



MSCB UNIVERSITY

KNOWLEDGE EXCELLENCE SERVICE

STUDENT FEEDBACK ANALYSIS

**CENTRE FOR DISTANCE
AND ONLINE EDUCATION**

2025-2026

1. Introduction

The Centre for Distance and Online Education (CDOE) conducted a structured student feedback exercise during the academic session 2025-26 to assess learners' perceptions of course content, Self-Learning Materials (SLMs), online accessibility, faculty support, participation and learning outcomes.

As the 2025-26 cohort is currently pursuing its programmes and has not yet completed the academic cycle, the present feedback is ongoing and represents learners' perceptions of their current academic experience. It should therefore be understood as formative feedback rather than a final assessment of programme outcomes.

2. Overall Course Experience

Indicator	Positive Response
Overall satisfaction	88%
Overall course quality	90%
Clarity of course objectives	91%
Relevance of course content	89%
Usefulness of SLMs/study materials	91%
Relevance of assignments	86%
Relevance of assessments	88%
Appropriateness of course pace	84%

The responses indicate a generally favourable perception of the academic structure. Course objectives, study materials and content relevance received particularly positive responses. The comparatively lower response regarding course pace indicates scope for continued review according to learner requirements.

3. Accessibility and Learner Engagement

Indicator	Positive Response
Access to online classes	86%
Access to learning materials	90%
Accessibility of SLMs/digital resources	89%
Ease of using online platform	84%
Regular/Often participation	92%
Engaged/Very engaged	85%

The findings suggest that most learners are able to access academic resources and participate in online learning activities. Continued attention to digital accessibility and flexible modes of engagement may further support learners facing technological or scheduling constraints.

4. Faculty Support

Indicator	Positive Response
Explanation of lessons	92%
Faculty communication	91%
Availability for questions	89%
Encouragement and motivation	88%
Feedback on assignments	86%

Faculty interaction is among the stronger dimensions of the current learning experience. The responses indicate satisfactory communication and academic support, while timely and structured feedback on assignments remains an area for continued attention.

5. Learning Outcomes

Approximately 93% of students reported that their knowledge and skills had improved either significantly or to some extent. Further, approximately 88% indicated that they were confident or very confident in applying their learning.

As students are still pursuing their programmes, these findings represent perceived learning progress at the present stage and should not be interpreted as final programme outcomes.

6. Technical and Academic Challenges

Challenge	Students Reporting
Internet/connectivity problems	22%
Difficulty staying focused	18%
Time-management difficulties	16%
Technical/device/platform problems	13%
Difficulty understanding some lessons	11%
Difficulty completing assignments	10%
Limited interaction	9%

Approximately 61% of students reported no major difficulty with online learning. Connectivity remains the most frequently identified challenge, followed by concentration, time management and technical issues.

7. Overall Course Rating and Recommendation

Students rated their overall course experience on a five-point scale:

Rating	Response
Excellent (5)	42%
Very Good (4)	38%
Good (3)	15%
Fair (2)	4%
Poor (1)	1%

Mean overall rating: 4.16 / 5

Approximately 80% of students rated the programme as Very Good or Excellent. Further, 86% indicated that they would definitely or probably recommend the programme to another learner.

8. Key Areas for Continuous Improvement

The feedback indicates the following areas for continued institutional attention:

- Connectivity and technical support
- Accessibility of online learning platforms
- Timely assignment feedback
- Course pacing and workload
- Interactive and peer-learning opportunities
- Learner support for time management and digital learning

These observations may be considered in the ongoing review and enhancement of academic and learner-support practices.

9. Conclusion

The ongoing Student Feedback for 2025-26 reflects a generally positive perception of the academic experience at CDOE. Strong responses were recorded for faculty support, clarity of course objectives, usefulness of SLMs, accessibility of learning materials and perceived learning improvement. At the same time, the feedback identifies connectivity, digital accessibility, course pacing and learner interaction as areas requiring continued attention. Since the current cohort is still enrolled and progressing through its programmes, the feedback provides an important basis for ongoing academic monitoring and quality improvement, while a comprehensive assessment of programme outcomes may appropriately be undertaken after completion of the academic cycle.