



# **DISTANCE EDUCATION SATISFACTION SURVEY EVALUATION RESULTS (2025–2026 Spring Semester)**

In this study conducted by the Istanbul Aydın University Distance Education Application and Research Center, university students' satisfaction levels regarding the distance education process were examined. Within the scope of the research, data obtained from a total of 2251 students on a voluntary basis through university and instructor announcements during the 2025–2026 Spring Semester were analyzed. In addition, interviews were conducted with 15 faculty members who taught online courses. Thus, the study aimed to evaluate distance education services from both student and faculty perspectives and to identify areas for improvement.

## **1. Purpose of the Research**

This research was conducted to evaluate the distance education services provided by the Istanbul Aydın University Distance Education Application and Research Center from the perspectives of both students and faculty members. The primary objective of the study is to reveal students' perceptions, experiences, and satisfaction levels regarding the distance education process, while also assessing the opinions and experiences of faculty members who conduct online courses. Furthermore, the study aims to identify the strengths of current practices, determine areas requiring improvement, and provide data for continuous improvement efforts based on the findings obtained.

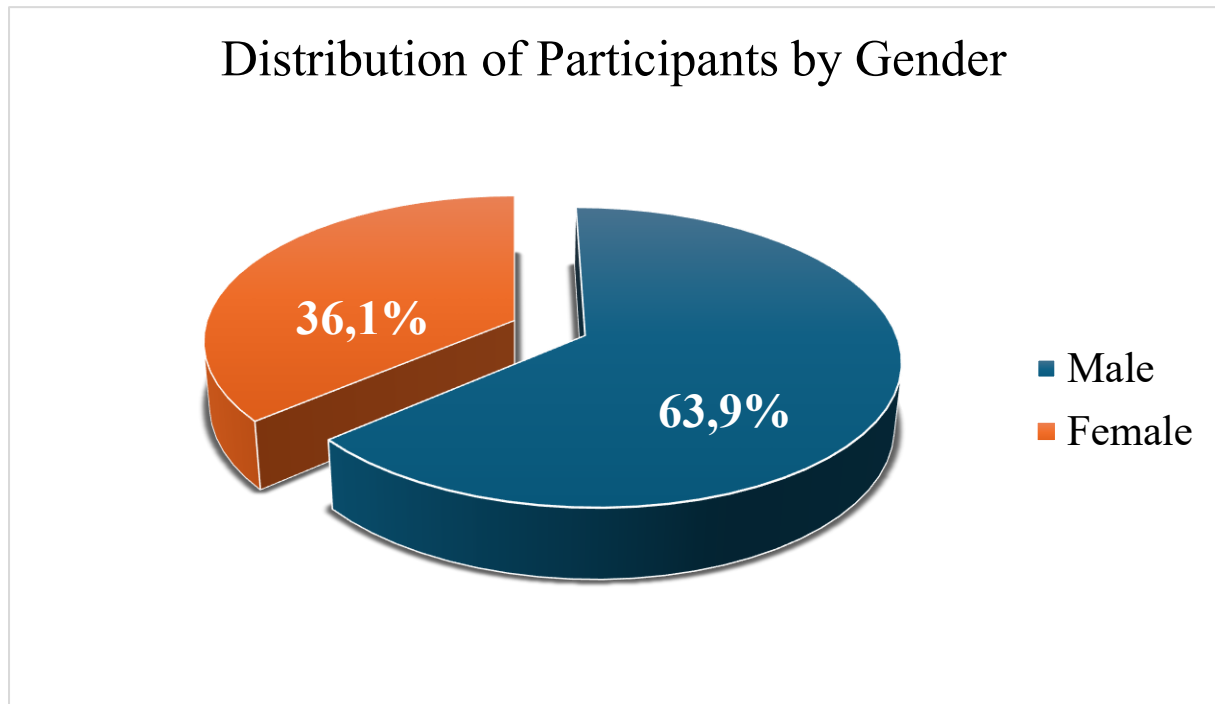
Stakeholder feedback, which is one of the fundamental components of quality assurance in higher education, is considered an important criterion in evaluating the effectiveness of teaching and learning processes. In this context, the research seeks to assess the extent to which the distance education system meets students' expectations and needs, identify the factors affecting students' learning experiences, and generate evidence-based data regarding the quality of educational services by examining faculty members' views on distance education processes.

The results obtained from the research are intended to contribute to decision-making mechanisms related to the planning, implementation, and development of distance education processes; strengthen the student-centered education approach; enhance understanding of faculty members' needs and expectations; improve service quality; and support the institutional quality assurance system. In this respect, the study serves not only as an evaluation tool that reveals current satisfaction levels but also as a strategic source of feedback that will guide quality improvement activities carried out in line with the university's sustainable development goals.

## 2. Participant Profile

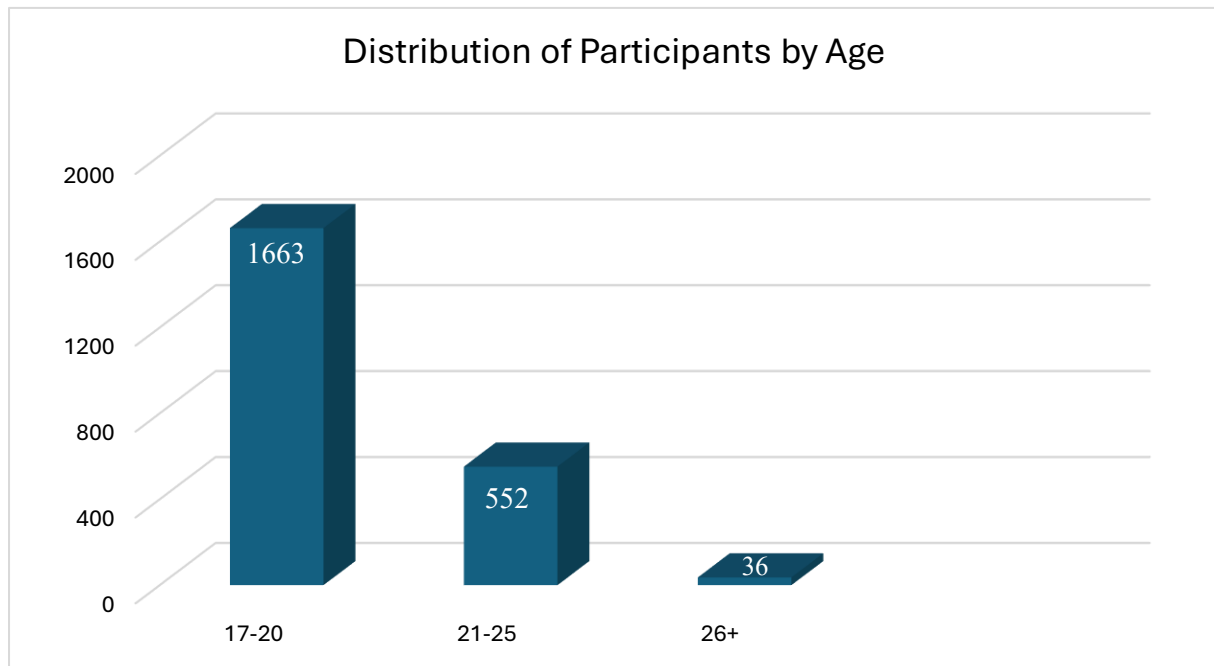
### 2.1. Distribution by Gender

A total of 2251 students participated in the study. Of the participants, 1438 (63.9%) were male and 813 (36.1%) were female students. Accordingly, male students constituted the majority of the participants, while female students represented approximately one-third of the sample.



## 2.2. Distribution by Age

A total of 2251 students participated in the survey. Of the participants, 1663 (73.9%) were in the 17–20 age group, 552 (24.5%) were in the 21–25 age group, and 36 (1.6%) were aged 26 and above. Accordingly, the vast majority of participants were between the ages of 17 and 20, while students aged 21–25 represented approximately one-quarter of the sample.



## 3. Mean Score Analyses

Item	Mean Score
It was easy to adapt to distance education.	4,25
Distance education was as effective as face-to-face education	4,27
Distance education should continue partially alongside face-to-face education.	3,96
Distance education positively affected my academic success.	4,22
Classes start on time.	4,43
I did not experience technical problems.	4,84
I can easily reach my instructors when needed.	3,50
I did not encounter problems during assignment/project processes.	4,29

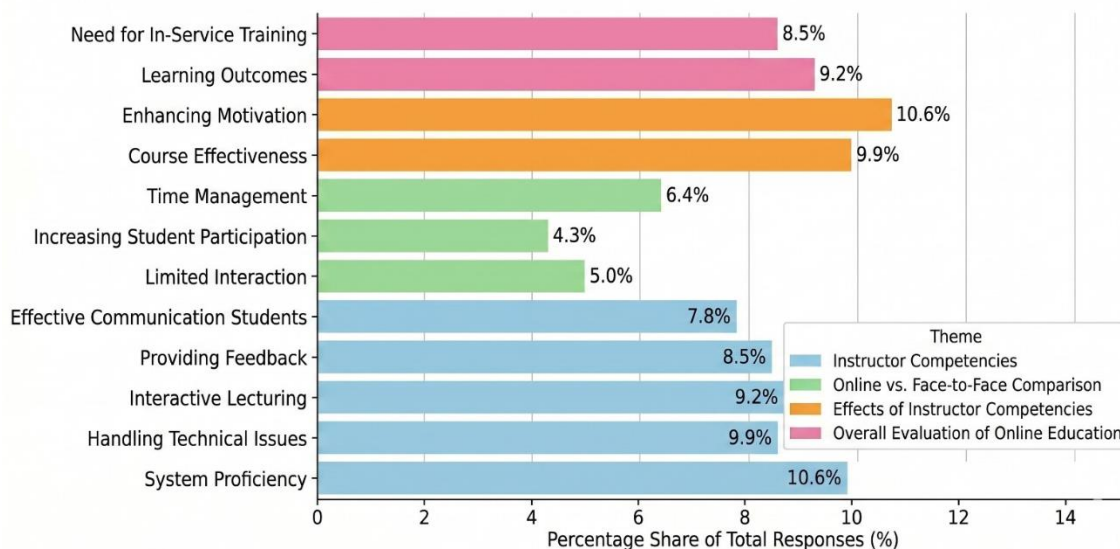
The survey results indicate that students' satisfaction levels regarding distance education processes are generally high. The survey consisted of eight items measured using a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) and was administered to a total of 2251 students.

The highest satisfaction score was obtained for the item related to the absence of technical problems (Mean = 4.84). This result demonstrates that the distance education infrastructure provides reliable and sustainable services. This was followed by the timely start of classes (Mean = 4.43) and the perception that distance education is as effective as face-to-face education (Mean = 4.27). Students also reported high levels of satisfaction regarding adaptation to distance education (Mean = 4.25), its contribution to academic achievement (Mean = 4.22), and the smooth implementation of assignment and project processes (Mean = 4.29).

The item stating that distance education should continue partially alongside face-to-face education reflected a moderate-to-high level of agreement (Mean = 3.96). On the other hand, the item concerning accessibility to instructors (Mean = 3.50) received the lowest score on the scale and emerged as the area most open to improvement.

#### 4. Faculty Members' Evaluations of Online Education Processes

Theme-Code Distribution Derived from Open-Ended Responses (Total Frequency = 141)



Theme (Question Category)	Sub-Themes / Codes	<i>f</i>	%
<b>1. Faculty Competencies in Online Education</b>	Ability to address technical issues	14	%93,3
	System proficiency	15	%100,0
	Interactive teaching practices	13	%86,7
	Providing feedback	12	%80,0
	Effective communication with students	11	%73,3
<b>2. Comparison of Online and Face-to-Face Education</b>	Limited interaction	7	%46,7
	Increasing student participation	6	%40,0
	Time management	9	%60,0
<b>3. Effects of Faculty Competencies</b>	Course effectiveness	14	%93,3
	Enhancing motivation	15	%100,0
<b>4. General Evaluation of Online Education</b>	Learning outcomes	13	%86,7
	Need for in-service training	12	%80,0
<i>Note: N=15</i>			

## Evaluation of Research Findings

This table presents faculty members' perceptions and evaluations of the online education process under four main themes: Faculty Competencies, Comparison of Online and Face-to-Face Education, Effects of Faculty Competencies, and General Evaluation of Online Education.

Based on the findings obtained:

- **Faculty Competencies in Online Education** Under the theme of Faculty Competencies, all faculty members (100%) emphasized system proficiency. This was followed by the ability to address technical issues (93.3%) and interactive teaching practices (86.7%). These findings indicate that complete mastery of technological infrastructure and the ability to manage potential technical challenges during synchronous learning sessions without disrupting pedagogical interaction are regarded as fundamental prerequisites for educational quality in online learning environments.
- **Comparison of Online and Face-to-Face Education** Within the theme of Comparison of Online and Face-to-Face Education, time management (60.0%) and limited interaction (46.7%) emerged as the most prominent codes. While faculty members emphasized that academic content delivery in online classes requires much more structured planning than face-to-face instruction, overcoming the limitations caused by the absence of natural classroom dynamics and increasing student participation (40.0%) were perceived as significant managerial and pedagogical challenges.
- **Effects of Faculty Competencies** Under the theme of Effects of Faculty Competencies, all participants (100%) highlighted the importance of enhancing student motivation, while course effectiveness (93.3%) was also supported by nearly unanimous agreement. These results strongly support the view that, in distance education, faculty members function not only as knowledge providers but also as facilitators of the digital classroom environment. Their competencies directly shape student motivation and have a substantial impact on learning effectiveness.
- **General Evaluation of Online Education** Within the General Evaluation of Online Education theme, learning outcomes (86.7%) and the need for in-service training (80.0%) were the most frequently emphasized codes. This finding suggests that, in order to achieve institutional learning outcomes at a high level of quality, faculty members should be supported through sustainable and structured professional development programs focusing on digital pedagogy, innovative assessment and evaluation methods, and technology integration.

## 5. Quality Assurance Evaluation

The findings regarding distance education services indicate highly positive evaluations in terms of technical infrastructure, operational processes, and learning management system performance.

In particular, the high level of student satisfaction regarding the absence of technical problems (Mean = 4.84) and the timely start of classes (Mean = 4.43) demonstrates that the system operates in a stable, uninterrupted, and well-organized manner.

This suggests that distance education processes are effectively structured not only in terms of technical adequacy but also in terms of process management and operational efficiency. The results further indicate that institutional quality assurance mechanisms are integrated into distance education processes and that these processes are maintained in accordance with established standards.

Moreover, the findings reveal that student feedback is systematically evaluated and that improvement initiatives based on such feedback produce effective outcomes. Within this framework, current practices are considered to contribute positively to student satisfaction, while the principle of continuous improvement is reflected throughout the educational processes. In addition, findings obtained from interviews with faculty members teaching online courses largely align with the student data. Faculty members emphasized issues such as the effectiveness of the technical infrastructure, the importance of system proficiency, the enhancement of student motivation, and the need for in-service training. This demonstrates that student and faculty feedback point to similar quality indicators and highlights the importance of supporting improvement efforts in distance education through a multi-stakeholder approach.

## **6. PDCA Cycle**

### **6.1. Plan**

In line with the quality assurance approach adopted for distance education activities, a survey was planned to measure students' opinions and satisfaction levels regarding distance education processes. In addition, it was intended to gather the views of faculty members who teach online courses concerning distance education practices. The data to be obtained through the study were expected to contribute to the improvement of educational services and support quality assurance processes.

### **6.2. Do**

The planned survey was announced to students benefiting from distance education services during the 2025–2026 Spring Semester through university and faculty announcements. Participation was voluntary. Students' opinions regarding their distance education experiences were systematically collected. In addition, interviews were conducted with faculty members who delivered online courses. Following the completion of the data collection process, the dataset required for analysis was established.

### **6.3. Check**

Data obtained from 2251 students who participated in the survey were analyzed to evaluate students' satisfaction levels regarding the distance education process. Furthermore, interviews conducted with 15 faculty members teaching online courses were analyzed and evaluated.

## 6.4. Act

Based on the findings obtained, improvement initiatives aimed at increasing student satisfaction have been planned. In addition, it is intended to continue professional development and support activities for faculty members in line with their feedback regarding distance education processes.

Particular emphasis will be placed on regularly monitoring student and faculty feedback, strengthening student–faculty interaction, and continuing activities aimed at improving the effectiveness of distance education services.

## 7. Improvement Activities

An examination of the survey results together with student and faculty feedback collected throughout the semester indicates that distance education services have generally been delivered effectively and efficiently. The Learning Management System and live online classroom applications have successfully supported teaching and learning processes. The findings demonstrate high levels of satisfaction among both students and faculty members regarding distance education services.

However, based on the feedback received, improvement initiatives are planned particularly to enhance communication and interaction between students and faculty members outside scheduled class hours. Within this scope, efforts will focus on improving online consultation processes and encouraging faculty members to make more effective use of online meetings and academic advising practices with students.

Furthermore, information and guidance activities will be carried out to promote the more effective use of announcement, messaging, and feedback tools available within the Learning Management System. These efforts aim to improve students' access to faculty members, strengthen communication processes, and enhance the effectiveness of academic support mechanisms.

Technical support, user guidance, and training activities currently provided within distance education processes will continue while maintaining their existing level of effectiveness. Training programs, informational meetings, and technical support services designed to assist students and faculty members in using the systems effectively will be maintained on a regular basis.

Through these planned improvement activities, the institution aims to preserve existing strengths, enhance communication and interaction, increase student satisfaction, and further strengthen the institutional quality assurance system in accordance with the principle of continuous improvement.

## 8. Conclusion

The survey results indicate that distance education services are generally evaluated positively by both students and faculty members. In particular, the reliability of the technical infrastructure, the implementation of courses as planned, the effective use of the Learning Management System, and the support services provided stand out as the major strengths of the distance education process. The findings demonstrate that the distance education system

operates in a continuous, organized, and sustainable manner and that the institutional structure largely meets the needs of all stakeholders. The high overall satisfaction levels reported by students indicate that educational activities are conducted in a planned and systematic manner.

Similarly, faculty members' positive evaluations regarding process management, technical infrastructure, and distance education practices support the effectiveness of the quality assurance mechanisms established within the institution. This demonstrates that distance education services are successfully implemented not only from a technical perspective but also in terms of the organization, management, and continuity of educational processes. Nevertheless, the feedback obtained also indicates the existence of areas requiring further development. In particular, increasing communication and interaction between students and faculty members outside scheduled class hours is considered an important area for improvement that may further enhance the student experience.

In this context, the institution plans to expand online academic advising practices, promote more effective use of communication tools, and increase activities that support student–faculty interaction. Furthermore, continuing information, guidance, training, and technical support activities for both students and faculty members remains essential for maintaining current satisfaction levels and enhancing the effectiveness of distance education processes. Accordingly, it is planned that user support services and training activities will continue on a regular basis.

In conclusion, the distance education system operates effectively in terms of technical infrastructure, process management, educational delivery, and stakeholder satisfaction. In the upcoming period, while maintaining its existing strengths, the institution aims to focus on strengthening student–faculty interaction and further developing its institutional quality assurance system in line with the principle of continuous improvement.