

NEAR EAST UNIVERSITY

FACULTY OF NURSING

NUR102 FUNDAMENTALS OF NURSING

**Course Quality Assurance, Learning Outcomes Monitoring and Continuous Improvement
Report**

2025–2026 Spring Semester

1. PURPOSE

This report was prepared to evaluate the NUR102 Fundamentals of Nursing course within the scope of the quality assurance system, to analyze student feedback, to monitor learning outcomes, and to improve the course in line with the continuous improvement (PDCA) cycle.

2. SCOPE AND DATA SOURCES

The evaluation process covers the data collected from students who took the NUR102 Fundamentals of Nursing course in the 2025–2026 Spring semester.

Data sources:

- Course Evaluation Survey (n=26)
- Learning Outcomes Achievement Level Form (n=22)

Open-ended student views were evaluated in terms of course content, instructor, practice process, feedback, and learning outcomes.

3. METHOD

The study was conducted using a mixed-methods approach:

- Quantitative analysis: frequencies, percentages, means, and standard deviations,
- Qualitative analysis: thematic analysis (coding and theme development),
- Quality approach: continuous improvement (PDCA).

4. CONTINUOUS IMPROVEMENT (PDCA)

The course was monitored within the scope of quality assurance through the following continuous improvement cycle:

- **Plan:** Course objectives, learning outcomes, laboratory/practice objectives, and assessment and evaluation processes were defined.
- **Do:** Theoretical courses, laboratory practices, skills training, and teaching methods supporting student interaction were implemented.
- **Check:** The course evaluation survey, learning outcomes form, and open-ended student views were analyzed.
- **Act:** Areas for improvement were identified regarding practice capacity, assessment and feedback processes, adequacy of materials, and course workload.

5. FINDINGS

5.1 Course Evaluation Results

Students evaluated the course overall at a generally positive level.

The prominent strong areas are as follows:

- This course enhanced my ability to examine phenomena from multiple perspectives. (4.12)
- I believe that the exam questions were evenly distributed across the topics covered in the course. (4.08)
- I believe that this course will help me address problems encountered in everyday life. (4.04)
- This course helped me develop a respectful attitude toward differing viewpoints. (4.00)
- I think that the instructor promoted students' active engagement in the course. (4.00)

The overall evaluation score was calculated as 93.04 ± 30.52 .

5.2 Learning Outcomes

It was determined that the course learning outcomes were aligned with the program competencies and that students reported a high level of competence in all outcomes. The mean scores for the learning outcomes ranged between 2.55 and 2.77.

The highest outcome:

- LO3: Explaining that nursing practice is based on scientific principles and evidence-based knowledge (2.77 ± 0.61).

Overall, students reported achievement in the following areas:

- Scientific and evidence-based foundations of nursing practice,
- Person-centered nursing care,
- Basic nursing skills and patient safety,
- Systematic problem-solving in nursing care,
- Advanced nursing skills requiring repeated practice and skills-based reinforcement.

5.3 QUALITATIVE FINDINGS

Open-ended student views were grouped under three main themes.

1) Elements supporting learning

- Practice/laboratory activities and repeated skills-based exercises;
- Clear course delivery, examples, and interactive explanations;
- Supportive lecturer approach and opportunities to ask questions;
- Materials, visuals, slides, and resources used during the course;
- Alignment of course content with professional requirements.

2) Factors hindering learning

- Course/topic workload and the large volume of course material;
- Insufficient time for practical application and exam completion;
- Limited availability of working apparatus/materials for some procedures;
- Need for more repeated demonstrations to support understanding;
- Stress related to procedures, forgetting steps, and performance anxiety.

3) Suggestions for improvement

- Increasing practical and laboratory activities;
- Allocating more time for laboratory practice, discussion, and training;
- Providing more materials/equipment and real demonstration tools;
- Increasing examples, revision activities, and post-lecture study questions;
- Providing more detailed feedback and reviewing exam/practice performance;

- Ensuring that each student has the opportunity to perform skills under lecturer supervision.

6. STRENGTHS

- Positive course evaluation item mean scores and generally strong student satisfaction
- High scores in learning outcomes related to evidence-based nursing practice and person-centered care
- Positive student views regarding practical exercises, laboratory activities, and clear course delivery
- Instructor preparation, supportive approach, and encouragement of active engagement were evaluated positively
- The course content was considered relevant and useful for professional requirements
- Open-ended responses provided meaningful data for quality assurance and continuous improvement planning

7. AREAS OPEN TO IMPROVEMENT

- Close monitoring of assessment-related items, especially objective exam assessment and the alignment of exam questions with learning outcomes
- Strengthening LO1 through case-based activities focusing on the holistic physical, emotional, and mental well-being of individuals
- Strengthening LO4 and LO6 through systematic problem-solving exercises and repeated advanced skills practice
- Increasing laboratory/practice time and ensuring sufficient working apparatus and materials for procedures
- Reviewing course workload, topic density, and exam time planning in a way that supports student learning
- Providing structured and more detailed feedback after exams, assignments, and practical activities
- Making demonstration videos, revision questions, and supervised return demonstrations more visible within the course

8. IMPROVEMENT ACTIVITIES

The following improvement activities were planned in line with the data:

Area for Improvement	Planned Activity	Responsible	Monitoring Indicator	Period
Practice/laboratory capacity	Reducing the number of students in laboratory session groups where possible, increasing repeated practice opportunities, and ensuring the availability of working apparatus/materials for core procedures	Course coordinator / Department	Practice satisfaction, material adequacy feedback, practice time per student	2026–2027 Fall
Holistic care outcome (LO1)	Adding brief case scenarios and care planning exercises integrating physical, emotional, and mental well-being within the patient's environment	Course team	LO1 mean score and case activity rubric	2026–2027 Fall
Systematic problem-solving and advanced skills (LO4 and LO6)	Using skill stations, checklists, repeated demonstrations, and supervised return demonstrations for medication administration, injections, intravenous care, respiratory care, and pain management	Course team	LO4/LO6 mean scores and skills checklist results	2026–2027 Fall

Area for Improvement	Planned Activity	Responsible	Monitoring Indicator	Period
Assessment and feedback	Using a structured feedback form after exams, assignments, and practice sessions; providing sample/revision questions and brief review sessions after assessments	Course coordinator	Feedback adequacy item, open-ended responses, and assessment-related item means	After each exam/practice session
Course workload and time planning	Reviewing the weekly topic flow, summarizing key content, allocating reinforcement time for critical topics/skills, and reviewing exam duration according to assessment load	Course board	Course workload theme, exam-time feedback, and item mean scores	End of semester

9. MONITORING AND EVALUATION

The impact of the planned improvement activities will be monitored in the next academic semester using the same data sources. During the monitoring process:

- The item mean scores of the course evaluation survey will be compared with the results of the previous semester.
- Learning outcomes will be reassessed, particularly in terms of LO1, LO4, LO6, and practice/laboratory-focused outcomes.
- Open-ended student views will be compared thematically, and recurring problem areas will be identified.
- The laboratory practice plan, group size, adequacy of materials, repeated practice opportunities, and feedback processes will be reviewed in course board meetings.

- Assessment-related indicators, including exam duration, objective assessment, and alignment of exam questions with learning outcomes, will be monitored.

10. CONCLUSION

The NUR102 Fundamentals of Nursing course was generally evaluated positively by students in the 2025–2026 Spring semester. The course evaluation survey results indicate a positive profile in terms of multidimensional thinking, relevance to everyday life and professional requirements, respect for different viewpoints, and active student engagement. The learning outcomes form showed high mean scores across all outcomes, with the strongest result observed for the scientific and evidence-based foundation of nursing practice.

However, the findings also indicate priority areas for continuous improvement, including strengthening holistic care and advanced skills outcomes, increasing laboratory/practice opportunities, ensuring adequate practice materials, reviewing course workload and exam time, and systematizing feedback after assessments and practical activities. These areas will be monitored through the PDCA cycle in the next academic period.

11. EVIDENCE

- NUR102 Course Evaluation Survey Google Forms responses
- NUR102 Learning Outcomes Achievement Level Evaluation Form Google Forms responses
- Quantitative analysis outputs: mean, standard deviation, and percentage distributions
- Theme analysis obtained from open-ended student views
- Improvement action plan prepared in line with PDCA