

9-7-2018

Table of Contents

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Recommended Citation

(2018). Table of Contents. *Inquiry: The Journal of the Virginia Community Colleges*, 21 (1). Retrieved from <https://commons.vccs.edu/inquiry/vol21/iss1/3>

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INQUIRY

THE JOURNAL OF THE VIRGINIA COMMUNITY COLLEGES
VOLUME 21 | NUMBER 1 | FALL 2017

CONTENTS

**Community College Discipline:
Faculty Perceptions of Role as Literacy Educators..... 5**

*Kristen H. Gregory M.Ed.
Monique Colclough Ph.D.*

Approximately a quarter of community college students are entering college-level courses underprepared for the literacy and critical thinking skills required to be successful in discipline courses (National Center for Educational Statistics, 2013). Discipline faculty are considered experts in their content area and are often not trained in pedagogy and literacy instruction, yet they are faced with meeting the diverse literacy needs of their students while still maintaining high content-focused expectations within their courses. This phenomenological case study investigated community college discipline faculty’s perceptions and practices regarding integrating literacy instruction within their disciplines. Data were collected from community college faculty through demographic questionnaires and semi-structured interviews. In general, the faculty articulated that it was not their role to integrate literacy instruction into their content-specific coursework, yet they often felt they had to in order to meet the needs of their students. The findings provide insight for professional development programs and indicate areas for future research.

**Exploring Student Diversity:
College Students Who Have Autism Spectrum Disorders.....21**

Monique Colclough Ph.D

Higher education literature advises that college students who have autism spectrum disorders overwhelmingly attend community colleges. However, the persistence and retention of college students who have autism spectrum disorders is not well documented. Absent among the existing literature are first-person narratives of college students who have autism. This phenomenological study explored the experiences of college students who have autism spectrum disorders, focusing on the social experiences that impact college persistence and retention. The following research questions guided the study: What are the social experiences of college students who have autism? What role(s) do various social experiences play in the persistence and retention of college students who have autism? This study explores implications for community colleges in concert with institutional responsibility for its diverse body of scholars.

**Needs and Best Practices for Transfer to Our Four-year Institutions:
The Results of Survey Research..... 35**

Patrick K. Smith Ph.D.

Contemporary concerns for college programs focus on the ability of the program to prepare students to become employable upon graduation. For a community college psychology program, that focus is somewhat muted by the fact that many of the community college graduates will transfer to four-year state universities. For this reason, it is imperative for the community college programs to ascertain from those four-year institutions what preparation those transferring students need. This study has captured what fourteen state public university psychology departments desire for transferring students and what they see as lacking in their students transferring from community colleges. The responding department chairs strongly cited basic scholarship skills, a stronger orientation toward critical and scientific thinking, and a professional and career focus in the transferring students.

**Book Review
Review of John Shank's *Interactive Open Educational Resources*..... 43**

Kim Grewe

The use of Open Educational Resources (OER) in higher education is becoming more widespread as college educators explore ways to increase access to college and make a college education affordable. Many books have been written on the topic of OER in higher education. While some of these books address purpose, policy and theoretical considerations, others are more concrete in their discussion of process and product. John Shank's book *Interactive Open Educational Resources: A Guide to Finding, Choosing, and Using What's Out There to Transform College Teaching* is one of the better nuts and bolts guides available to those in higher education interested in exploring the use of OER in their courses and programs. This review analyzes Shank's book and finds that although the guide provides useful advice for collecting, curating, and adopting OER, the book falls a bit short on its promise to transform college teaching.