

**KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS**

**MEETING AGENDA
Wednesday, January 20, 2021
8:30 – 9:00 am**

The System Council of Chief Academic Officers (SCOCAO) will meet by video conference. Questions can be emailed to arobinson@ksbor.org. SCOCAO is co-chaired by Erin Shaw, Highland CC, and Shirley Lefever, WSU.

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| I. Call to Order | Erin Shaw, Co-Chair | |
| A. Introductions | | |
| B. Approval of Minutes from December 16, 2020 | | p. 3 |
| II. Transfer and Articulation Council (TAAC) Update | Linnea GlenMaye | |
| III. Other Matters | | |
| A. Ad Astra Micro-Internship Program | Tim Peterson | p. 5 |
| B. College Board CLEP Report | Tara Lebar | p. 8 |
| C. Concurrent Enrollment Partnership (CEP) Report and Policy Information | Karla Wiscombe and Tara Lebar | p. 9 |
| IV. Next SCOCAO Meeting – February 17th, 2021 | | |
| V. Adjournment | | |

Date Reminders:

- List of Concurrent Enrollment Partnership (CEP) agreements due to Tara Lebar Jan. 29th (tlebar@ksbor.org)
- Virtual Capitol Graduate Research Summit will be live for 1 week starting Feb. 18th: <https://ltblogs.fhsu.edu/cgrs2021/>

System Council of Chief Academic Officers (SCOCAO)

The System Council of Chief Academic Officers, established in 2002, is composed of the six chief academic officers of the state universities, four chief academic officers selected by the nineteen community colleges, one chief academic officer selected by the six technical colleges, and the chief academic officer of Washburn University. The Board’s Vice-President for Academic Affairs serves as an ex officio member. The Committee meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Shirley Lefever, Co-Chair	WSU
Erin Shaw, Co-Chair	Highland CC
Jill Arensdorf	FHSU
Charles Taber	K-State
Barbara Bichelmeyer	KU
Howard Smith	PSU
David Cordle	ESU
Lori Winningham	Butler CC
Jerry Pope	KCKCC
Corey Isbell	NCK Tech
Sarah Robb	Neosho County CC
JuliAnn Mazachek	Washburn
Daniel Archer	KBOR

System Council of Chief Academic Officers

AY 2021 Meeting Schedule

<i>Meeting Dates</i>	<i>Location</i>	<i>Institution Materials Due</i>
September 08, 2020 @ 10:15 am	Video Conference	August 19, 2020
November 18, 2020	Video Conference *originally at ESU	October 28, 2020
December 16, 2020	Video Conference	November 24, 2020
January 20, 2021	Video Conference	December 30, 2020
February 17, 2021	Topeka	January 27, 2021
March 17, 2021	Topeka	February 24, 2021
April 14, 2021	FHSU	March 24, 2021
May 19, 2021	Topeka	April 28, 2021
June 16, 2021	Topeka	May 26, 2021

*SCOCAO meets from 8:30-9am unless noted otherwise.

**System Council of Chief Academic Officers
MINUTES**

Wednesday, December 16, 2020

The December 16, 2020 meeting of the System Council of Chief Academic Officers was called to order by Co-Chair Erin Shaw at 8:30 a.m. The meeting was initially scheduled to be held in Topeka. Due to the COVID-19 pandemic, it was held through Zoom.

In Attendance:

Members:	Shirley Lefever, WSU Chuck Taber, K-State Barbara Bichelmeyer, KU Jill Arensdorf, FHSU	Erin Shaw, Highland CC David Cordle, ESU Howard Smith, PSU Jerry Pope, KCKCC	Corey Isbell, NCK Tech Lori Winningham, Butler CC Sarah Robb, Neosho County CC JuliAnn Mazachek, Washburn
Staff:	Daniel Archer Karla Wiscombe	Amy Robinson Tara Lebar	Sam Christy-Dangermond Marti Leisinger
Others:	Adam Borth, Fort Scott CC Aleks Sternfeld-Dunn, WSU Elaine Simmons, Barton CC Heather Morgan, KACCT Jason Sharp, Labette CC Jennifer Ball, Washburn Melinda Roelfs, PSU Mickey McCloud, JCCC	Aron Potter, Coffeyville CC Brian Niehoff, K-State Jon Marshall, Allen CC Jean Redeker, KU Linnea GlenMaye, WSU Kim Morse, Washburn Monette Depew, Pratt CC Michelle Schoon, Cowley CC	Cindy Hoss, Hutchinson CC Brad Bennett, Seward County CC Jane Holwerda, Dodge City CC Luke Dowell, Seward County CC Kim Zant, Cloud County CC Mark Allen, Independence CC Robert Klein, KUMC

Co-Chair Erin Shaw welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes

Chuck Taber moved to approve the minutes of the November 18, 2020 meeting, and Jill Arensdorf seconded the motion. With no corrections, the motion passed.

Transfer and Articulation Council (TAAC) Update

Linnea GlenMaye provided an update from the Council. WSU will host the 2021 Kansas Core Outcomes Group (KCOG) Conference. Linnea stated the Council is looking for volunteers from either a 2-year or 4-year institution to host in 2022 and 2023.

Linnea provided an update from the TAAC Core Outcomes subcommittee. The Core Outcomes subcommittee is charged with reviewing the submitted reports from discipline groups who review courses at the KCOG Conference, and last met on December 9, 2020. The subcommittee recommended having two representatives from universities and two from community colleges join the General Education (GE) Working Group. All four of these faculty representatives should have familiarity with general education requirements and how they impact transfer students. The subcommittee discussed a request from the Council of Faculty Senate Presidents to meet with a TAAC representative to respond to questions and concerns on systemwide transfer processes. Linnea and Karla Wiscombe will attend their meeting at noon today. The Council will examine outcomes for the 13 review courses from the 2020 KCOG Conference. Linnea reported the six new SWT courses will be recommended to the Board in January.

Karla Wiscombe stated that January is the time when KBOR receives institutions' requests to offer SWT courses

not previously offered by their institution. She asked that if anyone previously sent a request, they send a reminder to her at kwiscombe@ksbor.org. These will be reviewed from January-March. The request form "*Application to Offer a NEW Systemwide Transfer (SWT) Course*" can be found on the KBOR website under https://www.kansasregents.org/academic_affairs/transfer-articulation/transfer_articulation_council. Karla also clarified that because Meteorology will be offered as 3 separate courses, we have 8 new courses.

Other Matters

Tara Lebar provided an update from the Open Educational Resource (OER) Steering Committee. Tara stated they are putting in place training for up to 75 members of the KBOR system by the Open Education Network (OEN). These members will learn how to facilitate workshops across our system and become trainers to be utilized within the KBOR system. Tara stated they currently have nine members signed up for the training at this time, but hope to have one representative from each institution attend the February training session. The next training opportunity is on February 10, 2021, and is a 3-hour virtual meeting with OEN. Prior to this 3-hour virtual training, participants will be required to do 2-3 hours of independent learning as preparation, making the total time to become a trainer around 6 hours. Once trained, this team will be ready to implement faculty workshops, which are scheduled to begin in March. By rolling out workshops and having systemwide trainers, the committee hopes this will be a great way to put OER resources in the hands of faculty and keep the momentum for adopting OER resources. Tara will be emailing a request for trainers to all institutions later today and stressed that we will prioritize representation from each institution. Tara noted any faculty member could participate in this training, but the majority come from Library staff. Tara clarified that institutions do not have to join OEN to utilize their resources. Access to the Open Textbook Library can also be obtained from one of the OER subcommittee representatives through Tara. In January, Tara will also email a request for data on institutions OER adoption and use to obtain baseline data to measure the impact of these KBOR OER initiatives.

Next Meeting and Adjournment

The next meeting is scheduled for January 20, 2021, at 8:30 a.m. Barbara Bichelmeyer moved to adjourn the meeting, and Chuck Taber seconded the motion. With no further discussion, the motion passed. The meeting adjourned at 8:45 a.m.



Ad Astra Micro-Internship Program



Goal

To establish a pilot statewide Micro-Internship program that supports the Kansas Board of Regents' "[Building a Future](#)" strategic plan and the [Kansas Department of Commerce's](#) aim to "connect businesses, job seekers, educational institutions and training providers to ensure the state's workforce is equipped to meet industry needs and to help create economic success for Kansas residents and businesses."

Overview

More than 165,000 students attend the 32 Kansas public colleges and universities that provide hundreds of training and education programs in a myriad of technical and professional subjects. The Micro-Internships will enable eligible students from any and all of these institutions to demonstrate their skills, explore career paths, and build their networks while helping large and small employers build a better future across the state.

Micro-Internships are short-term, paid, professional assignments in sales, marketing, finance, human resources, technology, and many other areas. These projects can be completed remotely year-round and typically range from 5 to 40 hours of work. The projects are usually due within a month after kick-off and would be preceded by completing the [Agile Work Profiler](#) developed by the [DeBruce Foundation](#) in Kansas City.

The Ad Astra Micro-Internships are facilitated via the [Parker Dewey](#) online platform making it easy for employers, postsecondary institutions, and college students to participate without administrative barriers or burdens. Creating an account takes less than five minutes.

Program Management

Parker Dewey provides its Micro-Internship online platform to 374 colleges and universities across the country at no cost. The Ad Astra Micro-Internship program would follow the partnership model that the [Associated Colleges of Illinois \(ACI\)](#) has established with Parker Dewey that extends the online platform to 26 private universities that collectively enroll 71,000 students.

The participating students and employers create an account via a landing page created by the company through which the students create a profile and apply for the micro-internship projects submitted by the participating employers. The employer sets a project fee that is paid to Parker Dewey, which pays ninety percent of the fee to the student intern. Parker Dewey collects and distributes the project fees and payments, provides reports that lists the registered students, the number of project applications submitted, and the number of paid projects. The company also provides other useful [resources](#) such as [project templates](#).

The pilot Ad Astra program will be overseen by Tim Peterson, Senior Project Director at the Kansas Board of Regents, who will coordinate the program promotion and the approval of the employer project micro-grants.

Program Promotion

The pilot Ad Astra program will be promoted by the Kansas Board of Regents to students at the 32 public postsecondary educational institutions via their career services and alumni offices, the [System Council of Chief Academic Officers](#), the [Technical Education Authority](#), and the [Kansas Association of Colleges and Employers](#). The Board office will also promote the program to the members of the Kansas State Council of the Society of Human Resources Management ([KS SHRM](#)), while the Kansas Department of Commerce would promote the Ad Astra program to employers via its [Workforce Services for Employers](#) initiatives.

Program Funding and Sources

Although the Ad Astra Micro-Internship program does not require any funding to be established, Parker Dewey recommends that some small incentives be provided to increase employer participation. Hence, the pilot Ad Astra program budget will include the following items:

\$30,000	Employer project fee micro-grants (120 projects @ \$250)
<u>\$ 5,000</u>	Program promotion and student enrollment verification
\$35,000	Total Budget

Funding for the program will be provided by grants from the DeBruce Foundation and the Kansas Department of Commerce. Kansas employers may receive a micro-grant worth 50% of the project fee up to a maximum of \$250 per project. A maximum of \$500 in micro-grants can be awarded per eligible Kansas employer.

Program Requirements and Benefits

A summary of the proposed Ad Astra Micro-Internship student and employer eligibility requirements and benefits are listed in the table below. Eligible Kansas employers include any companies, small businesses, and non-profit organizations. Student participation in the program is voluntary, and the award of academic credit for completion of one or more micro-projects is at the discretion of the institution in which the students are enrolled.

Student Eligibility Requirements	Employer Eligibility Requirements
<ul style="list-style-type: none"> ✓ Completed the free Agile Work Profiler ✓ Enrolled in one of the 32 Kansas public postsecondary educational institutions 	<ul style="list-style-type: none"> ✓ Be a Kansas based employer or employ a significant number of Kansas residents ✓ Provide clear expectations for completing the micro-internship project ✓ Select Kansas eligible interns whose skills match the project requirements ✓ Set the project fee equal to an average salary of \$15 per hour
Student Benefits	Employer Benefits
<ul style="list-style-type: none"> ✓ Access to many different employers ✓ Projects are available year round ✓ Projects can be completed remotely ✓ 90% of the project fee paid to the intern 	<ul style="list-style-type: none"> ✓ Access to many different interns ✓ Reduced recruitment/hiring costs ✓ Increased workforce diversity ✓ Project micro-grants up to \$250

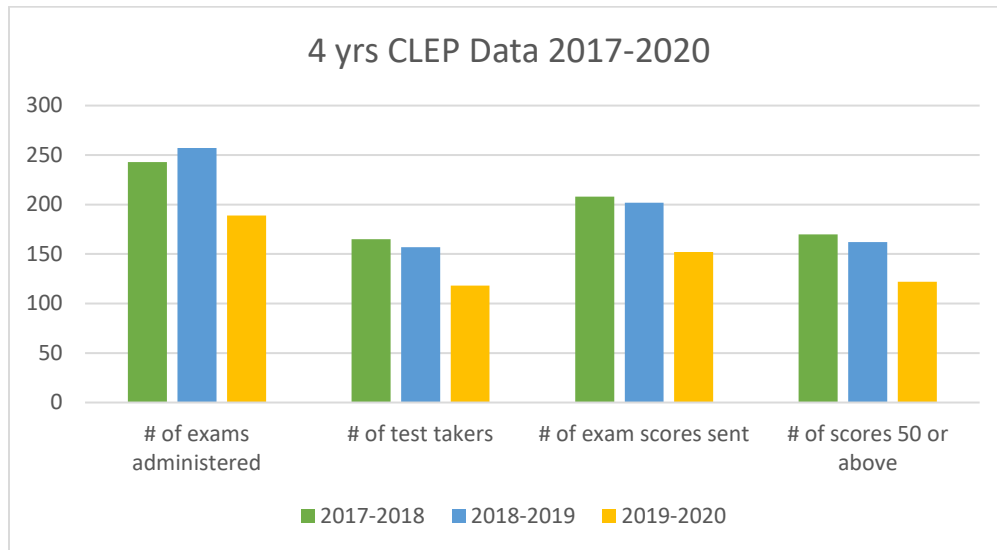
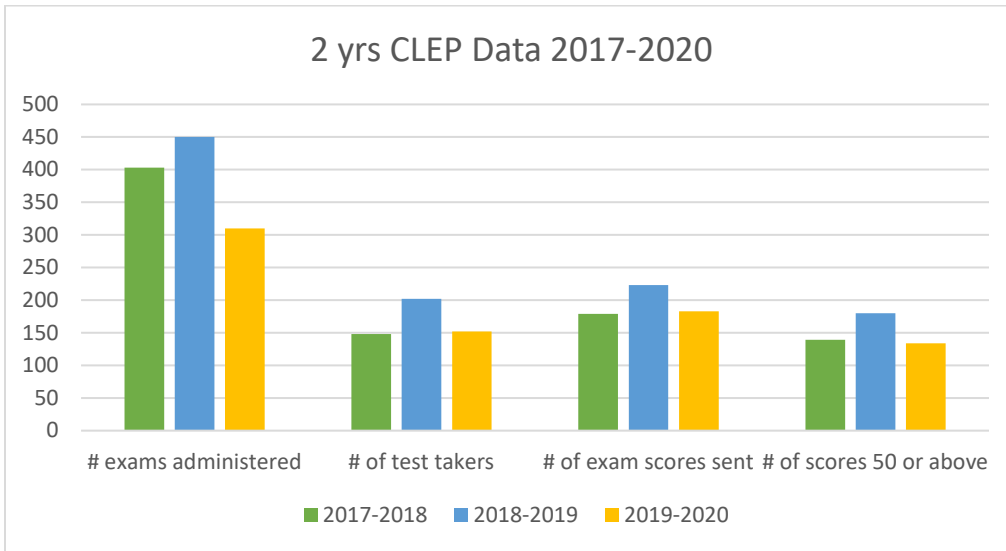
Program Launch and Evaluation

The pilot Ad Astra Micro-Internship program will be launched in early 2021 and will include the creation of separate landing pages for the participating students and employers, public service announcements, and an email and social media campaign.

The efficacy of the program will be assessed quarterly via a review of the number of participating interns and employers, the number of project applications and completed projects, the number of post-internship jobs offered and accepted, and a survey of all the participating interns and employers.

1/5/21

CLEP Data Three -Year Comparison



Top Schools (number of exam scores sent) – in order of most scores sent

2-year institutions

2018-2019		2019-2020	
Seward County Community College	80	Butler Community College – McConnell AFB	36
Barton Community College	44	Seward County Community College	33
Butler Community College – McConnell AFB	36	Garden City Community College	30
Johnson County Community College	18	Johnson County Community College	23
Butler Community College - Andover	10	Barton Community College	19

4-year institutions

2018-2019		2019-2020	
Fort Hays State University	83	Kansas State University	55
Kansas State University	59	Fort Hays State University	52
The University of Kansas	35	The University of Kansas	24

[2020 CLEP Summary Report- KBOR Public 2 year Institutions](#)

[2020 CLEP Summary Report- KBOR Public 4 year Institutions](#)

KANSAS BOARD OF REGENTS POLICY MANUAL

CHAPTER III. SECTION A. ACADEMIC AFFAIRS, ITEM 13

<https://www.kansasregents.org/resources/PDF/About/BoardPolicyManual.pdf>

13. CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH CONCURRENT ENROLLMENTS PARTNERSHIPS

It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 72-11a01 through 72-11a05 provide for these opportunities through the Kansas Challenge to Secondary School Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements, defined as a Concurrent Enrollment Partnership.

While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college-level course to high school students at the high school during the regular high school day. These partnerships must conform to paragraph b. of this policy.

Concurrent Enrollment Partnerships do NOT include the following: (1) programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer; (2) programs in which college faculty travel to the high school to teach separate courses to high school students; and (3) the College Board Advanced Placement Program and the International Baccalaureate Program, which use standardized tests to assess the student's knowledge of a curriculum developed by a committee consisting of both college and high school faculty.

a. Purposes of Concurrent Enrollment Partnerships

As established by the Kansas Board of Regents, the system-wide purposes of Concurrent Enrollment Partnerships are threefold:

i. To Reduce Time-to Degree and Lower Costs

Concurrent Enrollment Partnerships enable students to get an early start on their college education, thus potentially reducing the time required to complete a degree and lowering the costs borne by parents, students and taxpayers.

ii. To Challenge High School Students and Promote College-Level Success

Concurrent Enrollment Partnerships are aimed at providing a college-level learning experience for qualified students by enhancing the amount, level and diversity of learning in high school beyond the traditional secondary curriculum. First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school are especially encouraged.

iii. To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools

Concurrent Enrollment Partnerships are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities

b. Procedures and Standards for Implementing Concurrent Enrollment Partnerships

i. Definitions

For purposes of this policy:

(1) “Concurrent Enrollment Partnership student” means a person who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see paragraph b.v.(2)); has been admitted to an eligible postsecondary education institution as a degree-seeking or non-degree seeking student; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day.

(2) “Concurrent Enrollment Partnership agreement” means a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day.

(3) “Eligible postsecondary institution” means any state university, community college, technical college, municipal university or affiliated institute of technology.

ii. Agreement between Eligible Postsecondary Institutions and School Districts

A Concurrent Enrollment Partnership agreement shall be established between the eligible postsecondary institution and the school district. Such agreement shall satisfy the requirements of K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:

- (1) the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;
- (2) an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution's faculty;
- (3) a clause addressing issues of compensation, awarding of credit and course listings for each party;
- (4) acknowledgement that the academic credit shall be granted for course work successfully completed by the student at the postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit;
- (5) acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;
- (6) acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition; (K.S.A. 72-4417, as amended)
- (7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and
- (8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.

iii. Curriculum Standards, Course Content/Materials, and Assessment of Students

- (1) Courses administered through a Concurrent Enrollment Partnership shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.
- (2) The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.

- (3) Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.
- (4) If a course has been approved by Board staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrently enrolled students.
- (5) College faculty at the postsecondary partner institution shall annually review Concurrent Enrollment Partnership courses in their discipline to ensure that:
- (a) Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections;
 - (b) Concurrent Enrollment Partnership students are being assessed using the same methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;
 - (c) high school faculty are utilizing the same final examination for each Concurrent Enrollment Partnership course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and
 - (d) high school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.
- (6) Remedial/developmental course work shall not be offered as a Concurrent Enrollment Partnership course.

iv. High School Faculty

(1) Qualifications

- (a) High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses shall meet the faculty qualifications and standards established by the nationally recognized agency that accredits the sponsoring higher education institution.
- (b) Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership shall attain instructional eligibility by meeting the academic standards addressed above or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field.
- (c) Postsecondary partner institutions may set higher standards.

(2) Orientation, Professional Development and Evaluation

(a) Before approving high school faculty to teach college-level Concurrent Enrollment Partnership courses, the postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and Concurrent Enrollment Partnership administrative requirements.

(b) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.

(c) Orientation and/or professional development activities shall include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies.

(d) The postsecondary partner institution shall annually conduct evaluations of high school faculty teaching Concurrent Enrollment Partnership courses to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.

v. Student Eligibility for Enrollment, Advising and Student Guides

(1) High school students enrolled in courses administered through a Concurrent Enrollment Partnership shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each Concurrent Enrollment Partnership student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. Concurrently enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a Concurrent Enrollment Partnership course, students shall achieve the same score or subscore on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner institutions may establish higher standards.

(2) Students who are enrolled in grade 9 and are classified by a school district as "gifted" according to the State Department of Education's definition, K.A.R. 91-40-1(bb), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.

(3) The student must be authorized by the high school principal to apply for enrollment.

(4) Advising of students who desire to enroll in Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution.

(5) Students shall be provided with a student guide created as part of the Concurrent Enrollment Partnership that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system.

vi. Concurrent Enrollment Partnership Courses that Include Students Enrolled for Secondary and/or Postsecondary Credit

A course may include students enrolled for postsecondary and/or secondary credit. The postsecondary partner institution is responsible for ensuring that academic standards (course requirements and grading criteria) are not compromised.

c. Reporting of Concurrent Enrollment Partnerships

i. Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:

- (1) Directory information for each high school student enrolled;
- (2) Credit hours generated by each high school student;
- (3) Credentials of faculty teaching Concurrent Enrollment Partnership courses; and
- (4) Concurrent Enrollment Partnership credit hours generated by each high school student.

ii. By January 31 of odd-numbered years, each public postsecondary institution shall provide to Board staff a list of high schools with which it has Concurrent Enrollment Partnership agreements.

For each institution, Board staff will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to the Board office:

- (1) Copy of the Concurrent Enrollment Partnership agreement that includes the criteria described in b.ii.;
- (2) Student Guide for Concurrent Enrollment Partnership students as described in b.v.(5); and
- (3) Report resulting from the annual review of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5)).

iii. By January 31 of odd-numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five-year institutional review of Concurrent Enrollment Partnerships (as described in b.ii.(8)).

iv. All reports shall be reviewed for compliance and the results will be reported to the Board President and Chief Executive Officer.