	X
	7586	Great Bend H S	X	X	X		
Hays	1408	Fort Hays St Univ	X	X	X	X	X
Herington	7047	Herington H S	X				
Hesston	1416	Hesston Coll		X			X
Highland	1418	Highland Comm Coll	X	X	X	X	
Hill City	7587	Hill City H S	X				
Hillsboro	1458	Tabor Coll	X				
Holton	6853	Holton H S	X	X		X	
Humboldt	7588	Humboldt H S				X	
Hutchinson	1420	Hutchinson Comm Coll	X	X	X	X	X
Independence	1422	Independence Comm Coll	X	X	X	X	
Iola	1424	Allen County Comm Coll	X			X	
Jennings	9196	Jennings H S				X	
Jetmore	8719	Jetmore H S	O			O	
Johnson	8349	Stanton County H S				X	
Junction City	7595	Junction City H S	X	X		X	
Kansas City	1426	K C Kansas C C	X	X	X	X	X
	7590	Washington H S	X	X	X		
	7591	Wyandotte H S	X	X			
Kingman	7593	Kingman H S	X				X
Kinsley	7594	Kinsley H S	X				
La Cygne	9995	Prairie View H S				X	
Lawrence	7596	Lawrence H S	X	X	X	X	X
Leavenworth	7598	Leavenworth Sr H S	X		X		
	1458	Saint Mary Coll		X		X	
Leoti	9420	Wichita County H S	X			X	
Liberal	1439	Seward County C C	X	X	X	X	X
Lindsborg	1388	Bethany Coll	X			X	
Linn	7641	Linn H S				X	
Lyons	6755	Lyons H S				X	
Manhattan	1428	Kansas St Univ	X	X	X	X	X
Mankato	7600	Mankato H S	X			X	
Marysville	7601	Marysville H S	X			X	
McPherson	1440	McPherson Coll	X	X	X	X	
Medicine Lodge	7602	Medicine Lodge H S	X			X	
Moran	6254	Marmaton Valley H S			X		
Moscow	9233	Moscow H S	X	X			
Mound City	7603	Jayhawk Linn H S		X			
Munvane	6622	Mulvane H S	X	X			X
Ness City	7604	Ness City H S		X			
Newton	8684	Newton H S					X
Norton	7609	Norton Jr H S	X	X			
Olathe	6451	Olathe East H S	X			X	
	9296	Olathe North H S	X	X	X	X	
	7606	Olathe South H S	X	X	X	X	X
	7605	Olathe West H S	X			X	
Osawatomie	7607	Osborne H S	X				
Osborne	7608	Ottawa H S	X	X	X		
Ottawa	1425	Johnson County C C	X			X	
Overland Park	6422	Watkins Memorial Library	X			X	X
Parsons	1448	Labette Comm Coll	X		X		X
Phillipsburg	7610	Phillipsburg H S	X				X
Pittsburg	1449	Pittsburg St Univ		X	X	X	X
Pratt	1450	Pratt Comm Coll	X				X
Riverton	6834	Riverton H S		X		X	
Sabetha	7040	Sabetha H S	X	X	X	X	
Saint Francis	7199	St Francis Comm H S				X	
Salina	1434	Kansas Wesleyan Univ	X	X	X	X	X
	6148	St John's Military School	X				
Scott City	7611	Scott Comm H S	X			X	
Shawnee	7613	Shawnee Mission NW H S	X	X	X	X	X
Shawnee Msn	9755	Bishop Miege H S					X
	7612	Shawnee Mission South H S	X	X	X	X	
	7614	Shawnee Mission West H S	X	X	X	X	
Stilwell	7651	Blue Valley H S	X	X		X	X
Syracuse	7615	Syracuse H S			X		
Topeka	7617	Highland Park H S	X	X			
	7618	Topeka H S	X	X		X	X
	7619	Topeka West H S	X	X			
	1474	Washburn U of Topeka	X	X	X	X	X
	6832	Greeley County H S	X				
Tribune	6692	Udall H S	X	X			X
Udall	7622	Kepley School	X		X	X	
Ulysses	7774	Wamego H S	X	X	X	X	X
Wamego	1412	Friends Univ	X		X		
Wichita	7629	Wichita Heights H S	X			X	
	7628	Wichita H S East	X	X			
	7625	Wichita H S Southeast	X	X		X	X
	6297	Wichita NE Magnet H S	X				X
	7624	Wichita Northwest H S	X	X	X	X	X
	9536	Wichita St Univ	O	O		O	
	1472	Wichita St Univ	X	X	X	X	X
Winfield	1464	Southwestern Coll	X	X	X		X
KANSAS Non-Saturday Test Centers*							
Enterprise	7582	Enterprise Academy					10
KENTUCKY							
Albany	7634	Clinton County H S			X	X	
Alexandria	9874	Campbell County H S			X	X	X
Ashland	1564	Ashland Comm Coll	X	X	X	X	X
	6103	Boyd County H S	X	X		X	
Barbourville	1552	Union Coll	X	X		X	X
Bardstown	9531	Nelson County H S	X	X		X	
Barlow	6818	Ballard Memorial H S	X	X	X		
Beattyville	7636	Lee County H S	X				
Berry	9968	Berry H S	X	X	X	X	X
Benton	9872	Marshall County H S	X	X	X	X	
Berea	9233	Berea Comm H S	X				X
Beverly	6881	Red Bird Mission School	X			X	
Bowling Green	6851	Bowling Green H S	X	X	X	X	X
	1562	Western Kentucky Univ	X	X	X	X	X
Cadiz	7638	Trigg County H S	X		X		
Campbellsville	6710	Campbellsville H S	X		X		
	1500	Campbellsville Coll	X	X	X	X	X
Campton	7196	Wolfe County H S	X	X			X
Carrollton	1494	Jefferson C C Carrollton Cam			X		X
Cecilia	6617	Central Hardin H S	X			X	
Cloverport	6707	Frederick Fraize H S	X	X			
Columbia	1522	Lindsey Wilson Coll	X	X	X	X	X
Corbin	6809	Corbin H S	X	X	X	X	X
Covington	9063	Holmes H S				X	

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ACT Test Centers

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City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Kentucky, cont.							
Crestview Hills	1560	Thomas More Coll	X	X	X	X	X
Crestwood	9416	South Oldham H S	X	X		X	
Cumberland	1555	Southeast Comm Coll	X	X	X	X	X
Cynthiana	9681	Harrison County H S	X	X	X	X	X
Danville	9758	Boyle County H S	X	X	X	X	X
	7642	Danville H S	X	X	X	X	
Dry Ridge	7643	Grant County H S	X	X			X
Elizabethtown	1513	Elizabethtown Comm Coll	X	X	X	X	X
	7644	Elizabethtown Sr H S	X	X	X		
Fort Knox	1493	Elizabethtown C C Ctr	X	X	X	X	X
Fort Thomas	9656	Highlands H S	X	X		X	X
Frankfort	1515	Kentucky St Univ	X	X	X	X	X
	7631	Western Hills H S	X	X		X	
Georgetown	1514	Georgetown Coll				X	
	9986	Scott County Sr H S		X	X		X
Glasgow	7647	Glasgow H S	X	X	X	X	
Greenville	7639	Muhlenberg South H S	X	X	X		X
Harned	7649	Breckinridge Co H S	X			X	
Harrodsburg	8850	Mercer County H S	X	X	X	X	X
Hartford	7650	Ohio County H S	X	X		X	
Hazard	1572	Hazard Comm Coll	X	X	X	X	X
Henderson	1557	Henderson Comm Coll	X	X	X	X	X
Highland Hts	1566	Northern Kentucky Univ	X	X	X	X	X
Hodgenville	9933	La Rue County H S	X		X	X	
Hopkinsville	1569	Hopkinsville Comm Coll	X	X	X	X	X
Hyden	9766	Leslie County H S	X	X		X	
Independence	9926	Simon Kenton H S	X	O	X		X
Inez	7637	Sheldon Clark H S	O	O		O	
Jackson	1520	Lees Coll	X	X	X	X	X
Lawrenceburg	6749	Anderson County H S				X	X
Lexington	9075	Bryan Station Sr H S	X				
	7645	Henry Clay H S	X	X	X	X	X
	1531	Lexington Comm Coll		X	X	X	X
	8238	Paul Laurence Dunbar H S	X	X	X		X
	9972	Sayre School	X		X	X	
	1550	Transylvania Univ	X	X	X	X	X
	1554	Univ of Kentucky	X	X	X	X	X
Liberty	6403	Casey County H S	X	X			X
London	6376	North Laurel H S	X			X	
	7655	South Laurel H S	X	X	X		X
Louisa	7656	Lawrence County H S	X	X			
Louisville	9360	Ballard H S	X	X	X	X	X
	1490	Bellarmine Coll	X	X	X	X	X
	1571	Jefferson Comm Coll	X	X	X	X	X
	7669	Pleasure Ridge H S	X	X	X	X	X
	7096	Saint Xavier H S				X	
	7657	Seneca H S	X	X	X	X	X
	7654	Southern H S	X	X	X	X	
	9653	Trinity H S					X
	1556	Univ of Louisville	X	X	X	X	X
	7658	Waggener H S	X	X	X	X	
Madisonville	1533	Madisonville Comm Coll	X		X		X
	7659	Madisonville No Hopkins H S	X	X		X	
Manchester	7660	Clay County H S	X	X	X		
Mayfield	9706	Graves County H S	X	X	X		
	7662	Mayfield H S	X	X	X		X
Maysville	1527	Maysville Comm Coll	X	X	X	X	X
Middlesboro	7664	Middlesboro H S	X	X			
	1558	Southeast Comm Coll					X
Millersburg	6623	Millersburg Military Institute	X			X	
Morehead	1530	Morehead St Univ	X	X	X	X	X
Murray	1532	Murray St Univ	X	X	X	X	X
Nicholasville	9791	Jessamine Co H S	X	X		X	X
Oneida	6110	Oneida Baptist Institute	X		X	X	
Owensboro	1498	Brescia Coll	X	X	X	X	
	7666	Daviess County H S	X	X	X	X	
	5579	Owensboro Business J C	X		X		X
	9539	Owensboro Catholic H S					X
Owingsville	6108	Bath County H S				X	X
Paducah	1538	Paducah Comm Coll	X	X	X	X	X
Paintsville	7665	Johnson Central H S	X	X	X		
Paris	7667	Bourbon County H S	X				X
Pikeville	6672	Mllard H S	X	X	X		
	1540	Pikeville Coll	X	X	X	X	X
Pineville	7668	Bell County H S	X		X	X	
	7788	Pineville H S		X			X
Pippa Passes	1502	Alice Lloyd Coll		X	X		X
Prestonsburg	1541	Prestonsburg Comm Coll	X	X	X	X	X
Princeton	7671	Caldwell County H S	X		X		X
Richmond	1512	Eastern Kentucky Univ	X	X	X	X	X
Russellville	7672	Russellville H S	X	X			
Saint Catharine	1542	Saint Catharine Coll	X		X		
Salyersville	9490	Magoffin County H S	X	X	X		
Shelbyville	7673	Shelby County H S	X	X	X	X	
Shepherdsville	7674	Bullitt Central H S	X		X	X	X
	7793	North Bullitt H S	X	X			X
Somerset	1570	Somerset Comm Coll	X	X	X	X	X
Stanton	6872	Powell County H S	X	X		X	
Vanceburg	9965	Lewis County H S	X				X
Versailles	7644	Woodford County H S	X	X	X		X
Whitesburg	7675	Whitesburg H S	X	X	X		
Williamsburg	1510	Cumberland Coll	X	X	X	X	X
Winchester	7676	George Rogers Clark H S	X	X			X
KENTUCKY Non-Saturday Test Centers*							
Lexington	9537	Univ of Kentucky	24	12	6	10	12
Louisville	9494	Univ of Louisville	24		6		12
LOUISIANA							
Abbeville	8802	Vermilion Catholic H S	X	X	X	X	X
Alexandria	9342	Alexandria Sr H S	X			X	X
	7685	Bolton H S	X	X	X	X	X
	1589	LA St U at Alexandria	X	X	X	X	X
Amite	8456	Amite H S	X	X		X	X
Bains	8428	West Feliciana H S				X	X
Baker	9548	Baker H S	X	X	X	X	X
Bastrop	7686	Bastrop H S	X	X	X	X	X
Baton Rouge	9055	Baton Rouge H S	X	X	X	X	X
	8257	Catholic H S	X		X	X	
	9148	Central H S	X	X			X
	7099	Chapel Trafton H S	X	X	X	X	X
	1590	Louisiana St Univ				X	
	8896	Parkview Baptist H S	X	X	X	X	X
	8106	Saint Joseph s Academy	X		X	X	X
	1610	Southern Univ	X		X	X	X
Bossier City	9180	Parkway H S	X	X	X	X	X
Brusly	7551	Brusly H S	X	X	X	X	
Bunkie	7743	Bunkie H S		X	X	X	
Chalmette	7688	Andrew Jackson H S	X				
	8714	Chalmette H S				X	
Covington	9564	Covington H S	X	X	X	X	
	6685	Saint Paul School	X	X		X	
Creole	8906	South Cameron H S	X			X	
Crowley	9658	Crowley H S		X		X	
	8905	Notre Dame H S		X		X	
De Ridder	9668	De Ridder H S	X			X	
Denham Springs	8423	Denham Springs H S	X	X	X	X	
Donaldsonville	9341	Ascension Catholic H S	X	X		X	
	9941	Donaldsonville H S	X	X	X	X	X
Downsville	6681	Downsville H S	X			X	
Dry Creek	6423	East Beauregard H S	X			X	
Eunice	1587	Louisiana St Univ at Eunice	X	X	X	X	X
Farmerville	7687	Farmerville H S		X		X	
Ferriday	6453	Ferriday H S	X		X	X	
Franklin	9348	Hanson Memorial H S				X	
Franklinton	9171	Franklinton H S		X		X	
Galliano	8940	South Lafourche H S	X	X		X	
Gonzales	9956	East Ascension H S				X	
Grambling	1582	Grambling St Univ	X	X		X	X
Gray	9439	H L Bourgeois H S	X	X	X	X	
Hackberry	8913	Hackberry H S	X				
Hammond	6708	Hammond H S	X	X	X	X	X
	1608	Southeastern La Univ Campus	X	X	X	X	X
Harvey	7691	West Jefferson H S	X	X	X		
Haughton	9733	Haughton H S	X			X	
Homer	7692	Homer H S				X	
Houma	8339	Alex J Elender Mem H S	X		X	X	
	7702	Vandebilt Catholic H S	X		X	X	X
Jena	7693	Jena H S	X			X	
Jennings	9655	Jennings H S	X			X	
Jonesboro	7883	Jonesboro Hodge H S	X		X	X	
Jonesville	7686	Block H S	X			X	
Lafayette	9718	Acadiana H S	X	X	X	X	X
	1612	Univ of Southwestern La	X		X	X	X
Lake Charles	7690	Lagrange Sr H S	X	X	X	X	
	1594	McNeese St Univ	X	X	X	X	X
	9678	Sam Houston H S	X	X	X	X	
Lake Providence	8719	Lake Providence Sr H S	X			X	
Leesville	7695	Leesville H S	X			X	
Lutcher	9023	Lutcher H S	X	X	X	X	X
Mandeville	9351	Mandeville H S	X			X	
Mansfield	7708	De Soto Parish Mat'l Ctr	X		X	X	
Many	8895	Many H S	X			X	
Marksville	7259	Marksville H S	X	X	X	X	X
Maurepas	6675	Maurepas H S	X			X	X
Metairie	9621	Alfred Bonnabel H S					X
	7696	Archbishop Chapelle H S	X	X	X	X	X
	7697	Archbishop Rummel H S	X	X	X	X	X
	7698	East Jefferson H S	X	X	X	X	X
	7152	Grace King H S	X	X	X	X	X
Minden	9651	Minden H S	X			X	X
Monroe	9953	Neville H S		X		X	X
	1598	Northeast Louisiana Univ	X	X	X	X	X
	8203	Ouachita Christian H S	X	X	X	X	X
	9073	Ouachita Parish H S	X	X	X	X	X
	7178	Saint Frederick H S	X	X	X	X	X
Moreauville	6159	Avoyelles H S	X			X	
Morgan City	6458	Morgan City H S	X			X	
Napoleonville	6658	Assumption H S	X		X	X	
Natchitoches	1600	Northwestern St Univ	X	X	X	X	X
New Iberia	7705	New Iberia Sr H S	X	X	X	X	X
New Orleans	7704	Brother Martin H S	X	X	X	X	
	9588	Cabrini H S				X	
	7699	De La Salle H S	X	X	X		X
	1577	Delgado Comm Coll	X	X	X	X	X
	7914	Holy Cross School				X	
	7700	Jesuit H S	X	X	X	X	X
	9910	L B Landry H S	X	X	X	X	X
	7091	McDonogh 35 Sr H S	X	X	X	X	X
	9560	Saint Augustine H S	X			X	
	6811	Saint Mary's Academy	X	X	X	X	
	1611	Southern Univ at N O	X	X	X	X	X
	1591	Univ of New Orleans	X	X	X	X	X
	9586	Warren Easton Fund H S	X	X	X	X	X
Oak Grove	7055	Oak Grove H S				X	
Oakdale	9022	Oakdale H S	X	X	X	X	X
Opelousas	9234	Opelousas H S		X		X	
Pearl River	9025	Pearl River H S	X		X	X	
Pineville	1586	Louisiana Coll	X		X	X	
Pitkin	9082	Pitkin H S	X	X	X	X	X
Plaquemine	8697	Plaquemine Sr H S	X			X	X
Ponchatoula	8863	Ponchatoula H S	X	X	X	X	X
Port Allen	7058	Port Allen H S	X			X	
Port Sulphur	7701	Port Sulphur H S	X			X	
Ruston	1588	Louisiana Tech Univ	X	X	X	X	X
	9652	Ruston H S				X	
Saint Amant	9176	St Amant H S	X				
Saint Martinville	7778	St Martinville Sr H S	X	X	X	X	X
Shreveport	1585	Baptist Christian Coll	X	X	X	X	X
	1578	Centenary Coll	X	X	X	X	X
	6591	Fair Park				X	X
	8632	Green Oaks Laboratory H S	X			X	X
	1593	Louisiana St Univ in Shreveport	X	X	X	X	X
	9207	Woodlawn H S	X			X	
Slidell	9464	Northshore H S	X				
	7678	Slidell H S	X			X	
Starlington	7623	Starlington H S	X			X	
Stonewall	9503	North DeSoto H S	X	X	X	X	X
Sulphur	9021	Sulphur H S	X		X	X	X
Thibodaux	1580	Nicholls St Univ	X	X	X	X	X
Vidalia	8973	Vidalia H S	X			X	
Welsh	7724	Welsh H S					X
Winner	1609	NE LA U Franklin Parish	X	X	X	X	X
LOUISIANA Non-Saturday Test Centers*							
New Orleans	9496	Delgado Comm Coll	24	12	6	10	12
Shreveport	9261	Centenary Coll		12		10	

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
MAINE							
Augusta	7706	Cony H S				X	
Bangor	1646	Husson Coll	X			X	X
Bath	6253	Hyde School		X			
Bethel	7747	Gould Academy		X			
Eliot	6762	Marshwood H S				X	
Freeport	8917	Pine Tree Academy			O		
North Bridgton	6870	Bridgton Academy		X			
Skowhegan	8932	Skowhegan Area H S					X
South Berwick	7712	Berwick Academy			X		
MARYLAND							
Arnold	1678	Anne Arundel Comm Coll	X	X	X	X	X
Baltimore	1684	Catonsville Comm Coll	X	X	X	X	X
	6486	Mergenthaler H S	X			X	
	6487	Walbrook H S		X		X	X
Bel Air	7723	Bel Air H S		X	X		
	1700	Harford Comm Coll					X
Beltsville	6398	High Point H S	X				X
Cambridge	9282	Cambridge S Dorchester H S	X	X	X		
College Park	1745	Univ of Maryland	X		X		X
Columbia	1703	Howard Comm Coll	X	X	X	X	X
	6648	Oakland Mills H S		X			
Cumberland	1679	Allegany Comm Coll	X	X	X	X	X
Damascus	6895	Damascus H S					X
Denton	6769	Wesleyan Christian School				X	
Elkton	6862	Elkton H S	X	X	X		
Frederick	6472	Frederick H S	X	X		X	X
Gaithersburg	6581	Watkins Mill H S		X		X	
Glencoe	9743	Oldfields School	X			X	
Hagerstown	7734	North Hagerstown H S	X	X	X	X	X
La Plata	1685	Charles County Comm Coll		X		X	
McHenry	1695	Garrett Comm Coll		X		X	
Oxon Hill	7738	Oxon Hill Sr H S		X	X	X	
Parkton	6705	Hereford H S		X		X	
Potomac	7157	The Bullis School	X			X	
Prince Frederick	9639	Calvert H S	X			X	
Salisbury	1760	Wor-Wic Comm Coll	X	X	X	X	X
Timonium	9029	Dulaney Sr H S	X		X		X
Towson	8864	Towson H S	X	X			
Upper Marlboro	6874	Largo H S	X				X
Wheaton	6374	Good Counsel H S	X				X
	7750	Wheaton H S		X		X	
MARYLAND Non-Saturday Test Centers*							
Hagerstown	7733	Highland View Academy		12		10	
Takoma Park	1687	Columbia Union Coll	24			10	12
MASSACHUSETTS							
Ashburnham	9615	Cushing Academy	X			X	
Bridgewater	1900	Bridgewater St Coll		X	X		X
Burlington	6635	Burlington H S				X	
Fitchburg	6585	Fitchburg H S	X		X		
Groton	9945	Lawrence Academy	X	X		X	
Lexington	6105	Lexington H S	X				
New Bedford	6447	New Bedford H S	X	X	X	X	X
Northfield	7737	Northfield Mt Hermon Sch		X			
Pittsfield	8452	Miss Hall s School		X		X	
Reading	6610	Reading Memorial H S			X		
Salem	1910	Salem St Coll		X			X
Sherfield	9511	Berkshire School	X			X	
Wakefield	6590	Wakefield H S					X
Wareham	6694	Wareham H S	X			X	
West Roxbury	9613	Catholic Memorial H S	X			X	
Westwood	6224	Westwood H S					X
Winchester	6619	Winchester H S		X			
Worcester	1787	Becker Coll	X	X	X	X	
MASSACHUSETTS Non-Saturday Test Centers*							
So Lancaster	7758	South Lancaster Academy	24	12			
Stoneham	7759	Greater Boston Academy		12		10	
MICHIGAN							
Addison	9746	Addison H S				X	
Adrian	1954	Adrian Coll	X	X	X	X	X
Albion	7791	Albion Sr H S	X			X	X
Allen Park	7760	Allen Park H S	X	X		X	X
Allendale	2005	Grand Valley St Univ	X	X		X	X
Alma	1958	Alma Coll	X		X	X	X
Alpena	1960	Alpena Comm Coll	X	X	X	X	X
Ann Arbor	7787	Huron H S	X			X	
	9191	Pioneer H S		X	X	X	X
	2067	Washtenaw Comm Coll	X	X	X	X	X
Bad Axe	7677	Bad Axe H S	X	X		X	
Baldwin	6820	Baldwin H S			X		X
Bath	6894	Bath H S					X
Battle Creek	7763	Battle Creek Central H S	X			X	X
	1964	Kellogg Comm Coll	X	X	X	X	X
	8406	Lakeview H S					X
Bay City	7679	John Glenn H S	X			X	
Beaver Island	9188	Beaver Island Comm Sch	X				X
Belaire	9012	Belaire H S					X
Benton Harbor	7764	Benton Harbor H S				X	
	1976	Lake Michigan Coll	X				X
Benzonia	7902	Benzie Co Central H S	X			X	
Berkley	8038	Berkley H S					X
Big Rapids	1994	Ferris St Univ	X			X	X
Birmingham	7904	Seaholm H S	X	X	X	X	X
Bloomfield Hills	7923	Brother Rice H S	X	X	X	X	X
	7765	Lanser H S	X	X		X	
	7903	Marian H S					X
Brighton	6234	Brighton H S					X
Cadillac	7766	Cadillac Middle School	X			X	X
Canton	7321	Plymouth Canton H S	X			X	X
	7369	Salem H S	X		X	X	X
Cass City	7768	Cass City H S	X	X	X	X	X
Centreville	1999	Glen Oaks Comm Coll	X	X	X	X	X
Cheboygan	7771	Cheboygan Area H S	X			X	X
Chelsea	9007	Chelsea H S	X	X			X
Clawson	6645	Clawson H S	X				X
Colowater	9044	Colowater H S	X	X		X	X
Coloma	7772	Coloma H S	X			X	
Dearborn	7814	Divine Child H S					X
	9034	Edsel Ford H S	X	X		X	X
	2006	Henry Ford Comm Coll	X	X	X	X	X

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ACT Test Centers

X — Test Center is open for that test date. O — See your counselor for the test date.

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Michigan, cont.							
Deckerville	7774	Deckerville H S				X	
Delton	7789	Delton Kellogg H S	X			X	
Detroit	7238	Cass Technical H S		X		X	X
"	7773	Denby H S	X				
"	7775	Frank Cody H S	X		X		X
"	7237	Henry Ford H S		X	X	X	
"	6662	Kettering H S				X	
"	7301	Mackenzie H S	X		X	X	
"	2024	Marygrove Coll			X	X	
"	8911	Pershing H S	X				
"	7761	Redford H S	X		X	X	
"	7300	Southwestern H S					
"	9795	Univ of Detroit Jesuit High					
"	2060	Univ of Detroit Mercy	X	X	X	X	
"	2064	Wayne St Univ	X	X	X	X	
"	8218	Western H S	X		X	X	
Dexter	6720	Dexter H S	X			X	
Dowagiac	2055	Southwestern Michigan Coll	X	X		X	
Dundee	7263	Dundee H S				X	
East Lansing	2032	Michigan St Univ	X	X	X	X	
Escanaba	2071	Bay De Noc Comm Coll	X	X		X	
Fairview	7265	Fairview H S				X	
Farmington	7778	Farmington H S	X	X	X	X	
Farmington Hills	9357	Harrison H S				X	
"	9347	Mercy H S	X			X	
Fenton	7790	Lake Fenton Comm School	X	X	X	X	
Ferndale	7906	Ferndale H S	X			X	
Flint	1996	C S Mott Comm Coll	X	X	X	X	
"	7779	Carman Ainsworth H S	X	X	X	X	
"	7755	Central H S	X	X	X	X	
"	7780	Northwestern Comm H S				X	
"	9311	Powers Catholic H S				X	
"	7784	Southwestern Academy H S				X	
Fowlerville	7823	Fowlerville H S				X	
Frankenmuth	8975	Frankenmuth H S				X	
Fraser	7268	Fraser H S	X			X	
Fremont	6417	Newaygo Co Career Tech Ctr	X				
Gaylord	7282	Gaylord H S	X			X	
Gobles	6222	Gobles H S				X	
Grand Blanc	8622	Grand Blanc H S				X	
Grand Haven	7782	Grand Haven Sr H S	X			X	
Grand Rapids	7026	Catholic Central H S				X	
"	1981	Davenport Coll of Business	X			X	
"	7770	East Grand Rapids H S	X			X	
"	7908	East Kentwood H S	X	X	X	X	
"	6758	Forest Hills Central H S	X			X	
"	6752	Grand Rapids Christian H S	X	X		X	
"	2004	Grand Rapids Comm Coll	X	X	X	X	
"	7721	Ottawa Hills H S	X			X	
"	7803	Union H S	X	X		X	
"	7022	West Catholic H S				X	
Grant	9610	Grant H S	X			X	
Grosse Pte Wds	9016	Grosse Pointe North H S	X	X	X	X	
Hale	7287	Hale H S	X				
Harper Woods	9298	Notre Dame H S	X	X	X	X	
"	6358	Regina H S				X	
Harrison	1973	Mid Michigan Comm Coll	X			X	
Hart	7786	Hart H S	X			X	
Hastings	7852	Hastings H S	X			X	
Highland	7801	Milford H S	X	X		X	
Highland Park	7289	Highland Park H S	X			X	
Hilman	6416	Hilman H S				X	
Hillsdale	7787	Hillsdale H S	X	X			
Holland	7811	West Ottawa H S	X	X	X	X	
Holly	9422	Holly Area H S	X			X	
Houghton	2030	Michigan Tech Univ	X	X		X	
Howell	8488	Howell H S	X			X	
Imlay City	7910	Imlay City H S				X	
Indian River	7293	Inland Lakes School				X	
Inkster	7716	Inkster H S	X			X	
Interlochen	6389	Interlochen Arts Academy		X	X		
Ionia	7717	Ionia H S	X			X	
Iron River	7794	West Iron County H S	X			X	
Ironwood	7792	Luther L Wright H S	X	X	X	X	
Jackson	8138	East Jackson H S	X			X	
"	9035	Jackson H S	X	X	X	X	
"	9394	Lumen Christi H S				X	
"	9387	Northwest H S				X	
Johannesburg	6377	Johannesburg Lewiston H S	X			X	
Kalamazoo	7682	Kalamazoo Christian H S	X			X	
"	2066	Western Michigan Univ	X	X	X	X	
Kingsford	7795	Kingsford H S	X	X		X	
Lake Odessa	7901	Lakewood H S	X			X	
Lansing	7825	Eastern H S	X	X		X	
"	8760	Everett H S	X			X	
"	9375	J W Sexton H S	X			X	
Lapeer	7295	Lapeer East H S	X		X	X	
"	6897	Lapeer West H S	X			X	
Lincoln Park	8523	Lincoln Park H S				X	
Livonia	2022	Madonna Univ		X		X	
"	7797	Stevenson H S	X	X	X	X	
"	9102	Winston Churchill H S	X			X	
Lowell	9178	Lowell Sr H S	X	X	X	X	
Ludington	6713	Ludington H S	X			X	
Macomb	9275	Lutheran H S North		X	X	X	
Madison Heights	8665	Bishop Foley H S	X	X	X	X	
Manistee	7798	Manistee H S				X	
Manistique	7302	Manistique H S				X	
Maple City	7799	Glen Lake Comm H S				X	
Marietta	7800	Marietta H S	X			X	
Marquette	2038	Northern Michigan Univ	X	X	X	X	
McBain	6715	Northern Michigan Christian H S		X		X	
Midland	7710	Midland H S	X	X		X	
Mikan	7928	Mikan H S	X			X	
Monroe	7304	Monroe H S	X		X	X	
"	7839	St Mary Catholic Central	X			X	
Mt Clemens	7785	Chippewa Vly H S East		X		X	
"	9128	L'Anse Creuse H S North				X	
"	9011	L'Anse Creuse Sr H S	X			X	
"	7802	Mount Clemens H S	X			X	
Mt Pleasant	1972	Central Michigan Univ	X	X	X	X	
Munising	7305	Munising H S	X			X	
Muskegon	7805	Mona Shores H S	X	X		X	
"	2034	Muskegon Comm Coll	X	X	X	X	
"	9036	Muskegon H S	X			X	
New Baltimore	7807	Anchor Bay H S	X	X	X	X	
Newberry	7306	Newberry H S	X			X	
Niles	7808	Niles Sr H S	X	X	X		
Oak Park	8059	Academy of Detroit H S	X			X	
"	7809	Oak Park H S				X	
Okemos	9186	Okemos H S	X		X	X	
Olivet	2042	Olivet Coll	X			X	
Ontonagon	7310	Ontonagon Area H S	X			X	
Ortonville	7156	Brandon H S				X	
Oscoda	7810	Oscoda Area H S	X			X	
Otsville	6145	Lakeville H S	X	X		X	
Otsego	7317	Otsego H S	X			X	
Owosso	9187	Owosso H S	X	X		X	
Oxford	7711	Oxford H S	X			X	
Paw Paw	7318	Paw Paw H S	X			X	
Petoskey	2037	No Central Michigan Coll	X	X	X	X	
Pigeon	8823	Laker H S	X			X	
Pinconning	7320	Pinconning Area H S				X	
Plainwell	8883	Plainwell H S					X
Pontiac	7812	Pontiac Central H S	X	X	X	X	
Port Huron	2046	St Clair Co Comm Coll	X	X	X	X	
Portland	9190	Portland H S	X			X	
Redford	9717	Detroit Cath Cent H S	X			X	
"	6655	Lee M Thurston H S		X			
Reed City	7325	Reed City Sr H S				X	
Riverview	9583	Riverview Comm H S				X	
Rochester	2033	Oakland Univ	X	X	X	X	
Rockford	9790	Rockford H S				X	
Rogers City	7409	Rogers City H S	X			X	
Romeo	7537	Romeo H S	X			X	
Roscommon	6267	Roscommon H S	X			X	
Royal Oak	8565	George A Gonderio H S	X	X		X	
"	7817	Shrine H S	X	X		X	
Saginaw	7818	Buena Vista H S	X	X	X	X	
"	9914	Valley Lutheran H S	X			X	
Saint Clair Shrs	7573	South Lake H S	X				
Saint Johns	7592	St Johns H S	X			X	
Saint Joseph	7819	St Joseph H S	X	X	X		
Saline	9183	Saline Area H S				X	
Sanford	9989	Meridian H S	X			X	
Saugatuck	8727	Saugatuck H S	X			X	
Sault Ste Marie	2031	Lake Superior St Univ	X	X	X	X	
Scottville	2075	West Shore Comm Coll	X	X	X	X	
Sidney	2029	Montcalm Comm Coll	X			X	
South Haven	7597	South Haven L C Mohr H S	X			X	
Southfield	2020	Lawrence Technological Univ	X	X	X	X	
Southgate	9041	Aquinas H S	X	X	X	X	
"	7820	Southgate Anderson H S	X	X	X	X	
Sterling Heights	7821	Adlai Stevenson H S	X				
"	7714	Sterling Heights H S				X	
Stevensville	9258	Lakeshore H S				X	
Stockbridge	7616	Stockbridge H S				X	
Sturgis	9741	Sturgis H S	X			X	
Tawas City	7633	Tawas Area H S				X	
Taylor	7259	John F Kennedy H S	X	X		X	
Tecumseh	7893	Tecumseh H S	X	X	X	X	
Temperance	7620	Bedford H S	X	X		X	
Traverse City	2040	Northwestern Michigan Coll	X	X	X	X	
Trenton	7822	Trenton H S				X	
Troy	7884	Troy H S	X			X	
University Center	1966	Delta Coll	X	X	X	X	
Vassar	7925	Vassar H S	X			X	
W Bloomfield	8923	West Bloomfield H S				X	
Walled Lake	7824	Walled Lake Western H S	X			X	
Warren	7063	De La Salle Collegiate High Sch		X		X	
"	2054	Macomb Comm Coll	X	X	X	X	
"	7826	Paul K Cousino H S	X			X	
"	6371	Warren Woods Tower H S				X	
Washington	7781	Eisenhower H S	X			X	
Waterford	7905	Lady of the Lakes H S	X	X	X	X	
"	9312	Waterford Kettering H S				X	
"	9018	Waterford Mott H S	X	X	X	X	
Watervliet	6776	Watervliet H S				X	
Webberville	6649	Webberville H S	X			X	
West Branch	7815	Ogemaw Heights H S	X			X	
Westland	7627	John Glenn H S	X			X	
Wyoming	9039	Wyoming Park H S	X	X		X	
Ypsilanti	9010	Ypsilanti H S	X	X		X	
MICHIGAN Non-Saturday Test Centers*							
Battle Creek	7762	Battle Creek Academy	24	12		10	12
Berrien Springs	1992	Andrews Univ	24			10	12
Cedar Lake	7769	Great Lakes Adventist Acad	24			10	
Detroit	9488	Univ of Detroit Mercy	24			10	12
Oak Park	7813	S A Alexander Beth Jacob	24			10	
Owosso	9009	Spring Vale Academy	24			10	

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
MINNESOTA							
Albany	6212	Albany Sr H S				X	X
Albert Lea	7827	Albert Lea Sr H S	X			X	X
Alexandria	7828	Jefferson Sr H S	X	X	X	X	
Anoka	8845	Anoka H S				X	
Atwater	6214	Atwater Grove City Sr H S				X	
Aurora	7830	Mesabi East Hs			X		
Austin	2082	Austin Comm Coll	X	X	X	X	X
Baudette	8873	Lake of the Woods H S				X	
Bemidji	2084	Bemidji St Univ	X	X	X	X	X
Blaine	6478	Blaine H S				X	
Bloomington	8643	Bethany Academy	X	X	X	X	
	2123	Normandale Comm Coll	X	X	X	X	
	7850	Thomas Jefferson H S			X		
Blue Earth	8652	Blue Earth Area H S				X	
Brainerd	9811	Brainerd Sr H S	X	X	X	X	
Brooklyn	8596	Brooklyn Ctr H S		X	X	X	
Buffalo	9519	Buffalo Sr H S	X	X		X	
Byron	6325	Byron H S				X	
Caledonia	7796	Caledonia H S	X			X	
Cambridge	7835	Cambridge H S	X			X	
Canby	7836	Canby H S	X			X	
Chaska	7316	Chaska H S	X			X	
Cold Spring	9463	Rocori H S	X			X	
Columbia Hghts	8634	Columbia Heights H S					X
Coon Rapids	2093	Anoka Ramsey Comm Coll	X	X	X	X	X
Crookston	7837	Central H S	X	X		X	
Detroit Lakes	7838	Detroit Lakes H S	X	X	X	X	X
Duluth	6390	Duluth Central H S	X	X		X	X
	2157	Univ of Minn Duluth	X	X	X	X	X
Eagan	6775	Eagan H S				X	
Eden Prairie	7856	Eden Prairie H S	X	X		X	X
Edina	7840	Edina H S	X	X	X	X	X
Elk River	8735	Elk River Sr H S				X	
Fairmont	7842	Fairmont Sr H S	X	X		X	X
Faribault	9441	Faribault H S	X			X	
Farmington	7843	Farmington H S		X		X	
Fergus Falls	2111	Fergus Falls Comm Coll	X	X	X	X	X
Findley	9996	Tosino Grace H S		X	X	X	X
Glenwood	7845	Minnewaska H S	X			X	
Grand Marais	7846	Cook County H S	X		X		
Grand Rapids	9796	Christian Comm School	X	X	X	X	X
Granite Falls	9633	Granite Falls Clarkfld H S	X			X	
Hastings	7847	Hastings Sr H S	X			X	
Hibbing	2116	Hibbing Comm Coll	X	X	X	X	X
Hutchinson	7850	Hutchinson H S	X	X	X	X	
Int'l Falls	7853	Falls H S	X			X	
Inver Grove Hts	2103	Inver Hills Comm Coll		X		X	
	9991	Smiley H S				X	
Ivanhoe	6270	Lincoln Hi Public School				X	X
Lake Crystal	8522	Lk Crystal Wellcome Mem H S					X
Litchfield	7854	Litchfield Sr H S	X			X	X
Little Falls	7855	Little Falls Comm H S		X	X	X	
Luverne	6243	Luverne H S	X				
Mankato	2126	Mankato St Univ	X	X	X	X	X
Mapleton	8201	Maple River Schools				X	
Marshall	7857	Marshall Sr High	X	X	X	X	X
Medford	6213	Medford H S				X	
Melrose	7390	Melrose Sr H S				X	
Mendota Hts	7907	Henry Sibley H S	X				
Minneapolis	6727	Boys & Girls Club of Minneapolis	X			X	X
	9278	Breck H S	X				
	4812	Dunwoody Institute	X	X	X	X	X
	2147	Minneapolis Comm Coll	X	X	X	X	X
	7859	Minnehaha Academy North	X				X
	6766	North Comm H S	X		X		X
	2137	North Hennepin C C		X	X	X	X
	6597	South H S	X				X
	9095	The Blake School				X	
	2156	Univ of Minnesota	X			X	X
	9691	Washburn H S	X			X	X
Minnetonka	7849	Hopkins H S	X			X	X
	7841	Minnetonka H S	X	X		X	X
Montevideo	7861	Senior H S	X	X			
Moorhead	6488	Moorhead Sr H S	X			X	
	2134	Moorhead St Univ	X	X	X	X	X
Mora	8646	Mora H S				X	
Morris	2155	Univ of Minn Morris	X		X	X	
New Hope	6118	Robbinsdale Cooper H S	X				X
New London	6285	New London Spicer H S				X	
New Prague	9783	New Prague Sr H S				X	
Northfield	7866	Northfield Sr H S	X	X	X		
Olivia	9838	B O L D H S	X			X	
Ortonville	9206	Ortonville H S	X				X
Osakis	6211	Osakis H S				X	
Owatonna	7867	Owatonna H S	X	X		X	X
Park Rapids	7898	Park Rapids H S	X	X		X	X
Pierz	8763	Pierz Healy H S				X	
Pine City	6210	Pine City H S				X	
Pipestone	7868	Pipestone Sr H S	X	X			X
Plymouth	7899	Wayzata Sr H S	X	X	X	X	X
Prior Lake	8060	Prior Lake Sr H S	X			X	X
Randolph	6801	Randolph H S				X	X
Red Lake Falls	6815	Lafayette H S		X		X	
Red Wing	7869	Central H S	X			X	
Redwood Falls	7870	Redwood Valley H S	X			X	
Richfield	7871	Richfield Sr H S	X		X		
Rochester	7872	John Marshall H S	X	X	X	X	X
	7873	Mayo H S	X	X	X	X	X
	2142	Rochester Comm Coll		X	X	X	X
Rockford	8410	Rockford H S				X	X
Roseau	7876	Roseau H S	X			X	
Rosemount	9462	Rosemount H S	X	X		X	
Rushford	6275	Rushford Peterson H S				X	
Saint Charles	6355	Saint Charles H S					X
Saint Cloud	9640	Apollo H S	X	X	X	X	X
	2144	St Cloud St Univ	X	X	X	X	X
Saint Francis	8826	St Francis H S	X				X
Saint Louis Pk	7879	Benedi St Margarets H S	X				X
	7878	St Louis Park H S		X			X
Saint Paul	2088	Bethel Coll	X	X		X	X
	6395	Concordia Academy	X			X	
	2106	Concordia Coll		X		X	X
	7881	Creon Derham Hall	X	X		X	
	2114	Hamline Univ			X	X	
	7880	Harding Sr H S	X	X	X	X	X
	7882	Hill Murray H S		X	X		X
	2138	Northwestern Coll		X			X
	8122	St Paul Acad & Summit School				X	
Saint Peter	2112	Gustavus Adolphus Coll				X	
	6383	Saint Peter H S	X	X	X		X
Shakopee	6357	Shakopee Sr H S	X	X			X
Sherburn	6218	Martin County West H S				X	
Silver Bay	7886	William M Kelley S	X			X	
South State Paul	7887	South St Paul H S	X			X	
Spring Valley	8065	Kingsland H S				X	
Thief River Falls	7891	Lincoln Sr H S	X	X	X	X	X
Virginia	2158	Mesabi Comm Coll	X	X	X		
Waconia	6218	Waconia H S		X		X	X
Wadena	7894	Wadena Deer Creek H S	X	X		X	X
Warroad	7890	Warroad H S			X	X	
Waseca	9687	Waseca H S				X	
Watertown	8217	Watertown Mayer H S				X	
White Bear Lake	2125	Lakewood Comm Coll	X	X	X	X	X
Wilmar	7900	Wilmar Sr H S	X	X	X	X	X
Windom	7897	Windom Area H S	X			X	
Winona	2162	Winona St Univ	X	X	X	X	X
Winthrop	8142	Gibbon Fairfax Winthrop H S	X		X	X	
Worthington	2184	Worthington Comm Coll	X	X	X	X	X

Continued on next page

ACT Test Centers

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Minnesota, cont.							
MINNESOTA Non-Saturday Test Centers*							
Hutchinson	7851	Maplewood Academy				10	
Minneapolis	9548	Univ of Minnesota	24	12	6	10	12
MISSISSIPPI							
Anguilla	9626	Anguilla H S	X	X	X	X	
Batesville	6683	North Delta School		X	X	X	X
	9868	South Panola H S	X	X	X	X	
Bay State Louis	9852	Hancock H S	X			X	
Belzoni	7911	Humphreys County H S		X	X	X	
Benton	6668	Yazoo County H S	X	X		X	
Booneville	2226	Northeast MS Comm Coll	X	X	X	X	X
Brandon	9526	Brandon H S	X	X	X	X	X
Brooklyn	8842	Forrest County Agr H S	X	X		X	X
Bruce	9876	Bruce H S	X	X	X	X	
Canton	7909	Canton Public Sch H S Div		X		X	
Clarksdale	2186	Coahoma Jr Coll	X	X	X	X	X
Cleveland	2190	Delta St Univ	X	X	X	X	X
Clinton	6436	Clinton H S	X	X	X	X	X
	2214	Mississippi Coll	X	X	X	X	X
Columbia	9457	Columbia H S	X	X	X	X	X
Columbus	2222	MS Univ for Women	X	X	X	X	X
Corinth	9865	Corinth H S		X	X	X	
Crystal Springs	9963	Crystal Springs H S			X		
D'Iberville	8840	D'Iberville H S		X			
Decatur	2192	East Central Comm Coll	X	X	X	X	X
Etiwville	2206	Jones County Jr Coll	X	X	X	X	X
Enterprise	8818	Enterprise H S	X			X	
Florence	8278	McLaurin H S		X	X	X	
Forest	9449	Forest H S	X	X	X	X	X
Fulton	2202	Itawamba Comm Coll	X	X	X	X	X
Gautier	2203	MS Gulf Coast Comm Coll	X	X	X	X	X
Goodman	2200	Holmes Comm Coll	X	X	X	X	X
Greenville	7912	Solomon Jr H S	X	X	X	X	
Greenwood	9729	Greenwood H S		X	X	X	
Grenada	9529	Grenada H S	X	X	X	X	X
	2257	Holmes Comm Coll	X	X		X	X
Gulfport	9875	Harrison Central H S	X	X	X	X	
	2205	MS Gulf Coast C C	X	X	X	X	X
Hattiesburg	2218	Univ of Southern MS	X	X	X	X	X
Hazlehurst	6633	Hazlehurst H S	X				
Heidelberg	9913	Heidelberg H S	X		X		
Hernando	7154	Hernando H S	X	X	X	X	X
Holly Springs	2240	Rust Coll	X	X	X	X	X
Horn Lake	9892	Horn Lake H S	X		X		X
Itta Bena	2224	MS Valley St Univ		X	X	X	X
Iuka	6272	Tishomingo County H S	X			X	
Jackson	2180	Belhaven Coll	X	X	X	X	X
	6785	Education Center	X	X	X	X	X
	6787	Forest Hill H S			X	X	X
	2204	Jackson St Univ	X	X	X	X	X
	8961	Lanier H S	X	X	X	X	X
	9452	Murrah H S	X	X	X	X	X
	6639	Wingfield H S	X	X	X	X	X
Laurel	9251	R H Watkins H S			X	X	
Liberty	9049	Amite County H S		X	X	X	
Long Beach	9896	Long Beach H S	X	X	X	X	X
Lorman	2176	Alcorn St Univ	X	X	X	X	
Louisville	9258	Louisville H S	X	X	X	X	X
Lucedale	7541	George Co H S		X	X	X	
Matheston	2256	Wood Jr Coll	X	X	X	X	X
McComb	7919	McComb H S	X		X	X	
	6880	Parklane Academy		X		X	
Meridian	2210	Meridian Comm Coll	X	X	X	X	X
	6678	Meridian H S	X			X	
Mississippi State	2220	Mississippi St Univ	X		X	X	X
Moorhead	2244	MS Delta Comm Coll	X	X	X	X	X
Morton	6296	Morton H S	X	X	X	X	
Moss Point	9117	Moss Point H S	X	X	X	X	
Natchez	2189	Copiah-Lincoln Comm Coll	X	X	X	X	X
New Albany	6250	W P Daniel H S			X	X	
New Augusta	8810	Perry Central H S	X	X		X	
Ocean Springs	9897	Ocean Springs H S	X	X	X	X	X
Oxford	8070	Lafayette H S	X	X	X	X	X
	9721	Oxford H S	X	X	X	X	
Pascagoula	9882	Pascagoula H S	X	X	X	X	
Pearl	8949	Pearl H S		X	X	X	
Perkinston	2234	MS Gulf Coast Comm Coll		X	X	X	
Petal	8954	Petal H S	X	X	X	X	
Philadelphia	6836	Choctaw Central H S	X		X		X
	8135	Neshoba Central H S				X	
Picayune	6115	Picayune Memorial H S	X	X	X	X	X
Piney Woods	6400	Piney Woods Country Life Sch	X	X	X	X	X
Poplarville	2232	Pearl River Comm Coll	X	X	X	X	X
Prentiss	9954	Prentiss H S	X	X			
Quitman	9713	Quitman H S	X		X	X	
Raymond	2198	Hinds Comm Coll	X	X	X	X	X
Ridgeland	2265	Holmes C C Ridgeland Cam	X		X	X	X
Senatobia	2228	Northwest MS Comm Coll	X	X	X	X	X
Shelby	8579	Broad Street H S	X				
Southaven	8833	Southaven H S	X	X	X	X	X
Starkville	6496	F O Alexander H S	X		X	X	
Summit	2242	Southwest MS Comm Coll	X	X	X	X	X
University	2250	Univ of Mississippi	X		X	X	X
Utica	2223	Hinds C C Utica Cam	X			X	
Vicksburg	7921	Vicksburg H S	X	X	X	X	X
Waynesboro	7518	Wayne County H S		X			
Wesson	2188	Copiah-Lincoln Comm Coll	X	X	X	X	X
Winona	6220	Winona H S		X		X	
Woodville	9520	Wilkinson Co H S		X		X	
Yazoo City	7012	Yazoo City H S	X	X		X	
MISSISSIPPI Non-Saturday Test Centers*							
Jackson	9620	Jackson St Univ		12		10	
Lumberton	7918	Bass Memorial Academy		12			
MISSOURI							
Appleton City	8747	Saint Clair County R2 H S	X			X	
Arnold	6231	Fox H S	X	X	X	X	X
Aurora	6381	Aurora R 8 H S	X			X	
Barnwn	9782	Lafayette H S	X	X	X	X	
Berkeley	7924	Berkeley Sr H S	X		X		X
Blue Springs	8318	Blue Springs H S	X	X		X	X
Bolivar	6481	Blue Springs South H S	X			X	
	9410	Bolivar R1 H S	X	X	X	X	X
	2368	Southwest Baptist Univ		X		X	
Boonville	8251	Boonville R I H S		X	X	X	X
	2316	Kemper Military School & Coll	X			X	
Bowling Green	9228	Bowling Green H S	X	X		X	
Brookfield	7858	Brookfield R III H S	X				X
Cabool	7976	Cabool Middle School	X	X	X	X	
Camdenton	7745	Camdenton H S	X	X	X	X	
Canton	2290	Culver Stockton Coll		X		X	X
Cape Girardeau	2366	Southeast Missouri St Univ	X	X	X	X	X
Cardwell	8259	Southland H S			X		
Caruthersville	7929	Caruthersville H S	X			X	
Cassville	7984	Cassville H S				X	
Center	7710	Mark Twain H S			X		
Charleston	9229	Charleston H S	X			X	
Chillicothe	7927	Chillicothe H S	X	X	X	X	
Clayton	7829	Clayton H S	X				X
Clinton	7751	Clinton Sr H S	X	X		X	
Columbia	9230	Hickman H S	X	X	X	X	X
	7940	Rock Bridge H S	X	X	X	X	X
Concordia	6849	Concordia Jr Sr H S		X		X	
	9724	St Paul's Lutheran H S	X				
De Soto	9957	De Soto H S	X			X	X
Deering	9744	Delta C 7 H S	X				
Dexter	9187	Dexter H S	X	X	X	X	
El Dorado Spgs	7025	El Dorado Springs H S	X		X	X	
Ellington	9707	Southern Reynolds County R II	X			X	
Ewing	9891	Highland H S	X				X
Excelsior Spgs	7188	Excelsior Springs H S	X			X	X
Fair Grove	9110	Fair Grove H S	X	X	X	X	
Farmington	9414	Farmington H S	X	X	X	X	X
Festus	9884	Festus H S	X	X	X	X	X
Flat River	6690	Central R 3 H S			X	X	
	2306	Mineral Area Coll	X	X	X	X	X
Florissant	6601	McCluer H S	X			X	X
	9781	McCluer North H S		X	X		X
Forsyth	6112	Forsyth H S	X			X	
Fredericktown	9899	Fredericktown H S	X	X	X		
Fulton	9238	Fulton H S	X	X	X		X
Gideon	6343	Gideon H S			X		X
Greenville	6149	Greenville R 2 H S	X			X	
Hannibal	2320	Hannibal La Grange Coll	X	X	X	X	X
Harrisonville	7589	Harrisonville H S	X			X	X
Hayti	7053	Hayti H S			X		
Hermann	9105	Hermann Sr H S	X				
Hillsboro	2313	Jefferson Coll	X		X		X
House Springs	9565	Northwest H S	X	X	X	X	
Imperial	8785	Windsor H S	X	X		X	X
Independence	7930	William Chrisman H S	X	X	X	X	X
Jefferson City	7931	Helias H S	X	X		X	
	8769	Jefferson City H S	X	X	X	X	X
	2322	Lincoln Univ		X	X	X	
Joplin	2304	MO Southern St Coll	X	X	X	X	X
Kansas City	2278	Avila Coll	X	X	X	X	X
	7924	Center Sr H S	X	X	X	X	
	2331	Maple Woods Comm Coll	X	X	X	X	X
	6322	Metropolitan H S	X	X		X	X
	9141	Park Hill Sr H S	X	X	X	X	X
	2342	Rockhurst Coll	X	X	X	X	X
	7933	Ruskin H S	X	X	X	X	
	2380	U of MO Kansas City	X	X	X	X	X
Kearney	7029	Kearney Sr H S				X	
Kennett	9352	Kennett H S		X			
King City	8881	King City R I School	X			X	X
Kirksville	2336	Northeast Missouri St U	X	X	X	X	X
Kirkwood	2328	St Louis C C at Meramec	X	X	X	X	X
Lebanon	9221	Lebanon H S	X	X		X	
Lee's Summit	9780	Lee's Summit H S	X	X	X	X	X
Lexington	2390	Wentworth Military Academy	X	X	X	X	
Liberty	2394	William Jewell Coll	X	X	X	X	X
Linn	5105	Linn Technical Coll	X			X	X
Macon	7955	Macon County R I School				X	
Malden	9345	Malden H S		X			
Manchester	7937	Parkway South H S	X			X	
Mansfield	6117	Laura Ingalls Wilder Sch	X				X
Marshall	2330	Missouri Valley Coll	X	X	X	X	X
Maryland Heights	7935	Parkway Sr H S	X	X	X	X	X
Maryville	2338	Northwest MO St Univ	X	X	X	X	
Memphis	7942	Scotland Co H S		X		X	
Mexico	7936	Mexico Sr H S	X	X	X	X	X
	8761	Missouri Military Academy		X		X	
Moberly	7741	Moberly Sr H S	X	X		X	
Mountain View	7599	Liberty H S	X		X	X	
Mt Vernon	7938	Mt Vernon H S	X	X			X
Neosho	2289	Crowder Coll	X	X	X	X	X
Nevada	8765	Nevada Jr Sr H S	X	X	X	X	
New Madrid	9260	New Madrid County R 1	X	X	X	X	X
North Kansas C	7832	North Kansas City H S	X	X	X	X	X
O'Fallon	6442	Ft Zumwalt North H S	X			X	
Osceola	9630	Osceola H S	X		X		
Overland	9901	Ritenour H S					X
Ozark	6225	Ozark H S	X	X			X
Perryville	7916	Perryville H S	X				X
Pleasant Hill	8892	Pleasant Hill H S		X			X
Point Lookout	2364	Coll of the Ozarks	X	X			X
Poplar Bluff	7939	Poplar Bluff Sr H S	X	X	X	X	X
Portageville	6497	Portageville H S	X				X
Princeton	6162	Princeton H S	X				X
Raytown	9237	Raytown South H S	X				X
Republic	8869	Republic H S	X	X	X	X	
Rolla	9842	Rolla H S	X				X
	2396	Univ of MO at Rolla	X	X	X	X	
Saint Charles	9098	Francis Howell North H S	X	X	X	X	X
	7683	St Charles H S	X	X	X	X	
	6360	St Charles West H S	X	X	X	X	X
Saint Clair	6586	St Clair H S	X	X	X	X	X
Saint Joseph	8922	Central H S	X	X	X	X	
	2344	MO Western St Coll	X	X	X	X	X
	4908	Northwest Missouri Comm Coll	X	X	X	X	X
Saint Louis	6849	Affton H S	X	X		X	X
	7943	Bishop Du Bourg H S	X	X	X	X	X
	2298	Fontbonne Coll				X	
	9429	Hazelwood Central H S	X			X	
	8698	Lutheran H S North					X
	7947	Mehlville Sr H S	X	X	X	X	X
	2323	Missouri Baptist Coll	X	X	X	X	X
	9845	Oakville H S	X	X	X	X	X
	7865	Parkway Central Jr H S	X			X	
	7739	Parkway North H S		X	X		X
	9535	Parkway West H S	X				X
	6152	Rosati Kain H S				X	
	7945	St Josephs Academy	X			X	
	2297	St Louis C C Florissant Vly	X	X	X	X	X
	2299	St Louis C C Forest Park	X	X		X	X
	7192	St Louis Priory School					X
	2352	St Louis Univ	X		X	X	X
	8074	St Louis Univ H S	X				X
	2383	U of MO at St Louis	X	X	X	X	X
	8826	Vianney H S					X
	2386	Washington Univ	X	X	X	X	X
	2385	Webster Univ	X	X	X	X	X
Saint Peters	6799	Lutheran H S, St Charles Co	X				X
	2281	St Charles County C C	X	X	X	X	X
Salem	7748	Salem Sr H S	X			X	
Salisbury	9149	Salisbury H S		X	X		
Sedalia	7037	Smith Cotton H S	X	X	X	X	X
	2356	State Fair Comm Coll	X	X	X	X	X
Shelbina	9672	South Shelby H S	X			X	
Sikeston	7749	Sikeston Sr H S	X	X	X	X	
Springfield	7946	Central H S	X	X	X	X	X
	9407	Glendale H S	X	X	X	X	X
	7944	Hillcrest H S	X	X	X	X	X
	6369	Kickapoo H S	X	X	X	X	X
	6382	Parkview H S	X	X		X	
	2370	Southwest MO St Univ	X	X	X	X	X
Stratford	6878	Stratford H S	X	X	X	X	X
Sullivan	6592	Sullivan H S	X	X	X	X	X
Thayer	7915	Thayer Sr H S	X				
Theodosia	7032	Lutie H S			X	X	
Trenton	9396	Trenton H S	X	X	X	X	
Troy	7045	Buchanan H S	X			X	X
Union	2294	East Central Coll	X	X	X	X	
Urbana	8310	Hickory County R I School	X	X	X	X	
Van Buren	7100	Van Buren H S	X				X
Viburnum	6855	Iron County C4 H S	X			X	
Wardell	9679	North Pemiscot H S	X				
Warrensburg	2272	Central MO St Univ	X	X	X	X	X
Washington	9590	Washington H S	X	X	X	X	X
Waynesville	9823	Waynesville H S	X	X	X	X	X
Webster Groves	6113	Nerinx Hall	X			X	X
Wentzville	9840	Wentzville H S	X	X	X	X	X
West Plains	7948	West Plains H S	X	X	X	X	X
Willard	9893	Willard H S	X	X	X	X	X
MISSOURI Non-Saturday Test Centers*							
Centralia	7926	Sunnydale Academy		12		10	
Kansas City	9489	Univ of Missouri		12		10	
Saint Louis	9492	Univ of MO at St Louis	24	12	6	10	12
MONTANA							
Ashland	7949	St Labre Catholic School	O	O	O	O	
Baker	7950	Baker H S	O			O	
Big Sandy	7973	Big Sandy H S	O				
Big Timber	7963	Sweet Grass Co H S	O				
Billings	8878	Billings West H S	X	X	X	X	X
	2416	Eastern Montana Coll	X	X	X	X	X
Bozeman	9013	Bozeman H S	X	X	X		X
Broadus	7952	Powder River H S	X		X		
Browning	7996	Blackfeet Boarding Dormitory	O	O	O	O	
Butte	2418	MT Coll Mineral Sc & Tech	X	X	X	X	X
Chester	9000	Chester H S	O				
Circle	9001	Circle H S	X				
Colstrip	9244	Colstrip H S	O	O	O	O	
Conrad	7953	Conrad H S		X		X	
Culbertson	9440	Culbertson H S					X
Cut Bank	7954	Cut Bank H S		O		O	
Dillon	2428	Western Montana Coll	X		X		
Eklaka	7276	Carter County H S	O			O	
Ennis	9002	Madison Valley H S	X				
Eureka	9006	Lincoln County H S	X			X	
Gardiner	6863	Gardiner H S	X				
Glasgow	7957	Glasgow Sr H S	X	X		X	
Glendive	2414	Dawson Coll	X	X		X	
Great Falls	7959	C M Russell H S	X	X	X		
	2410	Coll of Great Falls					X
	7960	Great Falls H S	X	X	X	X	
Hamilton	7961	Hamilton H S		X		X	
Harlowton	8252	Harlowton H S	O				
Havre	2424	Northern Montana Coll	X	X	X	X	X
Helena	2406	Carroll Coll	X	X			X
	7962	Helena H S			X	X	
Jordan	7964	Garfield County H S	X				
Kalispell	2417	Flathead Valley Comm Coll	X	X	X	X	X
Lewistown	7966	Fergus H S	X	X	X	X	
Libby	7967	Libby Sr H S		X		X	
Livingston	9014	Park Sr H S		X		X	
Malta	7968	Malta H S		X	X		
Medicine Lake	8073	Medicine Lake H S	O				
Melstone	9740	Melstone H S	O				
Miles City	2412	Miles Comm Coll	X	X	X	X	X
Missoula	2422	Univ of Montana	X	X	X	X	X
Nashua	6574	Nashua H S					X
Philipsburg	9635	Granite H S		X			
Plains	7969	Plains Public School	X				
Plentywood	7970	Plentywood H S	O				
Polson	7951	Polson H S		X			X
Poplar	8773	Poplar Public Schools	X			X	
Roundup	7958	Roundup H S	O				
Rudyard	7971	Blue Sky H S	O			O	
Scobey	9015	Scobey H S	O		X		
Shelby	8825	Shelby H S	O			O	
Sidney	7972	Sidney Sr H S	X	X			
Superior	9535	Superior Jr H S		X			
Westby	6198	Westby H S				O	
Wh Sulphur Spgs	7974	White Sulphur Springs H S	O				
Wibaux	9634	Wibaux County H S	O				
Wolf Point	7975	Wolf Point H S	X			X	

Continued on next page

ACT Test Centers

X = Test Center is open for that test date. O = See your counselor for the test date.

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Montana, cont.							
MONTANA Non-Saturday Test Centers*							
Bozeman	7874	Mt Ellis Academy		12			10
NEBRASKA							
Ainsworth	7977	Ainsworth H S	X	X			X
Albion	7978	Albion H S	X				X
Alliance	7979	Alliance H S	X				X
Atkinson	8635	West Holt H S	X				
Beatrice	7980	Beatrice Sr H S	X			X	X
Bellevue	7981	Bellevue East Sr H S	X	X			X
	8094	Bellevue West H S	X				X
Benkelman	7982	Dundy County H S	X				X
Blair	2446	Dana Coll	X	X	X	X	X
Broken Bow	7983	Broken Bow H S	X	X			X
Chadron	2456	Chadron St Coll	X	X	X	X	X
Columbus	2475	Central C C Platte Cam	X	X	X	X	X
Cozad	7986	Cozad H S	X	X		X	X
Crete	2448	Doane Coll	X	X		X	X
Elkhorn	9383	Elkhorn H S	X			X	X
	7994	Mt Michael Benedictine H S					
Fairbury	9106	Fairbury H S	X	X		X	X
Falls City	7988	Falls City H S	X	X			X
Franklin	8012	Franklin H S	X				X
Fremont	9386	Archbishop Bergan H S	X				X
	2482	Midland Coll	X	X	X	X	X
Grand Island	7989	Grand Island Sr High	X	X	X	X	X
Hartington	9063	Cedar Catholic H S	X				X
Hastings	2456	Hastings Coll	X	X		X	X
	9645	Hastings Sr H S	X	X	X	X	X
Holdrege	7991	Holdrege Sr H S	X				X
Imperial	7992	Chase County H S	X				X
Kearney	7064	Kearney Sr H S	X	X	X	X	X
Kimball	7993	Kimball H S	X	X		X	
Lincoln	8010	Lincoln East H S	X	X	X	X	X
	9706	Lincoln H S South	X	X	X	X	X
	9568	Lincoln Northeast H S	X	X	X	X	X
	2474	Nebraska Wesleyan Univ	X				X
	2482	Univ of Nebraska, Lincoln	X				X
McCook	2460	McCook Comm Coll	X	X	X	X	X
Mullen	7995	Mullen H S	X				
Murdock	6771	Elmwood Murdock H S	X	X		X	X
Norfolk	2476	Northeast Comm Coll	X	X	X	X	X
North Platte	2491	Mid Plains Comm Coll	X	X		X	
	7997	North Platte H S	X	X	X		
O'Neill	8003	O'Neill H S	X	X	X	X	X
Ogallala	7999	Ogallala H S	X	X	X	X	X
Omaha	8002	Benson H S	X	X			
	8633	Central H S	X			X	
	2440	Coll of Saint Mary	X	X	X	X	X
	9177	Creighton Prep H S	X			X	X
	2444	Creighton Univ	X	X	X	X	X
	8890	Daniel J Gross H S	X	X		X	X
	9232	Harry A Burke H S	X	X	X	X	X
	8982	Millard North Sr H S	X	X		X	X
	8221	Millard South H S	X	X		X	X
	2464	Univ of Nebraska at Omaha	X	X	X	X	X
	8001	Westside H S	X	X	X	X	X
Ord	8004	Ord H S	X	X		X	
Papillion	8788	Papillion La Vista H S	X	X	X	X	X
Peru	2470	Peru St Coll	X	X	X	X	X
Scottsbluff	2478	Western Nebraska C C	X	X	X	X	X
Seward	2442	Concordia Teachers Coll	X	X		X	X
Sidney	2490	Western Nebraska Comm Coll		X		X	X
Superior	7585	Superior H S	X			X	
Valentine	8009	Valentine H S	X		X		
Wayne	2472	Wayne St Coll	X	X	X	X	X
Wisner	6790	Wisner Pilger H S	X	X	X	X	X
York	2484	York Coll	X	X	X	X	X
NEBRASKA Non-Saturday Test Centers*							
Lincoln	6483	Univ of Nebraska, Lincoln	24	12	6	10	12
Omaha	9487	Central H S	24			10	
Shelton	8006	Platte Valley Academy	24			10	
NEVADA							
Alamo	9622	Pahranagat Valley H S	O	O		O	
Austin	9297	Austin H S		O		O	
Battle Mountain	8023	Battle Mountain H S	X			X	
Carlin	6729	Carlin Combined Schools	X			X	
Carson City	8015	Carson H S	X	X	X	X	
Elko	8019	Elko H S	X	X	X	X	X
Ely	8018	White Pine H S	O	O	O	O	
Eureka	8016	Eureka H S	O	O	O		
Fallon	8020	Churchill County H S	X	X	X		X
Fernley	8026	Fernley H S	O	O	O	O	
Gabbs	8005	Gabbs H S		X			
Hawthorne	8021	Mineral County H S	O	O	O	O	
Henderson	8022	Basic H S		X	X		
	9211	Green Valley H S	X	X	X	X	X
Las Vegas	8639	Bonanza H S	X	X	X	X	X
	9295	Chaparral H S	X	X	X	X	X
	2496	Univ of Nevada Las Vegas	X		X	X	X
McDermitt	7987	McDermitt Combined Schools	O	O			
Mesquite	8027	Virgin Valley H S	X	X			X
Minden	6791	Douglas H S		X			X
Overton	8028	Moapa Valley H S	O	O		O	
Owyhee	8030	Owyhee H S	O			O	
Pahrump	8002	Pahrump Valley H S		X		X	
Panaca	8029	Lincoln County H S	X			X	
Reno	8031	Earl Wooster H S		X		X	
	6266	Procter R Hug H S					X
Round Mountain	6452	Round Mountain Jr Sr H S	X				
Smith	9689	Smith Valley H S		O		O	
Sparks	8048	Edward Reed H S	X	X	X	X	X
Tonopah	8032	Tonopah H S	O	O	O		
Wells	8035	Wells H S	O	O	O	O	
Winnemucca	8034	Albert M Lowry H S	X	X	X	X	
Yerington	8037	Yerington H S	O	O	O	O	O
NEW HAMPSHIRE							
Dublin	9274	Dublin Christian Academy		X			
Manchester	2522	St Anselm Coll		X		X	
Meriden	6807	Kimball Union Academy					X
Plymouth	2518	Plymouth St Coll		X			
NEW JERSEY							
Atlantic City	8045	Atlantic City H S		X			X
Blairstown	9763	Blair Academy		X			
Bridgeton	8046	Bridgeton H S		X		X	
Bridgewater	8062	Bridgewater Raritan H S	X	X	X	X	X
Cherry Hill	8047	Cherry Hill H S East		X			X
Cinnaminson	7956	Cinnaminson H S	X	X	X		
Columbus	8025	Northern Burlington H S		X			
Fort Lee	9680	Fort Lee H S	X			X	
Frenchtown	8051	Delaware Valley Regional H S	X				
Hamilton Twp	8811	Hamilton H S North	X		X		X
Hightstown	9460	Hightstown H S	X	X			X
Jersey City	8950	Ferris H S	X	X	X	X	X
Manahawkin	9454	Southern Regional H S	X				
Manasquan	8053	Manasquan H S	X	X		X	
Matawan	9681	Matawan Regional H S	X	X			
Mays Landing	6731	Oakcrest H S	X				X
Middletown	8054	Middletown H S North		X		X	
	8836	Middletown H S South	X				X
Monmouth Jct	5201	South Brunswick H S			X		
New Brunswick	2592	Rutgers Univ	X	X	X	X	X
Pemberton	6405	Pemberton Township H S	X		X		
Pitman	8058	Pitman H S		X			
Ridgewood	8063	Ridgewood H S	X	X	X		
Salem	8929	Salem H S				X	
Sewell	2561	Gloucester County Coll	X	X	X	X	
Sparta	8066	Sparta H S	X	X	X	X	
Springfield	8067	Jonathan Dayton Reg H S	X	X			
Toms River	8068	Toms River H S South	X	X		X	X
Wayne	2584	Wm Paterson Coll of N J			X		X
West Caldwell	8072	James Caldwell H S	X			X	X
Wildwood	6131	Wildwood H S	X			X	
NEW JERSEY Non-Saturday Test Centers*							
Tranquility	8069	Garden St Academy		12	6	10	12
NEW MEXICO							
Alamogordo	8976	Alamogordo H S	X	X	X	X	X
Albuquerque	8055	Albuquerque Academy	X			X	
	8759	Albuquerque H S		X	X		
	9092	Cibola H S	X	X	X	X	X
	8077	Del Norte H S	X	X	X	X	X
	8076	Highland H S	X	X	X	X	
	8798	La Cueva H S	X	X	X		
	8049	Manzano H S		X		X	X
	8078	Rio Grande H S	X	X	X	X	
	9241	Saint Pius X H S	X				
	8079	Sandia H S	X	X	X	X	
	6822	Sandia Preparatory School	X			X	
	2650	Univ of New Mexico	X	X	X	X	X
	8080	Valley H S	X			X	
	8075	West Mesa H S	X	X		X	
Animas	8944	Animas H S	O			O	
Anthony	9661	Gadsden H S	X	X	X	X	X
Artesia	8081	Artesia H S	X	X	X	X	
Aztec	9545	Aztec H S	X	X		X	
Bernalillo	8083	Bernalillo H S	X		X		
Capitan	9389	Capitan H S	X			X	
Carlsbad	2532	New Mexico St Univ at Carlsbad	X	X	X	X	X
Carrizozo	8084	Carrizozo H S	O			O	
Clayton	8086	Clayton H S	X		X		
Cloudcroft	6194	Cloudcroft Middle School				O	
Clovis	8087	Clovis H S	X	X	X	X	X
Corona	8916	Corona H S				O	
Crownpoint	9919	Crownpoint Sr H S		X		X	
Deming	8090	Deming H S	X			X	
Dulce	8091	Dulce H S	O	O		O	
Espanola	8092	Espanola Valley H S	X	X	X	X	
Estancia	8093	Estancia H S	X			X	
Farmington	2537	San Juan Coll	X	X	X	X	X
Gallup	8095	Gallup H S	X	X	X	X	X
	2555	Univ of NM at Gallup				X	X
Grants	8096	Grants H S	X		X		
Hatch	6109	Hatch Valley H S	O			O	
Hobbs	2543	New Mexico Jr Coll	X	X	X	X	X
Hondo	9921	Hondo H S		O			
Kirtland	6409	Kirtland Central H S	O	O	O	O	
Las Cruces	9161	Las Cruces H S	X	X	X	X	X
	9235	Mayfield H S	X	X	X	X	
	2638	New Mexico St Univ	X	X	X	X	X
Las Vegas	2540	New Mexico Highlands Univ	X	X	X	X	X
Lordsburg	8101	Lordsburg H S		O	O		
Los Alamos	8102	Los Alamos H S	X	X	X	X	
Lovington	8103	Lovington Municipal Schools	X	X			
Magdalena	6845	Alamo Navajo Comm School	X				
	8820	Magdalena H S				O	
Moriarty	9765	Moriarty H S	X	X	X		X
Mosquero	9614	Mosquero H S		O		O	
Navajo	8088	Navajo Pine H S	X		X	O	
Pine Hill	8109	Pine Hill H S	O			O	
Portales	2636	Eastern New Mexico Univ	X	X	X	X	X
Quemado	9735	Quemado H S	O			O	
Ramah	7399	Ramah H S	X				
Raton	8106	Raton H S	X	X	X	X	
Reserve	7021	Reserve H S	O			O	
Roswell	2644	New Mexico Military Institute	X	X	X	X	X
Roy	8985	Roy H S				O	
Ruidoso	8108	Ruidoso H S		X		O	
Santa Fe	9739	Saint Michael's H S				X	
	7036	Santa Fe H S	X	X	X	X	X
Santa Rosa	8110	Santa Rosa H S		X			
Shiprock	6337	Shiprock H S	X		X	X	
Silver City	2646	Western New Mexico Univ	X	X	X	X	X
Socorro	2642	NM Inst of Mining & Tech		X	X		
Taos	8112	Taos H S	X	X	X	X	
Thoreau	7732	Thoreau H S	X			X	
Tierra Amarilla	8111	Escalante H S	X			X	
Tohatchi	8107	Tohatchi H S	X		X	X	
Truth Or Cons	8113	Hot Springs H S	X				
Tucumcari	8114	Tucumcari H S	X	X		X	
Vaughn	8100	Vaughn H S	O				
Zuni	8115	Zuni H S		X		X	
NEW MEXICO Non-Saturday Test Centers*							
Corrales	6200	Sandia View Academy	24				
NEW YORK							
Akron	9602	Akron Central H S	X				X
Albany	8317	Albany H S	X	X		X	X
	7165	Colonie H S	X	X			
Almond	8116	Alfred Almond Central H S				X	
Amherst	9562	Sweet Home H S	X	X			X
Amityville	9300	Amityville Memorial H S		X			
Amsterdam	9624	Amsterdam H S	X	X			X
Angelica	9927	Angelica Central School	X				
Angola	8432	Lake Shore Central H S	X				X
Attica	8803	Attica Central	X				X
Auburn	2668	Cayuga County Comm Coll	X			X	X
Avon	8137	Avon Central Jr Sr H S	X				X
Baldwin	8918	Baldwin Sr H S	X				X
Ballston Spa	8365	Ballston Spa H S	X				X
Batavia	2751	Genesee Comm Coll	X	X		X	X
Bay Shore	8042	Bay Shore H S	X			X	
Beacon	7109	Beacon H S				X	
Binghamton	2684	Broome Comm Coll	X			X	X
Bohemia	8673	Connetquot H S	X	X		X	X
Brasher Falls	9722	Brasher Falls H S	X				
Brentwood	8118	Brentwood H S	X	X		X	X
Brockport	9629	Brockport H S	X				X
Bronx	9371	Harry S Truman H S	X	X			X
	9253	Herbert Lehman H S					X
Brookhaven	7250	Bellport H S				X	
Brooklyn	9627	Abraham Lincoln H S					X
	9931	Canarsie H S	X	X			X
	6740	Edward R Murrow H S				X	
	6737	George Wingate H S		X		X	X
	6132	James Madison H S					X
	6606	John Dewey H S		X			
Buffalo	8152	Bishop Timon H S	X	X		X	
	2690	Canisius Coll	X			X	X
Cambridge	8480	Cambridge H S				X	
Camden	9929	Camden H S					X
Canajoharie	9930	Canajoharie Central H S	X				X
Canandaigua	8313	Canandaigua Academy	X	X		X	
Candor	9967	Candor Central School				X	
Canton	8133	Hugh C Williams Sr H S	X	X			X
Carmel	9270	Carmel H S	X			X	X
Carthage	9641	Carthage Central H S	X			X	
Central Islip	9130	Central Islip H S	X	X			X
Central Valley	9417	Monroe Woodbury H S	X				X
Champlain	9370	N E Clinton Central H S	X				X
Chatham	9932	Chatham H S	X				X
Cheektowaga	9361	Maryvale Sr H S	X	X			X
Chittenango	9980	Chittenango Sr H S	X			X	
Cicero	8140	Cicero N Syracuse H S	X	X		X	
Clarence	9695	Clarence Cent Sr H S	X				X
Clifton Park	9969	Shenendehowa H S	X			X	
Clifton Springs	9925	Midlakes H S	X				X
Clinton	9934	Clinton Sr H S	X				X
Cobleskill	9935	Cobleskill Central School	X			X	
College Point	8789	St Agnes Academic School					X
Commack	9127	Commack H S	X			X	X
Cooperstown	9937	Cooperstown H S	X				X
Copiague	9954	Copiague H S	X				X
Corning	9121	East H S	X	X			X
Cornwall Hdsn	8119	New York Military Academy		X		X	
Cortland	8120	Cortland Jr Sr H S	X	X		X	X
Dansville	9978	Dansville Sr H S	X				
Delmar	9947	Bethlehem Central H S	X				X
Dix Hills	8050	Half Hollow Hills H S West	X	X			X
Dobbs Ferry	8943	The Masters School				X	
Dryden	2963	Tompkins Cortland C C				X	X
Dunkirk	9749	Dunkirk H S	X	X		X	X
East Amherst	8158	Williamsvle E H S (E Amherst)	X	X		X	X
East Aurora	8344	East Aurora H S	X			X	
East Hampton	9150	East Hampton H S					X
East Islip	9131	East Islip H S	X				X
East Northport	8127	John H Glenn H S	X	X		X	X
East Syracuse	8122	E Syracuse Minoa H S	X			X	
Ellenville	6734	Ellenville H S	X				X
Elma	9745	Iroquois Central H S	X				X
Elmira	8125	Notre Dame H S	X			X	X
	8433	Southside H S	X				
Endicott	8168	Union Endicott H S	X	X			
Fairport	8057	Fairport H S	X	X		X	
Farmingdale	8122	Farmingdale Sr H S	X				X
Fort Covington	6188	Salmon River Central School	X				X
Franklin Square	6636	Valley Stream North H S		X			
Fredonia	8273	Fredonia H S	X				X
Fulton	8984	G Ray Bodley H S	X				X
Gloversville	8845	Gloversville H S	X				X
Gouverneur	9326	Gouverneur H S	X				X
Grand Island	8166	Grand Island H S	X				X
Granville	9308	Granville H S	X			X	
Greenport	6445	Greenport School					X
Greenwich	9973	Greenwich Central H S				X	
Guilderland	8044	Guilderland H S	X			X	X
Hamburg	9742	Frontier Cent H S	X				X
	9092	Hamburg Central H S	X	X		X	
Hammondsport	8936	Hammondsport H S	X			X	
Hancock	9917	Hancock Central School	X			X	
Hauppauge	8434	Hauppauge H S	X				X
Hempstead	7057	Hempstead H S		X			
Herkimer	2765	Herkimer Co C C	X	X			
Hicksville	9106	Hicksville Sr H S		X		X	X
Highland Falls	8291	James I O'Neill H S	X				X
Hilton	9203	Hilton Central H S	X				X
Houghton	2766	Houghton Coll		X			X
Hudson Falls	8024	Hudson Falls H S	X				X
Huntington	8876	Huntington H S	X	X			X
Huntington Sta	8435	Walt Whitman H S	X	X			X
Ithaca	8210	Ithaca H S	X	X		X	X
Jamestown	2774	Jamestown Comm Coll	X	X		X	X
Jasper	9802	Jasper Troopsburg Cent Sch					X
Jericho	9606	Jericho H S	X				X
Katonah	6439	John Jay H S	X				X
Kenmore	9604	Kenmore E Sr H S	X				X

Continued on next page

ACT Test Centers

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
New York, cont.							
	8129	Kenmore W Sr H S	X	X		X	X
Kings Park	9133	Kings Park H S	X				X
Kingston	9088	Kingston H S	X	X		X	X
Lake Placid	8128	Northwood School	X				
Lk Ronkonkoma	9139	Sachem H S South Campus	X	X		X	X
Lancaster	9961	Lancaster H S	X				X
Liberty	8186	Liberty Central H S				X	
Lindenhurst	8144	Lindenhurst Sr H S	X	X		X	X
Liverpool	9945	Liverpool H S	X	X			X
Lockport	9505	Lockport H S	X	X			X
Long Beach	8036	Long Beach H S	X				X
Lowville	8150	Lowville Acad & Cent Sch	X				X
Lyons	9979	Lyons Jr Sr H S	X				X
Malone	8130	Franklin Academy	X				X
Manhasset	9435	St Mary's H S				X	
Marcy	9736	Whitesboro H S	X			X	
Massena	8157	Massena Central H S	X			X	
Massic Beach	9252	Wilburn Flood H S	X	X			X
Mattituck	9134	Mattituck Cutchogue H S				X	
Medford	9135	Patchogue Medford H S	X	X		X	X
Medina	8228	Medina H S	X			X	
Middle Island	8131	Longwood H S	X	X		X	
Middletown	2848	Orange County Comm Coll	X	X		X	
Miller Place	9126	Miller Place H S	X				X
Monticello	8132	Monticello H S	X	X			X
Moravia	9330	Moravia H S				X	
Mount Vernon	6779	Mount Vernon H S		X		X	
Nanuet	9415	Nanuet Sr H S	X			X	
New Hartford	9648	New Hartford Sr H S	X	X		X	X
New Rochelle	2770	Iona Coll	X	X		X	X
Newark Valley	9694	Newark Valley H S	X			X	
Niagara Falls	9977	Niagara Falls H S	X			X	
North Babylon	9144	North Babylon Sr H S	X			X	
North Creek	9944	Johnsburg Central School	X			X	
N Massapequa	9401	Plainedge H S	X			X	
N Tonawanda	9563	North Tonawanda Sr H S	X			X	
Northport	9307	Northport H S	X			X	
Norwich	9949	Norwich H S	X				
Nyack	6127	Nyack H S	X			X	
Ogdensburg	8833	Ogdensburg Free Academy	X			X	X
Olean	9950	Olean H S	X			X	
Oneida	8421	Oneida H S	X			X	
Oneonta	8134	Oneonta Sr H S	X			X	
Orchard Park	9249	Orchard Park H S	X			X	
Oswego	9951	Oswego H S	X			X	
Pawling	9362	Trinity Pawling School		X			
Penn Yan	9094	Penn Yan Academy	X			X	
Perry	9365	Perry Central School	X	X			X
Pittsford	8314	Pittsford Sutherland H S	X	X		X	X
Plattsburgh	2944	St Univ at Plattsburgh	X	X		X	X
Portville	9952	Portville Central School	X			X	
Potsdam	8141	Potsdam H S	X	X		X	
Pulaski	8145	Pulaski Sr H S	X			X	
Queensbury	8099	Queensbury H S	X	X		X	
Ravena	9287	Rav Coeymans Selkirk Sr H S				X	
Red Hook	9250	Red Hook H S				X	
Richmond Hl Qn	9966	Richmond Hill H S					X
Riverhead	8143	Riverhead H S	X				X
Rochester	8422	Aquinas Institute				X	
	8316	Brighton H S	X	X			X
	8151	Gates Chili Central School	X	X			X
	9087	Greece Arcadia H S	X	X			X
	9668	Irondequoin H S	X				X
Rocky Point	9136	Rocky Point Jr Sr H S	X				X
Rome	8033	Rome Free Academy	X	X			X
Salamanca	9955	Salamanca H S	X				X
Sanborn	9363	Niagara Wheatfield Sr H S	X				
Saranac Lake	2864	North Country Comm Coll		X			X
Saratoga Spgs	9632	Saratoga Springs H S	X				X
Sayville	8426	Sayville H S	X				X
Schenectady	8148	Schenectady H S	X	X			X
Selden	9140	Newfield H S	X	X			X
Setauket	9146	Ward Melville H S	X	X			X
Shrub Oak	8104	Lakeland H S					X
Sidney	9924	Sidney H S	X				X
Smithtown	9137	Smithtown H S					X
Solvay	9404	Solvay H S					X
Spencerport	8159	E J Wilson H S	X				X
Spring Valley	8227	Spring Valley Sr H S	X	X			X
Stamford	9956	Stamford Central School					X
Staten Island	6363	Staten Island Academy	X				
	8879	Staten Island Tech H S		X			X
Syosset	9959	Syosset H S	X				X
Syracuse	8085	Bishop Ludden H S					X
	8043	Corcoran H S	X				X
	9734	Henninger H S	X				X
	2847	Onondaga Comm Coll		X			X
	9974	West Genesee H S (Camillus)	X				
Tarrytown	7378	Sleepy Hollow H S	X				X
Ticonderoga	8148	Ticonderoga H S	X				X
Troy	9715	Catholic Central H S					X
	8782	Troy H S	X				X
Tully	8384	Tully Central H S	X	X			X
Utica	2818	Mohawk Valley C C		X			X
Valley Stream	9962	General H S					X
Vestal	8164	Vestal H S	X				X
Walton	8153	Walton Jr Sr H S	X			X	
Warsaw	9090	Warsaw H S	X				X
Waterloo	9469	Waterloo Sr H S					X
Watertown	8213	Immaculate Heart H S					X
	2775	Jefferson Comm Coll	X	X		X	X
Watkins Glen	7540	Watkins Glen H S				X	
Webster	8160	Webster H S	X				X
Wellsville	8215	Wellsville H S	X				X
Westbury	8154	Westbury H S				X	
Westhmptn Bch	9450	Westhampton Bch Sr H S	X				
Williamson	9976	Williamson H S	X				X
Williamsville	2740	Erie Comm Coll					X
Wolcott	9329	North Rose Wolcott H S	X			X	X
Yorkshire	7031	Pioneer Central H S	X				X
Yorktown Hts	9209	Yorktown H S	X	X		X	X
Youngstown	9086	Lewiston Porter Sr H S	X			X	

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
NEW YORK Non-Saturday Test Centers*							
New York	8605	Northeastern Academy	24				12
	2992	Yeshiva Univ		12		10	12
Union Springs	8149	Union Springs Academy	24			10	
Woodside	8816	Greater New York Academy	24			10	
NORTH CAROLINA							
Arden	9859	Christ School	X			X	
Asheville	6301	A C Reynolds H S	X	X	X	X	
	6493	T C Roberson H S	X				
Banner Elk	3116	Lees McRae Coll	X			X	
Black Mountain	9871	C D Owen H S	X			X	
Camp Lejeune	8161	Consolidated Ed Center		X		X	X
Chapel Hill	8868	Chapel Hill H S				X	
Charlotte	9579	E Mecklenburg H S			X		
	8359	Independence H S	X			X	
	7042	Northside Christian Acad				X	
	9580	Olympic Sr H S		X			
Dallas	3155	Gaston Coll	X	X	X	X	X
Durham	6316	Southern H S	X		X	X	
Elizabeth City	3095	Elizabeth City St Univ					X
Elizabethtown	8861	East Braden H S		X			
Fayetteville	8902	E E Smith Sr H S	X	X	X	X	
	6292	Terry Sanford H S	X	X	X	X	X
Forest City	6725	East Rutherford H S		X		X	
Greensboro	9277	Northwest Sr H S	X			X	X
	9912	Walter Hines Page H S		X			X
Greenville	3094	East Carolina Univ	X		X	X	
Havelock	9222	Havelock H S	X			X	
Hayesville	8487	Hayesville H S	X			X	X
Jamestown	9585	Ragsdale H S	X		X		
Kannapolis	6793	A L Brown H S		X			
Kinston	7917	Bethel Academy				X	
Louisburg	6741	Louisburg H S		X			X
Marion	6208	Mc Dowell H S		X			
Marshville	6293	Forest Hills H S	X		X		
Mebane	6246	Eastern Alamance H S	X			X	
Morganton	6178	Tabernacle Christian School				X	
Mt Gilead	6656	West Montgomery H S			X		
Mt Pleasant	9336	Mount Pleasant H S			X		
Newton	6240	Newton Conover H S	X				
Oxford	6256	J F Webb H S	X		X		
Pinetops	6757	Southwest Edgecombe H S		X		X	
Raeford	6425	Hoke County H S		X			
Raleigh	9586	Needham Broughton H S	X	X	X	X	X
	6146	Wake Christian Academy		X		X	
Robersonville	9219	Roanoke H S				X	
Rockingham	8968	Richmond Sr H S				X	
Rocky Mount	3135	NC Wesleyan Coll		X	X		
Rutherfordton	8147	Rutherfordton Spindale H S			X		
Salisbury	9582	E Rowan Sr H S	X			X	
Sanford	9629	Lee County Sr H S	X	X		X	
Smithfield	6230	Smithfield Selma H S				X	
Southport	6579	Brunswick Comm Col	X			X	
Taylorsville	6602	Alexander Central H S			X		
Trinity	9508	Trinity H S	X			X	
Walnut Cove	6324	South Stokes H S	X				
Washington	6309	Washington H S		X		X	
Whiteville	6485	Whiteville H S		X	X		
Wilmington	6258	E A Laney H S	X		X		
	9911	John T Hoggard H S		X			
	7653	Wilmington Christian Acad				X	
Wilson	9159	Wilson Christian Academy				X	
Winston Salem	8169	Parkland Sr H S		X	X	X	
NORTH CAROLINA Non-Saturday Test Centers*							
Candler	8162	Mount Pisgah Academy		12		10	
Fletcher	8165	Fletcher Academy		12		10	
NORTH DAKOTA							
Beach	8792	Beach H S	X		X		
Belcourt	3191	Turtle Mountain C C	X	X	X	X	
Beulah	8171	Beulah H S	X	X	X	X	
Bismarck	6773	Bismarck H S	X	X			
	3196	Bismarck St Coll	X	X	X	X	
	3201	Univ of Mary	X	X			
Bottineau	3204	NDSU Bottineau	X	X	X		
Bowbells	8233	Bowbells H S	X				
Bowman	8172	Bowman H S	X	X			
Cavalier	9448	Cavalier Public School		X			
Crosby	8173	Divide County H S	X				
Devils Lake	3198	UND Lake Region	X	X	X	X	
Dickinson	3210	Dickinson St Univ	X	X	X	X	
Edgeley	8174	Edgeley H S	X			X	
Elgin	6755	Elgin Public H S	X			X	
Fargo	3202	North Dakota St Univ	X	X	X	X	
	6444	North H S	X			X	
Forman	6850	Sargent Central School			X		
Fort Totten	3205	Little Hoop Comm Coll		O	O		
Fort Yates	8175	Standing Rock Comm H S		O		O	
Grafton	8176	Grafton H S	X	X			
Grand Forks	3218	Univ of North Dakota	X		X	X	
Harvey	8177	Harvey H S	X	X		X	
Hettinger	8178	Hettinger H S	X			X	
Jamestown	3200	Jamestown Coll	X	X	X	X	
Kenmare	8180	Kenmare H S	X			X	
Kindred	7262	Kindred H S	X				
Langdon	8181	Langdon Public H S	X				
Lignite	8185	Burke Central School		O			
Linton	8170	Linton H S		X			
Lisbon	8185	Lisbon H S	X	X			
Mandaree	6857	Mandaree Public School		O		O	
Mayville	3212	Mayville St Univ	X	X		X	
McClusky	6222	McClusky H S	X				
Minot	6836	Minot H S, Magic City Campus	X				
	3214	Minot St Univ	X	X	X	X	
Mohall	8859	Mohall Public School	X				
New Town	3194	Fort Berthold Comm Coll				X	
	8183	New Town H S		X			
Oakes	8204	Oakes Elementary School	X			X	
Rugby	8190	Rugby H S	X			X	
Solen	9601	Solen School		O			
Valley City	3215	Valley City St Univ	X	X		X	X
Wahpeton	3206	ND St Coll of Science	X	X	X	X	X
Washburn	8493	Washburn H S	X		X		

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Watford City	8354	Watford City H S	X		X		X
Westhope	9696	Westhope Public School		X			
Williston	3219	UND Williston	X	X	X	X	
Wishek	8333	Wishek Sr H S	X				
NORTH DAKOTA Non-Saturday Test Centers*							
Bismarck	8178	Dakota Adventist Academy		12	6		
OHIO							
Ada	3310	Ohio Northern Univ	X	X	X	X	X
Akron	8308	Ellet H S	X	X	X	X	X
	7932	Firestone H S	X		X		
	9909	Manchester H S Summit Co	X	X			X
	3338	Univ of Akron	X	X	X	X	X
Alliance	3298	Mount Union Coll	X	X	X	X	X
Ashland	8188	Ashland H S	X	X	X	X	X
Ashtabula	3773	Kent St Univ, Ashtabula Campus	X	X	X	X	X
Athens	3314	Ohio Univ	X	X	X	X	X
Aurora	8191	Aurora H S	X	X		X	X
Barberton	9637	Barberton H S					X
Barnesville	6453	Barnesville H S	X			X	
Bay Village	8193	Bay H S	X	X	X	X	X
Beavercreek	7143	Beavercreek H S	X	X	X	X	X
Bedford	8194	Bedford H S	X	X	X	X	
Bellefontaine	8195	Bellefontaine Sr H S	X	X	X		X
Bellevue	8196	Bellevue Sr H S	X	X			X
Berea	8206	Berea H S		X			
Bowling Green	9430	Bowling Green H S					X
	3240	Bowling Green St Univ	X	X	X	X	X
Broadview Hts	8197	Brecksville Broadview Hts H S	X	X	X	X	X
Brunswick	8643	Brunswick H S	X				X
Bryan	8198	Bryan H S	X	X	X	X	X
Bucyrus	8199	Bucyrus H S	X	X	X		X
Burton	3224	Kent St Univ, Geauga Campus	X	X	X	X	X
Byesville	6121	Meadowbrook H S	X	X	X	X	X
Cambridge	8200	Cambridge H S	X	X	X	X	X
Canal Fulton	8553	Northwest H S	X	X	X	X	X
Canton	3226	Kent St U Stark Campus	X			X	X
	3289	Malone Coll	X	X	X	X	X
Celina	8202	Celina Jr H S	X	X	X	X	
Centerville	9150	Centerville H S	X				X
Chardon	9525	Chardon H S					X
Chesterland	8203	West Geauga H S	X	X	X	X	X
Chillicothe	7273	Chillicothe H S	X	X		X	
	3313	Ohio U Chillicothe Campus	X	X	X	X	X
Cincinnati	8805	Anderson H S	X	X	X	X	X
	8205	Colerain Sr H S	X	X	X		X
	9918	Madeira H S	X	X	X	X	X
	6755	Oak Hills H S	X	X	X	X	X
	6319	Purcell Marian H S				X	
	9788	Roger Bacon H S				X	X
	3340	Univ of Cincinnati	X	X	X	X	X
	6899	Walnut Hills H S	X			X	X
	8208	Western Hills H S	X			X	X
Circleville	8217	Circleville H S	X				X
Clayton	9285	Montgomery County Jvs	X	X	X	X	X
	7725	Northmont Sr H S					X
Cleveland	8192	Benedictine H S	X	X	X	X	X
	9256	Cleveland Cent Catholic H S	X	X		X	X
	8211	Collinwood H S		X		X	
	3263	Cuyahoga C C Metro Campus		X	X		X
	8477	Glenville H S		X			
	8212	John Adams H S	X	X	X	X	X
	6759	Saint Ignatius H S	X			X	
	8216	Cleveland Heights H S	X				X
Cleveland Hts	8216	Cleveland Heights H S	X				X
Columbus	5107	Bishop Hartley H S	X				X
	8219	Bishop Watterson H S	X				X
	3242	Capital Univ	X	X	X	X	X
	9638	Centennial H S					X
	3261	Columbus St C C	X	X	X	X	X
	6418	Fort Hayes Metro Ed Center		X			
	3275	Franklin Univ	X	X		X	X
	6167	Hamilton Township H S	X	X	X	X	X
	6306	Independence H S	X	X		X	X
	5434	Mifflin H S	X			X	
	3312	Ohio St Univ	X	X	X	X	X
	9990	St Charles Preparatory School	X	X	X	X	X
	8983	The Wellington School	X	X		X	X
	8220	Upper Arlington H S	X	X	X	X	
Conneaut	6330	Conneaut H S	X				X
Copley	7380	Copley Sr H S					X
Coshocton	8221	Coshocton H S	X	X	X	X	
Cuyahoga Falls	9175	Walsh Jesuit H S	X				X
Cuyahoga Fls	8223	Cuyahoga Falls H S	X	X		X	
Dayton	8225	Chaminade Julienne H S	X	X			X
	5821	Dayton Career Academy	X	X	X	X	X
	6782	Oakwood H S	X			X	X
	3255	Wright St Univ	X	X	X	X	X
Defiance	3264	Defiance Coll			X		X
	8229	Defiance Sr H S	X	X		X	X
Delaware	3316	Ohio Wesleyan Univ	X	X	X	X	X
Delta	8230	Delta H S	X	X		X	X
Dover	8231	Dover H S	X	X	X	X	X
Dublin	9335	Dublin H S	X	X			X
East Cleveland	9115	Shaw H S	X	X	X	X	X
East Liverpool	3225	Kent St Univ E Liverpool	X	X	X	X	X
Elmore	8720	Woodmore H S	X	X		X	X
Elyria	8233	Elyria H S	X	X	X	X	X
	3257	Lorain County Comm Coll	X	X	X	X	X
Euclid	8241	Euclid H S	X	X			X
Fairborn	8234	Fairborn H S	X	X	X		
Fairfield	8235	Fairfield H S	X	X	X	X	X
Fairview Park	7885	Fairview H S	X	X		X	X
Fincastle	3274	Southern St Comm Coll	X	X	X	X	X
Findlay	8236	Findlay H S	X	X	X	X	
	3337	Owens Technical Coll	X			X	X
Fostoria	8237	Fostoria H S	X				X
Fredericktown	8232	Fredericktown H S	X	X		X	
Fremont	8238	Ross H S	X	X	X	X	X
Gahanna	9019	Lincoln H S	X	X		X	
Galion	9581	Galion Sr H S					X
Galipolis	8239	Gallia Acad H S	X	X	X	X	X
Galloway	8438	Westland H S					X
Greenville	8240	Greenville Sr H S	X	X	X	X	X
Grove City	9326	Grove City H S	X			X	X

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ACT Test Centers

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Ohio, cont.							
Hamilton	8315	Badin H S	X	X	X	X	X
	8242	Hamilton H S	X	X	X	X	X
Hannibal	8363	River H S		X			
Hanoverton	6742	United H S	X				X
Harrison	8245	Wm Henry Harrison H S	X	X		X	X
Hilliard	9379	Hilliard H S					X
Hubbard	8775	Hubbard H S	X	X		X	X
Ironton	8243	Ironton H S	X	X	X		
Kent	3284	Kent St Univ	X	X	X	X	X
	8244	Roosevelt H S	X	X	X	X	X
Kettering	8246	Kettering Fairmont H S	X	X	X	X	X
Kinsman	9504	Badger H S		X		X	
Lakewood	8247	Lakewood H S	X	X	X	X	X
	8319	St Edward H S	X	X		X	
Lancaster	8248	Lancaster Sr H S	X	X	X	X	X
Lewisburg	9431	Tri County North H S	X				
Lima	8249	Lima Sr H S	X	X	X	X	X
	8265	Shawnee H S		X			X
Lisbon	9343	Beaver Local H S		X	X	X	X
London	9923	London H S		X	X	X	X
Lyndhurst	8311	Charles F Brush H S		X	X	X	X
Madison	8253	Madison H S		X		X	
Manchester	8254	Manchester H S Adams Co		X	X	X	
Mansfield	8255	Mansfield Sr H S		X	X	X	X
Marietta	8258	Marietta Sr H S		X	X	X	X
Marion	3311	Ohio St Univ Marion		X	X	X	X
Marysville	6858	Marysville H S		X			X
Massillon	9354	Perry H S		X			X
	8260	Washington H S		X	X	X	X
Maumee	9333	Maumee H S		X	X	X	X
Mayfield Vlg	7913	Mayfield H S		X		X	X
Medina	8261	Medina Sr H S		X	X	X	X
Mentor	8262	Mentor H S		X	X	X	X
Middleburg Hts	8263	Midpark H S		X		X	X
Middletown	3299	Miami U Middletown Cam		X	X	X	X
	8264	Middletown H S		X	X	X	X
Milan	8921	Edison H S		X		X	X
Milford	8265	Milford H S		X	X	X	X
Millbury	9374	Lake H S					X
Mt Vernon	9280	Mt Vernon H S		X			X
	3372	Mt Vernon Nazarene Coll			X		X
Napoleon	9182	Napoleon H S		X			X
New London	6150	New London H S		X		X	X
New Phila	8269	Kent St Univ, Tuscarawas Cam		X	X	X	X
Newark	3320	Ohio St Univ Newark		X	X	X	X
Niles	8271	McKinley H S		X	X	X	X
North Olmsted	8272	North Olmsted H S		X	X	X	X
North Royalton	9284	North Royalton H S		X			X
Norwalk	8274	Norwalk H S		X	X		X
Norwood	8275	Norwood H S		X	X	X	X
Oregon	6249	Cardinal Stritch H S		X			X
	8292	Clay H S		X	X	X	X
Ottawa	8461	Ottawa Glandorf H S		X		X	X
Oxford	3294	Miami Univ			X		
	8276	Talawanda H S		X			X
Painesville	8277	Harvey H S		X	X	X	X
	9284	Riverside H S		X			X
Parma	8282	Normandy H S		X	X	X	X
	8278	Parma Sr H S		X	X	X	X
Parma Heights	8279	Valley Forge H S		X	X	X	X
Paulding	6312	Paulding H S		X	X		X
Pemberville	9786	Eastwood Jr H S		X			X
Pepper Pike	9174	Orange H S		X			
Perrysburg	3323	Owens Technical Coll		X	X	X	X
	8280	Perrysburg H S		X	X	X	X
Pickerington	7319	Pickerington H S					X
Piketon	6420	Vern Riffe Joint Voc School		X			
Piqua	8281	Piqua H S		X	X	X	X
Port Clinton	9286	Port Clinton H S					X
Portsmouth	8866	Portsmouth H S		X	X	X	X
	3336	Shawnee St Univ		X	X	X	X
Put-In-Bay	9769	Put-in-Bay H S		X			X
Reynoldsburg	9628	Reynoldsburg H S		X			
Rio Grande	3324	Univ of Rio Grande		X	X		X
Rocky River	8283	Rocky River H S		X		X	X
Rossford	7028	Rossford H S		X		X	X
Saint Clairsville	3317	Ohio Univ Eastern		X	X	X	X
Saint Henry	7681	St Henry H S				X	X
Salem	3354	Kent St Univ Salem		X	X	X	X
Sandusky	8284	Sandusky H S		X	X	X	X
Shaker Heights	8285	Shaker Heights H S		X	X	X	
Shelby	8286	Shelby Sr H S		X	X	X	X
Sidney	9165	Sidney H S		X			X
Solon	8256	Solon H S		X	X		X
South Point	8270	South Point H S					X
Springfield	8287	North H S		X	X	X	X
	9785	Northwestern H S					X
Steubenville	3258	Franciscan Univ of Steubenville		X		X	X
Strongsville	8288	Strongsville Sr H S		X	X	X	X
Struthers	8289	Struthers H S		X	X	X	
Sylvania	8794	Sylvania Northview H S		X			X
Talmadge	9792	Talmadge H S		X		X	X
The Plains	6706	Athens H S		X			X
Tiffin	3334	Tiffin Univ		X	X	X	X
Toledo	8264	Central Catholic H S		X			X
	5577	Davis Coll			X		X
	6231	E L Bowsher H S				X	X
	6248	Notre Dame Academy		X		X	X
	8293	Ottawa Hills H S		X	X	X	X
	9784	Rogers H S		X	X	X	X
	8294	Roy C Start H S		X	X	X	X
	9778	St Johns H S		X		X	X
	3344	The Univ of Toledo		X	X	X	X
Tontogany	9778	Otsego H S					X
Troy	8296	Troy H S		X	X		X
Upper Sandusky	8298	Upper Sandusky Sr H S		X		X	X
Urbana	3345	Urbana Univ			X	X	X
Van Wert	8299	Van Wert H S		X	X		X
Wadsworth	8300	Wadsworth Sr H S		X	X		X
Warren	8301	Warren G Harding H S		X	X	X	X
West Chester	9353	Lakota H S		X			X
Wesanville	3318	Otterbein Coll			X	X	X
	8618	Wesanville North H S		X	X	X	X
Westlake	8303	Westlake H S		X	X		X
Wheelersburg	8304	Wheelersburg H S		X			
Whitehouse	9288	Anthony Wayne H S		X		X	X
Willoughby	9109	W E South H S		X	X	X	
Wintersville	8305	Wintersville H S		X	X		X
Wooster	8306	Edgewood Jr H S		X	X		
	3260	The Coll of Wooster					X
Xenia	8307	Xenia H S		X	X	X	X
Youngstown	8309	Austintown Fitch H S		X	X	X	X
	8475	Boardman H S		X	X	X	
	9577	Campbell Memorial H S		X		X	X
	9405	Cardinal Mooney H S				X	X
	6750	South H S		X	X	X	X
	8677	Ursuline H S		X		X	X
	3368	Youngstown St Univ		X	X	X	X
Zanesville	3322	Ohio Univ Zanesville		X	X	X	X
OHIO Non-Saturday Test Centers*							
Centerville	6119	Spring Valley Academy	24		6		12
Cincinnati	8207	Jewish Vocational Service	24				10
Cleveland	9491	Cuyahoga C C Metro Campus		12			12
Columbus	8312	Beth Jacob Congregation		12	6		
Dayton	9129	Dayton Jewish Comm Ctr	24				12
Galloway	8801	Westland H S					12
Kettering	3279	Kettering Coll of Medical Arts		12			10
Mt Vernon	8267	Mt Vernon Academy		12			10
OKLAHOMA							
Ada	6796	Byng H S	X	X	X	X	X
	3394	East Central Univ	X	X	X	X	X
Altus	3378	Western OK St Coll	X	X	X	X	X
Alva	3412	Northwestern OK St Univ	X	X	X	X	X
Andarko	6461	Andarko H S	X			X	X
Antlers	9799	Antlers H S	X		X	X	X
Ardmore	8320	Ardmore H S	X	X	X	X	X
Bartlesville	8321	Bartlesville H S	X	X		X	X
	3387	Bartlesville Wesleyan Coll	X	X	X	X	X
Beaver	8326	Beaver H S	X			X	X
Bethany	6478	Bethany H S	X	X	X	X	X
	3384	Southern Nazarene Univ	X	X	X	X	X
Blanchard	6701	Bridge Creek H S	X	X		X	
Boise City	8330	Boise City H S	X		X		X
Bristow	9372	Bristow H S	X			X	
Broken Arrow	8429	Broken Arrow Sr H S	X	X	X	X	X
Chickasha	3418	Univ of Sci & Arts of Okla	X	X	X	X	X
Choctaw	6138	Eastern Oklahoma Co Vo Tech	X			X	X
Claremore	6693	Claremore H S	X	X	X	X	X
	3429	Rogers St Coll	X	X	X	X	X
Del City	8322	Del City H S	X			X	X
Duncan	8323	Duncan H S	X	X	X	X	X
Durant	3438	Southeastern OK St Univ	X	X	X	X	X
Edmond	3390	The Univ of Central Oklahoma	X	X	X	X	X
El Reno	6883	El Reno H S	X			X	X
	3396	Redlands Comm Coll	X	X	X		X
Enid	9252	Enid H S	X	X	X	X	X
	6689	Oklahoma Bible Academy	X	X	X	X	X
Fairfax	6143	Woodland H S	X			X	X
Frederick	6838	Frederick H S	X	X	X	X	X
Goodwell	3426	Panhandle St Univ	X	X	X	X	X
Guthrie	9772	Guthrie H S	X	X	X	X	
Hobart	8324	Hobart H S	X				
Idabel	9107	Dunlap Ctr for Higher Ed	X	X		X	
Jenks	9189	Jenks H S		X			X
Jones	8255	Jones H S		X			
Lawton	3385	Cameron Univ	X	X	X	X	X
	6698	Lawton H S	X	X			X
McAlester	8327	McAlester H S	X	X	X		
Miami	3406	Northeastern OK A & M Coll	X	X	X	X	X
Midwest City	8325	Carl Albert Sr H S	X	X	X	X	X
	8329	Midwest City H S	X	X	X	X	X
	3403	Rose St Coll	X	X	X	X	X
Muskogee	3380	Bacone Coll	X	X	X	X	X
	6618	Muskogee H S	X	X			X
Newcastle	6843	Newcastle Middle School	X	X		X	
Noble	6654	Noble H S	X		X		
Norman	8321	OK Sch Sci & Math	X			X	X
	3442	Univ of Oklahoma	X	X	X	X	X
Oaks	9656	Oaks H S	X				
Oklahoma City	8380	Mt St Mary H S		X		X	
	3415	Oklahoma Christ U Sci & Arts		X		X	
	3431	Oklahoma City Comm Coll	X		X	X	
	3416	Oklahoma City Univ	X	X	X	X	X
	3423	Oklahoma St Univ	X	X	X	X	X
	8332	Putnam City H S	X	X		X	
	9810	Putnam City West Sr H S	X	X	X	X	
	8343	U S Grant H S	X	X	X	X	X
	3385	OSU Okmulgee	X	X	X	X	
Okmulgee	9294	Owasso H S	X	X	X	X	X
Owasso	8812	Pawnee Elementary School	X	X	X		
Pawnee	9533	Perkins Tryon H S	X	X		X	
Perkins	6125	Perry H S	X		X		
Perry	8334	Ponca City Sr H S	X	X	X	X	
Ponca City	3430	Carl Albert St Coll	X	X	X	X	X
Poteau	6333	Pryor H S	X			X	
Pryor	6361	Charles Page H S		X			
Sand Springs	9185	Sapulpa H S	X			X	
Sapulpa	3434	Southwestern OK St U, Sayre	X	X	X	X	X
Sayre	3436	Seminole Jr Coll	X	X	X	X	X
Seminole	8513	Sentinel H S	X			X	
Sentinel	3414	Oklahoma Baptist Univ	X	X	X	X	X
Shawnee	3424	Oklahoma St Univ	X	X	X	X	X
Stillwater	9807	Stillwater H S	X	X	X	X	X
	8195	Stilwell H S	X	X	X	X	
Stilwell	3408	Northeastern OK St U	X	X	X	X	
Tahlequah	6130	Tecumseh H S	X	X	X	X	
Tecumseh	3402	Murray St Coll	X	X	X		
Tishomingo	3410	Northern OK Coll	X	X	X		
Tonkawa	8335	Bishop Kelley H S	X	X		X	
Tulsa	8336	Central Sr H S	X	X	X	X	X
	8337	East Central Sr H S	X	X	X	X	
	8338	Edison Sr H S	X	X	X	X	
	8339	Hale Sr H S	X	X	X	X	
	8341	Memorial Sr H S	X	X			
	8342	Rogers Sr H S	X	X			
	3441	Tulsa Jr Coll		X	X	X	X
	7753	Union H S	X	X	X	X	X
	3435	Univ Center at Tulsa	X	X	X	X	X
	3444	Univ of Tulsa	X	X	X	X	X
	8345	Washington H S	X	X		X	
	8346	Webster Sr H S		X			X
Warner	3392	Connors St Coll	X	X	X		
Watonga	6161	Watonga H S	X			X	
Weatherford	3440	Southwestern OK St Univ	X	X	X	X	X
	6699	Weatherford H S	X	X		X	
Wilburton	3396	Eastern OK St Coll	X	X	X	X	X
Woodward	8348	Woodward H S	X			X	
OKLAHOMA Non-Saturday Test Centers*							
Harrah	9444	Oklahoma Academy		12			
Tulsa	8416	Tulsa Adventist Academy					10
OREGON							
Ashland	8847	Ashland H S		X	X	X	
Beaverton	8361	Beaverton H S		X		X	
	7889	Sunset H S	X		X		X
Bend	3457	Central Oregon Comm Coll	X	X			
Burns	8353	Burns H S	X				
Coos Bay	3495	Southwestern Oregon C C		X		X	
Corvallis	3482	Oregon St Univ	X	X		X	
Eugene	9027	North Eugene H S	X			X	
	6611	South Eugene H S		X	X		
	3498	Univ of Oregon			X		
Grants Pass	3490	Rogue Comm Coll	X			X	
Gresham	3473	Mt Hood Comm Coll			X		X
Hepppner	8412	Hepppner H S	O				
Independence	6657	Central H S		X			
Jordan Valley	5772	Jordan Valley H S		O			
Klamath Falls	3484	Oregon Inst of Tech		X	X		
La Grande	8362	La Grande H S		X		X	
Lake Oswego	9061	Lakeridge H S	X			X	
Milwaukie	6450	Milwaukie H S	X				
Newport	6120	Newport H S	X				
Ontario	3497	Treasure Valley C C	X	X	X	X	
Oregon City	3465	Clackamas Comm Coll				X	
	9080	Oregon City Sr H S	X	X	X		X
Pendleton	3455	Blue Mountain Comm Coll	X	X		X	
Portland	8357	Cleveland H S	X		X	X	X
	8358	Parkrose H S		X			X
Prairie City	9447	Prairie City H S	X				
Roseburg	3502	Umpqua Comm Coll		X	X		X
Salem	3493	Chemeketa Comm Coll	X	X	X	X	X
	8340	Sprague H S	X				X
Sandy	9281	Sandy Union H S		X	X		
Scappoose	8992	Scappoose H S	X	X			
The Dalles	6101	Wahtonka H S		X		X	
OREGON Non-Saturday Test Centers*							
Days Creek	8355	Milo Academy		12		10	
Lincoln City	8960	Seventh Day Adventist School		12		10	
Portland	8358	Portland Adventist Academy	24		6	10	
PENNSYLVANIA							
Alexandria	8860	Juniata Valley H S	X			X	
Allentown	3640	Muhlenberg Coll		X			X
Altoona	8367	Altoona Area H S		X			X
Beaver Falls	8368	Beaver Falls Sr H S		X		X	
Berwyn	9364	Conestoga H S	X				X
Bethel Park	8369	Bethel Park Sr H S	X	X	X	X	X
Bethlehem	9928	Liberty H S	X	X			
	3645	Northampton Co Area C C				X	
Brookville	9701	Brookville H S	X			X	
Butler	8370	Butler Area Sr H S	X	X		X	X
Canonsburg	8373	Canon McMillan Sr H S	X	X	X	X	X
Clarion	9902	Clarion Area H S	X				X
Clarks Summit	8375	Abington Hts H S North Campus			X		
Clearfield	8394	Clearfield Area H S	X			X	
Coal Center	8372	California Area H S			X		X
Coatesville	8381	Coatesville Area Sr H S			X	X	
Corry	9576	Corry Area H S		X			
Danville	8376	Danville Area Sr H S					X
Derry	8377	Derry Area H S			X		X
Downingtown	6739	Downingtown Sr H S	X				X
Elwood City	8382	Lincoln H S		X			
	6190	Riverside H S				X	
Erie	3576	Gannon Univ	X		X		
	9540	McDowell H S		X		X	
	6331	Strong Vincent H S	X				X
Franklin	9626	Franklin Area Jr Sr H S	X	X		X	
Greensburg	8408	Hempfield Area Sr H S		X	X	X	
Harrisburg	3589	Harrisburg Area C C	X	X	X	X	
	6630	Harrisburg Christian School		X			
Harrison City	6679	Penn Trafford High	X				
Hazleton	8418	Hazleton Area H S	X				
Indiana	3704	Indiana Univ of PA					X
Jermyn	9409	Lakeland H S	X			X	
Johnstown	3735	Univ of Pittsburgh at Johnstown	X	X	X	X	X
Lancaster	8395	Conestoga Valley H S	X			X	
Landisville	6608	Hempfield H S		X			
Langhorne	8388	Neshaminy H S		X			
Latrobe	9570	Greater Latrobe Sr H S	X			X	
Lebanon	6186	Cedar Crest H S		X		X	
Lower Burrell	8387	Burrell H S		X			
McConnellsburg	8391	McConnellsburg H S	X				X
McDonald	6758	Fort Cherry H S				X	
McKeesport	8392	McKeesport Area Sr H S	X				
Meadville	8400	Meadville Area Sr H S	X				
Mechanicsburg	8401	Cumberland Valley H S	X	X	X	X	X
Media	3542	Delaware County C C		X	X	X	X
Monaca	3545	Comm Coll of Beaver Co	X	X	X	X	X
Monongahela	8378	Ringgold H S	X				
Moon Twp	7045	Moon Sr H S	X	X		X	X
New Castle	8420	New Castle Sr H S					X
	8397	Union Area H S	X			X	
Newtown	8867	Council Rock H S		X		X	
Philadelphia	3724	Temple Univ			X		X
Pittsburgh	8402	Baldwin H S		X		X	X
	9578	Fox Chapel Area H S	X				
	8407	Penn Hills Sr H S	X	X		X	
	6748	Shaler Area H S		X		X	
	3734	Univ of Pittsburgh			X		

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ACT Test Centers

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City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Pennsylvania, cont.							
Pottstown	8364	Owen J Roberts H S	X	X	X	X	
	9507	St Pius X H S		X			
	8565	The Hill School					X
Saint Marys	8411	Saint Marys Area H S		X			X
Selinsgrove	8318	Selinsgrove Area H S		X			
Seilersvile	8290	Faith Christian Academy		X	X		
	6288	Upper Bucks Christian School				X	
Sharon	3662	Penn St Univ Shenango C				X	X
	7254	Sharon Sr H S		X			
Shilington	7756	Governor Mifflin Sr H S	X		X		
Shinglehouse	6241	Oswayo Valley Jr Sr H S		X			
Souderton	8414	Souderton Area Sr H S	X				
Titusville	9188	Titusville H S					X
Troy	6703	Troy Sr H S		X		X	
Uniontown	9334	Laurel Highlands H S		X		X	
Washington	8934	Trinity H S	X	X	X	X	X
Wayne	6244	Valley Forge Military Academy		X	X		
West Chester	6293	B Reed Henderson H S		X			X
West Lawn	6311	Wilson H S		X		X	
Wexford	8403	North Allegheny Sr H S	X	X	X		
Wilkes Barre	3604	Kings Coll	X	X		X	X
Williamsport	3757	Penn Coll of Tech		X	X		
York	8419	Central York H S	X			X	X
PENNSYLVANIA Non-Saturday Test Centers*							
Hamburg	8385	Blue Mountain Academy		12		10	
Pine Forge	8400	Pine Forge Academy	24	12	6		
RHODE ISLAND							
E Greenwich	9223	Rocky Hill School	X	X	X	X	X
SOUTH CAROLINA							
Bamberg	6302	Bamberg Ehrhardt H S	X			X	
Beaufort	3835	Beaufort Reg Cen USC			X		
Bennettsville	6583	Marlboro County H S	X				
Charleston	3846	Coll of Charleston	X			X	X
Columbia	9418	Columbia H S	X	X	X	X	X
	6882	Irmo H S	X				X
Conway	3843	USC Coast Carolina Coll	X	X	X	X	X
Florence	6327	West Florence H S	X	X	X	X	X
Georgetown	6736	Georgetown H S	X			X	
Greenville	8427	Bob Jones Academy	X	X	X	X	X
Greenwood	6721	Greenwood H S		X	X		
	3860	Lander Univ	X			X	X
Hilton Head	9702	Hilton Head H S				X	
Honea Path	9596	Belton Honea Path H S	X		X		
Laurens	6767	Laurens District 55 H S			X		
Mt Peasant	6300	Wando H S	X	X	X	X	
N Charleston	6465	North Charleston H S	X	X		X	
Orangeburg	3840	Claflin Coll		X			
Rock Hill	6163	Northwestern H S	X			X	
Seneca	6748	Seneca H S			X		
Spartanburg	8458	Spartanburg H S	X	X	X		X
Sumter	8430	Sumter H S		X			
SOUTH DAKOTA							
Aberdeen	3916	Northern St Univ	X	X	X	X	X
Brookings	3924	South Dakota St Univ	X	X	X	X	X
Buffalo	9046	Harding County H S		X			
Chamberlain	8439	Chamberlain H S		X		X	
Eagle Butte	8440	Cheyenne Eagle Butte H S		X			
Faith	8441	Faith H S		X			
Flandreau	8436	Flandreau Indian School		X		X	
Freeman	9738	Freeman Academy				X	
Gettysburg	8442	Gettysburg H S				X	
Hot Springs	8443	Hot Springs H S	X	X		X	
Huron	3912	Huron Univ	X	X	X	X	X
Kadoka	6304	Kadoka H S				X	
Lemmon	8446	Lemmon H S	X		X		
Madison	3910	Dakota St Univ	X	X	X	X	X
Martin	8447	Bennett County H S	X		X		
Mcintosh	7041	McIntosh H S		O			
McLaughlin	8404	McLaughlin H S		O		O	
Miller	8448	Miller H S		X			
Mission	8451	Todd County H S		O		O	
Mitchell	3906	Dakota Wesleyan Univ		X		X	
	8449	Mitchell Sr H S	X	X	X		X
Mobridge	8450	Mobridge Jr H S	X	X		X	
Pierre	8453	Riggs H S	X	X	X	X	X
Pine Ridge	8187	Red Cloud Indian School		X		X	
Rapid City	3922	SD Sch of Mines & Tech	X	X	X	X	X
Saint Francis	9423	St Francis Indian School	O		O		
Sioux Falls	3902	Augustana Coll	X	X	X	X	X
	3920	Sioux Falls Coll	X		X	X	X
	8455	Washington H S	X	X	X	X	X
Sisseton	8456	Sisseton H S			X		
Spearfish	3904	Black Hills St Univ	X	X	X	X	X
Stephan	8415	Crow Creek Res H S			O		
Vermillion	3928	Univ of South Dakota	X	X	X	X	X
	9748	Vermillion H S				X	
Watertown	8458	Watertown H S	X	X	X	X	X
Winner	8460	Winner H S	X	X	X	X	X
Yankton	3914	Mount Marty Coll	X	X	X	X	X
TENNESSEE							
Adamsville	9356	Adamsville H S		X		X	
Ashland City	9481	Cheatham Co Central H S	X	X		X	X
Athens	4014	Tennessee Wesleyan Coll	X	X	X	X	X
Blountville	8527	Sullivan Central H S	X	X		X	X
Bolivar	8529	Bolivar Central H S	X	X	X	X	X
Brentwood	9592	Brentwood H S	X	X	X	X	X
Bristol	8454	Tennessee H S	X	X	X	X	X
Camden	8465	Central H S	X		X	X	X
Carthage	8857	Smith County H S		X		X	
Celina	8466	Celina H S		X			
Chattanooga	8457	Brainerd H S	X	X	X	X	
	8466	Chattanooga H S		X			X
	8470	East Ridge H S	X	X	X	X	X
	9777	Red Bank H S					X
	4022	Univ of TN Chattanooga	X	X	X	X	X
Clarksville	3944	Austin Peay St Univ	X	X	X	X	X
	8644	Clarksville Academy					X
	9714	Clarksville H S	X			X	
Cleveland	8463	Bradley Central H S			X	X	
Clinton	3978	Lee Coll	X	X			
	8471	Clinton H S	X	X	X	X	X
Collegedale	8472	Collegedale Academy			O		O
Cookeville	9426	Cookeville H S	X	X	X	X	
Columbia	6673	Columbia Central H S	X	X	X	X	
	3953	Columbia St Comm Coll	X	X	X	X	X
Cookeville	4012	Tennessee Tech Univ	X	X	X	X	X
Cosby	6277	Cosby H S		X		X	
Covington	9674	Covington H S				X	
Crossville	8474	Cumberland Co H S	X	X	X	X	X
Cunningham	6648	Montgomery Central High	X			X	
Dayton	4038	Bryan Coll		X-		X	
Dickson	8745	Dickson Co H S	X	X	X	X	
Dover	9903	Stewart County H S	X	X	X	X	
Dunlap	7448	Sequatchie Co H S	X		X	X	
Dyer	9809	Gibson County H S	X			X	
Dyersburg	3969	Dyersburg St Comm Coll	X	X	X	X	X
Elizabethton	8478	Elizabethton H S	X	X	X		X
Englewood	8479	Central H S of McMinn Co	X		X	X	
Fayetteville	8959	Lincoln County H S	X	X	X	X	X
Franklin	6376	Franklin H S	X	X	X	X	X
	7754	Fred J Page H S	X			X	X
Gallatin	4037	Volunteer St Comm Coll	X	X	X	X	X
Gatlinburg	8853	Gatlinburg Pittman H S		X		X	X
Germantown	9032	Germantown H S	X		X	X	X
	6406	Houston H S	X	X	X		
Greeneville	8481	Greeneville H S	X	X	X	X	
	7605	South Greene H S				X	
Harriman	3985	Roane St Comm Coll	X	X	X	X	
Harrogate	3982	Lincoln Memorial Univ	X	X	X	X	X
Henderson	8538	Chester County H S	X			X	
Hendersonville	7804	Hendersonville H S	X	X		X	X
Hixson	9793	Hixson H S	X	X			X
Huntsville	8640	Scott H S	X				X
Jacksboro	8491	Campbell Co Comp H S	X	X	X	X	
Jackson	3974	Lambuth Univ		X		X	X
	9248	South Side H S				X	
	4020	Union Univ	X	X	X	X	X
Jamestown	8482	York Agricultural Institute				X	
Jefferson City	3950	Carson Newman Coll	X		X	X	X
Johnson City	3958	East TN St Univ	X	X	X	X	X
	8483	Science Hill H S	X	X	X	X	
Jonesborough	8578	David Crockett H S		X		X	X
Kingsport	8484	Dobyns Bennett H S	X	X	X	X	X
Knoxville	8039	Bearden H S	X	X	X	X	X
	9761	Farragut H S	X				X
	4021	Pellissippi St Tech C C			X	X	X
	8489	South Doyle H S	X	X	X	X	X
	4026	Univ of Tennessee	X		X	X	X
	9826	West H S	X	X	X	X	X
Lafayette	8490	Macon County H S	X			X	X
Lawrenceburg	8492	Lawrence Co H S		X	X	X	
Lebanon	8956	Lebanon H S	X	X	X	X	X
Lenoir City	8606	Lenoir City H S				X	
Lexington	8533	Lexington H S	X			X	
Livingston	8494	Livingston Academy	X	X		X	
Loudon	8998	Loudon H S	X	X		X	X
Madison	9659	Goodpasture Christian School		X	X	X	X
Madisonville	3966	Hiawassee College		X	X	X	
Martin	4032	Univ of TN at Martin	X	X	X	X	X
Maryville	8214	Heritage H S		X		X	
	8497	Maryville H S	X	X	X	X	X
	8762	William Blount H S	X		X	X	
McKenzie	3948	Bethel Coll	X	X	X	X	X
McMinnville	8495	Warren Co Sr H S	X	X	X	X	X
Memphis	8459	Briarcrest Christian Schools	X	X	X	X	X
	8611	Carver H S	X	X	X	X	
	9480	Central H S				X	
	8498	Christian Brothers H S	X	X	X	X	
	6831	East H S	X	X	X	X	X
	8855	Evangelical Christian School	X				
	6104	Farley H S	X	X	X	X	X
	9850	First Assembly Christian Sch				X	
	9541	Hamilton H S	X	X	X	X	X
	3982	Le Moyne Owen Coll	X	X	X	X	X
	3984	Memphis Area Voc Tech School	X			X	X
	3992	Memphis St Univ	X	X	X	X	X
	6326	Northside H S	X	X	X	X	X
	6572	Shelby State C C		X			X
	9981	White Station H S	X	X	X	X	
	6164	Wooddale H S			X	X	
Millington	8500	Millington Central H S	X	X	X	X	X
Morristown	8501	Morristown Hamblen H S East	X	X		X	
	9381	Morristown Hamblen H S West	X	X	X	X	X
Mt Juliet	8631	Mt Juliet H S	X	X	X	X	
Munford	9522	Munford H S	X		X	X	
Murfreesboro	3994	Middle TN St Univ	X	X	X	X	X
	6653	Oakland High School	X			X	
Nashville	3946	Belmont Univ	X	X	X	X	X
	3956	David Lipscomb Univ	X	X	X	X	X
	6758	Hume Fogg Academic H S	X			X	X
	8503	John Overton H S	X	X	X	X	
	8504	McGavock H S	X	X	X	X	
	3983	Nashville St Tech Inst	X	X			X
	4010	Tennessee St U Main Cam	X	X	X	X	X
	4036	Vanderbilt Univ	X		X	X	X
Newbern	6594	Dyer Co H S		X	X	X	
Newport	8505	Cocke County H S		X		X	
Oak Ridge	8507	Oak Ridge H S	X	X	X	X	X
Oneida	8509	Oneida H S		X		X	
Paris	8512	Henry County H S	X	X	X	X	X
Parsons	9808	Riverside H S	X			X	
Pulaski	6637	Giles Co H S	X		X	X	
	3986	Martin Methodist Coll	X	X	X	X	X
Ripley	8511	Ripley H S	X	X		X	
Saint Andrews	8513	St Andrew's Sewanee School	X		X	X	
Savannah	8485	Hardin County H S	X	X	X	X	X
Selmer	8856	McNairy Central H S	X		X	X	X
Sevierville	9322	Sevier County H S	X		X	X	X
Shelbyville	8796	Central H S	X	X	X	X	X
Smithville	9906	De Kalb County H S		X-	X	X	
Soddy-Daisy	6584	Soddy-Daisy H S				X	
Somerville	6852	Fayette Academy	X	X	X	X	X
	9675	Fayette Ware Comp H S	X	X	X	X	X
Sparta	9960	White County H S	X		X	X	
Springfield	8462	Springfield H S	X	X		X	
Strawberry Pins	9673	Carter H S	X	X	X		X
Summertown	6666	Summertown H S	X			X	
Sweetwater	8514	Sweetwater H S	X			X	X
Tullahoma	8516	Tullahoma H S	X	X	X	X	X
Wartburg	8517	Central H S	X			X	
Waverly	8506	Waverly Central H S	X				
Winchester	8518	Franklin County H S	X	X	X	X	X
TENNESSEE Non-Saturday Test Centers*							
Dayton	8475	Laurelbrook School			6		
Knoxville	8473	Little Creek School		12		10	
Madison	8496	Madison Academy	24	12	6	10	
Memphis	9608	Memphis St Univ	24	12	6	10	12
Nashville	9493	Tennessee St Univ	24	12	6	10	12
Portland	8510	Highland Academy		12			
TEXAS							
Abilene	4050	Abilene Christian Univ	X	X	X	X	X
	4096	Hardin Simmons Univ		X	X	X	
	4130	McMurry Univ	X	X	X	X	X
Addison	6354	Trinity Christian Acad	X	X			
Alice	8519	Alice H S		X		X	
Alief	9575	Alief Hasting H S N	X	X	X	X	X
Allen	8990	Allen H S	X		X	X	
Alpine	4190	Sul Ross St Univ	X		X	X	X
Alvin	4054	Alvin Comm Coll	X	X	X	X	
Amarillo	4056	Amarillo Coll	X	X	X	X	X
	6578	Randall H S		X			X
Andrews	9042	Andrews Sr H S		X			
Angleton	9833	Angleton H S	X	X	X	X	X
Arlington	4200	U of TX at Arlington	X		X	X	X
Athens	4098	Trinity Valley Comm Coll	X	X	X	X	X
Atlanta	6657	Atlanta H S				X	X
Austin	8830	Brentwood Christian School			X		
	4104	Huston Tillotson Coll					X
	6269	Lake Travis H S	X				
	8525	Reagan H S	X	X	X	X	X
	8524	William B Travis H S	X	X	X	X	
Ballinger	9587	Ballinger H S			X	X	
Baytown	4118	Lee Coll	X	X	X	X	X
Beaumont	4114	Lamar Univ	X	X	X	X	X
Beeville	4064	Bee County Coll	X	X	X	X	X
Belton	8848	Belton H S				X	
Big Spring	4100	Howard Coll	X	X	X	X	X
Blanco	7728	Blanco H S		X	X		
Borger	4092	Frank Phillips Coll	X	X	X	X	X
Brady	8972	Brady Schools		X			X
Breckenridge	9425	Breckenridge H S				X	
Brenham	4068	Blinn Coll	X	X	X	X	X
Brownfield	6712	Brownfield H S			X		
Brownsville	6624	Gladys Porter H S	X	X			
	4218	Univ of Texas at Brownsville	X	X	X	X	X
Brownwood	6687	Brownwood H S		X			
	4102	Howard Payne Univ	X	X	X	X	X
Bryan	8528	Bryan H S	X	X	X	X	X
Buda	6596	Jack C Hays H S		X		X	
Burleson	8946	Burleson H S		X	X		X
Burnet	8980	Burnet H S				X	
Canadian	9710	Canadian H S		X		X	
Canyon	4250	West Texas St Univ	X	X	X	X	X
Carrizo Spgs	8671	Carrizo Springs H S		X	X	X	
Carrollton	9047	Newman Smith H S	X	X	X	X	X
Carthage	4144	Panola Coll	X		X	X	
Cedar Hill	8963	Cedar Hill H S			X	X	X
Childress	9593	Childress H S	X	X	X	X	
Clarendon	4076	Clarendon Coll	X	X	X	X	
Cleburne	9380	Cleburne H S	X			X	
College Station	4198	Texas A & M Univ	X				
Colorado City	6410	Colorado H S	X			X	
Columbus	8533	Columbus H S				X	
Commerce	4088	East Texas St Univ	X	X	X	X	X
Conroe	8754	Conroe H S	X	X		X	
Converse	8657	Judson H S	X	X		X	
Coppell	9200	Coppell H S			X		
Corpus Christi	4082	Del Mar Coll East Cam	X	X	X	X	X
	9856	Richard King H S	X	X	X	X	X
	8526	Tuloso-Midway H S	X	X			X
Corsicana	8691	Corsicana H S	X		X	X	
	4134	Navarro Coll	X	X	X	X	X
Cotulla	8530	Cotulla H S	X	X	X	X	X
Crandall	9751	Crandall H S			X		
Dalhart	8531	Dalhart Sr H S	X		X	X	
Dallas	6140	David W Carter H S	X	X	X	X	
	6135	H Grady Spruce H S	X	X		X	X
	8347	Hockaday School	X	X	X	X	X
	9857	Lincoln H S	X	X		X	X
	4089	Mountain View Coll	X			X	X
	8534	Thomas Jefferson H S	X	X	X	X	
De Soto	9385	De Soto H S	X	X	X	X	
Del Rio	8536	Del Rio H S	X	X	X	X	
Del City	9213	Del City H S			O		
Denison	4095	Grayson County Coll	X	X	X	X	X
Denton	4136	Univ of North Texas		X	X	X	X
Dimmitt	9964	Dimmitt H S	X		X		
Dumas	7034	Dumas H S		X			X
Duncanville	8425	Duncanville H S	X			X	
Eagle Pass	8538	Eagle Pass H S		X	X	X	
Edinburg	4142	Univ of Texas Pan American	X	X	X	X	X
Edna	8951	Edna H S		X			
El Paso	8539	Austin H S		X	X	X	
	8540	Coronado H S	X			X	
	8739	Eastwood H S		X	X		
	4090	El Paso C C Valle Verde Cam	X	X	X	X	X
	6479	Montwood H S	X	X			
	8450	Socorro H S		X			
	4223	Univ of Texas at El Paso	X	X	X	X	X
	8541	Ysleta H S		X		X	
Evant	8844	Evant H S					X
Flower Mound	6305	Marcus H S	X			X	X
Fort Stockton	8543	Fort Stockton H S	X	X	X		
Fort Worth	6868	Diamond Hill Jarvis H S	X				
	6245	Nolan Catholic H S	X	X	X	X	
	9113	O D Wyatt H S			X	X	

Continued on next page

ACT Test Centers

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Texas, cont.							
	6273	Richland H S			X	X	
	8757	Southwest H S	X	X		X	
	4222	Texas Wesleyan Univ		X			
	8768	Western Hills H S	X	X	X		X
Freeport	8545	Brazosport H S		X	X	X	
Freer	8532	Freer H S	X				
Gainesville	4094	Cooke County Coll	X	X	X	X	X
Galveston	8607	Ball H S North	X	X		X	X
Garland	7022	North Garland H S				X	X
	8767	South Garland H S	X	X			
Giddings	7198	Giddings H S	X		X		
Gilmer	6728	Gilmer H S				X	
Gonzales	9066	Gonzales H S		X		X	
Graham	9212	Woodland Elementary School	X		X		
Granbury	6667	Granbury H S	X			X	X
Grand Prairie	8790	Grand Prairie H S	X	X	X	X	
Gruver	6770	Gruver H S					X
Hamilton	8548	Hamilton H S	X		X		
Harlingen	8549	Harlingen H S	X	X	X	X	
	8424	Marine Military Academy	X	X	X	X	
Haskell	8417	Haskell H S	X	X	X	X	X
Hereford	8693	Hereford H S	X	X	X	X	X
Hillsboro	4069	Hill Coll		X	X		X
Hondo	9112	Hondo H S	X	X	X		
Houston	6160	Cy Fair H S	X	X	X	X	
	9569	Cypress Creek Sr H S	X	X	X		
	8606	Eisenhower H S		X			
	4105	Houston Comm Coll System	X	X	X	X	X
	9657	Jersey Village H S	X	X	X	X	X
	8551	Memorial Sr H S	X	X	X	X	
	4139	North Harris Coll	X	X	X	X	X
	6670	Saint Pius X H S		X		X	X
	4155	San Jacinto Coll North Cam		X		X	X
	8574	Sharpstown Sr H S	X	X	X	X	
	8542	Spring Woods Sr H S	X	X	X	X	
	4216	Texas Southern Univ		X	X	X	X
	4170	Univ of Houston Downtown	X	X	X	X	X
	4236	Univ of Houston, Main Campus	X	X	X	X	X
	9156	Westbury H S		X	X		
	9647	Westfield H S	X		X	X	X
Huffman	9232	Huffman Hargrave H S	X		X	X	X
Hughes Spgs	8546	Hughes Springs H S	X		X		
Huntsville	4162	Sam Houston St Univ	X	X	X	X	X
Hurst	8325	L D Bell H S	X		X		X
Irving	6866	Mac Arthur H S	X	X	X	X	X
Jacksonville	4106	Jacksonville Coll	X	X		X	X
	4122	Lon Morris Coll			X		X
Jasper	7043	Jasper H S	X			X	
Jayton	8525	Jayton H S		X		X	
Jourdanton	8748	Jourdanton H S				X	
Katy	8993	J E Taylor H S			X		
	8556	Katy H S	X	X		X	X
Kaufman	9651	Kaufman H S					X
Keller	9406	Keller H S	X			X	
Kermit	8557	Kermit H S		X	X		
Kerrville	4168	Schreiner Coll	X	X	X	X	X
Kilgore	4112	Kilgore Coll	X	X	X	X	X
Killeen	4081	Central Texas Coll	X	X	X	X	X
Kingsville	6840	H M King H S		X	X		
	4212	Texas A & I Univ	X	X	X	X	X
Kingwood	4260	Kingwood Coll NHMCCD	X	X	X	X	X
Kirbyville	6402	Kirbyville H S	X		X		
La Porte	9269	La Porte H S	X				
Lake Jackson	4067	Brazosport Coll	X			X	
Lamesa	7049	Lamesa H S	X	X		X	
Lancaster	8837	Lancaster Elsie Robertson H S	X		X	X	
Laredo	6482	Martin H S	X	X	X	X	X
	6464	United H S	X		X	X	
Leander	8693	Leander H S		X			X
Levelland	4169	South Plains Coll	X	X	X	X	X
Liberty	8577	Liberty H S		X			
Lindale	8559	Lindale H S			X		
Llano	8547	Llano H S	X		X		X
Lockney	6473	Lockney H S				X	
Longview	4120	Le Tourneau Univ	X	X	X	X	X
	8560	Spring Hill H S	X	X			
Lubbock	4123	Lubbock Christian Univ		X	X	X	X
	8627	Lubbock H S		X			
	4220	Texas Tech Univ	X	X	X	X	X
Lufkin	4057	Angelina Coll	X	X	X	X	X
Mansfield	8969	Mansfield H S		X			X
Marble Falls	6717	Marble Falls H S			X		
Marlin	8554	Marlin H S	X				X
Marshall	4066	East Texas Baptist Univ	X	X	X	X	X
	5718	Marshall H S	X			X	
McAllen	5352	TX St Tech Inst Ext McAllen Ctr	X	X	X	X	X
McGregor	9813	McGregor H S			X		X
McKinney	4046	Collin County Comm Coll	X		X	X	X
Mentone	9816	Mentone H S			X		
Mesquite	9114	Mesquite H S	X	X	X	X	X
Mesa	9077	Mesa H S		X	X		
Midland	4127	Midland Coll	X	X	X	X	X
Midlothian	9904	Midlothian H S		X	X	X	
Mineola	8977	Mineola H S	X		X		
Mission	8561	Mission H S	X	X	X	X	
Missouri City	8838	Willowridge H S	X			X	
Monahans	8562	Monahans H S Annex	X			X	
Mt Pleasant	4147	Northeast Texas Comm Coll	X	X	X		
Nacogdoches	4188	Stephen F Austin St Univ	X	X	X	X	X
New Boston	8991	New Boston H S				X	
New Braunfels	9393	New Braunfels H S					X
Odessa	4138	Odessa Coll	X	X	X	X	X
Ozona	8563	Ozona H S			X		
Pawnee	8550	Pawnee H S		X	X	X	
Pampa	9196	Pampa H S			X		
Paris	4146	Paris Jr Coll	X	X	X	X	X
Pasadena	8644	Pasadena H S	X		X		
	4167	San Jacinto Coll Cent Cam	X	X	X	X	X
Pattison	9634	Royal H S	X		X	X	X
Pearland	9201	Pearland H S	X	X	X		X
Pearsall	7427	Pearsall H S	X	X	X		X
Perryton	6738	Perryton H S		X			
Petersburg	9576	Petersburg H S			X		
Pharr	6274	Pharr San Juan Alamo Hs North	X	X	X	X	X
	5751	Valley View H S	X			X	
Plains	8764	Plains H S	X	X			
Plainview	4246	Wayland Baptist Univ	X	X	X	X	X
Plano	4295	Collin Co Comm Coll	X	X	X	X	X
	8702	Plano Sr H S	X	X		X	
Pleasanton	7722	Pleasanton H S	X		X		
Port Lavaca	8945	Calhoun H S			X		
Port Neches	8834	Port Neches Groves H S	X	X		X	
Prairie View	4202	Prairie View A & M Univ	X			X	
Presidio	6220	Presidio H S		X		X	
Progreso	8642	Progreso H S	X		X		
Quanah	8566	Quanah H S		X			
Richardson	9527	Richardson H S	X	X	X	X	
Rio Grande City	8567	Rio Grande City H S		X	X		
Robstown	9928	Robstown H S	X	X	X	X	X
Rockwall	7757	Rockwall H S			X		
Roma	9320	Roma H S	X			X	
Rosenberg	9279	Terry H S				X	X
Rotan	8568	Rotan ISD	X		X		X
Round Rock	7077	Round Rock H S	X	X	X	X	X
San Angelo	4164	Angelo St Univ	X	X	X	X	
	6256	Central H S	X	X	X	X	
San Antonio	8529	Alamo Heights H S	X		X		
	8456	East Central H S	X		X		X
	8544	Edgewood H S		X		X	X
	8548	G W Brackenridge H S	X	X			
	6848	Highlands H S		X	X		
	6129	John Jay H S		X			
	9111	John Marshall H S		X	X		
	9218	McCollum H S	X	X	X	X	X
	4140	Our Lady of the Lake Univ		X	X	X	X
	4158	Saint Mary's Univ	X	X	X	X	X
	4166	San Antonio Coll	X	X	X	X	
	8537	South San Antonio H S	X	X	X	X	X
	9350	Southside H S	X			X	X
	4239	Univ of Texas San Antonio	X	X	X	X	X
	8819	Wilson Howard Tah H S	X			X	
San Marcos	9965	San Marcos H S		X	X		X
	4178	Southwest TX St Univ	X			X	X
Sanger	8250	Sanger H S	X			X	
Schertz	8521	Samuel Clemens H S				X	
Seagraves	8692	Seagraves H S	X				
Seguin	6477	Seguin H S	X		X		
	4214	Texas Lutheran Coll		X	X	X	X
Seminole	6441	Seminole H S			X		
Seymour	8572	Seymour Isd		X			
Shamrock	8573	Shamrock H S	X		X	X	
Sierra Blanca	6858	Sierra Blanca H S	X			X	
Snyder	4172	Western Texas Coll	X	X	X	X	
Sonora	7044	Sonora H S	X				X
Spearman	8575	Spearman H S	X				
Stafford	6184	J F Dulles H S		X			
Stephenville	8520	Stephenville H S	X		X	X	X
	4204	Tarleton St Univ		X			
Stratford	8724	Stratford H S		X		X	
Sugarland	9319	Clements H S	X			X	
	8128	Kempner H S		X	X		X
Sunray	9766	Sunray H S	X				
Sweeny	8576	Sweeny Sr H S			X		
Sweetwater	9953	Sweetwater H S		X		X	
Temple	4192	Temple Jr Coll	X	X	X	X	X
Texarkana	4194	Texarkana Comm Coll	X	X	X	X	X
Texas City	4084	Coll of the Mainland	X	X	X	X	X
Tyler	4228	Tyler Jr Coll	X	X	X	X	X
Uvalde	4176	Southwest Texas Jr Coll	X	X	X	X	X
Van Horn	9155	Van Horn H S	X	X	X		
Vernon	9824	Vernon H S	X		X		
Victoria	4244	Victoria Coll	X	X	X	X	X
Waco	4062	Baylor Univ	X	X	X	X	X
	4131	McLennan Comm Coll	X	X	X	X	X
	9814	Midway H S	X	X	X	X	X
Waller	8532	Waller H S			X	X	X
Waxahachie	4182	S W Assemb of God Coll	X	X	X	X	X
Weatherford	4242	Weatherford Coll	X	X	X	X	X
Weslaco	8582	Weslaco H S	X	X	X	X	X
Wharton	4252	Wharton County Jr Coll	X	X	X	X	X
White Settlement	8596	Brewer H S		X		X	X
Whitesboro	6141	Whitesboro H S	X			X	
Wichita Falls	4132	Midwestern St Univ	X	X	X	X	X
Wills Point	8825	Wills Point H S		X	X		
Wink	6873	Wink H S	X			X	
Winters	8629	Winters H S					X
Wylie	9096	Wylie Sr H S		X		X	
TEXAS Non-Saturday Test Centers*							
Arlington	8805	Burton Adventist Academy	24			10	
Dallas	7511	Arbor Academy of Dallas		12	6		
Jefferson	8553	Jefferson Academy		12			
San Antonio	8565	Jewish Comm Center		12		10	
Weslaco	8575	Valley Grande Academy	24	12			
UTAH							
American Fork	7852	American Fork H S	X	X	X	X	X
Bountiful	8189	Wayne H S		X		X	
Blanding	9017	San Juan H S		X	X	X	
Bountiful	8635	Bountiful H S	X	X	X	X	X
	8582	Viewmont H S	X	X	X	X	X
Brigham City	8583	Box Elder H S	X	X	X	X	
Castle Dale	8614	Emery County H S	X	X	X	X	
Cedar City	4271	Southern Utah Univ	X	X	X	X	X
Clearfield	8585	Clearfield H S	X	X	X	X	X
Delta	8586	Delta H S	X	X	X	X	
Duchesne	9184	Duchesne H S				X	
Dugway	8587	Dugway H S		X		X	
Enterprise	8581	Enterprise H S		O		O	
Ephraim	4273	Snow Coll	X	X	X	X	X
Garland	8314	Bear River H S		X		X	
Kanab	8588	Kanab H S	X	X		X	
Kaysville	6269	Davis H S	X	X	X	X	X
Layton	9846	Layton H S	X	X	X	X	X
Logan	6682	Logan H S	X	X	X	X	X
	4278	Utah St Univ	X	X	X	X	X
Midvale	8589	Hillcrest H S	X	X	X	X	
Moab	8590	Grand County H S	X	X		X	
Montezuma Cr	8623	Whitehorse H S		O	O		
Monticello	8591	Monticello H S	X			X	
Monument Vly	8570	Monument Valley H S		X		X	X
Murray	8610	Murray H S	X	X	X	X	X
Ogden	6676	Bonneville H S	X	X	X	X	X
	6629	Ogden Sr H S	X	X	X	X	
	4282	Weber St Univ	X	X	X	X	X
Orem	8592	Orem H S	X	X	X	X	X
	4278	Utah Valley C C Orem Cam	X	X	X	X	X
Panguitch	8593	Panguitch H S	X	X		X	
Pleasant Grove	9603	Pleasant Grove H S	X	X	X	X	X
Price	4268	Col of Eastern Utah	X	X	X	X	X
Provo	4266	Brigham Young Univ	X	X	X	X	X
	8596	Provo H S	X			X	
	5688	Provo H S	X			X	
Randolph	8375	Rich H S	X			X	
Richfield	8594	Richfield H S		X	X	X	
	4260	Sevier Valley Tech		X			X
Roosevelt	8613	Union H S	X	X		X	
Roy	6627	Roy H S	X			X	X
Saint George	4272	Dixie Coll	X	X	X	X	X
Salt Lake City	8584	Cottonwood H S	X	X		X	X
	8597	East H S	X	X	X	X	X
	8598	Granger H S	X	X	X	X	
	6341	Granite H S	X	X		X	X
	8596	Highland H S	X	X	X	X	
	6347	Kearns H S	X	X	X	X	X
	8599	Olympus Sr H S	X	X	X	X	
	8595	Skyview H S	X	X	X	X	X
	4274	Univ of Utah	X	X	X	X	X
	9637	West H S	X	X	X	X	X
Sandy	6335	Alta H S	X			X	
Smithfield	8565	Sky View H S		X		X	X
Tooele	8601	Tooele H S	X	X		X	
Vernal	8602	Uintah H S	X	X		X	X
Wendover	8770	Wendover H S	X			X	
West Jordan	6663	West Jordan H S	X	X			X
Woods Cross	9451	Woods Cross H S	X	X		X	X
VERMONT							
Brandon	8124	Otter Valley U H S				X	
Burlington	8609	Burlington H S		X	X		X
Castleton	4314	Castleton St Coll	X		X		
Montpelier	8437	Montpelier H S				X	
Morrisville	6401	Peoples Academy	X				
Saint Johnsbury	6142	Saint Johnsbury Academy		X			
Springfield	8444	Springfield H S		X			
VIRGINIA							
Alexandria	9259	West Potomac H S	X	X	X	X	X
Big Stone Gap	4376	Mountain Empire C C	X	X		X	
Lake Braddock Sec Sch	8937	Lake Braddock Sec Sch	X	X			X
Charlottesville	8615	Charlottesville H S		X	X	X	
Chatham	9561	Chatham Hall				X	
	8616	Hargrave Military Academy		X	X		
Christchurch	9261	Christchurch School		X		X	
Fork Union	8617	Fork Union Mil Acad		X		X	
Hampton	8431	Hampton H S	X				
	4358	Hampton Univ			X	X	X
Harrisonburg	9461	Harrisonburg H S	X				
Hurley	9767	Hurley Middle School		X			
Lynchburg	4354	Central Virginia Comm Coll	X		X		
	6467	Lynchburg Christian Academy		X		X	X
Manassas	6817	Osbourn Park H S	X		X		
Mar Meadows	9867	Fort Chiswell H S	X				
Richmond	8624	Thomas Jefferson H S		X	X	X	X
Roanoke	4351	VA Western Comm Coll	X	X	X	X	X
Virginia Beach	4398	Tidewater C C VA Beh Cam	X	X	X	X	X
Winchester	4396	Shenandoah Univ		X		X	
VIRGINIA Non-Saturday Test Centers*							
New Market	8621	Shenandoah Valley Acad		12		10	
WASHINGTON							
Aberdeen	9764	Aberdeen H S	X			X	
Ilona	8887	Adna H S					X
Auburn	4451	Green River Comm Coll	X	X	X	X	X
Battle Ground	7187	Columbia Adventist Academy			O		
Bellevue	8607	Forest Ridge Sch	X	X			
	9173	Sammamish H S	X	X	X	X	X
Bellingham	4490	Western Washington Univ	X	X	X	X	X
Bothell	8325	Northshore School District		X			X
Bremerton	4468	Olympic Coll		X	X		X
Brush Prairie	6348	Prairie H S	X	X	X		X
Cathlamet	6372	Wahkiakum H S				X	
Centralia	4446	Centralia Coll	X	X		X	
College Place	7048	Walla Walla Valley Academy	O			O	
Conrad	8634	Conrad H S		X			
Deer Park	6362	Deer Park H S	X			X	
East Wenatchee	6177	Eastmont H S	X				X
Eastsound	8266	Orcas Island H S	O		O		
Ellensburg	4444	Central Washington Univ	X		X		
Everett	8746	Mariner H S	X	X	X	X	
Goldendale	9397	Goldendale H S	X				
Longview	9045	Mark Morris H S		X	X		
Lopez	8364	Lopez H S	O				O
Mamesano	6847	Montesano H S	X	X			X
Oak Harbor	8930	Oak Harbor H S	X		X		
Olympia	9926	Capital H S	X	X	X	X	X
Onnville	8494	Onnville H S	X				
Pasco	4452	Columbia Basin Coll	X	X	X	X	
Port Angeles	4472	Peninsula Coll	X	X			
Pullman	4492	Washington St Univ	X		X		X
Puyallup	8647	Rogers H S	X	X			X
Quincy	8638	Quincy H S	X	X		X	
Richland	8895	Richland H S	X				X
Royal City	9826	Royal H S				X	
Seattle	8888	Shorewood H S	X	X	X	X	X
	4484	Univ of Washington	X	X	X	X	X
Sequim	6788	Sequim H S				X	X
Shelton	8722	Shelton H S	X				X
Soengle	6346	Liberty H S	X				X
Spokane	6157	West Valley H S	X	X	X	X	X
Sunnyside	8824	Sunnyside Christian H S	X				
	8781	Sunnyside H S		X	X		
Tacoma	7039	Washington H S	X		X		X

Continued on next page

ACT Test Centers

*Non-Saturday test centers are listed at the end of each state. See page 11 for eligibility.

X = Test Center is open for that test date. O = See your counselor for the test date.

City	Code	Test Center	Oct. 23, 1993	Dec. 11, 1993	Feb. 5, 1994	Apr. 9, 1994	Jun. 11, 1994
Washington, cont.							
Twisp	6102	Liberty Bell H S	X				
Vancouver	4446	Clark Col	X	X		X	
	9908	Evergreen H S	X	X		X	X
Walla Walla	4487	Walla Walla Comm Coll	X		X		X
Wenatchee	8700	Wenatchee H S	X				X
	4488	Wenatchee Valley Coll		X	X	X	
White Swan	9473	White Swan H S			O		
Yakima	4496	Yakima Valley Coll		X		X	X
WASHINGTON Non-Saturday Test Centers*							
Auburn	9632	Auburn Adventist Academy		12		10	
Pasco	6158	Country Haven Academy		12			
Spangle	8639	Upper Columbia Academy				10	
Wenatchee	8800	Cascade Christian Academy	24			10	
WEST VIRGINIA							
Athens	4516	Concord Coll	X	X	X	X	X
Beckley	4510	The Col of West Virginia	X	X	X	X	X
Bluefield	4514	Bluefield St Coll	X	X	X	X	X
Buchannon	4544	W VA Wesleyan Coll	X	X	X	X	
Bunker Hill	7377	Musselman H S	X	X		X	X
Charleston	6232	Capital H S	X	X	X	X	X
	4528	Univ of Charleston	X	X	X	X	
Circleville	9830	Circleville H S	X				X
Clarksburg	6366	Liberty H S	X	X	X	X	X
Dunmore	9509	Pocahontas Co H S	X	X			X
Elizabeth	6744	Wirt County H S	X				
Elkins	4518	Davis and Elkins Coll	X	X	X	X	
Fairmont	4520	Fairmont St Coll	X	X	X	X	X
Fayetteville	9790	Fayetteville H S	X			X	
Glenville	4522	Glenville St Coll	X	X	X	X	X
Hedgesville	6123	Hedgesville H S	X	X	X	X	X
Hinton	8631	Hinton H S	X	X			X
Huntington	9043	Huntington East H S	X	X		X	X
	4526	Marshall Univ	X	X	X	X	X
Hurricane	8641	Hurricane H S	X			X	
Logan	9434	Logan H S	X			X	
Institute	4538	West Virginia St Coll	X		X	X	X
Kayser	4529	Potomac St Coll	X	X	X	X	X
Kingwood	6330	Preston H S	X	X		X	X
Lewisburg	4541	Greenbrier Comm Coll Ctr	X	X	X	X	X
Logan	4525	Southern W VA C C	X	X	X	X	X
Madison	4511	Southern West VA C C	X	X	X	X	X
Montgomery	4536	W VA Inst of Tech	X	X	X	X	X
Moorefield	8647	Moorefield H S	X				
Morgantown	4540	West Virginia Univ	X		X	X	X
New Martinsvl	4545	W VA Northern Comm Coll	X	X		X	X
Oak Hill	8645	Oak Hill H S	X	X		X	X
Parkersburg	4548	Ohio Valley Coll		X		X	X
	4542	W VA Univ at Parkersburg	X	X	X	X	X
Petersburg	9599	Petersburg H S		X	X	X	X
Philippi	4508	Alderson Broaddus Coll	X				X
Pineville	8648	Pineville H S	X	X	X	X	
Point Pleasant	8817	Point Pleasant H S	X	X	X	X	X
Richwood	9282	Richwood H S	X			X	
Ripley	8644	Ripley H S	X	X		X	X
S Charleston	6466	South Charleston H S	X		X		
Shepherdstown	4532	Shepherd Coll	X		X	X	X
Summersville	8649	Nicholas Co H S	X	X	X	X	X
Sutton	8628	Braxton County H S	X	X	X	X	X
Upper Glade	9831	Webster County H S				X	
Van	6810	Van Jr Sr HS	X			X	
Warren	4547	W VA Northern Comm Coll	X	X	X	X	
Welsburg	9652	Brooke H S	X	X	X	X	X
West Liberty	4534	West Liberty St Coll	X	X	X		X
Wheeling	4535	W VA Northern Comm Coll		X	X		X
	4546	Wheeling Jesuit Coll	X	X	X	X	X
Williamson	4527	Southern W VA Comm Coll	X	X	X	X	X
WEST VIRGINIA Non-Saturday Test Centers*							
Pennsboro	9193	Mountain St Academy	24			10	
WISCONSIN							
Alma Center	9907	Lincoln H S	X				X
Amery	6276	Amery H S	X				X
Arcadia	9772	Arcadia Sr H S		X			
Appleton	8659	Appleton H S East	X	X	X	X	X
Ashland	4624	Northland Coll	X	X	X	X	X
Balsam Lake	8684	Unity H S	X			X	
Baraboo	8651	Baraboo Sr H S			X		
Beaver Dam	8242	Beaver Dam H S		X			X
	9376	Wyeland Academy	X		X	X	
Beloit	8653	Beloit Memorial H S	X	X		X	X
Brookfield	8508	Brookfield East H S	X		X		X
Brown Deer	9858	Brown Deer H S					X
Burlington	9472	Catholic Central H S	X				X
Cedarburg	8295	Cedarburg H S					X
Chippewa Falls	7038	Chippewa Falls Sr H S	X			X	X
Cudahy	8656	Cudahy H S	X	X			X
Da Pere	6567	De Pere H S	X				
	4644	St Norbert Coll		X		X	X
Delafield	8571	St John's Military Academy	X			X	
East Troy	8658	East Troy H S	X	X		X	
Eau Claire	6351	Memorial H S	X			X	
	6349	North H S	X				X
	4670	U of WI Eau Claire	X	X	X	X	X
Fond Du Lac	8662	Lowell P Goodrich H S	X	X	X	X	X
	4606	Marian Coll Fond Du Lac	X	X		X	X
	4673	U of WI Ctr Fond Du Lac	X			X	X
Fort Atkinson	8663	Fort Atkinson H S		X			
Franklin	6313	Franklin H S				X	X
Galesville	6892	Gale Ettrick Trempealeau H S	X			X	X
Germantown	9820	Germantown H S	X	X	X		
Glendale	8923	Nicolet H S	X	X			X
Green Bay	9152	Ashwaubenon H S					
	4688	U of WI Green Bay	X	X	X	X	X
	8666	West H S	X	X	X		X
Greendale	8011	Greendale H S	X			X	
Greenwood	8669	Greenwood H S	X				X
Hartland	8670	Arrowhead H S South	X	X	X	X	
Hayward	9631	Hayward H S	X			X	X
Janesville	8672	Craig H S	X	X	X	X	X
	4689	U of WI Rock County				X	X
Jefferson	9305	Jefferson H S				X	
Kenosha	4571	Carthage Coll	X	X		X	X
	4690	U of WI Parkside	X	X	X	X	X
Kimberly	6641	Kimberly H S	X			X	X
La Crosse	8324	Central H S		X		X	
	4672	U of WI La Crosse	X	X	X	X	X
	4662	Viterbo Coll	X				
	4573	Western WI Tech Coll				X	
Ladysmith	8674	Ladysmith H S	X	X			X
	4621	Mount Senario Coll			X		X
Lake Geneva	8898	Badger H S	X	X		X	X
	8675	N W Military & Naval Academy	X		X		
Lake Mills	9821	Lake Mills H S				X	
Lancaster	6803	Lancaster H S	X			X	X
Madison	8677	East H S	X	X	X	X	X
	6133	James Madison Memorial Sr H S	X	X	X	X	X
	6181	La Follette H S				X	X
	8678	Monona Grove H S	X	X			
	9516	West H S	X	X	X	X	X
Manitowoc	4585	Silver Lake Coll		X		X	X
	4692	U of WI Manitowoc Co	X		X		X
Marinette	4693	U of WI Ctr Marinette	X	X	X	X	X
Marshfield	9227	Columbus H S					X
	6183	Marshfield Sr H S					X
	4697	U of WI Marshfield Wood	X	X	X		X
Mayville	8575	Mayville H S	X			X	X
Medford	8680	Medford Sr H S	X		X	X	X
Menomonee Fls	8682	Menomonee Falls H S	X	X	X	X	X
Menomonie	9242	Menomonie Sr H S	X	X	X	X	X
Mequon	6271	Homestead H S	X			X	X
Merrill	8683	Merrill Sr H S	X				X
Milwaukee	7051	Bay View H S					X
	8291	Divine Savior Holy Angels H S	X			X	
	8685	John Marshall Sr H S	X	X	X		
	4610	Marquette Univ			X	X	X
	8804	Pius Xi H S	X	X			X
	8687	Pulaski H S	X	X	X	X	X
	8688	Riverside Univ H S	X	X	X	X	X
	6332	South Division H S	X	X	X	X	X
	6356	St Joan Antida H S	X	X	X	X	X
	9306	Thomas More H S	X	X	X	X	X
	4658	U of WI Milwaukee			X	X	X
	6383	Univ School of Milwaukee	X				
	8690	Washington H S		X		X	X
	8706	Wisconsin Lutheran H S	X	X	X	X	
Minocqua	8693	Lakeland H S	X			X	
Monroe	8691	Monroe H S	X	X	X	X	X
Montello	6299	Montello H S	X			X	X
New Berlin	8555	New Berlin West H S	X	X			X
New Holstein	5217	New Holstein H S					X
New London	8341	New London Sr H S	X				X
Oconomowoc	9402	Oconomowoc H S	X	X		X	
Oconto Falls	9005	Oconto Falls H S					X
Omro	8621	Omro H S	X			X	X
Onalaska	9575	Onalaska H S	X	X	X		X
Oregon	8352	Oregon H S					X
Oshkosh	4674	U of WI Oshkosh	X	X	X	X	X
Peshtigo	6427	Peshtigo H S					X
Pewaukee	4671	Waukesha County Tech Coll	X	X	X	X	X
Pittsfield	8696	Pittsfield H S					O
Platteville	4676	U of WI Platteville	X	X	X	X	X
Port Washington	8687	Port Washington H S	X	X	X	X	X
Portage	8694	Portage Turner H S		X	X		
Poynette	8776	Poynette H S				X	
Pr Du Chien	8695	Prairie Du Chien Sr H S	X	X		X	
Pr Du Sac	8695	Sauk Prairie H S	X				
Pulaski	8777	Pulaski H S	X				X
Racine	6353	Jerome I Case Sr H S					X
	8686	Saint Catherine's H S	X	X			X
	6604	Washington Park H S	X			X	
Reedsburg	8907	Webb H S				X	
Reedsville	8915	Reedsville H S	X			X	X
Rhinelander	4648	Nicolet Area Tech Coll	X	X	X	X	X
Rice Lake	8799	Rice Lake H S	X			X	X
Richland Center	4634	U of WI Ctr Richland	X	X	X	X	X
Ripon	8699	Ripon H S	X			X	X
River Falls	4678	U of WI River Falls	X	X	X	X	X
Shawano	8701	Shawano H S	X	X	X	X	X
Sheboygan	4695	U of WI Ctr Sheboygan	X	X	X	X	X
Sheboygan Falls	9841	Sheboygan Falls H S				X	X
So Milwaukee	8703	So Milwaukee Sr H S		X		X	
Sparta	8704	Sparta Sr H S	X	X		X	X
Stevens Point	4680	U of WI Stevens Point	X	X	X	X	X
Sturgeon Bay	8707	Sturgeon Bay H S	X	X		X	X
Sun Prairie	9861	Sun Prairie H S	X	X			X
Superior	4682	U of WI Superior		X	X	X	X
Sussex	8619	Hamilton H S	X		X	X	X
Tomah	8600	Tomah Sr H S					X
Turtle Lake	8747	Turtle Lake H S		X	X	X	
Viroqua	9667	Viroqua H S					X
Wales	9775	Kettle Moraine H S					X
Watertown	8709	Riverside Middle School	X	X		X	X
Waukesha	9819	Catholic Memorial H S	X			X	X
	8710	Waukesha North H S	X	X	X	X	X
Waupaca	8711	Waupaca H S	X	X			X
Waupun	9453	Waupun H S					X
Wausau	4696	U of WI Ctr Marathon Co	X	X	X	X	X
Wauwatosa	8712	Wauwatosa West Sr H S	X				
West Allis	8713	Central H S	X	X	X	X	X
West Bend	4659	U of WI Ctr Washington County	X	X	X	X	X
Whitefish Bay	8398	Dominican H S					X
	8409	Whitefish Bay H S	X				X
Whitehall	8706	Whitehall H S	X	X	X	X	
Whitewater	4684	U of WI Whitewater	X	X	X	X	X
Wilmot	8987	Wilmot Union H S					X
Wisc Rapids	9478	Lincoln H S	X	X		X	X
WISCONSIN Non-Saturday Test Centers*							
Columbus	8655	Wisconsin Academy	24			10	
Milwaukee	7729	Jewish Comm Center	24			10	
WYOMING							
Afton	8715	Star Valley H S	X	X		X	
Baggs	9072	Little Snake River Valley H S	O			O	
Basin	9571	Riverside H S	X				
Big Piney	8717	Big Piney H S	O	O	O		
Buffalo	8718	Buffalo H S		X		X	
Casper	4998	Casper Coll	X	X	X	X	X
Cheyenne	8721	Cheyenne Central H S	X	X	X	X	
Clearmont	9226	Arvada Clearmont H S	O				
Cody	8723	Cody H S		X		X	
Cokeville	8722	Cokeville H S	O			O	
Douglas	8724	Douglas H S	X	X			
Evanston	8726	Evanston H S	X	X	X	X	
Gillette	8728	Campbell Co H S	X	X	X	X	X
Green River	8729	Green River H S		X		X	
Greybull	8730	Greybull H S				X	
Hanna	8731	Hanna Elk Mtn H S	O			O	
Jackson	8733	Jackson Hole H S	X	X	X	X	
Kemmerer	8734	Kemmerer H S	X	X		X	X
Lander	8736	Lander Valley H S		X	X		
Laramie	5006	Univ of Wyoming	X	X	X	X	X
Lusk	8738	Congregational Church	O	O	O		
Lyman	8366	Lyman H S	O	O	O		
Mountain View	8740	Mountain View H S	O			O	
Pine Bluffs	8742	Pine Bluffs Comm Center	O	O		O	
Pinedale	8743	Pinedale H S	O	O		O	
Powell	5004	Northwest Comm Coll	X	X	X	X	X
Rawlins	8744	Rawlins H S	X	X			X
Riverton	4999	Central Wyoming Coll	X	X		X	X
Rock Springs	5005	Western Wyoming Coll	X	X	X	X	X
Saratoga	8749	Saratoga H S	O			O	
Sheridan	5002	Sheridan Coll	X	X	X	X	X
Sundance	8750	Sundance H S	O			O	
Thermopolis	8751	Hot Springs Co H S	X	X		O	
Torrington	8821	Torrington H S	O	O		O	
Wheatland	8752	Wheatland H S	X	X		X	
Worland	8753	Worland H S	X	X		X	
Wright	8360	Wright Jr Sr H S		X		X	
END OF ACT TEST CENTERS							

Test Day Checklist

Report to your assigned test center by 8:00 AM.

Take the following items with you:

- ☐ Your test center admission ticket. If you registered late or changed test centers, your ticket will be a Western Union priority letter or mailgram.
- ☐ ACCEPTABLE IDENTIFICATION. Your admission ticket is not identification. See details on page 32.
- ☐ Three sharpened soft-lead (No. 2) pencils with erasers. Hi-lite pens are not allowed.
- ☐ A watch, if you wish to pace yourself. Test centers are not required to provide wall clocks. The supervisor will announce when 5 minutes remain on each test. Do NOT bring a calculator watch; you will be required to remove it from sight during testing.

At the Test Center

- A test supervisor will admit you to the test center, direct you to a seat, and provide test materials.
- Testing begins only after all examinees present at 8:00 AM are checked in. A break is scheduled after the first two tests. You will be dismissed at about 12:15.
- You CANNOT take textbooks, foreign language or other dictionaries, notes, calculators, or any device with calculating functions or other aids into the examination room.
- If you become ill or do not complete the test for any reason, tell your test supervisor or proctor—before you leave the test center—whether or not your answer sheet should be scored.

APPENDIX C

SAT EXAMINATION SITES

College Board Regional Offices

Middle States: Suite 410, 3440 Market Street, Philadelphia, PA 19104-3338. (215) 387-7600
Midwest: Suite 401, 1800 Sherman Avenue, Evanston, IL 60201-3715. (708) 866-1700
New England: 470 Totten Pond Road, Waltham, MA 02154-1982. (617) 890-9150
South: Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639. (404) 636-9465
Southwest: Suite 400, 701 Brazos Street, Austin, TX 78701-3253. (512) 472-0231
West: Suite 480, 2099 Gateway Place, San Jose, CA 95110-1017. (408) 452-1400
Suite 900, 4155 East Jewell Avenue, Denver, CO 80222-4510. (303) 759-1800

In Puerto Rico, inquiries should be directed to:
The College Board, Suite 701, Banco Popular, Hato Rey, Puerto Rico 00918. (809) 759-8625
Mailing Address: P.O. Box 71101, San Juan, Puerto Rico 00936-7001

In Alaska and Hawaii: inquiries should be directed to the Western office at the California address.

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APPENDIX D

SURVEY OF RECRUITMENT, ADMISSION & SELECTION CRITERIA FOR RADIOLOGIC TECHNOLOGY PROGRAMS

OKLAHOMA STATE UNIVERSITY
Department of Educational Administration and Higher Education
Stillwater, OK 74078

Survey of Recruitment, Admission and Selection Criteria for Radiologic Technology Programs

Instructions: The items in this questionnaire have been arranged in two parts.
Part I: Opinion Rating (for each item circle one response) and
Part II: General Information.

4 - Strongly Agree
3 - Agree
2 - Disagree
1 - Strongly Disagree
0 - No Opinion

Part I: Admission Criteria Rating

1.	In your opinion, there is a correlation between a student's pre-admission ACT Composite Score and the student's score on the post-graduate certification examination sponsored by the A.R.R.T.	0	1	2	3	4
2.	In your opinion, there is a correlation between a student's pre-admission individual section scores on the ACT and the ARRT examination.	0	1	2	3	4
3.	In your opinion, there is a significant relationship between grades in high school science subject and radiography curriculum counterparts.	0	1	2	3	4
4.	In your opinion, high school grade point averages (HSGPA), algebra grades and biology grades should be used in the selection of students for radiologic technology programs.	0	1	2	3	4
5.	In your opinion, HSGPA or grades in algebra or biology can be used to predict passing of the ARRT examination.	0	1	2	3	4
6.	In your opinion, the ACT is a valid predictor of college grades for students from low socioeconomic backgrounds.	0	1	2	3	4
7.	In your opinion, ACT assessment should be used to decide a students' admission into a radiologic technology program.	0	1	2	3	4
8.	In your opinion, ACT results should be used to reject radiologic technology student applicants.	0	1	2	3	4
9.	In your opinion, ACT scores or SAT scores and high school rank should be used as admission criteria.	0	1	2	3	4
10.	In your opinion, a student's ACT scores combined with either HSGPA or high school ranking are highly predictive of radiologic technology program success.	0	1	2	3	4
11.	In your opinion, ACT results are useful in counseling and guiding students.	0	1	2	3	4

4 - Strongly Agree
3 - Agree
2 - Disagree
1 - Strongly Disagree
0 - No Opinion

12.	In your opinion, the use of GPA as the only admission criteria limits admissions to only academic achievers and excludes others with less academic ability.	0	1	2	3	4
13.	In your opinion, using the prediction of GPA as the only admission criteria excludes students with less academic ability but possibly greater skills in leadership.	0	1	2	3	4
14.	In your opinion, predictors of student success must be chosen which are appropriate to the goals of the radiologic technology program.	0	1	2	3	4
15.	In your opinion, HSGPA combined with aptitude tests are more effective predictors of college grades than either one alone.	0	1	2	3	4
16.	In your opinion, should standardized admission's criteria be ranked or weighted, so that students with the highest accumulated score be admitted to radiologic technology programs.	0	1	2	3	4
17.	In your opinion, are current radiologic technology programs, courses, policies and procedures appropriate for adult learners.	0	1	2	3	4
18.	In your opinion, should students, facts and impressions obtained by the interviewer be correlated to the academic/clinical situations, to predict a students success in radiologic technology.	0	1	2	3	4
19.	In your opinion, information obtained in a student interview enables the interviewer to assess an applicant's vocabulary and ability to be concise and explicit in conveying thoughts.	0	1	2	3	4
20.	In your opinion, traditional admissions criteria, previous academic performance and aptitude tests, have excluded large numbers of individuals, many of whom had the motivation and the personality characteristics necessary to succeed.	0	1	2	3	4
21.	In your opinion, there is a relationship between age, length of experience in an allied health setting prior to entry into a radiologic technology program, and academic success.	0	1	2	3	4
22.	In your opinion, cognitive, affective, and psychomotor domains of students should be weighted and used in selecting radiologic technology students.	0	1	2	3	4
23.	In your opinion, the goals and objectives of the radiologic technology program and the sponsoring institution should be related to cultivation of accepted applicant competencies so that an effective entry-level radiographer is a product of the two.	0	1	2	3	4
24.	In your opinion, valid and reliable behavior measurements should be used in the admissions process to radiologic technology programs.	0	1	2	3	4
25.	In your opinion, an array of relevant criteria should be used to assure applicant equity.	0	1	2	3	4
26.	In your opinion, a legal review of selection policies dealing with uniformity, as well as exceptions to such uniformity should be done every three years.	0	1	2	3	4
27.	In your opinion, a radiologic technology program should use the same admissions process for all applicants.	0	1	2	3	4

4 - Strongly Agree
3 - Agree
2 - Disagree
1 - Strongly Disagree
0 - No Opinion

28.	In your opinion, applicants should be provided an opportunity to show that certain criteria may be inappropriate for evaluating their qualifications.	0	1	2	3	4
29.	In your opinion, considerable flexibility might have to be incorporated into radiologic technology student selection to attract individuals from under-represented groups in the applicant pool.	0	1	2	3	4
30.	In your opinion, a program should describe its admissions criteria publicly so that potential applicants can obtain a reasonable estimate of their likelihood of meeting such standards.	0	1	2	3	4
31.	In your opinion, rejected applicants should be given a statement of reasons for their rejection and a means of appeal if they want to challenge the explanation.	0	1	2	3	4
32.	In your opinion, all those who participate in student selection should be instructed and competent in the process of multiple domain evaluation of radiologic technology applicants.	0	1	2	3	4
33.	In your opinion, an internal audit should be done in the form of selection evaluation as well as external screening of the selection policies and procedures to assure consumers and governmental funding agencies that the admission process has been actually implemented according to stated protocols should be done each year.	0	1	2	3	4
34.	In your opinion, foresight is critical in the student selection process if radiologic technology programs are to survive the challenge of declining numbers of college-age applicants in the 1990's.	0	1	2	3	4
35.	In your opinion, research is essential to determine the relative importance of inappropriate selection processes.	0	1	2	3	4
36.	In your opinion, program directors must couple effective recruitment strategies with rationale, humane and equitable selection policies.	0	1	2	3	4
37.	In your opinion, information networks should be established to permit exchange of recruitment and selection in radiologic technology education.	0	1	2	3	4
38.	In your opinion, radiologic technology programs should deemphasize technical and scientific training in favor of emphasis on the social sciences, the humanities, and training in thinking or problem solving skills.	0	1	2	3	4
39.	In your opinion, radiologic technology programs should give more emphasis on training in scholastic skills such as writing and critical thinking as well as afford opportunities for the development of suitable values.	0	1	2	3	4
40.	In your opinion, the current focus on scientific knowledge in radiologic technology admissions decisions should be modified to allow for more emphasis in students' abilities to learn independently and acquire analytic skills and values appropriate to the field of radiologic technology.	0	1	2	3	4

Part II: General Information

41. What weighted instruments are used as part of your selection criteria? (check all that apply)

___ ACT ___ Health Occupations Basic Entrance Test

___ SAT ___ PSB-Health Occupations Aptitude Examination

___ Other _____

42. What criteria are used in your selection process of radiologic technology students? (please list)

A. _____ E. _____

B. _____ F. _____

C. _____ G. _____

D. _____ H. _____

43. Please attach a copy of your guidelines and forms used in your selection process.

44. Gender of respondent: _____ Male _____ Female

45. What is your job classification? ___ Program Director ___ Faculty ___ Other

46. How many people serve on your selection committee? _____

47. How many years have you served on student selection committees? _____

48. What is your highest level of education?
Associate Degree ____ Masters Degree ____ Doctorate ____
Bachelors Degree ____ Specialist Degree ____

49. What is the average age of applicants? ___ Male ___ Female

50. By percentages, what is the gender composition of your applicants? ___ Male ___ Female

51. What is your programs first time percentage pass rate for the ARRT Examination? _____

52. The location of your school may be described as: (check one)
___ major metropolitan area (1,000,000 or more) ___ town or medium city (10,000 to 99,000)
___ large city or metropolitan area (100,000 to 1,000,000) ___ small town or rural center (fewer than 10,000)

Thank you for answering this survey!

All of your answers will remain confidential.

If you are interested in obtaining a copy of the results of this survey, please provide the following information.

Name: _____

Title/Department: _____

Institution: _____

Address: _____

City, State, Zip _____

SUMMARY OF FINDINGS REQUEST FORM:

Name: _____

College: _____

Address: _____

City: _____ State: _____ Zip: _____

SUMMARY OF FINDINGS REQUEST FORM:

Name: _____

College: _____

Address: _____

City: _____ State: _____ Zip: _____

SUMMARY OF FINDINGS REQUEST FORM:

Name: _____

College: _____

Address: _____

City: _____ State: _____ Zip: _____

SUMMARY OF FINDINGS REQUEST FORM:

Name: _____

College: _____

Address: _____

City: _____ State: _____ Zip: _____

APPENDIX E

INTRODUCTORY LETTER

April, 1991

Dear Colleague:

I am preparing a dissertation titled A National Study of Selection Criteria for Students in Community College Radiologic Technology Programs in partial fulfillment of the requirements for a Ed.D. in Educational Administration and Higher Education at Oklahoma State University. I respectfully ask for your assistance in filling out the enclosed questionnaire. Through the questionnaire, I hope to determine which criteria are used in the selection of students for radiologic technology programs throughout the United States. The attached questionnaire is also designed to identify what instruments are used in selection processes.

I sincerely hope you will provide me with 20-30 minutes of your time to complete and return the questionnaire in the enclosed, self-addressed envelope. To insure confidentiality of individual programs, a coding system is employed. At the completion of data analysis, information linking programs to specific research instruments will be discarded.

The results of the research will be reported in the dissertation. If you are interested in receiving a summary of the findings, please complete the enclosed form, Summary of Findings Request Form, and mail it along with your completed questionnaire.

Thank you for your consideration, time and attention.

Sincerely,

Paul William Bober, Ed.S., RT(R)
Director of Radiography

as

Enclosures

APPENDIX F

FOLLOW-UP LETTER

July, 1991

Dear Colleague:

I am preparing a dissertation titled A National Study of Selection Criteria for Students in Community College Radiologic Technology Programs in partial fulfillment of the requirements for a Ed.D. in Educational Administration and Higher Education at Oklahoma State University. I respectfully ask for your assistance in filling out the enclosed questionnaire. Through the questionnaire, I hope to determine which criteria are used in the selection of students for radiologic technology programs throughout the United States. The attached questionnaire is also designed to identify what instruments are used in selection processes.

I sincerely hope you will provide me with 20-30 minutes of your time to complete and return the questionnaire in the enclosed, self-addressed envelope. To insure confidentiality of individual programs, a coding system is employed. At the completion of data analysis, information linking programs to specific research instruments will be discarded.

The results of the research will be reported in the dissertation. If you are interested in receiving a summary of the findings, please complete the enclosed form, Summary of Findings Request Form, and mail it along with your completed questionnaire.

Please return by July 11, 1991.

Thank you for your consideration, time and attention.

Sincerely,

Paul William Bober, Ed.S., RT(R)
Director of Radiography

as

Enclosures

APPENDIX G

LIST OF ACRONYMS

LIST OF ACRONYMS

ACT - American College Test
AHAT - Allied Health Aptitude Test
AHQT - Allied Health Qualifying Test
APST - Scores
APT - Aptitude Test Score
ASSET - Math & English Assessments
CAT - College Aptitude Test/Assessment
CBAP - College Board Assessment and Test Placement
CBP - College Board Placement
CGP - College Guidance and Placement
CGPE - Counseling Guidance and Placement Exam
CPE - College Placement Exam
CPT - Computerized Placement Test
ENGL - Command of English Language
EVAL - Evaluations
GPA - Grade Point Average
HGPA - Highest Grade Point Average
HOBET - Health Occupations Basic Entrance Test
IAE - Institutional Assessment Exam
INTV - Interview
MAPS - Basic Skills Exam
MATH - Mathematics
NJBS - New Jersey Basic Skills Tests
OPEN - Open Door
OWN - Use of own weighted instrument or assessment test(s)
PSB - Psychological Services Bureau
SAT - Scholastic Aptitude Test
SCHL - Scholastics
SPT - School Placement Tests
TABI - Vocational Test Measuring Math, Reading and Language
TASP - Texas Academic Skills Exam
A & P - Anatomy & Physiology
ACAD - Academic Achievement
ACT - American College Test
ACTC - American College Test Composite
ACTM - American College Test Mathematics
ACTR - American College Test Reading
AMAT - American Medical Aptitude Test
ALGB - Foundations of Algebra, Intermediate or College
APDT - Aptitude Test
APPL - Date of Completed Application
APST - Aptitude Stanine
APT - Aptitude

ASSET - Reading, Writing and Math
BIOLOGY - Biology Prerequisite
CGP - College Guidance and Placement
CGPA - College Placement and Guidance A-1
CGPC - College Guidance and Placement C-1
CGPR - Comparative Guidance and Placement Reading
CGPV - Comparative Guidance and Placement Verbal
CHEM - Chemistry
CHGP - College Highest Grade Point
COLLEGE - Amount of college level courses completed
COMP - Computers
CPC - Completed Prerequisite Courses
CPT - College Placement Test
CPT - Computerized Placement Test
CRED - Credentials
DEGREE - Educational Degree
DMD -
DOMI - Domicile
ENGL - English
EXPR - Medical Experience
FILE - File Completed
GED - General Education Development
GEOM - Geometry
GNED - General Education
GOAL - Career Goal Statement
GPA - Grade Point Average
GPC - Grade Point Composite
HGPA - Highest Grade Point Average
HLEX -
HS - High School
HSA - High School Average
HSB - High School Biology
HSC - High School Courses
HSMT - High School Math Test
HSRANK - High School Class Rank
INTV - Interview/Observation in Radiology Department
MAPS - Basic Skills Exam
MATH - Math Prof Test
MDIM -
NIBS - New Jersey Basic Skills Test
ORNT - Pre-admission Orientation
PBK - Professional Background Knowledge
PHC - Basic Physics
PHYS - Physical Exam Completed
PREQ - Pertinent Courses Completed
PROF - Proficiency Test
PSB - Psychological Services Bureau
PTCR - Patient Care Experience
QWE - Quality of Written Essay
READ - Freshman Reading
RECM - Recommendation(s)
REFR - References
REME - Remedial Courses
RESD - Residency
SAT - Scholastic Aptitude Test

SCNC - Successful Completion of Necessary Courses
SCNS - Successful Completion of Necessary Sciences
SKET -
SKILL - Texas Academic Skills Exam
VIST - Hospital Visitation
WKEXP - Previous Health Care Work Experience
WQR - Written Question Response
WRITING - Written Communication

APPENDIX H

STATISTICAL ANALYSIS

Descriptive statistical analysis utilizing the equation:

$Y = B_o + B_iX_i + e_i$, should be used

When N sets of values for X_i are given, the constants B_o and B_i must be determined in such a way to keep e_i, regression disturbance, at a minimum value. The dependent variable Y_1 will be the predicted value for the terminal profile a limited time before and after specified education has taken place. Y_2 will be the predicted registry score as outlined below.

The independent variable include:

X_1: HOBET composite

X_2: HSGPA

X_3: College GPA

X_4: HOBET Social Interaction Profile

X_5: Core GPA (Radiography Course)

X_6: Terminal Profile Score

The regression analysis will involve the identification of the appropriate regression constants and coefficients for the following equations:

$$Y_1 = B_o + B_1X_1 + B_2X_2$$

$$Y_1 = B_o + B_2X_2 + B_3X_3 + B_4X_4$$

$$Y_2 = B_o + B_1X_1 + B_2X_2 + B_3X_3 + B_5X_5 + B_6X_6$$

APPENDIX I

WEIGHTING MECHANISM FOR RADIOLOGIC TECHNOLOGY APPLICANT DATA

WEIGHTING MECHANISM FOR RADIOLOGIC TECHNOLOGY
APPLICANT DATA

A. BEHAVIORAL DOMAINS		
DOMAIN	INFORMATION SOURCE	VALUES ASSIGNMENT
COGNITIVE	Overall High School GPA (General Academic Potential)	<1.5 reject 1.6 - 2.0 = 1 point 2.1 - 2.5 = 2 points 2.6 - 3.0 = 3 points 3.1 - 3.5 = 4 points 3.6 - 4.0 = 5 points
	GED Score (General Education Development)	40 = reject 41 - 45 D = 1 point 46 - 50 C = 2 points 51 - 55 B = 3 points 56 - 60 A = 4 points
	Overall College GPA	<1.5 reject 1.6 - 2.0 = 1 point 2.1 - 2.5 = 2 points 2.6 - 3.0 = 3 points 3.1 - 3.5 = 4 points 3.6 - 4.0 = 5 points
	Science High School GPA (Specific Academic Potential)	<2.0 reject 2.1 - 2.5 = 1 point 2.6 - 3.0 = 2 points 3.1 - 3.5 = 3 points 3.6 - 4.0 = 4 points
	Science College GPA	<2.0 reject 2.1 - 2.5 = 1 point 2.6 - 3.0 = 2 points 3.1 - 3.5 = 3 points 3.6 - 4.0 = 4 points
	SAT Combined Score (Standardized Achievement)	<701 reject 701 - 800 = 1 point 801 - 900 = 2 points 901 -1000 = 3 points 1001+ = 4 points
	ACT Composite Score	<10 reject 11 - 15 = 1 point 16 - 20 = 2 points 21 - 25 = 3 points 26+ = 4 points

APPLICANT DATA (cont'd)

A. BEHAVIORAL DOMAINS

DOMAIN	INFORMATION SOURCE	VALUES ASSIGNMENT
AFFECTIVE	Formal Interview (integrity, motivation, empathy)	100 reject 101 - 150 = 1 point 151 - 200 = 2 points 201 - 250 = 3 points 251 - 300 = 4 points
	Letter of Recommendations (good leadership, perseverance)	<34 reject 35 - 69 = 1 point 70 - 104 = 2 points 105 - 140 = 3 points
	Clinical Interview (poise, personality)	28 reject 29 - 39 = 1 point 40 - 50 = 2 points
	Essay (written communication skills, motivational)	Poor = reject Acceptable = 1 point Exceptional = 2 points
PSYCHOMOTOR	Outside Activities/Hobbies (physical activities involving gross motor skills and spatial perception)	1 hobby/sport = 1 point 2+ hobbies/sports = 2 points

B. POINT ASSIGNMENTS FOR DEMOGRAPHIC BIOGRAPHIC DATA CLASSIFICATION

Applicant is ethnic minority - add 1 point.
Applicant has worked in a health care setting - add 1 point.

C. COMMENT(S)

_____

_____

_____

_____

_____ _____

Applicant Name Total Points Accumulated

_____ _____

Selection Committee Member Date Reviewed

VITA 2

Paul William Bober

Candidate for the Degree of

Higher Education

Thesis: A STUDY OF COGNITIVE AND NON-COGNITIVE SELECTION CRITERIA FOR STUDENTS IN COMMUNITY COLLEGE RADIOLOGIC TECHNOLOGY PROGRAMS

Major Field: Higher Education

Biographical:

Personal Data: Born in Milwaukee, Wisconsin, May 21, 1951, the son of Arnold W. and Aldine Ann Bober.

Education: Graduated from Bosco High School, Milwaukee, Wisconsin, in May 1965; received a Bachelor of Science Degree in Natural Science from Dominican College at Racine in May 1973; completed requirements for the Master of Science Degree at Pittsburg State University, Pittsburg, Kansas in May 1984 and the Education Specialist Degree in July 1986.

Professional Experience: Faculty-Clinical Instructor, Radiologic Technology Program, Labette Community College, August 1982 to August 1989; Program Director, Radiologic Technology, Labette Community College, August 1989 to present.