

CENTRAL OREGON
community college

**Strategic Enrollment Management
2010-11 Report**

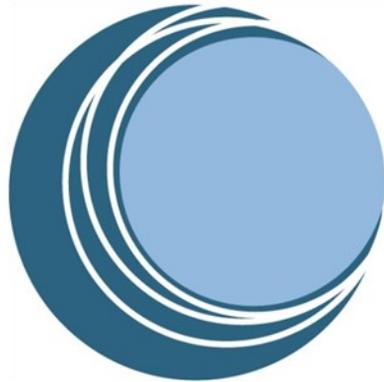
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2011-12 Strategic Enrollment Management Coordinating Team

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With additional thanks to Chris Egertson, Institutional Research



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**Executive Summary:
History, Plan Overview,
Next Steps, Dashboard**

HISTORY

Strategic Enrollment Management (SEM) was established as a Central Oregon Community College (COCC) priority in 2007. The original SEM steering committee researched SEM models, discussed COCC's mission and its relationship to enrollment, analyzed relevant trends and data, and discussed a wide variety of potential directions. The SEM team established four goal areas, and separate work groups met to determine objectives and specific targets for each. The original committee then came back together to recommend the goals, objectives and targets to the Campus Executive Team and COCC Board of Directors.

To support an on-going commitment to SEM, the original SEM Team recommended a new organizational structure, briefly summarized here (see Appendix A for a detailed description):

SEM Leadership Team: The Campus Executive Team serves as the SEM Leadership Team. This team is primarily responsible for approving new SEM goals, objectives and targets, as well as reviewing SEM-related budget requests.

SEM Coordinating Team (SCT): SCT members include broad representation from across the campus. This team's primary responsibility is to: recommend new SEM goals, objectives and targets to the SEM Leadership Team; lead annual SEM task forces focused on specific SEM targets; and develop campus-wide buy-in and participation with SEM goals.

SEM Task Forces: Task forces will be periodically brought together to develop the strategies associated with the specific target areas. Membership is selected from across the campus.

Within this framework, SEM prioritized eight primary targets. This report presents the findings associated with these targets, noting that

work associated with transitional studies is on-going and will remain as a priority for the SEM team.

Following the initial planning, Strategic Enrollment Management at Central Oregon Community College is now operating on a periodic planning cycle (Appendix B). Ideally, SCT will provide the SEM Leadership Team with an annual report on its progress towards existing objectives, recommend strategies towards the next year's objectives, and suggest future SEM objectives. This document is the first of these reports.

SEM PLAN OVERVIEW

COCC's full Strategic Enrollment Management plan includes two overarching institutional SEM goals:

- 3% annual growth in both headcount and FTE.
- Credit and non-credit in-district penetration rate will grow to 10% of district residents by 2011-12.

In support of the broad institutional enrollment goals, the SEM team recommended four additional goals, as well as objectives and targets for each of these goals:

Goals

- Enrollment, Recruitment and Outreach: To meet our mission, it is important that area residents are aware of college offerings and take advantage of appropriate programs and services. The College will continue to help communities achieve their educational goals by promoting COCC as the best choice for most residents, regardless whether the resident is seeking credit or non-credit courses
- Course & Program Offerings: The demographic makeup of the COCC District's citizenship continues to change. The College

will be responsive to the changing demographics and workforce needs of our communities. This includes looking at what, where, when and how courses and programs are offered.

- **Affordability & Financial Access:** COCC recognizes that costs and financial assistance have a significant impact on a student's initial enrollment and long-term retention. Therefore, COCC will develop financial aid strategies that provide prospective and current students with a comprehensive package of institutional, COCC Foundation, state, and federal aid.
- **Persistence & Graduation Rates:** COCC will provide programs and services needed to help increase the persistence and graduation rates of certificate or degree-seeking students, allowing them to reach their educational goals within a reasonable time.

Objectives & Targets

The SEM Team developed specific objectives and targets associated with the above goals; a complete listing of the objectives and targets are included in the full SEM Report (available at www.cocc.edu, "Campus Visitors", "About COCC", "Institutional Research, Planning & Effectiveness", "College Planning"). Realizing the full list was substantial, the SEM Team prioritized the targets and convened four task forces to address strategies needed to meet these targets:

- High School Programs
- Native American Student Enrollment
- Latino Student Enrollment
- Student Persistence and Completion

Four other target areas were also addressed:

- Transitional Studies (supported by an instructional work group)

- Non-Traditional Course Offerings (instructional deans and department chairs assumed responsibility for this goal as part of their regular work in this area)
- Financial Aid Applicants and Financial Aid Awards (the Financial Aid Office assumed responsibility for this goal as part of their on-going work in this area).

Summaries of the work regarding all eight prioritized targets are listed in Section II.

DASHBOARD INDICATORS

Target Area	Target	2007-08 Data	2009-10 Data	Progress
High School Programs	Students who participate in COCC courses (College Now/Transfer, College Now/CTE, Concurrent) while in high school will succeed at rates equal to their college counterparts.	CN/T: 77% CN/CTE: 96% Concur: 77%	CN/T: 90% CN/CTE: 87.5% Concur: 81.3%	●
Latino/a Students	By the end of 2011-12, Latino/a students will represent 7.5% of annual credit student headcount.	395 (4.8%)	582 (5.7%)	◐
Native American Students	By the end of 2011-12, Native American students will represent 3.5% of annual credit student headcount.	230 (2.8%)	269 (2.6%)	○
Persistence: Credit Students, Term to Term	By the end of 2011-12, 72% of first-time, certificate or degree-seeking freshman will return for a second consecutive term.	70.6%	81%	●
Persistence: Credit Students, Long-Term	By the end of 2011-12, 50% of first-time, certificate or degree-seeking freshman will return for at least three terms during a two-year time period.	Fall 2005 Cohort: 44%	Fall 2007 Cohort: 55%	●
Graduation Rates: Career & Technical Education	By the end of 2011-12, 25% of students who declared a Career & Technical Education major will receive a certificate or degree within four years.	2001-03 Average: 20%	Fall 2006 Cohort: 21%	○
Graduation Rates: Transfer Majors	By the end of 2011-12, 20% of students who declared a transfer major will receive a certificate or degree within four years.	2001-03 Avg: 14%	Fall 2006 Cohort: 12%	○
College Preparedness: Students at Developmental Level	By the end of 2011-12, 60% of students who test into developmental writing and math will complete 70% or more of their registered credits with a 2.0 GPA their first term.	50%	63%	●
Credit Course Scheduling	By the end of 2011-12, increase the number of credit courses offered by non-traditional methods by 12%.	546 classes	951 classes (2010-11 Data)	●
Number of Students Applying for Aid	By 2011-12, increase the percentage of current students applying for federal financial aid to 60%.	57%	79%	●
Number of Students Awarded Aid	By 2011-12, increase the percentage of current students awarded any type of financial aid to 55%.	50%	71%	●

● = Goal Met ◐ = Progress Toward Goal ○ = Additional Work Needed

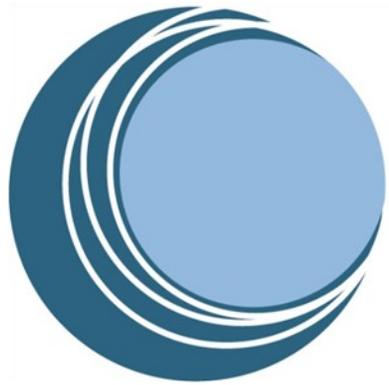
STRATEGY RECOMMENDATIONS

The individual task force reports provide a detailed listing of strategies associated with each goal area. Recognizing the magnitude of implementing all strategies, the SEM Coordinating Team prioritized the strategies. The following were approved by the SEM Leadership Team:

Strategy	Task Force	Notes
Learning Communities	Native American Students Latino Students Persistence & Completion	Currently being developed by Director of Multicultural Activities, an Instructional Dean and applicable departments for implementation in fall 2011.
Mandatory Prerequisites	Persistence & Completion	Currently being addressed through an Academic Affairs task force; recommendation anticipated by end of spring 2011.
Peer-assisted interventions targeted towards high attrition courses	Persistence & Completion	Research shows that “intrusive” interventions, especially those guided by peers, can have a positive effect on short-term persistence, as well as provide students with the skills needed to be academically successful in the long-term. Attaching those interventions to courses with higher attrition rates and/or courses that are traditionally taken at the beginning of a student’s academic career, will provide the opportunity to positively affect student persistence increases even more. A task force will be convened in fall 2011 to develop a comprehensive proposal to address this strategy.
Bridge Programs	Persistence & Completion	Bridge programs typically include linked or integrated coursework, coupled with intensive support services targeted towards development of social skills, building connection to the campus and helping students manage the transition to college. A task force will be convened in fall 2011 to develop a comprehensive proposal to address this strategy.

In addition to the above significant initiatives, the SEM Leadership Team also approved the following strategies, each of which will be developed within appropriate campus departments and through existing resources:

- Publications in Spanish and a “COCC en Español” link on website: Information will be targeted towards the parents and families supporting Latino/a students.
- Native American Student Resource Guide
- Expand Faculty and Staff Training
- Develop hiring practices to recruit a more bilingual and bicultural workforce.
- Outreach and recruitment campaigns targeted towards Latino/a students
- Development of an ethnic studies program to focus on Latino/a and Native American cultures



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Task Force Reports

High School Programs

Goal Descriptor	Students who participate in COCC courses while in high school will succeed at rates equal to their college counterparts.
2007-08 Baseline Data	College Now/Transfer: 77%; College Now/CTE: 96%; Concurrent: 77%
2009-10 Progress	College Now/Transfer: 90%; College Now/CTE: 87.5%; Concurrent: 81.3%
Progress Indicator	●

Task Force Process, Key Findings and Strategies

The High School Programs task force reviewed the programs offered for district high schools (Expanded Options, Advanced Diploma, College Now/Transfer and CTE, and Concurrent Enrollment), key data points associated with these programs and developed additional data questions. The data demonstrated that students participating in high school programs are succeeding at rates higher than their college counterparts. It is important to point out that the data looked at overall success rates of individual *classes*. Measuring the success rate of individual students proved difficult as students may be participating in a variety of high school programs, thereby affecting their student type and making it difficult to differentiate whether or not a student is a College Now/Transfer, College Now/CTE or other category.

Regardless, task force members found that the majority of high school students participating in COCC classes are succeeding at rates higher than their college counterparts, thereby meeting the SEM goal. Given the success of these programs, the task force recommends increasing participation in these programs through the following strategies:

- Increase recruiting for College Now and Expanded Options
- Pay for College Now course textbooks
- Require academic advising for all high school students

Task Force Members

Seana Barry , Admissions; Chris Egertson, Institutional Research; Shawna Elsberry, Director of Retention; Debbie Hagan, College Now; Kathy McCabe, Criminal Justice faculty; Jim Moodie, Biology faculty

Latino Students

Goal Descriptor	By the end of 2011-12, Latino/a students will represent 7.5% of annual credit student headcount.
2007-08 Baseline Data	395 Students (4.8%)
2009-10 Progress	582 Students (5.7%)
Progress Indicator	

Task Force Process, Key Findings and Strategies

The task force met regularly throughout winter and spring terms 2010. During this time, the task force reviewed SEM, institutional and regional data, and national trends. Through this research, the task force brainstormed a list of strategies to recruit and retain Latino/a students, as well as create a welcoming campus climate and prioritized this list based on proven best practices:

- Faculty/Staff Training in Cultural Awareness, modeled after *The Puente Project* (www.puente.net)
- Develop hiring practices to encourage a more bilingual and bi-cultural staff
- Publications in Spanish, with an emphasis towards the parents and families supporting Latino students
- “COCC en Español” link on COCC website
- Retention Model: Develop a comprehensive retention program to include culture-specific training for all employees; strengthen relationships with high school counselors; Summer Bridge program; academic advising; high school to college transition skills; Learning Community geared towards the Latino/a culture; Latino/a student “family” program
- Develop a Latino/a ethnic studies academic program

Supporting Campus Initiatives

To help support a growing Latino student population, COCC hired a .75 FTE Latino Student Program Coordinator, a position new to the

College. This position will primarily focus on the recruiting and retention initiatives focused towards Latino students, but will also serve as a general resource to the campus in better understanding the Latino culture and as a liaison to various Latino-based community agencies.

Task Force Members

Kevin Multop, Financial Aid; Karen Roth, Multicultural Activities; Shannon Turner, Admissions/Records; Jessica De la O, OLI/Instruction; Jason Garrett, Instruction

Native American Students

Goal Descriptor	By the end of 2011-12, Native American students will represent 3.5% of annual credit student headcount.
2007-08 Baseline Data	230 Students (2.8%)
2009-10 Progress	269 Students (2.6%)
Progress Indicator	○

Task Force Process, Key Findings and Strategies

The SEM Native American Student Task Force was charged with reviewing best practices supporting the access and persistence rates of Native American students and tailoring those practices to fit the COCC environment. The committee met, shared their backgrounds and interests in working with Native American students, reviewed existing data points, and brainstormed areas of possible growth and improvement. Additionally, the task force reviewed colleges and universities that successfully support their Native American students, insights were shared on how COCC and the Confederated Tribe of Warm Springs could improve communication and partner on projects and research was done on possible instructional programs to support and promote Native American students and their heritage. Of particular assistance was the “Pathways for Native American Students: A Report on Colleges and Universities in Washington State” (Evergreen State College).

Based on this research, the task forces recommends the following strategies:

- Native American Resource Guide
- Native American Studies Academic Program
- Cultural Learning Communities

Future strategies include:

- Expand the Warm Springs summer bridge program to a full

academic year;

- Develop an indigenous outdoor cooking area in conjunction with the new culinary building;
- Promote a Native American presence on the Madras Campus in the form of artwork, meeting space, activities; and
- As plans for new residence halls develop, research providing a possible residential community of Native American students.

Task Force Members: Brynn Pierce, Institutional Research; Justine Connor, Native American Program Coordinator; David Dona, Fiscal Services; Reina Estimo, Student Representative; Tina Redd, Humanities/Writing Faculty

Persistence & Completion

Goal Descriptor	By the end of 2011-12, 72% of first-time, certificate or degree-seeking freshman will return for a second consecutive term.
2007-08 Baseline Data	70.6%
2009-10 Progress	81%)
Progress Indicator	●
Goal Descriptor	By the end of 2011-12, 50% of first-time, certificate or degree-seeking freshman will return for at least three terms during a two-year time period.
2007-08 Baseline Data	Fall 2005 cohort: 44%
2009-10 Progress	Fall 2007 Cohort: 55%
Progress Indicator	●
Goal Descriptor	By the end of 2011-12, 25% of students who declared a Career & Technical Education major their will receive a certificate or degree within four years of starting classes.
2007-08 Baseline Data	2001-03 Average: 20%
2009-10 Progress	Fall 2006 Cohort: 21%
Progress Indicator	○
Goal Descriptor	By the end of 2011-12, 20% of students who declared a transfer major will receive a certificate or degree within four years of starting classes.
2007-08 Baseline Data	2001-03 Average: 14%
2009-10 Progress	Fall 2006 Cohort: 12%
Progress Indicator	○

Task Force Process, Key Findings and Strategies

“Success”, in its simplest form, is defined as an institution’s ability to create systems that enable students to persist beyond issues and challenges to meet their educational goals. Using this as a starting point, as well as with a focus on the SEM persistence and completion goals, the task force reviewed the following supporting information:

- National and State Initiatives (American Graduate Initiative,

40-40-20, State Student Success Steering Committee data and key performance measures, Oregon’s “Milestone and Momentum Points”, State Student Persistence and Completion Task Force charge)

- Retention research from Vincent Tinto, Center for Community College Student Engagement, ACT, and Alan Seidman
- COCC CCSSE data
- 27 Best Retention Practices (from the Oregon Student Success Committee)

- COCC Data: CCSSE, information on developmental courses; information on “at-risk” courses (courses with high attrition rates); COCC data as it aligned with the State of Oregon’s “Milestone and Momentum Points”
- Miscellaneous articles on retention and student success best practices

This research demonstrated that active interventions, done early, done often and done at multiple points throughout a student’s educational career, are key to long-term student success. There is no “silver bullet” solution to improve a student’s opportunities for success; rather, a multi-prong approach is key. Recommended strategies include:

- Peer-assisted interventions targeted towards high attrition courses
- Mandatory prerequisites
- Learning communities
- Bridge programs

While the above were considered priority, high impact strategies, the task force also recommends the following as part of a long-term student success plan:

- Embedded study skills for high attrition courses
- Early alert programs
- Specialized programs/support services for students testing into developmental levels
- Mandatory orientation
- Relationship building activities
- Expand services to Redmond campus

Supporting Campus Initiatives

Student success is at the core of COCC’s programs and services. However, given institutional enrollment growth, few resources were available to focus on new initiatives supporting student persistence

and completion. Research demonstrated that those institutions most successful in this regard chose to intentionally focus resources on retention initiatives, supported through staffing specifically dedicated to retention. Recognizing this need, COCC created and funded a full-time “director of retention” position, and filled this position in winter 2011. Primary responsibilities with this position include developing a campus-wide “early alert” system, researching and recommending appropriate peer-assisted intervention strategies, creating appropriate interventions targeted towards academic warning students, coordinating pre-enrollment success services/strategies and serving as the student services liaison to learning community initiatives.

Additionally, COCC is implementing DegreeWorks, a degree audit tool that not only allows transcript and degree evaluators to electronically review student progress toward certificate or degree requirements, but also has an online module allowing students and their advisors to track progress and utilize a “what if” module to determine if other certificate or degree options are possible. In addition to these primary features, DegreeWorks includes the ability for an institution to run a variety of reports to better promote certificate or degree completion amongst various populations. It is anticipated that this solution will be available for faculty and advisor use by fall 2011, and for students by winter 2012.

Task Force Members

Jake Agatucci, English Faculty; Theresa Freihoefer, Business Administration Faculty; Lynne Hart, Library; Thurman Holder, CAP Center; Alicia Moore, Student & Enrollment Services; Margaret Peterson, HHP Faculty; Brynn Pierce, Institutional Research; Anne Walker, Disability Services

College Preparedness: Students at Developmental Levels

Goal Descriptor	By the end of 2011-12, 60% of students who test into developmental writing and math will complete 70% or more of their registered credits with a 2.0 GPA their first term.
2007-08 Baseline Data	50%
2009-10 Progress	63%
Progress Indicator	

Task Force and Current Status

In support of the above goal, COCC's instructional administration convened a task force in spring 2010 to begin the evaluation and potential redesign of developmental education at COCC. As part of this redesign, developmental education was renamed "Transitional Studies." COCC has traditionally offered transitional studies in different areas of the College, with little coordination or "big picture" oversight. Adult Basic Education (ABE) and English Language Learning (ELL) were under the direction of the Dean of Continuing Education and Extending Learning, while other developmental programs such as math, CIS, writing, and human development were housed in their respective academic departments. While the task force is not proposing moving all pre-college courses into one, single department greater coordination among the different areas should take place. Furthermore, this task force is interested in making sure that students are able to persist from one level to the next more effectively. The task force is still in its fact-finding stages, so there are no key findings to report, nor any strategies that will request funding at this time. The task force's work will continue into the 2011-12 academic year and remain a priority for COCC's SEM planning.

Supporting Campus Initiatives

In addition to the work of the above task force, the College pursued a redesign of the delivery of Math 60 and Math 65, allowing students to successfully complete these courses at a higher rate and more of a self-paced format. Discussions are underway to consider expansion of this delivery format to Math 20 and Math 95.

Task Force Members

Shawna Elsberry, Director of Retention and Human Development Instructor; Carolyn Eskey, Human Development instructor; Diana Glenn, Instructional Dean; Debbie Hagan, Adult Basic Education and Secondary Programs; Amy Harper, Social Science; Sara Henson, Human Development Faculty; Karin Hilgersom, Vice President for Instruction; Mike Holtzclaw, Instructional Dean; Julie Hood, Science and Allied Health Faculty; Julie Keener, Math Faculty; Carol Moorehead, Dean of Extended Learning and Continuing Education; Ron Paradis, College Relations and SEM Team Member; Brynn Pierce, Institutional Research; Maggie Triplett, Humanities Faculty; Vickery Viles, CAP Center Director.

Credit Course Scheduling

Goal Descriptor	By the end of 2011-12, increase the number of credit courses offered by non-traditional methods by 12%.
2007-08 Baseline Data	546 classes
2010-11 Progress	951 classes (+49%)
Progress Indicator	●

Current Status

Responsibility for scheduling of classes is under the direction of academic department chairs, with oversight from the instructional deans and vice president for instruction. Factors influencing course offerings include past enrollment trends, availability of qualified instructors, size of waitlists, and ability to find open, appropriate rooms. "Non-traditional methods" is defined as online, hybrid, evening, weekends and outside of Bend.

Since 2007-08, a push towards offering more hybrid-formatted classes, enrollment growth at the Redmond campus, and growth across the College has helped COCC reach SEM targets for non-traditional course offerings:

	2007-08	2010-11	% Change
Online	72	176	145%
Hybrid	36	64	77%
Weekend	64	81	27%
Non-Bend	466	646	39%
Total	638	951	49%

Financial Aid

Goal Descriptor By 2011-12, increase the percentage of current students applying for federal financial aid to 60%.
 2007-08 Baseline Data 57%
 2009-10 Progress 79%
 Progress Indicator ●

Goal Descriptor By 2011-12, increase the percentage of current students awarded any type of financial aid to 55%.
 2007-08 Baseline Data 50%
 2009-10 Progress 71%
 Progress Indicator ●

Current Status

Although 2010-11 data for is not yet available, it has already become clear that the college has well surpassed its original goals for aid applicants:

	2007-08	2008-09	2009-10
Certificate/Degree-Seeking Students	4,771	5,997	7,536
# students who applied for aid	2,701	4,127	5,933
% students who applied for aid	57%	69%	79%
# students awarded aid	2,476	3,726	5,382
% students awarded aid	52%	62%	71%

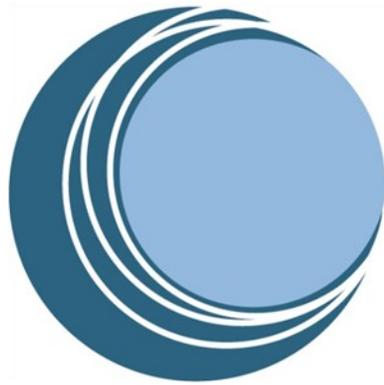
Strategies

External forces have certainly influenced these numbers (e.g., economic downturn, government media campaign, increased funding, etc.) At the same time, COCC’s Financial Aid staff also took a proactive approach in support of these targets:

- Expanded Outreach: COCC’s Financial Aid Advisor has expanded financial aid outreach activities to include classroom visits, group workshops and individual appointments. The College also participates in statewide initiatives such as College Goal Oregon and College Night in Oregon.
- Technological Efficiencies: With the help of the Information Technology Services Department, the FA Office has taken advantage of current and new technologies to become more efficient in reviewing, awarding and delivering financial aid.
- Improved Communications: Improved communications, both in terms of type and frequency, has resulted in better response rates, as well as allowed staff to create customized “promotional” campaigns encouraging students to apply early.

Next Steps

Because of the success rate of recent initiatives, SCT recommends maintaining current strategies supporting this goal. Careful monitoring will be needed to ensure that staffing and technology levels support expanded enrollment so that students may continue to receive aid in a timely and reasonable fashion.



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Appendix

Appendix A: SEM Organizational Structure

Strategic Enrollment Management Leadership Team	
<p>Campus Executive Team</p> <ul style="list-style-type: none"> President Vice President of Instruction Vice President of Administration Chief Financial Officer Dean of Student & Enrollment Services Director of College Relations 	<p>Team Responsibilities</p> <ul style="list-style-type: none"> Review progress towards annual SEM goals Approve new SEM goals Consider SEM goals in budget allocations
Strategic Enrollment Management Coordinating Team (Recommends to SEM Leadership Team)	
<p>Team Members:</p> <ul style="list-style-type: none"> Instructional Dean Associate Chief Financial Officer Director of Admissions/Registrar Director of Financial Aid Director, CAP (Career, Academic & Personal Counseling) Center Director of Retention Two Faculty (one CTE and one transfer faculty) Institutional Research Coordinator 	<p>Team Responsibilities:</p> <ul style="list-style-type: none"> Develop and maintain annual SEM Report. Report to the Campus Executive Team quarterly as to progress towards goals and current activities. Provide leadership to the SEM Task Forces. This will include at least one ECG member sitting on each task force in order to provide the historical SEM context, provide needed data and other resource support and serve as a liaison between the task force and ECG. Recommend annual budget packages based on SEM objectives. Develop and implement strategies for priority objectives not being considered by a SEM task force. Keep the campus engaged with and informed about SEM goals and core concepts.
Strategic Enrollment Management: Topic-Specific Task Forces (Recommends to SEM Coordinating Team)	
<p>Task Force Members:</p> <ul style="list-style-type: none"> Volunteers from across campus chosen based on topic and areas of interest At least one member of SEM Coordinating Team 	<p>Task Force Responsibilities:</p> <ul style="list-style-type: none"> Each task force to focus on one SEM objective Research and develop strategies to reach SEM objective Recommend strategies to SEM Coordinating Team

Appendix B: SEM Planning Cycle

