



Governance Gazette

the newsletter of Brookdale Governance

Mid-October 2006

Chair's message

Two charges addressing student needs are the focus of our next Forum.

Under what circumstances can students receive credit at Brookdale without taking classes? Academic Standards is finding out and would like your help to complete its list of methods and procedures for non-traditional ways of earning academic credit.

What changes in our services need to occur in order to ensure the success of our new cohort of students? Student Development is bringing last year's Student Services charge to completion and has recommendations for you to review and discuss.

Read these discussion reports in the Issues section of this Gazette so that you can participate in making Brookdale more accessible and responsive to our students.

In addition, College Life will continue the discussion from the Oct. 3 Forum on the Web Site Regulation. The committee's original discussion report and the regulation draft have been included in this Gazette. What are your thoughts on oversight, templates, and accessibility of information? What questions do you have about information providers and content? Come to the Forum and add your perspectives to this discussion.



Kathy Vasile
Governance Chair

OCTOBER 17 — FORUM MEETING

11:45 in NAVESINK I

***Also on Bluesnet and broadcast
to Western Monmouth***

Agenda

1. Discussion on the Web Site Regulation Draft, led by College Life Co-Chairs Roseanne Alvarez and Cari Gigliotti.
2. Discussion on Non-Traditional Methods of Earning Credit, led by Academic Standards Co-Chairs Donna Flinn and Brian McKeon.

3. Discussion on Student Services, led by Student Development Co-Chairs Torina Armstrong and Pat Dillon.

ISSUES

College Life

First Discussion Report: College-Wide Web Site Regulation Draft

I. Web Site Regulation Draft: Charge, Context, and Explanation

One of the most daunting tasks for any writer doesn't necessarily begin at the drafting stage; as we have all faced at one time or another, it is often in the editing or revision phase that the writer is confronted with the difficulty of trying to "see" differently. This is the very task the members of Governance and the College Life Committee will be collaborating on for our first charge of the academic year, namely, to review and recommend any changes on the College Wide Web Site draft, Regulation 2.9001R—*College-Wide Web Site Development Standards and Best Practices*. According to the language of the charge, the committee should:

1. **Review the draft of College Regulation 2.9001R *College-Wide Web Site development Standards and Best Practices*.**
2. **Recommend any changes.**

According to the explanation provided for the charge,

“The College Life Committee presented guidelines on internal communications, which were approved by the Forum in May 2006. The committee also requested regulatory language to establish standards and protocols and ensure efficacy in internal communication. The College Website was identified as one of the most frequently used forms of communication and one of the most compelling in need of improvement. In response to the College Life Committee’s recommendations, a draft of College Regulation 29001R—*College-Wide Web Site Development Standards and Best Practices* has been written by the College Relations Department. Participatory governance mandates that those “affected by college-wide policies, regulations, practices, and procedures have the right and responsibility to participate in developing, reviewing and recommending them.” Because this regulation will affect all members of the Brookdale community, all constituencies should have an opportunity to review and respond to this important regulation early in the process.”

This context is key to understanding our role as members of an institution, which believes in collegial governance, and the role of Governance in our work at the College as well as the work of the College’s core mission. As the above explanation addresses, our charge has not only been shaped by the changes, needs, and growth of the College, but also through the data collection, discussion, college-wide feedback, and extensive research gathered from the committee’s 2003-2004 “Quality of Life” and 2005-2006 “Internal Communications” charges. The work of these charges allowed for college wide collaboration and input on the communications needs of our students, staff and faculty. The end result, as the explanation notes, are the following 9 guidelines which are integral to any and all regulations concerning internal communications. We include the

guidelines in this discussion in order to offer the reader the context they will need to review the current manifestation of the Web Site Regulation draft which is now available as a link on the Governance *Gazette* page:

1. *Internal Communication modalities must be accessible to all employees.*
2. *Communication accessibility should be timely, continuous and convenient.*
3. *Communication should be fast, permanent and have archival capacity (have the ability to save and store information without hardcopies).*
4. *Communication should be centralized and be the full responsibility of one department in order to diminish and work toward resolving redundancy and accessibility concerns.*
5. *Communication is a reciprocal process and therefore should be the responsibility of all employees. Employees therefore should be held accountable for accessing the communication that is available to them, via email, phone mail, snail mail, etc.*
6. *Communication is an open and transparent process; therefore, information which directly affects Brookdale employees and thus, the “effective functioning of the institution,” (as illustrated and identified in item 1 of the charge) must be communicated in a timely manner in order to ensure and maintain the collegial and collaborative values of the College.*
7. *Modalities of communication should be presented formally to all new employees to increase the awareness of what modalities are available and how to utilize them effectively. Additionally, they could be re-emphasized in training with those in leadership positions so that they may become better role models for communication.*
8. *Communication modalities reflect the involvement of the various groups who utilize them most; therefore, the input from those who most utilize a particular modality should be significant as regards maintaining, upgrading and/or replacing any of these modalities.*
9. *Communication concerns that are most compelling should be addressed as soon as is reasonably and fiscally feasible; additionally, resources should be allocated to improve/upgrade most frequently used forms of communication.*

In our final voting report of last year’s internal communications charge, the committee also forwarded and passed the following recommendation:

“The College Website should be made current and information updated on a regular basis. Consequently, ITAC’s efforts articulated in their Strategic Plan should be supported as their work and recommendations directly address communication concerns that are most compelling and can explicitly shape the efficacy of internal communications at the College.”

II. Process & Procedures: Responding to the charge

In the short amount of time the members of College Life have had to address the charge, we have accomplished the following:

- Reviewed charge and considered key items for research, data collection, and collaboration; concurrently, the committee is in the process of reviewing survey data from the recent 2006 College website survey as well as the 2005-2006 internal communications survey results regarding and concerning the website.
- Developed a sub-committee currently working on and responsible for researching web standards, including ADA, general, and academic; web regulations and/or “acceptable usage” policies of other higher education institutions state wide, nationally and globally.
- Discussed and debated what the committee believes to be two majors areas of concern
 1. *Accessibility Standards* (format, navigability, template)
 2. *Content Standards* (“acceptable” and “current” content, template, etc)

What follows is a summary of the above concerns addressed by the staff, students and faculty members of the Committee:

As one member of the committee noted, “The genesis of the charge to the College Life Committee was the committee’s work last semester vis-à-vis the efficacy of internal communications. The Web Site was identified as a modality in need of improvement. It is our understanding that information was difficult to find, some information was sorely in need of update and the site was difficult to navigate. Therefore we should concentrate on the structure of the site and its content from a standpoint of accuracy and timeliness.”

Furthermore, on *ADA* compliance concerns, “The draft regulation does not address accessibility of the web site by members of our community with disabilities. We believe that the site should be compatible with as many devices / programs which would make it available to those with impairments; our own Disability Services Office in

conjunction with the TLC and OIT should provide guidance in this area [and the regulation needs to address this]”.

The committee noted concerns with various aspects of accessibility; this was echoed and taken up by our student representatives who wondered about the problematics of content standards (specific concerns will be addressed in our Forum presentation) and their information and accessibility needs. While the committee as a whole agreed that the website should possess a common, recognizable structure in order to meet the communications needs of all users, various members of the committee debated the particulars of the draft dealing with specific departmental and *content* parameters. Some representative and contested concerns are as follows and will be considered further at Forum:

- Oversight responsibility and disciplinary action
- Creative and academic expression (related to both content and form)
- The roles of “acceptable usage” policies and “disclaimers” in addressing content concerns

Some members of the committee believed that regulating content would be essential to the creation of standards for the College Website; others voiced that such a focus strayed from the most pressing concerns and intent articulated in the 05-06 internal communications charge outcomes. At this stage “consensus” is *not* what we are aiming for, however, nor is it what we are expecting during our first discussion at Forum. An engaging and significant charge necessitates the engagement of our diverse College community.

Some initial questions for the College community:

We cannot stress how vital *your* role will be in shaping the final outcome of this charge. As a College dedicated to excellence in our roles, service and interrelation as a community, as faculty, students and staff, as well as our engagement in participatory and collegial governance, it is imperative that we work to debate, discuss and consider what could be a cornerstone in how Brookdale addresses electronic communications, as well as pedagogy, scholarship, and the myriad other concerns a website regulation may initiate. What follows are some questions we’d like you to consider as you review the current draft. These are only *some* questions; we are looking forward to your questions, concerns, and ideas.

(1) Should this regulation address only access issues (appearance, format, template, navigability) or should it also consider content, operational, and accountability issues?

(2) If content is to be addressed, what particular areas already outlined in the draft do you believe need to be addressed and/or revised directly and why?

(3) If content is to be addressed, should this regulation set expectations and accountability regarding the use of conventional written English in order both to model academic standards for students and to present Brookdale as a college that adheres to those standards? All pages? Certain pages?

(4) Should College Relations serve as a website content compliance monitor/initiator of “disciplinary review” or should there be an independent committee to serve in this capacity?

Again, these are only a few questions to consider. We want and need your questions and ideas to assist and be the determining factor in steering and shaping the course of our approach to the charge and are looking forward to your engagement and input at our first discussion and subsequent discussions. College Life meets at **11:45 AM in MAC 206** every other Tuesday and welcomes all members of the College community to attend. Please feel free to contact the Co-Chairs,

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Cari Gigliotti

Academic Standards

Discussion: Non-traditional Methods of Earning Academic Credit

Our committee is working on gathering information about the first of our two charges “Non-traditional Methods of Earning Academic Credit”. We are attempting to identify all avenues the college offers students for gaining academic credit(s) through non-traditional means. So far, we have discovered the following four:

A. Credit by Examination:
Please see the following regulation:

BROOKDALE COMMUNITY COLLEGE COLLEGE REGULATION 5.0014R

I. Title of Regulation

Credit by Examination

II. Objective of Regulation

To enable the student to demonstrate mastery of course outcomes for credit prior to registration.

III. Authority

Board of Trustees Bylaws 1.3034(m)

IV. Regulation Statement

A student admitted to Brookdale Community College may, with the permission of the appropriate Institute Dean or his designee, demonstrate mastery of learning at performance levels specified as course outcome to gain college credit equivalent to that listed in the College Catalog for the course in question. Thus, it is acknowledged that the experiences and/or skills gained outside the regular college curriculum are compatible to the course objectives for which credit is requested. In no case will this regulation apply to courses in which the student is currently registered. The following will prevail when considering the granting of credit by examination:

1. The Institute Dean or his designee will indicate the courses for which credit by examination is available.
2. The opportunity of attempting credit by examination will be granted only when the Institute Dean or his designee is reasonably assured that the applicant is qualified by previous experience or by education.
3. The evaluation instrument will be similar to the one used for evaluation in the course being challenged and a grade will be recorded.
4. Credit by examination in a given course may be attempted no more than once.
5. Credit by examination will be administered by the Institute Dean or his designee.
6. When credit is not granted, examination charges will be assessed to the students attempting each examination.
7. The regular fee schedule regarding tuition will apply to credits earned by examination.

V. Responsibility for Implementation

Vice President for Educational Services

Approved: President

2/16/72

Effective: 2/16/72

Revised: 9/1/75

- B. CLEP (College Level Examination Program):
Students may earn academic credit(s) for a wide range of college courses by proving mastery to a designated evaluator. It seems that BCC uses scores and course equivalencies set by ACE (American Council on Education).
- C. ACE: Students may receive an ACE transcript based on prior learning experience (e.g. Military, Business, Police Academy).
- D. Credit Given for Non-Credit (e.g. OBCD)
Course(s): Students who take non-credit courses may be granted college credit through specific

department approval. Please see the following 1999-2000 charge and recommendations:

CHARGE: Credit Option for Community Development Courses

RECOMMENDATIONS:

RATIONALE

Certain Community Development courses share some content with credit-bearing courses offered by the Academic Departments, but the students who take these courses are not usually interested in pursuing a degree. After beginning one of these Community Development courses, a student may reevaluate her goals and consider starting a Brookdale program. A credit option in that course could give that student a start on a degree and be an incentive to register for further credit-bearing courses. In addition, an Academic Department may find this option a way to introduce its offerings to a new student base.

RECOMMENDATIONS

1. Community Development or an Academic Department may propose that a Community Development course has the potential for a credit option.
2. The Academic Department will thoroughly review the course content of the Community Development course and determine if a credit option is feasible. **The Academic Department has the SOLE right to make this decision and will provide a written report to Community Development.** Course prerequisites must still be honored. The Credit option for a Community Development course may not apply to any Special Projects course offered by a department.
3. If the Academic Department approves the credit option for a Community Development course, the Academic Department will then establish evaluation criteria for students choosing this option.
Note: The evaluation process is determined by the department and may take different forms. For example, one department could require a student to complete several tests and labs or papers during the course, while another department could require a student to take a test upon completion of the Community Development course (similar to the challenge process currently in existence.)
4. Once the Academic Department has established evaluation criteria, the entire proposal will be reviewed by Academic Council.
5. Students choosing this option will pay the difference between the cost of the Community Development course and the cost of the number of credits earned, provided the cost of the credits is higher.
6. Students may choose this option for up to a 9 credit

maximum.

7. A faculty member in the appropriate discipline will be the student's evaluator for the credit portion of the course.

Note: Input from the Faculty Association should be sought regarding compensation for course review and student evaluation.

In order to gather more information about non-traditional methods for students to earn academic credit at BCC, we have designed the following survey to be presented at the Forum on October 17, and then conducted at the Faculty Meeting and sent via email to all Learning Assistants on October 19:

**Academic Standards Committee
Survey for Academic Departments**

Although the majority of students at Brookdale earn credits in the traditional way by enrolling in academic courses, some earn credit through other, non-traditional means, ranging from CLEP tests, to course challenge tests, to taking OBCD (Outreach Business Community Development) courses for credit. While some of these methods have clear procedures in terms of processes and people who administer them, others at the college do not.

Goal: We'd like to know more about what's going on in this respect in your department. Please help us by **first reading and then completing the following survey.**

Name: _____

Division/Department: _____/_____

A. If your department awards credits to students through non-traditional means, please complete the following:

1. Credit Given for Passing an Exam (CLEP, Challenge Test, etc.)

Course(s):
Procedure(s):
Person(s) in your Department
Responsible for Evaluation:

2. Credit Given for a Portfolio of Work

Course(s):
Procedure(s):
Person(s) in your Department
Responsible for Evaluation:

3. Credit Given for Non-Credit (e.g. OBCD) Course(s)

Course(s):
Procedure(s):

Person(s) in your Department
Responsible for Evaluation:

4. Other/_____

Course(s):

Procedure(s):

Person(s) in your Department
Responsible for Evaluation:

- B. If your department has considered and opted **against** offering non-traditional means for students to earn credit in the past, please share your reasons:
- C. Does a CLEP exam exist for your discipline, and, if yes, how is it evaluated?
- D. Please make any relevant additional comments:

Student Development

Discussion: Student Services

Description of the Charge (2005 – 2006 Charge):

1. Report on the characteristics of the emerging cohort of students entering Brookdale over the next five years.
2. Identify the implications these characteristics have for the provision of student services.
3. Make recommendations for addressing these needs to promote student success.

In formulating the charge to Student Development, the Steering Committee raised the following questions/comments:

1. What student support services are currently available at all Brookdale locations?
2. Identify any distinctions in the delivery of student services among the locations.
3. Are there any student services that are currently not available to meet the needs of these incoming students? If so, what services may need to be added? What would be the impact of not providing these services?
4. What methods are currently in place for the delivery of student services?
5. How might students play a larger role in the delivery of student services (e.g. peer mentoring, peer tutoring, student government, etc.)?
6. What role will emerging technologies play in the delivery of student services?
7. What are the implications for delivering services in a cost-effective way?

Last year, the committee developed and presented the working list of student characteristics, a list of student services, and a partial list of recommendations.

This year, the committee matched student characteristics with existing services and identified services that should be introduced, improved and/or expanded.

Student Characteristics

Diverse (academic, ethnic, special needs, age)
Technology-Oriented/Savvy
Team Oriented
Goal and Achievement Oriented
Demanding/Dependent
Tightly Structured/Scheduled
Employed
Stressed
Concerned with Safety and Security

List of Student Services

Accounts Receivable/Cashier
Admissions and Recruitment
Alumni Association and Brookdale Foundation
Athletic Enrichment Program (new)
Athletics and Intramurals
Basic Skills Testing
Campus Security
Child Care
Clubs and Organizations
Dining Services
DirectConnect (new)
Disabilities Services
EOF
Experiential Learning & Career Services
Financial aid
Fitness Center
Health Center
International Organization
Paddock Convenience Store
Records and Registration
Scroll and Pen Book Store
Student Life and Activities
 Student Ambassadors
 Leadership Institute
 Student Life Board
Testing Services
Ticket Sales
Transportation
Website
Bankier Library
Center for WWII Studies
Counseling Services
Departmental Learning Labs
Distance Education
ESL Services
Holocaust Center
Information Commons
Learning Assistants
Peer Tutoring
Brookdale Network
 Performing Arts Center
 Brookdale Television
 90.5 The Night

Conclusions

1. Brookdale Community College (BCC) offers a broad range of student services to promote student success. The existing services appear to address the characteristics of our current students and students that will enter during the next 5 years. However, the delivery methods will be challenged by the expectations and needs of the emerging cohort.
2. Students at all BCC locations should be aware of and have access to services that promote academic success.
3. Students at all BCC locations should be aware of and, when possible/appropriate, have access to all student support services and extracurricular and co-curricular activities.
4. Students are an important resource for identifying needed services that are either not offered or inadequate.

Recommendations

1. Brookdale should continue to offer services that promote student success. Evaluation of college services should take place every five years in accordance with College Regulation 2.0024R, "Evaluations of College Services" (Bylaws of the Board of Trustees, Section 1.3034m). The College Regulation should be revised to include the following evaluation criteria:

- a. the need for the service at all locations;
- b. service accessibility at all locations;
- c. how the service is publicized;
- d. how the service is delivered.

2. Information regarding all student services should be readily accessible on the BCC Website. Evaluation of the website component of the service should include whether:

- a. the service is easy to find and placed logically on the Website;
- b. the service can be reached through an effective website "Search Engine";
- c. the service site is easy to navigate;
- d. the description of the service is clear, complete and current;
- e. the service includes an effective delivery component;
- f. a service lacking a delivery component could incorporate one;
- g. a student evaluation component could be incorporated into the service's site.

*Students (e.g., the Brookdale Student Computer Club) might be encouraged to take part in the evaluation and recommended improvement of the BCC Website. The Club should also be encouraged to help the cohort of "non-traditional" students with limited technology skills.

3. Information regarding all student services should be published in the Student Handbook. A stand-alone list of

services and contact information should be distributed at orientation and available at Student Centers in all locations.

4. Address the abilities and expectations of the emerging technology-savvy cohort and keep current with four-year college and employer expectations. Develop a formalized method to assess departmental technology needs.
5. Expand utilization of ITV Broadcasting to provide services at all locations.
6. Expand accessibility of Image Now Technology through the purchase of additional licenses.
7. Evaluate "Handicap Access" in all buildings at all locations. The BCC Website and the Course Catalog should include information on the location of Handicap Parking Spaces for all buildings.
8. Explore the possibility of increasing student employment opportunities on campus. Consider tuition reimbursement in departments that do not have a student help budget.
9. Investigate models of peer tutoring and study groups.
10. Maintain a safe and secure environment at BCC locations (e.g., well-lit parking lot). Continue to publicize and make available data regarding the safety of all Brookdale sites.
11. Continue current mechanisms designed to elicit student feedback (i.e., *Student Satisfaction Surveys, Tell it to Brookdale, Help Me, Monthly Forum, Suggestion Boxes*). Develop a mechanism to share input from the various sources.
12. Investigate the feasibility of establishing a "Student Government" at Brookdale.
13. Ensure that the quality of existing services is not compromised by the introduction or expansion of new services.

REPORTS

Report on the October 3rd Forum

The forum began with Governance Chair Kathy Vasile welcoming everyone to the second Forum of the year followed by reports from chairs of the standing committees as well as Honors, Basic skills, General Education and the Diversity Council. The first order of business was to present the Educational Services Master Plan for an endorsement vote.

Dr. McMenamain noted briefly the ESMP was a living document about Access, Excellence, Innovation, Opportunity and active participation of all members of the college community. A question was raised about updates and changes to the document and inaccurate information. The members of the forum endorsed the ESMP by a vote of 111 for, 0 against and 4 abstentions.

The Forum continued with a discussion on the Mentoring Charge led by Greg Liano and Bernice Eng, Co-Chairs of the Professional Development Committee. The discussion focused on how specific the guidelines should be, in reference to the nature of the mentoring relationships between faculty, counseling, librarians and learning assistants. A comment was made in reference to broad language used in the first part of the guidelines and how specific it was for faculty, counselors, librarians and learning assistants. Another comment was made about assessment of the mentoring experience to avoid additional paperwork.

Roseanne Alvarez and Cari Gigliotti, Co-Chairs of the College Life Committee, led the third presentation of the Forum on the College-Wide Web Site Regulation Draft. They requested feedback from Forum members about what issues should be included in the regulation. Should the regulation address only access issues? Should the regulation set expectations about content? Should we have a committee to provide feedback on content and oversight of the website? Presenters requested feedback on these questions from the Forum and will continue the discussion on this topic during the next Forum.

<p>IMPORTANT DATES IN OCTOBER/NOVEMBER</p>

October 24: Standing Committees

October 25: General Education

October 26: Basic Skills

**Honors Committee
Diversity Council**

October 31: Standing Committees

November 7: Forum