

COMMUNITY COLLEGE FACULTY'S ATTITUDES AND SELF-EFFICACY WITH LITERACY INSTRUCTION IN THE DISCIPLINES

Kristen H. Gregory
East Carolina University

Linda Bol
Old Dominion University

Thomas Bean
Old Dominion University

Tony Perez
Old Dominion University

Many community college students are entering college-level courses under-prepared for the literacy skills required to be successful. Faculty are considered experts in their disciplines, yet are often not trained in pedagogy and literacy instruction (Furco & Moely, 2012; Moje, 2008; Tsui, 2002). We developed a questionnaire to measure faculty's ($n = 231$) perceptions of their role, level of self-efficacy, and classroom practice in regard to discipline-specific literacy instruction. We analyzed data using exploratory factor analysis, t -tests, and analysis of variance. The findings show that faculty have marginally positive perceptions and self-efficacy regarding incorporating discipline-specific literacy instruction in their courses. Faculty with K-12 teaching experience held significantly higher role perceptions and self-efficacy than those without K-12 experience. Further, only humanities and STEM faculty held significantly different role perceptions and self-efficacy with humanities faculty scoring significantly higher in both areas. The findings contribute a valid scale to the literacy field, provide insight for faculty development programs, and indicate areas for future research.