

2017

An Examination of the Perceptions of Traditional and Nontraditional Student Engagement at a Community College in Southern Appalachia

Barbara J. Lowe
Walters State Community College

Virginia P. Foley
East Tennessee State University, foleyv@etsu.edu

Follow this and additional works at: <https://dc.etsu.edu/etsu-works>



Part of the [Higher Education Commons](#)

Citation Information

Lowe, Barbara J.; and Foley, Virginia P. 2017. An Examination of the Perceptions of Traditional and Nontraditional Student Engagement at a Community College in Southern Appalachia. *Proceedings of the Joint Meeting of the Academic Business World International Conference & International Conference on Learning and Administration in Higher Education*, Nashville, TN. 67.

This Conference Proceeding is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

An Examination of the Perceptions of Traditional and Nontraditional Student Engagement at a Community College in Southern Appalachia

Copyright Statement

This document was published with permission from the publisher. It was originally published in the Proceedings of the Joint Meeting of th [Academic Business World International Conference](#) and [International Conference on Learning and Administration in Higher Education](#).

An Examination of the Perceptions of Traditional and Nontraditional Student Engagement at a Community College in Southern Appalachia

Barbara J. Lowe

Walters State Community College

Virginia Foley

East Tennessee State University

ABSTRACT

The purpose of this study was to examine the relationship between student engagement and overall satisfaction of traditional and nontraditional students at the community college level at a community college in Southern Appalachia.

Three professors, 2 staff, 2 administrators, 5 traditional students, and 5 nontraditional students from a community college in Southern Appalachia comprised the sample for the study. A descriptive case study was the qualitative approach used. Data were collected in individual in-depth interviews with participants.

The findings of this study could provide community college administrators, staff and faculty with an understanding of traditional and nontraditional students' engagement and satisfaction and experiences on campus. This information can assist administrators, staff and faculty in identifying needs and priorities on campus along with developing learning environments that are effective for traditional and nontraditional students

Results of the research revealed positive overall perceptions of engagement and satisfaction from students, faculty and administrators. A theme that emerged was the strong focus on student centered, student focused, educational practices at a community college in Southern Appalachia. Additionally, it was evident that the community college continuously strives to improve their student support services as well as the academic learning environment to increase student engagement and satisfaction. Further, the findings revealed a need for more advising on the importance of utilizing student email and additional modes of communication from student support services to students and from faculty to students.