

# **Global role of Community College Trustees in Ensuring quality public engagement and social justice in a changing society**

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*Community college trustees are striving to meet the ever changing public accountability and educational demands. Community college trustees and other adult learners are interested in becoming fiscally savvy using Web 2.0 applications. The target learners were the publicly elected community college Board of Trustees members' who needed instruction to understand Web 2.0 applications. Project explored practical fiscal principles and applications useful for adult learners. Project revealed findings and recommendations for using Web 2.0. and upon completion of tutorial trustees were able share documents in a variety of public settings, e.g. board meetings, closed sessions, study sessions, and community meetings.*

## **INTRODUCTION**

The Board of Governors of the California Community Colleges along with support of the Chancellor's Office of the California Community Colleges helps establish 'minimum academic and personnel standards; evaluating and reporting fiscal and effectiveness of the 72 districts which consists of 113 colleges" throughout the State (Directory, 2016). It is the author's belief that the Chancellor's Office of Technology, Research & Information Systems and other resources can be of greater services to helping trustees understand finance and grants using Web 2.0, as they work collaboratively to establish effective and efficient policies and programs in their prospective community college districts in California.

California has the largest community college district in the world. California has the most publicly elected college trustees who served with varying backgrounds, levels of education, and experience in technology. It is the author's belief, that community college trustees serve their college districts more better with enhanced knowledge of Web 2.0.

This tutorial focused on Web 2.0 application using Document Sharing on the World Wide Web as a vehicle for accessing information through the Internet as its medium and using Google search." Inviting writers to work with newer technologies, such as online word processors and wikis, can provide opportunities to make the process and outcomes of collaboration more transparent," according to research (Highwire, 2009). Community college trustees need hands on training and applications to work Web 2.0.

The public, in general, has been technologically connected and in tune with new tools. Community college trustees and other adult learners are interested in becoming more fiscally savvy using Web 2.0 applications. The product title is Community College Trustees: Tutorial on Web 2.0 Applications. The

target learners are the publicly elected community college Board of Trustees members' who needed additional instruction to master the concepts of using Web 2.0 Applications and funding approaches. This training was completed as required in policy of the board of trustees' professional development plan.

## **Background of the Study**

This tutorial was designed to provide information and examples on document sharing designed to assist community college trustees in identifying, accessing and analyzing online data on the Web. Also this training was written to encourage greater effort by elected officials and other adult learners to expand document sharing opportunities, especially for Compton College. Compton Community College District's has a long and entrenched history; and as in most troubled organizations, rarely is a problem caused by just one thing. The root of the problem is that people with low emotional intelligence tend to perform poorly both inside and outside of community and workplace. They also tend to communicate with greater difficulty as well. Empowering Compton College; empowers the community.

Compton Community College District lost its accreditation in 2006 and was taken over by the State of California; and is currently under the operation of El Camino Community College for its overall operations. However it still has a viable and elected board of trustees which meets regularly and still presents the voice of the community. The board and its administrators could be more effective in its overall leadership through training in emotional intelligence. Adult learners need relevance, meaning, and accuracy in their learning experiences. Thus to other 'old school' educators, it is this authors' desire that all teachers become savvy in the eLearning to better equip today's leaders for the real world by better understanding emotions. Effective June 30, 2016, after 10 years of powerlessness, Compton College District is slated to have all of the 'power and authority' returned to the elected board of Trustees. The Board of Trustees is looking to receive as training with Web 2.0 applications; however many trustees are emotional scarred by the great loss of having its academic accreditation removed in 2006.

California community college trustees are in a unique arena to directly impact the overall quality of higher education for their residents using technology in their board room and community meetings. Trustees must embrace more technology and increase their document sharing with its citizenry. Knowledge of Web 2.0 can enhance trustees' skills and abilities in using technology in finance and grants for their college districts during board meetings, closed sessions, study sessions and retreats, and in community conversations, e.g. forums, planning, etc. The problem is the need for 'common sense' approaches to document sharing applications as a vehicle to improve community learning outcomes among college trustees.

## **Purpose**

The purpose of this project was to train community college trustees in 'common sense' approaches to document sharing applications in efforts to provide greater public safety and fiscal accountability. The tutorial goal was then to provide information on document sharing useful in training community college trustees, by using 'a common sense approach to web usability' (Krug, 2014). Public safety and fiscal accountability are more paramount today than ever before and knowledge of document sharing can make a positive impact towards enhancing overall community connectivity and awareness.

## **Delimitations**

This project was limited to elected community college board of trustees willing to complete a 4-week professional development program on Web 2.0. The focus of the tutorial was the Compton community college district trustees, more specifically; however with general application to the California

Community College system and beyond. The delimitation was the project ended up with more general focus on Web 2.0 and not public finance and grant writing.

## **Definitions**

For the purposes of this study, information on types of board of trustees' meetings has been provided as follows: *Business meetings* are the most common type of meeting –boards must conduct a business meeting to address the people's business at least once a month (Education Code 72000(d)). *Closed sessions* may be held for certain purposes established in the Brown Act, which governs discussions with trustees. "The closed sessions are limited to trustees and those staff members who are required for the discussions." *Study sessions and retreats* are reserved whenever the board wishes to explore or learn in depth about an issue without taking action. Therefore the dialogue is more informal and open for discussion. *Community conversations*, occasionally the board of trustees may desire to held discussions with the community for the purpose of having a broad strategic or policy discussion. Generally these meetings are more exploratory and open-ended than a study session.

## **Summary**

Training in technology increased connectivity. Community college trustees were uniquely posed to impact society from a variety of arenas; through their community connections, student focus, and professional services in their fields of interest, the academy, and mostly importantly, underserved communities surrounding their institutions of higher learning. College trustees have more challenges and opportunities to positively impact the lives of individuals and families in today's advanced technological environment than any other time in the history of mankind. This training was designed to equip community college trustees with common sense Web 2.0 applications useful to address relevance and urgency for ensuring social justice through the ongoing provision of greater services and more effective educational programs for communities using common sense Web 2.0 applications to share information.

## **REVIEW OF LITERATURE**

Research revealed information on document sharing useful in training community college trustees, by using 'a common sense approach to web usability' (Krug, 2014 Public safety and fiscal accountability are more paramount today than ever before and knowledge of document sharing can make a positive impact towards enhancing overall community connectivity and awareness. This section included: Introduction, Organizational framework, review of contributing research, and discussion of gaps of knowledge as it related to this project designed for Community College Trustees as a tutorial on Web 2.0. Chapter consisted of information on the author's review of relevant studies related to training community college trustees on Web 2.0 applications with their elected districts. This training was completed as required in policy of the board of trustees' professional development plan.

The organizational framework for understanding the California Community Colleges starts with the Board of Governors. "The Board of Governors of the California Community Colleges, by statute, provides leadership and policy direction in the continuing development of the California Community Colleges" (Directory, 2016). The Board of Governors consists of 17 members who are all appointed by the Governor; and 12 of who are duly elected college trustees in their perspective districts. "The California Community Colleges is the largest system of higher education in the nation, with 2.1 million students attending 113 colleges. Our colleges provide students with the knowledge and background necessary to compete in today's economy. With a wide range of educational offerings, the colleges provide workforce training, basic courses in English and math, certificate and degree programs and preparation for transfer to four-year institutions" (Chancellor,2016). .

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"The migration of online educational needs to tools like Google applications, coupled with the realization that today's twenty-first-century students are digital natives who have lived their entire lives exposed to current technology, forces educators and community college trustees to find ways to use technology to enhance traditional curriculum," (Adam, 2008). According author D. Adams, "advanced Placement Language and Composition, incorporates Web 2.0 tools including several Google Applications (Gmail, Docs, notebook, personalized homepage, Web pages, calendar, blogger, and talk) into its community college curriculum". More importantly, the author addressed " the gap between students and teachers that occurs cross-generationally in a discussion of successful technology best practices in teaching and learning as seen by a baby boomer teacher, a Gen X teacher, and the N-Gen students taught daily" (Adams, 2008).

This tutorial focused on Web 2.0 application using Document Sharing on the World Wide Web as a vehicle for accessing information through the Internet as its medium and using Google search." Inviting writers to work with newer technologies, such as online word processors and wikis, can provide opportunities to make the process and outcomes of collaboration more transparent," according to research (Highwire, 2009). Community college trustees need hands on training and applications to work Web 2.0.

The public, in general, has been technologically connected and in tune with new tools. Community college trustees and other adult learners are interested in becoming more fiscally savvy using Web 2.0 applications. The product title is Community College Trustees: Tutorial on Web 2.0 Applications. The target learners are the publicly elected community college Board of Trustees members' who needed additional instruction to master the concepts of using Web 2.0 Applications and funding approaches. This training was completed as required in policy of the board of trustees' professional development plan." Document sharing using the Google search can provide "specialized searches of images, scholarly articles, catalogs, and many other choices for searchers" (Egbert, p. 266); however the guidelines for every content area include communication as an essential component. .(Egbert, p. 66)." It has been said, "learning takes place when the communication is based on true social interaction. (p. 67). Communication in document sharing can allow students learning opportunities both orally and in text." On the other hand, e-Learning, (short for electronic learning) is not a 'learning goal' per se but instead a 'structure or context' for technologically supported learning where content, communication, 'critical thinking, creativity, problem solving and production' can take place (p. 209)."Web 2.0, enabled by the AJAX architecture, has given rise to new levels of user interaction with web pages. Many of these new and extremely popular Web 2.0 pages are better classified as fully-fledged applications, some examples being Google Maps, Google Docs and Flickr" (Thiessen\Russell, 2009). In the aforementioned work by Benz where he used Google docs to write a book, it was concluded that" writing a book together was an excellent way of higher semester, problem-based learning, but technical limitations still prevented the author from repeating the experience with Google docs", however a "more mature tool" will be utilized in future research.

It is believed that document sharing can" an effective form of e-Learning for classrooms in face-to-face and online", according author Highwire; and further that, "collaborative writing approaches that use a number of Web-based tools are discussed, including cooperative synchronous writing with Google Docs, inquiry-based writing with wikis, multigenre writing in response to literature, and collaboratively constructed study guides" (Highwire, 2009).Lastly, web applications now provide a level of interactivity that rivals traditional desktop applications." Many new and extremely popular AJAX applications have been introduced such as Google Maps [1], Google Docs [2] and Flickr [3]. However, Web 2.0 poses new

problems for screen readers and other similar Assistive Technologies (AT). Part of the Web 2.0 advancement is the ability to access and modify a web page without a full page refresh” (Thiessen\Russell, 2009).

The University of Arizona conducted a workshop on the Development and Assessment of Intercultural Competence organized by the Center for Educational Resources in Culture, Language and Literacy. Their workshop aims at “ training teachers on using web 2.0 tools, including mobile devices, virtual worlds, wikis, blogs, Google+, Facebook, Elluminate, Moodle/D2, etc., to teach culture”(UA, 2012). Other institutes of higher education are exploring innovative approaches to training adult learners using Web 2.0.

### **Summary of findings**

In summary, the goal of this tutorial was to provide information on document sharing designed to assist educators and students in identifying, accessing and analyzing online data on the Web; however review of the literature did not reveal specific training germane to the tutorial/training being designed in this course. . This research was not very community oriented nor engaging and hands-on. There is a gap. The majority of literature was void of ‘common sense’ approaches. Research revealed the presence of training available; however no literature was found for community college trustees’ Web 2.0 training.

Review of literature revealed a gap in information that is currently available and what is needed to meet the unique needs of community college trustees. The key useful finding, which will need further research, was web 2.0 application using Document Sharing on the World Wide Web as a vehicle for accessing information through the Internet as its medium and using Google search.” Inviting writers to work with newer technologies, such as online word processors and wikis, can provide opportunities to make the process and outcomes of collaboration more transparent,” according to research (Highwire, 2009). Web 2.0 can have a down side, as concluded in research which examined accessibility support in most AJAX applications and determined areas lacking substance. For example, the Web Accessibility Initiative - Accessible Rich Internet Applications markup presented a solution to making these applications accessible. Their article also explored the following: “ARIA documentation available for Web 2.0 developers, a new innovation involving channels, and present a real life example of an ARIA based solution involving an accessible AJAX chat, ReefChat, and an ARIA compatible screen reader, Fire Vox “(Thiessen\Russell (2009). Document Sharing can create a ‘learning environment’ which enhances the academic experiences of the learners in face –to-face and electronic learning settings, even for community college trustees.

Lastly, review of the literature revealed a void of trustees’ training, while training opportunities for teachers in Web 2.0 exists in general, such as the University of Arizona which conducted a workshop on the Development and Assessment of Intercultural Competence organized by the Center for Educational Resources in Culture, Language and Literacy. Today’s community college trustees need ‘common sense/hands on’ training workshop aims at on using web 2.0 tools, including mobile devices, virtual worlds, wikis, blogs, Google+, Facebook, Elluminate, Moodle/D2, etc., to better understand public finance, grants, and communicate with the public. Many college districts are applying more resources to evaluate, understand, and appreciate the link between the emotional intelligence (EI) of their leaders and the overall success of their organization in Instructional Design. The purpose of this training was to introduce Instructional Design and to provide employees, teachers and learners with a general historical foundation and practical framework in gain a general overall understanding of the vastness and importance of this field.

While educators and students may not become EI/ID Trainers or EI/ID Specialists in their classroom and virtual classrooms; it is this author’s hope educators will strive in teaching by developing and creating

open and engaging academic environments for learners or workplaces; and that consideration will be given to Author Piskurich two basic types of analysis: Organizational Analysis and Training/Instruction Analysis. Piskurich discusses two basic types of analysis: Organizational Analysis. Although this terminology has several problems, the basic concept is that the need and cause for any performance change (either to existing behavior or for a new behavior) must be determined *prior* to making any decisions about how that change should be accomplished. Once that is decided, various performance changing options are considered and a solution set of multiple interventions is selected.

Training/Instruction Analysis. If it is determined that some SKA (Skill, Knowledge, Attitude) performance change is required, then a training/instruction intervention component is necessary. The instructional designer next determines what changes must occur and what instructional design factors (instructional strategies, content sequencing, delivery media, learner characteristics, performance characteristics, learning environment, and other related factors) will achieve the desired changes in the most effective (maximal change) and efficient (least costly) manner.

There are various types of needs assessment and this assignment explores the performance gap of emotional intelligence and its impact or effect in leadership for the board of trustees of the Compton Community College District. This will provide a working definition of define emotional intelligence, discuss the research that has been done on the subject, list resources and assessments available to measure emotional intelligence, and provide examples of how it is impacting organizations, thus enhancing overall instructional delivery.

## **PROJECT EVALUATION AND ANALYSIS**

The project evaluation and analysis of this project included an overview of the evaluation instrument, data presentation and discussion. The Compton Community College District is one of the oldest 2-year college districts in the State of California. It was been in operations since 1952; moreover, the Compton College has been in existence since 1927. Project evaluation was completed two fold: (1) Pre/Post Quiz and (2) End of training survey.

Firstly, the project was evaluated and determined that instructional program achieved some degree of effectiveness based survey and self-reports by program participants in the trustees' training. Each of the five elected board of trustees' members were asked to complete a six-question pre/post training survey. The pre-quiz was administered on the first day of the four session 2-hour training; and again at the end the training. Trustees self-reported there fears and lack of computer experience after the pre-quiz; and shared their astonishment of new found skills upon develop a mock 'web page'. Secondly, each trustee participated in an end of the training survey. Results revealed that the training objectives were met and the goal to provide quality training college trustees using 'common sense approaches' to Web 2.0 application as a document sharing tool for enhancing communication and public information by engaging educators in dialog through the development of a new Home page design for the Compton Community District Community, was indeed achieved.

Based on evaluation and survey results, the Board of Trustees believes that Web 2.0 applications are innovation and proactive technological trend which may permits greater numbers of people to 'contribute to and participate in higher education. Trustees further believed that the training was a 'work in progress' which should be revisited quarterly. Trustees have approved fiscal allocations for Web 2.0 training in the next budgetary cycle for the Compton Community college District.

### **Data Presentation**

The presentation of the results of the evaluation and analysis of the training are as follows. The desired performance outcome was increased self-awareness through heightened EI skills and abilities for

the leadership of Compton Community College District. Self-awareness has been consistently identified as crucial in identifying higher success in managers and leaders, and it was felt to be the cornerstone of emotional intelligence found that longer term trustees (older) tended to overrate themselves by 15% on the self-awareness cluster compared with shorter term trustees (younger). That is, they rated themselves 15% higher in this dimension than others in their work environment in a 360-degree assessment (Ashkanasy, Neal M., Dasborough, 2003). Findings from pre/post quiz and end of training survey revealed 95% satisfaction by trustees.

Results, overall support findings of meeting expectations of training, as it related to learning outcomes. Outcomes revealed the training provided elected board members of the Compton Community College District with 'common sense' Web 2.0 applications useful for fiscal, budgetary and other critical thinking skills, knowledge and insight into ensuring proper management and operations of District upon its return to power once its accreditation has been restored. Thus the board is working achievement of primal leadership while realizing the power of emotional intelligence (Goleman, Boyatzis, McKee, 2013).  
Discussion

Trustees believe that Web 2.0 applications are innovation and proactive technological trend which may permits greater numbers of people to 'contribute to and participate in higher education. Trustees further believed that the training was a 'work in progress' which should be revisited quarterly. Trustees have approved fiscal allocations for Web 2.0 training in the next budgetary cycle for the Compton Community college District. The Compton Community College District was rendered powerless, in the sense that it has no authority to direct the operations of its college was taken from them by the Office of the Chancellor in 2006; and they were assumed by a neighboring college district, El Camino Community District. The general mood has been low and the stress level has been high among administrators and trustees; and this can not be good for the students. More needs to be shared about the 'common sense' approaches to improve the overall management of this academic environment.

The author concurs with many of the theoretical approaches in EI, especially theories with strong measurement and assessments of emotional intelligence, Bar-On, developed the Emotional Quotient Inventory (EQ-I) in 1997, which is a self-report measure designed to assess non-cognitive factors that influence the ability to manage environmental demands. More specifically, the EQ-I is designed to measure one's awareness, understanding and control over expressive emotions. The EQ-I contains five composite scales: intrapersonal, interpersonal, stress management, adaptability, and general mood, which tap into the sub-dimensions of assertiveness, empathy, impulse control, and flexibility (Douglas, Ceasar, Frink, Dwight, Ferris, Gerald, 2013). Compton Community College District's has a long and entrenched history; and as in most troubled organizations, rarely is a problem caused by just one thing. The root of the problem has been that people with low emotional intelligence tend to perform poorly both inside and outside of community and workplace. They also tend to communicate with greater difficulty as well. Empowering Compton College; empowers the community.

### **Limitations**

The limitation to this project was that it was only applied to one of the 113 community colleges in California. There are various types of needs assessment and was limited to exploring the performance gap of emotional intelligence and its impact or effect in leadership for the board of trustees of the Compton Community College District. Provide elected board members of the Compton Community College District with the critical thinking skills, knowledge and insight into Emotional Intelligence skills and abilities useful in ensuring proper management and operations of District upon its return to power once its accreditation has been restored. Thus the board is working achievement of primal leadership while realizing the power of emotional intelligence (Goleman, Boyatzis, McKee, 2013).

## SUMMARY AND CONCLUSION

Compton Community College District's has a long and entrenched history; and as in most troubled organizations, rarely is a problem caused by just one thing. The root of the problem has been that people with low emotional intelligence tend to perform poorly both inside and outside of community and workplace. They also tend to communicate with greater difficulty as well. However, effective use of technology can inspire, empower, and engage the public. Empowering Compton College; empowers the community – one board member at a time. Findings from pre/post quiz and end of training survey revealed 95% satisfaction by trustees.

This project found that community college districts can continuously improve skills and abilities to serve the public, even in less than desirable conditions. The public elects its leaders to make a difference in their communities. The goal of this project was to provide training college trustees on 'common sense approaches' to Web 2.0 application as a document sharing tool for enhancing communication and public information by engaging educators in dialog through the development of a new Home page design for the Compton Community District Community.

In conclusion, Compton Community College District still has hope for its leadership. The road to academic recovery is a long process but it is a worthy and noble one. Compton must continue to explore useful approaches such as emotional intelligence techniques to inspire its leadership: administration and elected trustees. The Board of Trustees believes that Web 2.0 applications are innovation and proactive technological trend which may permits greater numbers of people to 'contribute to and participate in higher education. Trustees further believed that the training was a 'work in progress' which should be revisited quarterly. Trustees have approved fiscal allocations for Web 2.0 training in the next budgetary cycle for the Compton Community college District.

The implications for training are three fold; interpersonal, organizational, and most importantly, learning objectives, which are addressed at length. Here training of trustees inspired emotions and attitudes about their individual technological skills and their need to become adapt with Web 2.0. Secondly, the initiative taken by the board of trustees, now has long ranging fiscal impacts, since has been adopted in the annual budget. Thirdly, it is my belief, that there were implications from the performance gap of this project. The training in this project consisted of six learning objectives which that were at the core of the training designed to address the aforementioned problem described in my Performance Gap Assessment for Compton Community College District trustees. "Be realistic "(Mayer, 2013). "It is important to make the correct design selections "(Piskurich, p.91). Both concepts were paramount. It is time consuming, well worthwhile to consider following steps taken in this project. Identify and analyze theories and concepts in relation to the ideas of enhancing self-assessment in Emotional Intelligence useful in educational and governmental organizations and developing a new 'real world' approaches to learning and leading with Compton Community College District.

Lastly, it is suggested that, perhaps by collecting more information on the content areas for this Compton College District Board Web 2.0 project could ensure that the best methods (Piskurich, p. 50). Overall, the ADDIE model provided great insight in being able to differentiate between the five steps in evaluating and assessing learning goals and objectives, as aforementioned. Implications for further research is greater effort should be make in linking Emotional and Technological aspects to training for adult learners. While educators and trustees may not become EI/ID Trainers or EI/ID Specialists in their boardroom and virtual classrooms; it is this author's hope educators will strive in teaching by developing and creating open and engaging academic environments for learners or college districts. Only the surface has been touched on this very important research topic. The author encourages further research on the



topic of understanding public finance and grants writing; whereas, this project resulted in a more general examination of Web 2.0 for college trustees.

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