

## **Proposal**

**Title** – Satisfaction of Nontraditional Students in Health Sciences: A Causal Comparison Study

Investigating Institutional Effectiveness.

**Program of Study** – Educational Leadership

**Presentation Type** – PowerPoint (Remote)

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**Category** – Applied

### **ABSTRACT**

Nontraditional students have personal obstacles they must overcome in their journey through college. These barriers differ from traditional students and can include feelings of isolation and a sense that their chosen institutions are insensitive and inflexible to the particular nontraditional student needs. In this quantitative, causal-comparative study, the researcher sought to determine if students' satisfaction, as measured by the Student Satisfaction Inventory, differed based on student status (traditional or nontraditional) and health science program (nursing, dental hygiene, or radiologic technology) enrolled at technical colleges of Georgia. This study was conducted at technical colleges in Georgia. Participants were students from five colleges enrolled in nursing (six traditional and 19 nontraditional students), dental hygiene (20 traditional and six nontraditional), or radiologic technology programs (9 traditional and 7 nontraditional). A factorial Analysis of Variance was used to determine main effects of each independent variable as well as evaluate any interaction effects of traditional and nontraditional and health science program on student satisfaction. No previous research was found to investigate differences in student satisfaction as they were related to student status and health science program enrolled at

technical colleges. Research findings add to existing knowledge of nontraditional student satisfaction but also present a new population for study. This study might reinforce that satisfaction with the educational institution is important. This may be immediately useful for administrators, faculty, and staff to better focus resources on learning the differences in cohorts entering their colleges each year. Knowing the composition and demographics of each cohort might improve the attention and response to those students that may be entering in a position to be dissatisfied with services not geared toward their population. First, last, and always the goal of the educational institution should be to serve the students. Education occurs in relationship. Knowing the students is the key.