

**Center for Community Engaged Learning
Program Review Action Plan
Fall 2022**

Recommendation	Plan of Action	Timeline
<i>Alignment with WSU's Strategic Plan</i>		
<p>1) Over the past few years the review teams note that CCEL has operated in an environment of tumultuous and unrelenting change, and that environment has created some stress within the center. For that reason, it is important for the responsible WSU administrators to be mindful of the value of a stable working environment and the reassurance that clear, consistent and ongoing communications can foster.</p>	<p>1) CCEL leadership will continue to have regular meetings with CCEL supervisors and commit to openly communicate updates regarding internal changes and transitions. CCEL leadership will ensure CCEL supervisors have a clear understanding on how changes external to CCEL will impact the trajectory and growth of the center.</p> <p>2) Within the center, CCEL leadership commits to fostering a culture of transparency and accountability through open and continuous communication with staff, including student workers. This includes regular, scheduled staff meetings and one-on-one meetings with staff members. CCEL leadership is committed to fostering reciprocal communication and a safe place for expressing a variety of perspectives. Center staff, including leadership, will receive ongoing training and commit to a process of self reflection to help foster an inclusive environment.</p>	<p>Ongoing and continuous</p>
<p>2) This is a critical juncture for CCEL leadership. Perhaps the highest recommendation of the review team is that the process of establishing the next CCEL guard considers local, regional and national candidates.</p>	<p>1) Current CCEL leadership (Fall 2022) commit to supporting all efforts to attract a pool of local, regional, and national candidates. This includes efforts to secure the funding to support such a position by advocating for CCEL to appropriate stakeholders and publicizing the job advertisement to diverse local, regional and</p>	<p>1) Fall 2022 as needed 2) October and November 2022</p>

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	<p>national networks to attract a diverse group of candidates.</p> <p>2) CCEL leadership and staff also commit to contributing to the executive director job description to help ensure that candidates understand the current reality and trajectory of the center. We will work with the appropriate stakeholders to ensure that the job description reflects current priorities within the center and update to reflect current national trends.</p>	
<p>3) The WSU Strategic Plan states: “At the end of their first year at WSU, 80% of students, faculty and staff from traditionally underserved populations will report a sense of belonging at the university.” Conversations with students indicate that CCEL has created an environment where a diverse student population feel welcomed, supported and that they belong. Given this, CCEL is well positioned to support WSU as it pursues this strategic outcome. The team recommends that WSU recognize and support CCEL as it embraces this element of the university strategic plan.</p>	<p>1. Develop a Marketing Plan</p> <ul style="list-style-type: none"> ● Develop the messaging that will be used to target different audiences to help share the purpose of CCEL and the benefits, programs and services it provides (why, who, what, etc.). This includes utilizing any relevant marketing materials and strategies from the institution’s marketing strategies. ● Create products and materials that contain relevant information about CCEL to its different stakeholders. This includes the purchases of giveaways and promotional items, handouts, presentations, etc. ● Implement the plan for distribution. Identify areas within CCEL who will be leading these efforts to ensure this is getting to the places and stakeholders for which they were designed. <p>2. Develop an Outreach Plan and Identify Target Audience</p> <ul style="list-style-type: none"> ● Develop an outreach message ● Develop outreach strategies to increase student awareness and understanding of CEL and thus student involvement with CEL, which is demonstrated to improve student retention. ● Determine capacity to focus on outreach - what can happen automatically (immediately) versus 	<p>1) By March/April 2023 2) Summer 2023 3) Summer 2023</p>

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	<p>what is long-term or needs to be developed over time (prioritize high-yield events, programs, etc.)</p> <p>3. Develop a Sense of Belonging for WSU Stakeholders</p> <ul style="list-style-type: none"> ● Consult with literature and experts to understand “sense of belonging” among college students ● Incorporate sense of belonging questions from Institutional Effectiveness into the surveys (students) we are distributing <ul style="list-style-type: none"> ○ Compare to IE’s baseline ● Develop a plan for outreach using the survey results to drive decisions 	
<p>4) The assessment measures most often used by CCEL and those used by the university planning committee could be better aligned. For example, CCEL measures the hours of community service provided by students while the WSU strategic plan is focused upon the number of students engaged in high impact educational practices which include community engaged learning. While various units within the university may be especially concerned with particular metrics, it would be worthwhile to consider the extent to which WSU’s critical success measures are synchronized with the measure most commonly used by CCEL.</p>	<p>Previous to the external review process, CCEL had not officially determined which WSU strategic plan outcomes it should or can address. After reviewing the outcomes determined by the CCEL strategic planning process, the CCEL assessment workgroup identified three outcomes to which CCEL directly contributes. In addition, CCEL is in need of an in-depth review of all data needs, data systems, and data collection procedures. The scope of the action plan addresses assessment measures only as they relate to the external program review’s recommendation. A comprehensive data review is a related, but a separate project.</p> <ol style="list-style-type: none"> 1. Develop data collection tools that are aligned with WSU strategic plan, accreditation process and reapplication for the Carnegie Classification for Community Engagement, and create a timeline for data collection. Additionally, develop a timeline for a continuous improvement process. 2. Finalize and receive approval on WSU strategic plan outcomes that CCEL will address. We anticipate we will address the three metrics below, potentially more.: <ol style="list-style-type: none"> a. Approval will come from Brenda Kowalewski and Dianna Abel. 	<ol style="list-style-type: none"> 1) Fall 2022 2) Fall 2022 3) Spring 2023 4) Spring/Summer 2023

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	<p>b. Metrics:</p> <ul style="list-style-type: none"> i. (Equity, Diversity, and Inclusion) By the end of FY 2025-26, 100% of academic and student support units will implement equity-minded accountability and assessment practices and an annual reporting requirement that includes measures such as the participation and/or success rates of students disaggregated by race/ethnicity, socioeconomic status and gender. ii. (Equity, Diversity, and Inclusion): At the end of their first year at WSU, 80% of students, faculty and staff from traditionally underserved populations will report a sense of belonging at the university. These underserved populations include, but are not limited to, Black, Indigenous, and People of Color (BIPOC), LGBTQIA, first-generation students, people with disabilities, people from underrepresented religious backgrounds, undocumented/Deferred Action for Childhood Arrivals (DACA) students and students of low socioeconomic status. iii. (Personal Connections and Academic Excellence): Every program should include at least two opportunities that promote a strong connection and a sense of belonging to the university community, such as HIEE co-curricular programs, immersive projects and Student Involvement and Leadership (SIL) activities. 	

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	<ul style="list-style-type: none"> iv. (Community Anchor Mission): 25% of WSU faculty are engaging their teaching, research and service agendas to address social, cultural, economic and environmental challenges facing our communities, including the East Central Neighborhood of Ogden. 3. Conduct a review of secondary data that is collected by the university. Anticipated completion date: <ul style="list-style-type: none"> a. Determine which sources can contribute to CCEL’s reporting and which tools can be used for CCEL’s primary data collection. b. Connect with the Office of Institutional Effectiveness (OIE) on secondary data and better understand what data OIE is planning to collect to measure community impact for accreditation and reapplication of the Carnegie Classification for Community Engagement. 4. Determine what primary data collection CCEL is already collecting or willing to initiate collecting: <ul style="list-style-type: none"> a. Identify what CCEL is already doing in data collection (i.e., surveys, GivePulse, etc.) b. Have conversations to determine what additional data we intend to collect. 	
<i>Contribution to the Local Community</i>		
<p>1) Provide further training and demonstrations on how to more effectively utilize GivePulse in linking students with opportunities in the community.</p>	<ul style="list-style-type: none"> 1) Develop a GivePulse presentation training directed at students <ul style="list-style-type: none"> • Test out with CCEL students and refine based on feedback. • Outline the main points of GivePulse students should be familiar with. <ul style="list-style-type: none"> ○ Save in Box 2) Train CCEL staff members on the GivePulse presentation so that anyone can provide class presentations. 	<ul style="list-style-type: none"> 1) By Spring 2023 2) Spring 2023 3) Every semester 4) Every semester 5) Academic year 2023-2024 6) Ongoing 7) Summer 2023

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	<ul style="list-style-type: none"> ● Identify staff that are able to present throughout the day. <p>3) Refine training materials to ensure pertinent information is being presented.</p> <ul style="list-style-type: none"> ● Review GivePulse updates to ensure training applies. <p>4) Email CEL course instructors to offer support/classroom presentations for GivePulse – beginning of each semester and add the information to the CCEL website.</p> <ul style="list-style-type: none"> ● Gather a list of instructors each semester or utilize GivePulse to send an email to Instructors <p>5) Create a tips and tricks sheet on how to integrate GivePulse into Canvas for Faculty.</p> <ul style="list-style-type: none"> ● Review Support pages about GivePulse LTI Integration with Canvas <p>6) GivePulse on Social Media</p> <ul style="list-style-type: none"> ● Work with the student to post GivePulse opportunities or QR Codes on social media to make it more easily accessible to students <p>7) Semester Newsletter</p> <ul style="list-style-type: none"> ● Identify tips and tricks that will help faculty promote GivePulse in their courses. 	
<p>2) Organize speed networking sessions to provide for thicker connections between faculty and community partners.</p>	<p>CCEL already holds twice annual speed networking events. In order to improve their effectiveness, we propose the following changes:</p> <p>Short-Term Goal (Less than one year)</p> <ul style="list-style-type: none"> ● Identify what date/ time /location works best for faculty to be able to attend the event <ul style="list-style-type: none"> ○ Gather feedback from community partners and faculty members through a short survey at the end of the speed networking event <ul style="list-style-type: none"> ■ Implement feedback provided at previous events to have a more productive event. 	<p>1) By Summer 2023 2) By Summer 2024 3) By Summer 2025</p>

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	<ul style="list-style-type: none"> ○ Hold event twice a year ● Implement a requirement that Communities of Practice (CoP) participants, led by the CCEL Faculty-in-Residence, participate in the Speed Networking Event <ul style="list-style-type: none"> ○ CoP participants will have developed a prospective project to engage a partner on ○ Through the speed networking event, faculty will find at least one community partner with whom they can develop a relationship and work on implementing the project. ○ Integrate project into CEL course <p>Medium-Term Goal (One to two years)</p> <ul style="list-style-type: none"> ● Develop advertising and outreach methods that will attract a great variety of participants <ul style="list-style-type: none"> ○ Retool messaging to ensure that stakeholders understand what they will get from participating in the events ○ Distribute information through multiple channels <ul style="list-style-type: none"> ■ WSU Announcements ■ Student Affairs newsletters ■ College/department meetings/retreats ■ New Faculty Retreat ■ GivePulse Messages ○ Track what happens to the relationships that were initiated at the event. How many collaborations actually result and are there any other benefits? ● Create a list of prospective participants <ul style="list-style-type: none"> ○ CEL Instructors ○ Ensure that at least one faculty member from each college is able to come 	

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	<ul style="list-style-type: none"> ○ Community partners <p>Long-Term Goal (More than two years)</p> <ul style="list-style-type: none"> ● Ensure that faculty and community partners see social networking as the principal way to find a “match” for their projects or classes. This will result in: <ul style="list-style-type: none"> ○ More CEL designated courses ○ Better engagement and retention of community partners 	
<p>3) Provide copies of syllabi to community partners.</p>	<p>Sharing syllabi and/or learning outcomes with community partners could help ensure that community partners have an accurate understanding of how community engagement opportunities are meant to help students achieve specific learning outcomes. This will be especially beneficial for long-term and deeper community engagement opportunities.</p> <ol style="list-style-type: none"> 1) Set up a way in GivePulse for faculty to share syllabi or learning outcomes immediately. 2) Determine the criteria for when learning outcomes or syllabi MUST be shared or it is highly recommended they be shared. 3) Educate and do outreach to faculty about when they must share their learning outcomes and what the benefits are. 4) Track which courses are sharing learning outcomes. 5) Assess whether the sharing of learning outcomes has benefited community partners and students. <p>Determine ways in which other institutions are implementing this support/service, or not, and how they are facilitating the process.</p> <ol style="list-style-type: none"> 1) Connect with Utah institutions to learn who is sharing syllabi with community partners or why they are not 	<ol style="list-style-type: none"> 1) Summer 2023 2) Fall 2023 3) Winter 2023-24 4) Spring 2025 5) Summer 2025 <ol style="list-style-type: none"> 1) Fall 2022 2) Summer 2023

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	<p>2) Implement any strategies that are shared that make sense to utilize at WSU</p>	
<p>3) CCEL Research Extension warrants greater infrastructural support.</p>	<p>1) The university can demonstrate its support of the CRE through continued financial support and support of its expanding mission. At a minimum, this includes the ongoing payment of rent and other expenses like telephone. Currently the director of research position is scheduled to move to soft funding for the 2024-25 academic year. Considering the importance of community research to supporting the mission of the university, we would advocate for the position to remain hard funded indefinitely.</p> <p>2) In order to continue to grow, the CRE needs to implement its own research agenda. In order to do this, it needs to have PhD level researcher(s) on staff who are responsive to the most pressing needs of the community. We would recommend hiring a rotating researcher on a 3-year contract in order to meet those needs.</p> <p>3) In addition, the CRE needs stronger ties with faculty in all the academic colleges. This will help us better meet the needs of community research projects we do not have the bandwidth or expertise to carry out and would give faculty more opportunities for community engagement or community engaged research. Currently, the CRE is more well-known in the community than on campus. The first step in changing this is to ensure that more faculty and deans on campus understand our mission, experience, work, and contributions to research on campus. As such, we will work with deans and the Provost's office to figure out opportunities to better tell the CRE's story and improve our on-campus exposure.</p>	<p>1) Decision needed as soon as possible</p> <p>2) Hire for Fall 2024</p> <p>3) Start Summer 2023</p> <p>4) Start Summer 2024</p>

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<i>Support of Faculty and Staff on Campus</i>		
<p>1) It is critical for WSU to undertake a thoughtful evaluation of the current system of faculty recognition and rewards and determine the extent to which community engagement is required, expected and rewarded within WSU’s existing structures for tenure, promotion, salary and other forms of faculty recognition.</p>	<ol style="list-style-type: none"> 1) Find a faculty member who would be willing to convene a committee of faculty members from all the colleges who are willing to be champions of addressing the tenure and promotion challenges of their college. Recruit faculty members to committee 2) Collate and compare all tenure and promotion requirements. 3) Determine an initial plan of action to tackle this problem in individual colleges 4) Start getting approvals for changes in tenure documents 	<ol style="list-style-type: none"> 1) Spring 2023 2) Summer 2023 3) Fall 2023 4) Fall 2023 and Spring 2023 5) Fall 2024
<p>2) Support and expand the faculty in residence program.</p>	<p>CCEL will work to expand faculty engaging with community engagement to help meet WSU’s strategic goals. We also want to improve and deepen our support of faculty and get a better sense of how CEL is being implemented and assessed. With more faculty being involved and better tracking of how CEL is being implemented, we anticipate needing to hire another faculty-in-residence to assist with those CEL faculty.</p> <ol style="list-style-type: none"> 1) Start the conversation and make a plan about the need for another faculty in residence. 	<ol style="list-style-type: none"> 1) Fall and Spring 2023
<p>3) Create a faculty learning community within CCEL.</p>	<p>WSU already has a faculty learning community in the form of the Community of Practice</p> <p>Current Vision of CCEL’s Community of Practice (CoP)</p> <ol style="list-style-type: none"> a. To expose and celebrate the individuals and sectors of the Center for Community-Engaged Learning, CCEL invites the gathering of up to ten (10) WSU faculty and staff members to meet throughout the fall and spring semesters. This community of practice provides faculty and staff with an introduction to community-engaged learning. Members of the CoP will explore 	<ol style="list-style-type: none"> 1) Fall 2022 2) Fall - Spring 2023 3) Spring - Summer - Fall 2023 4) Academic Year 2023-24

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	<p>community engagement pedagogies, student reflection design, reciprocal partnership building, community research models, community project design, and a variety of additional topics. Members will also network with community partners.</p> <ul style="list-style-type: none"> i. Make adjustments to the curriculum <p>1. Short-Term Goals</p> <ul style="list-style-type: none"> b. Re-establish recurring Fall and Spring semester schedules for CoP Gatherings <ul style="list-style-type: none"> i. Create curricular template ii. Submit grants for funding <ul style="list-style-type: none"> 1. Faculty incentive 2. Travel to community partners 3. Resources for gatherings 4. Resources for TLF Faculty Symposium c. Contact past CoP faculty and staff for feedback <ul style="list-style-type: none"> i. What worked? What did not work? What support was needed? ii. CEL Attribute designation support d. Conduct CoP gathering in Spring 2023 with full enrollment e. Establish CoP sub-committee <ul style="list-style-type: none"> i. Recruitment of WSU faculty and staff ii. Present CoP mission, vision, and projects at college meetings iii. Support CCEL events- Speed Networking, Volunteer Fair, etc. iv. Provide feedback on the needs of faculty support f. Establish rapport with community partners g. Inform WSU colleges and departments about CCEL's CoP <p>2. Medium-Term Goals</p> <ul style="list-style-type: none"> a. Engage with WSU colleges and departments 	

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	<ul style="list-style-type: none"> i. Recruit one (1) faculty/staff liaison from each college/department ii. Understand the mission of each college/department <ul style="list-style-type: none"> 1. Community engagement practices 2. Curricular projects 3. Faculty/Student engagement on- and off-campus <ul style="list-style-type: none"> a. Does it exist? Not exist? Where is support needed? b. Conduct CoP gatherings each semester with full enrollment <p>3. Long-Term Goals</p> <ul style="list-style-type: none"> a. Establish a student-led CoP aligned with the faculty CoP b. Observe CoP flourish as advocates of faculty and staff-led initiatives of community engagement 	
<p>5) CCEL facilitates a committee of WSU staff members external to the department to achieve greater collective impact.</p>	<p>CCEL plans to form an advisory board of faculty, staff, students, community partners, and perhaps community residents to advise on current pressing challenges facing CCEL. Specifically, the purpose of the advisory board would be to offer strategic advice on how to better understand each other’s needs and strengthen reciprocal relationships between campus and community stakeholders. More deeply engaging these groups will help re-engage or engage for the first time potential collaborators in social change who can act as ambassadors for the benefits of community-campus projects. The plan is as follows:</p> <ul style="list-style-type: none"> 1) Determine which CCEL staff will work on forming the advisory board 2) Research advisory boards, structures, bylaws, terms; determine make-up of members, etc. 	<ul style="list-style-type: none"> 1) Fall 2022 2) Fall 2022 and Spring 2023 3) Spring 2023 4) Summer 2023 5) Fall 2023 6) Fall 2025 or 2026

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	3) Refine the purpose of the group, get feedback from stakeholder groups what they want it to be, ensure that participation will be beneficial to all stakeholder groups, finalize structure and first year goals 4) Invite stakeholders to participate 5) Convene first meeting 6) Run for 2-3 years and determine if the goals have been met, if the advisory board is beneficial, and areas of improvement	
<i>Evaluation of CCEL's Strategic Plan</i>		
1) Consider buttressing the strategic work with the development of a Theory of Change. This could include conceptual maps as well as documents and other artifacts.	First, CCEL needs to establish a foundation of shared understanding of community engagement. We need to dig into how we see community engagement promoting social change and deepen our knowledge of different facets and approaches to community engagement. After this process, we will be ready to undertake the work of articulating a Theory of Change: 1) Establish a shared foundation of community engagement; find relevant readings for the exploration. We need to go on a mutual journey and have deep conversations over the semester to scaffold conversations with CCEL, its purpose and moving toward Theory of Change conversations 2) Once the ED is hired and has an understanding of preliminary work accomplished, we can start Theory of Change conversations.	1) Fall 2022 and Spring 2023 2) Summer/Fall 2023 3) Adopt a theory of change - Fall/Spring 2023-2024
2) CCEL might benefit from the creation of a toolkit (list of criteria and questions) to assess priorities and commitments. These tools can inform decisions to accept or reject projects and/or initiatives.	After completing the theory of change, CCEL will draft a decision tree to identify priority projects, initiatives, and focus areas while effectively communicating projects/initiatives that will not be taken on to respective stakeholders.	Summer 2024
<i>Analysis of CCEL Resources</i>		
1) Given the critical contributions CCEL makes to the university's strategic plan, the president,	CCEL's mission is to "to engage students, faculty and staff members in direct service, civic engagement, and	1) Hire a seasoned community engagement professional and

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<p>provost, and vice-president of Student Affairs may want to determine an alignment of priorities for CCEL before university mission-critical functions go unsupported. Determining these strategic priorities may also lead to a better understanding of the financial and human resources needed to support CCEL at its desired capacity. This information may also help attract high-performing leadership in the search for a new director and assistant director.</p>	<p>community research to promote civic participation, build community capacity, and enhance the educational process.” As such, it is well-positioned to be a critical part of helping the university meet its strategic plan goals, which are as follows:</p> <ol style="list-style-type: none"> 1. Equity, Diversity, and Inclusion 2. Retention and completion 3. Personal Connections and Academic Excellence 4. Community Anchor Mission 5. Marketing and Branding <p>CCEL’s own strategic plan prioritizes working to improve the following outcomes. Meeting all of these outcomes would help the university meet its strategic goals and help CCEL rebuild and re-commit to its purpose:</p> <ol style="list-style-type: none"> 1) Cultivate reciprocity [1, 3, 4] 2) Deepen CE knowledge [1 (sense of belonging), 2] 3) Improve social awareness [1, 4] 4) Reduce barriers to CE [1, 2, 3, and 4] <p>However, all of these outcomes require a fully seasoned staff to undertake complex tasks and tackle sensitive issues (e.g., cultivating reciprocity) while working with myriad partners across the university and the community. Therefore, once CCEL has hired professional and seasoned staff, focused efforts will take place to address the strategic priorities outlined by CCEL and WSU.</p>	<p>scholar with deep management experience as Executive Director - Spring 2023</p> <ol style="list-style-type: none"> 2) Hire a seasoned assistant director or director of community engagement - Summer 2023 3) (Potential) hire of student engagement coordinator - Spring 2023
<p>2) CCEL needs a strong leader who is committed to the administrative role that the director of such a center requires. The ideal candidate must continue CCEL’s legacy of powerful faculty collaboration and support, and should also possess the skills and experience to execute a strategic vision to secure CCEL’s</p>	<p>We agree that a strong leader with strategic vision and the ability to implement that vision is needed to guide CCEL into its next phase. As we intentionally re-evaluate the needs and direction of the organization, we also need to re-evaluate the organizational structure, staff and faculty positions within the organization.</p>	<ol style="list-style-type: none"> 1) Fall 2022 2) Spring -Summer 2023 3) Fall-Winter 2023

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<p>successful future. The review team believes that this requires a search that includes local, regional and national candidates. With the opportunity to hire both a director and assistant director, it may be wise that one of those positions has direct ties to the surrounding community.</p>	<ol style="list-style-type: none"> 1) Think holistically and strategically about the skills and experience we need from an ED and re-write the job description to reflect current needs. 2) From there, examine our current strategic outcomes and ensure that CCEL staff positions are structured to meet those outcomes. Rewrite position descriptions to reflect the experience and skills needed to meet those outcomes. 3) Hire the needed and unfilled positions. 	
<ol style="list-style-type: none"> 3) Depending on the prioritization of focus, it may be prudent to strengthen the relationship between CCEL and Student Affairs. An increase of intentional collaboration could result in leveraging resources to better serve students. 	<ol style="list-style-type: none"> 1) CCEL leadership commits to open communication with Student Affairs leadership (see recommendation 1), continuing to actively collaborate with other departments within Student Affairs, and actively participate in Student Affairs leadership discussions to which we are invited. 2) CCEL leadership commits to better communicating its strategic goals and what we are doing to implement those goals so that others are informed of our contributions to the university community and strategic plan. 3) Understand the strategic goals within Student Affairs to better align CCEL's strategic goals within the division as well as the institution 	<p>Ongoing and continuous.</p>
<ol style="list-style-type: none"> 4) Make a commitment to find more usable, coherent space for CCEL . Offices for staff, a work/storage room, and more conducive student and even community partner collaboration spaces are necessary to dignify the work CCEL is performing. 	<ol style="list-style-type: none"> 1) Utilize the current department space until additional space is identified to move CCEL. <ol style="list-style-type: none"> a) Add offices, meeting spaces and social spaces to the Shepherd Union space to accommodate the various working, meeting and gathering events that take place. b) Work with Student Affairs Leadership to share the needs of the space for remodeling c) Identify storage needs 	<ol style="list-style-type: none"> 1) Fall 2022 2) Fall 2022 3) Fall 2022 4) Summer 2023 5) Spring 2024

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	<ul style="list-style-type: none"> 2) Consult with the CRE when the lease is up to ensure that they have a space conducive to their various needs 3) Evaluate the usage of the CEC space to understand its need for CCEL 4) Evaluate the usage of the Shepherd Union space by staff, faculty, students, partners, and other stakeholders to understand the need to move to a larger functional space <ul style="list-style-type: none"> a) Evaluate the use for storage b) Evaluate the use for student meeting spaces c) Evaluate the use of staff functions d) Evaluate the use of meeting space with partners e) Evaluate the use of programs and services provided 5) Begin conversations to identify spaces on campus to expand CCEL services or where to physically move the department 	
<p>5) Once a strong strategic focus and priorities are determined, encourage the staff to audit CCEL’s activities against those determinations. This may require some activities to cease, some to shift to other areas, or some to be increased.</p>	<p>After completing the theory of change, CCEL will draft a decision tree to align current events and programs to the priorities CCEL has set to determine which continue with the department and which are outsourced or terminated. This activity will complement the toolkit activity</p>	<p>Summer 2024</p>