Distance Education Key Performance Indicators and
Summative Data Analysis Report

Guam Community College
June 2024

Distance Education Course Offerings

The following narrative covers Distance Education course offerings from Fall 2018 to Spring 2024. Source data was provided by the AIER office from GCC's Banner Argos (updated as of June 2024).

This data summary is focused primarily on course offerings of online and hybrid courses, student enrollment to DE courses, and instructor assignments to online and hybrid courses.

Year	Term	Courses Delivered	Student Count	Instructors
2018	Fall	6	153	5
2019	Spring	4	54	4
2019	Fall	4	68	4
2020	Spring	2	24	2
2020	Summer	10	87	9
2020	Fall	162	3173	60
2021	Spring	22	628	22
2021	Summer	1	1	1
2021	Fall	24	564	20
2022	Spring	20	386	13
2022	Summer	4	62	4
2022	Fall	16	383	12
2023	Spring	15	280	9
2023	Summer	3	48	3
2023	Fall	16	243	10
2024	Spring	14	207	8

Fall 2018: Six (6) courses were delivered in the hybrid format only with a seat count of 153. Five (5) instructors taught the courses and the pass rates ranged from 53% to a high of 95%.

Spring 2019: Four (4) courses were delivered in an online or hybrid format with a seat count of 54. Four (4) instructors taught the courses and the pass rates ranged from 75% to a high of 88%; however, the 8 students in the MA161A course had a 13% pass rate.

Fall 2019: Four (4) courses were delivered in the hybrid format only with a seat count of 68. Four (4) instructors taught the courses and the pass rates ranged from 78% to a high of 100%.

Spring 2020: Two (2) courses were delivered in the hybrid format only with a seat count of 24. Two (2) instructors taught the courses and the pass rates ranged from 66% to a high of 77%.

Summer 2020: Ten (10) courses were delivered online with a seat count of 87. Nine (9) instructors taught the courses and the pass rates ranged from 68% to a high of 100%.

Fall 2020: All courses were delivered online with a seat count of 3,173. All College instructors taught the online courses and the pass rates ranged from 67% to a high of 100%; however, the 20 students in the CUL120 course had a 35% pass rate and the 74 students in MA97 had a 49% pass rate.

Spring 2021: Twenty-two (22) courses were delivered in an online or hybrid format with a seat count of 628. Twenty-two (22) instructors taught the courses and the pass rates ranged from 72% to a high of 100%. The thirty-one (31) students in MA97 had a 58% pass rate.

Summer 2021: One (1) course was delivered with one (1) student enrolled. Pass rate was 100%.

Fall 2021: Twenty-four (24) courses were delivered in an online or hybrid format with a seat count of 564. Twenty (20) instructors taught the courses and the pass rates ranged from 43% to a high of 100%. The seven (7) students in MA98 had a 47% pass rate. The overall pass rate for Fall 2021 is 84%.

Spring 2022: Twenty (20) courses were delivered in an online or hybrid format with a seat count of 386. Thirteen (13) instructors taught the courses and the pass rates ranged from 11% to a high of 100%. The nineteen (19) students in MA98 had a 11% pass rate. The overall pass rate for Spring 2022 is 76%.

Summer 2022: Four (4) courses were delivered in an online or hybrid format with a seat count of 62. Four (4) instructors taught the courses and the pass rates ranged from 60% to a high of 100%. The overall pass rate for Summer 2022 is 81%.

Fall 2022: Sixteen (16) courses were delivered in an online or hybrid format with a seat count of 383. Twelve (12) instructors taught the courses and the pass rates ranged from 11% to a high of 100%. MA98 had Nineteen (19) students with a 11% pass rate. The overall pass rate for Fall 2022 is 72%.

Spring 2023: Fifteen (15) courses were delivered in an online or hybrid format with a seat count of 280. Nine (9) instructors taught the courses and the pass rates ranged from 31% to a high of 100%. The course MA97 had thirteen (13) students with a 31% pass rate. The overall pass rate for Spring 2023 is 76%.

Summer 2023: Three (3) courses were delivered in an online or hybrid format with a seat count of 48. Three (3) instructors taught the courses and the pass rates ranged from 74% to a high of 90%. The overall pass rate for Summer 2023 is 81%.

Fall 2023: Sixteen (16) courses were delivered in an online or hybrid format with a seat

count of 243. Instructors taught the courses and the pass rates ranged from 6.3% to a high of 100%. The course MA97 had sixteen (16) students with a 6.3% pass rate of 1 passing, 12 fail, and 3 withdraw. The overall pass rate for Fall 2023 is 76%.

Spring 2024: Fourteen (14) courses were delivered in an online or hybrid format with a seat count of 207. Instructors taught the courses and the pass rates ranged from 58% to a high of 100%. The course MA98 had twelve (12) students with a 58% pass rate of 7 passing, 4 failing, and 1 withdraw. The overall pass rate for Spring 2024 is 80%

The data showcases a remarkable journey of growth and adaptation in the institution's distance education program. Beginning with modest numbers in 2018, the program experienced exponential growth during the COVID-19 pandemic in Fall 2020, delivering 162 courses to 3,173 students with the support of 60 instructors. This period of rapid expansion demonstrated the institution's ability to scale and meet the surge in demand effectively. Post-pandemic, the program stabilized with a consistent number of courses and a balanced student-to-faculty ratio, maintaining robust enrollment numbers. This adaptability highlights the Guam Community College's commitment to providing quality education and its ability to respond dynamically to changing educational needs.

Based on the observed trends, several recommendations can be made to optimize the institution's distance education program. Firstly, it is essential to continue monitoring enrollment trends and adjusting course offerings to align with student demand, ensuring efficient utilization of resources. With the observed decrease in class sizes, there is an opportunity to enhance student support services, which can improve learning outcomes and satisfaction, potentially leading to increased enrollment in future terms. Finally, regularly gathering feedback from students and instructors is crucial to identify areas for improvement and ensure that the distance education program effectively meets their needs.

Distance Education Courses to Student Enrollment

Year	Term	Courses Delivered	Student Count
2018	Fall	6	153
2019	Spring	4	54
2019	Fall	4	68
2020	Spring	2	24
2020	Summer	10	87
2020	Fall	162	3173
2021	Spring	22	628
2021	Summer	1	1
2021	Fall	24	564
2022	Spring	20	386
2022	Summer	4	62
2022	Fall	16	383
2023	Spring	15	280
2023	Summer	3	48
2023	Fall	16	243
2024	Spring	14	207

From Fall 2018 to Spring 2024

DE Courses to Student Ratio
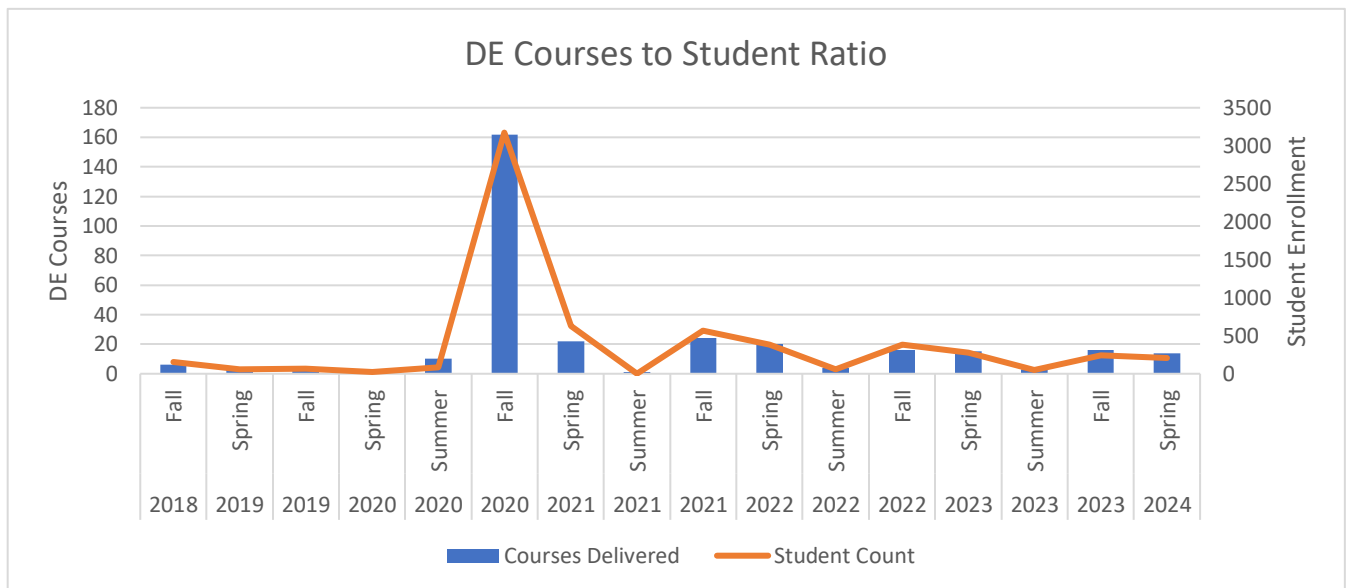
Fall and Spring DE Courses to Student Enrollment Ratio within the last 3 years

DE Courses to Student Ratio

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Courses Delivered	22	24	20	16	15	16	14
Student Count	628	564	386	383	280	243	207
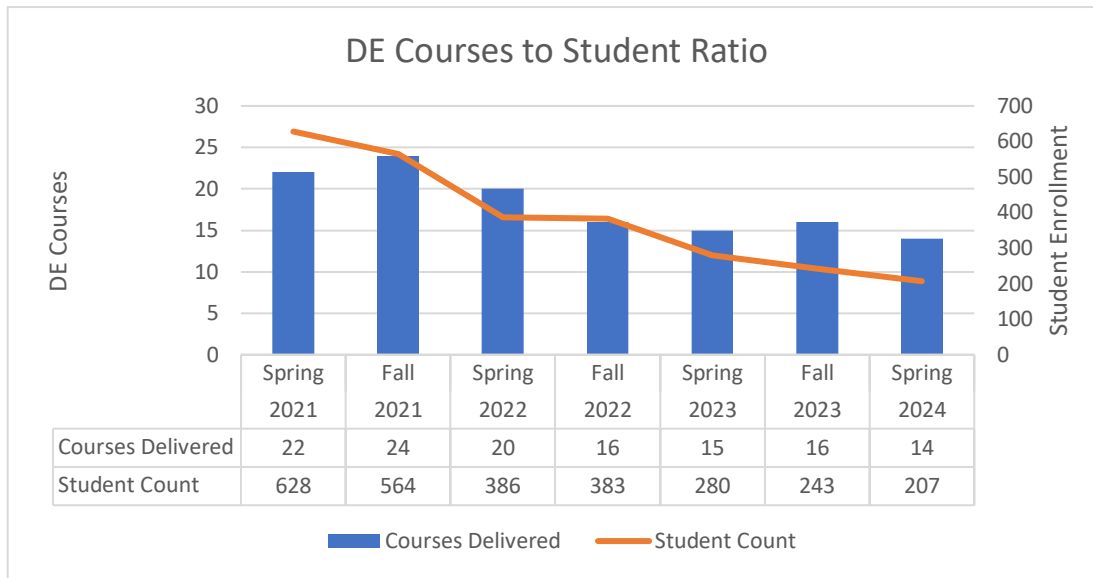
Analysis of Student-to-Course Ratio:

- **Spring 2021**: 28.5 students per course
- **Fall 2021**: 23.5 students per course
- **Spring 2022**: 19.3 students per course
- **Fall 2022**: 23.9 students per course
- **Spring 2023**: 18.7 students per course
- **Fall 2023**: 15.2 students per course
- **Spring 2024**: 14.8 students per course

Focusing on the data past the initial pandemic numbers of Fall 2020, from Spring 2021 to Spring 2024, we can observe the trends related to distance education courses and student enrollment.

Spring 2021 shows there is a high number of courses and student enrollment in Spring 2021 with 22 courses and 628 students, likely reflecting the continued impact of the pandemic.

Fall 2021 sees a slight decrease in courses (24) and students (564) compared to Spring 2021, indicating a stabilization as the institution adjusts to ongoing demand for distance education.

By Spring 2022 and Fall 2022, there is a gradual decline in both courses and students, suggesting a trend towards optimizing the number of courses offered to better match student demand. And by Spring 2023 to Spring 2024, the student-to-course ratio shows a gradual decrease, indicating smaller class sizes but positively more personalized instruction.

Distance Education Average Student to Faculty Ratio:

Year	Term	Student Count	Instructors	Student to Faculty Ratio
2018	Fall 2018	153	5	30.6
2019	Spring 2019	54	4	13.5
2019	Fall 2019	68	4	17
2020	Spring 2020	24	2	12
2020	Summer 2020	87	9	9.7
2020	Fall 2020	3173	60	52.9
2021	Spring 2021	628	22	28.5
2021	Summer 2021	1	1	1
2021	Fall 2021	564	20	28.2
2022	Spring 2022	386	13	29.7
2022	Summer 2022	62	4	15.5
2022	Fall 2022	383	12	31.9
2023	Spring 2023	280	9	31.1
2023	Summer 2023	48	3	16
2023	Fall 2023	243	10	24.3
2024	Spring 2024	207	8	25.9

This data focuses on analyzing the student-to-faculty ratio within the last 6 years. The period from 2018 to 2019 suggests a reduction in demand of online courses with the decline in student enrollment in DE courses. However, the stability in faculty numbers indicates the institution maintained a consistent level of online instructors. Potential factors in the drop could include course offerings, enrollment numbers, or other external factors affecting student's decisions to enroll in online courses.

Pandemic Period (2020)
During the pandemic period, the Fall 2020 term shows a dramatic increase in both students and instructors, reflecting the shift to online learning. Despite the increase in instructors, the student-to-faculty ratio remains high at 52.9, indicating a substantial faculty load.

Post-Pandemic Period (2021-2024)
Post-pandemic, the student-to-faculty ratio stabilizes around 24-32 students per instructor, indicating a more balanced faculty load compared to the peak in Fall 2020. The Guam Community College has adjusted to the demands of distance education, and shows a more balanced student-to-faculty ratio.

Note that this data only looks at the average, and a more in-depth analysis of course, instructor, and student ratio is to be developed to look into areas of subject where faculty load is high and in demand.

Distance Education Overall Term Pass Rates

Year	Term	Term Pass Rate
2021	Summer	100%
2021	Fall	84%
2022	Spring	76%
2022	Summer	81%
2022	Fall	72%
2023	Spring	76%
2023	Summer	81%
2023	Fall	76%
2024	Spring	80%
	Overall	81%

Distance Education Pass Rates
(Summer 2021 thru Spring 2024)
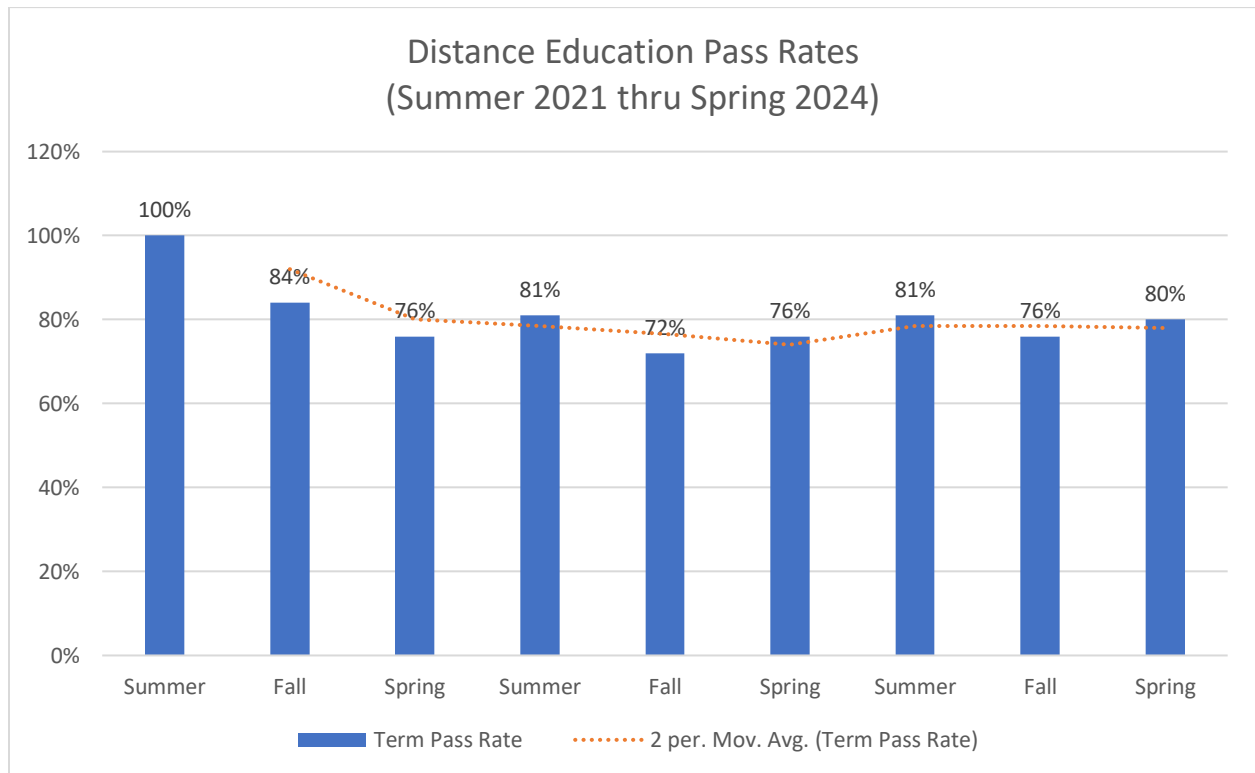
Pass/Fail/Withdraw Retention Statistics (Fall 2023 and Spring 2024)

Term	Mode of Instruction	Course	Pass %	Pass Count	Fail %	Fail Count	Withdrawal %	Withdrawal Count	Retention Rate %
Fall 2023	Hybrid	CJ150	94.7%	18	5.3%	1	0.0%	0	100%
Fall 2023	Hybrid	CJ200	81.3%	13	12.5%	2	6.3%	1	94%
Fall 2023	Hybrid	EE265	83.3%	10	16.7%	2	0.0%	0	100%
Fall 2023	Hybrid	HS208	100.0%	3	0.0%	0	0.0%	0	100%
Fall 2023	Hybrid	HS211	100.0%	1	0.0%	0	0.0%	0	100%
Fall 2023	Online	ED220	95.0%	19	5.0%	1	0.0%	0	100%
Fall 2023	Online	ED220	90.0%	18	10.0%	2	0.0%	0	100%
Fall 2023	Online	EN110	55.6%	10	38.9%	7	5.6%	1	94%
Fall 2023	Online	HS150	90.0%	18	10.0%	2	0.0%	0	100%
Fall 2023	Online	HS152	84.2%	16	15.8%	3	0.0%	0	100%
Fall 2023	Online	HS160	80.0%	12	20.0%	3	0.0%	0	100%
Fall 2023	Online	KE110	72.2%	13	22.2%	4	5.6%	1	94%
Fall 2023	Online	MA110A	52.6%	10	42.1%	8	5.3%	1	95%
Fall 2023	Online	MA110A	84.6%	11	7.7%	1	7.7%	1	92%
Fall 2023	Online	MA97	6.3%	1	75.0%	12	18.8%	3	81%
Fall 2023	Online	PI101	78.6%	11	7.1%	1	14.3%	2	86%
TOTAL:			78%	184	18%	49	4%	10	96%

Term	Mode of Instruction	Course	Pass %	Pass Count	Fail %	Fail Count	Withdrawal %	Withdrawal Count	Retention Rate %
Spring 2024	Hybrid	CJ150	100.0%	13	0.0%	0	0.0%	0	100%
Spring 2024	Hybrid	CJ200	100.0%	20	0.0%	0	0.0%	0	100%
Spring 2024	Hybrid	EE271	100.0%	16	0.0%	0	0.0%	0	100%
Spring 2024	Hybrid	HS268	100.0%	3	0.0%	0	0.0%	0	100%
Spring 2024	Online	ED220	80.0%	16	20.0%	4	0.0%	0	100%
Spring 2024	Online	ED220	92.3%	12	7.7%	1	0.0%	0	100%
Spring 2024	Online	HS150	78.6%	11	21.4%	3	0.0%	0	100%
Spring 2024	Online	HS152	78.6%	11	21.4%	3	0.0%	0	100%
Spring 2024	Online	KE110	75.0%	3	25.0%	1	0.0%	0	100%
Spring 2024	Online	MA110A	60.0%	12	35.0%	7	5.0%	1	95%
Spring 2024	Online	MA98	58.3%	7	33.3%	4	8.3%	1	92%
Spring 2024	Online	OA211	75.0%	15	25.0%	5	0.0%	0	100%
Spring 2024	Online	PI101	72.2%	13	16.7%	3	11.1%	2	89%
Spring 2024	Online	SO130	70.0%	14	25.0%	5	5.0%	1	95%
TOTAL:			81%	166	16%	36	2%	5	98%

The information provided focuses on the pass, fail, withdraw statistics of distance education courses offered in the past two semesters (Fall 2023 and Spring 2024). Distance Education courses holds a high student retention rate of their course completion. Courses in MA97 and MA110A indicates a common area of student passing rate.

The analysis of term overall pass rates in distance education from Fall 2021 to Spring 2024 reveals an initial decline from 84% to a low of 72% in Fall 2022, followed by stabilization in the mid-70s and a recovery to 80% in Spring 2024.

This trend suggests recurring performance issues, particularly in the areas of Math Courses, which brings the overall pass rates lower. To maintain and further improve pass rates, ensuring a consistent and high-quality educational experience in distance education, suggestion to gather feedback from both faculty and students to understand the learning experience of low pass rate courses. Exploration in student support services such as tutoring or helping faculty with instruction may be needed as well. Goal is to increase the pass rate between the Fall and Spring semester to the high of 84% or better.
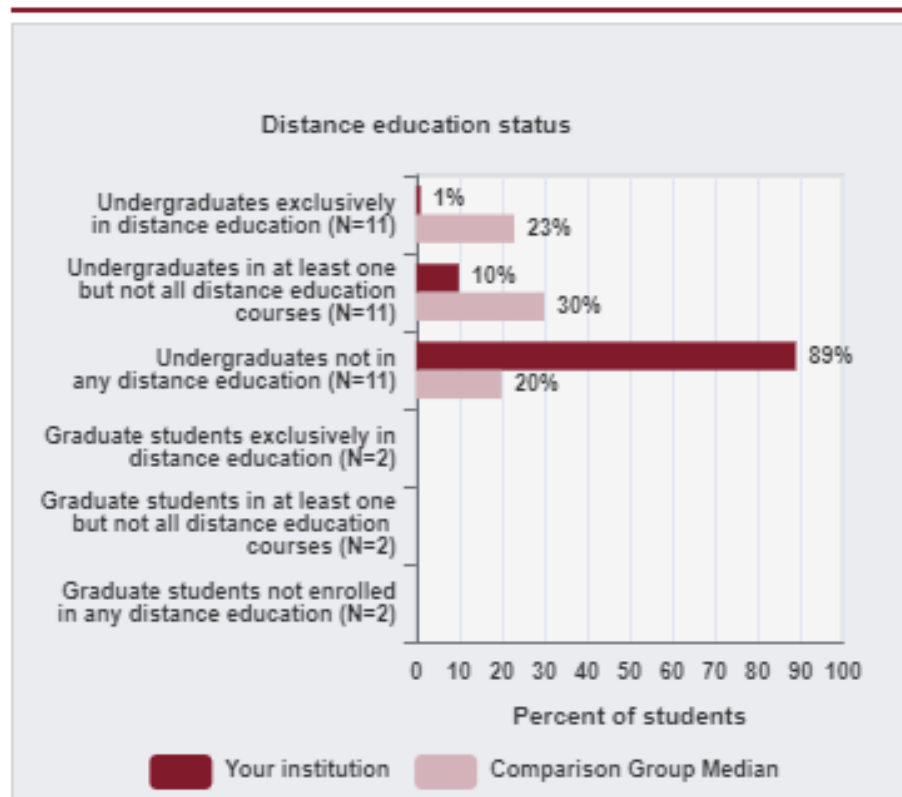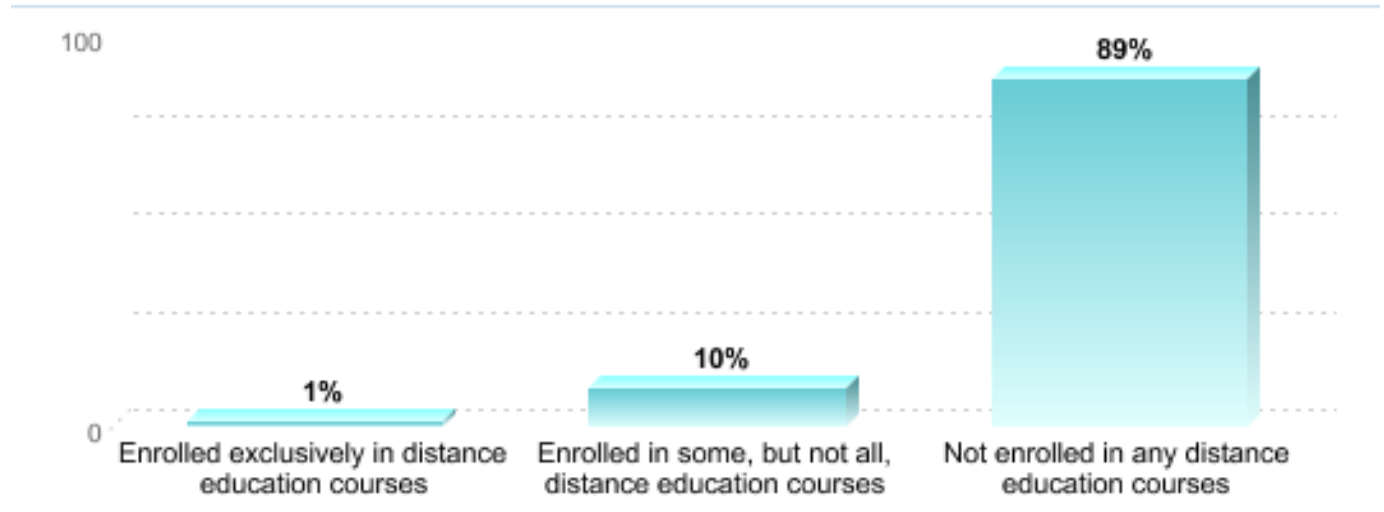
GRADUATE COMPLETIONS (NUMBER OF AWARDS CONFERRED)

Completions are the number of awards conferred by program and award levels that are offered as a distance education program. In April 2021, the ACCJC Committee on Substantive Change approved GCC's Associate of Science degree program in International Hotel Management (IHM). The distance education program offers students more flexibility in their pursuit of their degree and responds to the needs of students who may be working, caring for others, or have issues with transportation.

Business, Management, Marketing, and Related Support Services		
PROGRAM	YEAR	DEGREE: ASSOCIATE
Associate of Science in International Hotel Management	2024	4
	2023	3
	2022	8

2023 IPEDS Data Report of GCC Distance Education Status

UNDERGRADUATE DISTANCE EDUCATION STATUS

	Enrolled exclusively in distance education courses	Enrolled in some, but not all, distance education courses	Not enrolled in any distance education courses
	1%	10%	89%

Distance education status

Distance education status	Your institution	Comparison Group Median
Undergraduates exclusively in distance education (N=11)	1%	23%
Undergraduates in at least one but not all distance education courses (N=11)	10%	30%
Undergraduates not in any distance education (N=11)	89%	20%
Graduate students exclusively in distance education (N=2)		
Graduate students in at least one but not all distance education courses (N=2)		
Graduate students not enrolled in any distance education (N=2)		

Percent of students

■ Your institution ■ Comparison Group Median

NOTE: N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

The custom comparison group chosen by Guam Community College includes the following 11 institutions:

- American Samoa Community College
- College of Micronesia-FSM
- College of the Marshall Islands
- Hawaii Community College
- Honolulu Community College
- Kapiolani Community College

- Northern Marianas College
- Palau Community College
- University of Guam
- University of Hawaii at Hilo
- Windward Community College

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). Data is taken from their latest 2023 data report which looks at the number of undergraduates who are enrolled exclusively in a distance education course, enrolled in some but not all distance education course, and not enrolled in any distance education courses.

Analysis of Undergraduate Education Status:

A significant majority (89%) of undergraduate students are not enrolled in any distance education courses. This indicates that the predominant mode of education for undergraduates at this institution remains traditional, in-person learning. This may also be due to lack of online certified faculty instructors and thus limiting the number of courses that can be offered online.

1% of undergraduate students are enrolled exclusively in distance education courses. This can be explained in that the Guam Community College has one fully online program offered which is an Associate of Science degree program in International Hotel Management (IHM). However, GCC does offer other courses online, in which 10% of undergraduate students are enrolled in but are not exclusively pursuing the IHM distance education program This shows opportunities of students interested in taking both in-person and online courses.

The overall data indicates that while traditional, in-person learning is predominant at the institution, there is a significant opportunity to expand and enhance distance education offerings. By understanding and addressing the current barriers, leveraging hybrid models, and investing in faculty development and technology, the institution can better meet the evolving educational needs of its students and stay competitive with peer institutions.

IDEA Surveys Results: Academic Year 2023-2024

The following summary is extracted from an IDEA survey from Distance Education courses (online/hybrid) courses only. The information involves student responses regarding an instructor's teaching effectiveness over the most recent academic year 2023-2024. The IDEA survey evaluation includes various aspects of the instructor's performance, course quality, and student progress. The data helps provide information to conduct course evaluations, progress and student satisfaction.

The following group of survey questions describes the frequency of the DE Instructor's teaching procedures within their course as rated by the students. Provided is the average of the value in all responses on a scale of 1 to 5 as:

1 - Hardly Ever

2 - Occasionally

3 - Sometimes

4 - Frequently

5 - Almost Always

Term:	Spring 2024	Fall 2023
Number of Respondents (N)	N = 57 (out of 207) = 27.5% Response Rate	N = 97 (out of 243) = 39.9% Response Rate
Question #1: Found ways to help students answer their own questions	4.8	4.3
Question #2: Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.6	4.2
Question #3: Encouraged students to reflect on and evaluate what they have learned	4.8	4.5
Question #4: Demonstrated the importance and significance of the subject matter	4.8	4.4
Question #5: Formed teams or groups to facilitate learning	4.2	3.3
Question #6: Made it clear how each topic fit into the course	4.7	4.4
Question #7: Provided meaningful feedback on students' academic performance	4.6	4.2
Question #8: Stimulated students to intellectual effort beyond that required by most courses	4.6	4.2

Question #9: Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.7	4.3
Question #10: Explained course material clearly and concisely	4.7	4.5
Question #11: Related course material to real life situations	4.8	4.4
Question #12: Created opportunities for students to apply course content outside the classroom	4.6	4.2
Question #13: Introduced stimulating ideas about the subject	4.7	4.4
Question #14: Involved students in hands-on projects such as research, case studies, or real-life activities	4.5	3.8
Question #15: Inspired students to set and achieve goals which really challenged them	4.6	4.1
Question #16: Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.6	3.9
Question #17: Asked students to help each other understand ideas or concepts	4.5	3.8
Question #18: Gave projects, tests, or assignments that required original or creative thinking	4.7	4.2
Question #19: Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.6	4.2

The IDEA survey next measures student progress with thirteen questions focusing on different learning objectives (not all of which will be relevant/emphasized in each class). Provided is the average of the value in all responses on a scale of 1 to 5 as:

1- No Apparent Progress

2- Slight Progress; I made small gains on this objective

3- Moderate Progress; I made some gains on this objective

4- Substantial Progress; I made large gains on this objective

5- Exceptional Progress; I made outstanding gains on this objective

Term:	Spring 2024	Fall 2023
Number of Respondents (N)	N = 57 (out of 207) = 27.5% Response Rate	N = 97 (out of 243) = 39.9% Response Rate
Question #20: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	4.2	4.1
Question #21: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	4.2	4.0
Question #22: Learning to apply course material (to improve thinking, problem solving, and decisions)	4.3	4.2
Question #23: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.4	4.1
Question #24: Acquiring skills in working with others as a member of a team	4.3	3.6
Question #25: Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	4.3	3.9
Question #26: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	4.3	4.0
Question #27: Developing skill in expressing myself orally or in writing	4.2	4.0
Question #28: Learning how to find, evaluate, and use resources to explore a topic in depth	4.4	4.1
Question #29: Developing ethical reasoning and/or ethical decision making	4.4	4.0
Question #30: Learning to analyze and critically evaluate ideas, arguments, and points of view	4.4	4.1
Question #31: Learning to apply knowledge and skills to benefit others or serve the public good	4.4	4.1
Question #32: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	4.3	4.1

The next two IDEA survey questions Students are asked to compare their DE course with other courses they have taken at GCC. Provided is the average value in all responses on a scale of 1 to 5 as:

1 – Much Less than Most Courses
2 – Less than Most Courses
3 – About Average
4 – More than Most Courses
5 – Much More than Most Courses

Term:	Spring 2024	Fall 2023
Number of Respondents (N)	N = 57 (out of 207) = 27.5% Response Rate	N = 97 (out of 243) = 39.9% Response Rate
Question #33: Amount of coursework	3.2	3.3
Question #34: Difficulty of subject matter	3.0	3.2

The final set of survey questions cover the student experience of their DE course. Provided is the average value in all responses in a scale of 1 to 5 as:

1- Definitely False
2 – More False than True
3 – In Between
4 – More True than False
5 – Definitely True

Term:	Spring 2024	Fall 2023
Number of Respondents (N)	N = 57 (out of 207) = 27.5% Response Rate	N = 97 (out of 243) = 39.9% Response Rate
Question #35: As a rule, I put forth more effort than other students on academic work.	3.4	3.3
Question #36: I really wanted to take this course regardless of who taught it.	3.9	3.9
Question #37: When this course began I believed I could master its content.	3.8	3.8
Question #38: My background prepared me well for this course's requirements.	3.8	3.6
Question #39: Overall, I rate this instructor an excellent teacher.	4.8	4.6
Question #40: Overall, I rate this course as excellent.	4.8	4.6

Strengths

Based on the information extracted from the IDEA survey, distance education courses demonstrate significant strengths in several areas of their online course experience between the instructors and students. DE instructors excel in ratings of helping students self-answer questions, encouraging reflection and evaluation, demonstrating the importance of the subject matter, explaining material clearly and relating course material to real life. Students-faculty interaction outside of class is also frequently encouraged which is vital in a remote learning environment where timely and constructive feedback can help bridge the gap caused by physical distance.

Student progress rating of their DE course learning objective experiences includes strengths of gaining substantial progress of developing skills needed by professionals in the field, learning how to find, evaluate and use resources to explore a topic in depth, and being able to develop ethical reasoning and decision making.

Areas of Improvement

The formation of teams for learning is less used, indicating challenges in facilitating group work remotely. About average in student rating on the difficulty of subject matter and amount of coursework could indicate a need for additional support, resources, or instructional strategies to help students navigate and master complex concepts effectively.

The institution can aim to improve the response rates of 27.5% and 39.9% to higher levels. Utilizing personalized reminders, offer incentives, leveraging faculty support to remind students and integrate surveys into the curriculum, and extending deadlines can also encourage participation. These ensures more comprehensive feedback and better-informed decisions for enhancing the distance education program.

Summary

The results indicate a consistently high level of student satisfaction across various aspects of teaching, with particular strengths in providing clear explanations, demonstrating the importance of subject matter, and stimulating intellectual effort. There are areas for improvement, especially in facilitating teamwork and increasing response rates. The results indicate a consistently high level of student satisfaction across various aspects of teaching, with particular strengths in providing clear explanations, demonstrating the importance of subject matter, and stimulating intellectual effort. Overall, the survey concludes with a high level of student experience satisfaction with the distance education faculty and their overall course experience receiving excellent ratings.