

NEAR EAST UNIVERSITY
FACULTY OF NURSING

HEM102 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 HEM102 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 HEM102 Fundamentals of Nursing course in the 2025–2026 Spring semester.

Data sources:

- Course Evaluation Survey (n=121)
- Learning Outcomes Achievement Level Form (n=142)

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, feedback processes, diversity of materials, and course workload.

5. FINDINGS

5.1 Course Evaluation Results

Students evaluated the course overall at a highly positive level.

The prominent strong areas are as follows:

- I think that the instructor provided satisfactory answers to our questions about the course. (4.39)
- I believe that the instructor encouraged active participation in the course. (4.38)
- This course increased my interest in the field. (4.37)
- In this course, I developed an attitude of respecting different opinions. (4.35)

The overall evaluation score was calculated as 101.49 ± 17.27 .

5.2 Learning Outcomes

It was determined that the course learning outcomes were aligned with the program competencies and that students gained a high level of competence in all outcomes. The mean scores for the learning outcomes ranged between 2.57 and 2.72.

The highest outcome:

- LO4: Valuing the contribution of the nursing process to care (2.72 ± 0.60),

Overall, students reported high levels of achievement in the following areas:

- Basic nursing concepts,
- The nursing process,
- Patient safety,
- Care interventions for activities of daily living,
- Critical thinking/problem-solving.

5.3 QUALITATIVE FINDINGS

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

1) Elements supporting learning

- Practice/laboratory activities;
- Course delivery and exemplification of topics;
- Instructor approach; slides, sources, and materials;
- Alignment of the content with professional requirements.

2) Factors hindering learning

- Course/topic workload and insufficient time;
- Crowding, materials, or environmental conditions in the laboratory/practice setting;
- Expectations regarding the assessment/feedback process.

3) Suggestions for improvement

- Increasing practice and laboratory activities;
- Reducing the number of students in each group;
- Increasing case/example scenarios and demonstration videos;
- Providing more detailed feedback after exams, assignments, and practice sessions.

6. STRENGTHS

- High course evaluation item mean scores and strong overall student satisfaction
- Positive evaluation of the instructor's preparation for the course, support for active participation, responses to questions, and guidance role
- The course content was considered compatible with professional requirements and increased interest in the field
- High achievement was reported in learning outcomes related to basic nursing concepts, the nursing process, patient safety, and care interventions
- Theoretical knowledge and practice/laboratory experiences were carried out together

- Student views provided data that can be transformed into a quality assurance and improvement plan

7. AREAS OPEN TO IMPROVEMENT

- Close monitoring of LO5, taking patient safety principles into account, as it had a lower mean score compared with the other outcomes
- Reducing student density in laboratory/practice sessions and increasing opportunities for skills practice
- Strengthening practice materials, equipment, and learning environment conditions
- Reviewing course workload and time planning in a way that supports student learning
- Providing feedback after exams, assignments, and practice sessions in a more systematic and detailed manner
- Making case-based learning, demonstration videos, and simulation activities 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 and increasing opportunities for repeated practice	Course coordinator / Department	Practice satisfaction, practice time per student	2026–2027 Fall
Patient safety outcome	Adding brief cases, checklists, and skill stations focused on patient safety principles	Course team	LO5 mean score and skill checklists	2026–2027 Fall
Materials and demonstration	Sharing short demonstration videos and preparatory materials for basic skills	Course team	Feedback on use of materials	2026–2027

Area for Improvement	Planned Activity	Responsible	Monitoring Indicator	Period
Feedback	Using a structured feedback form after exams, assignments, and practice sessions	Course coordinator	Feedback adequacy item and open-ended responses	After each exam/practice session
Course workload	Reviewing the weekly topic flow and allocating reinforcement time for critical skills/topics	Course board	Course workload theme 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 LO5 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, and feedback processes will be reviewed in course board meetings.

10. CONCLUSION

The HEM102 Fundamentals of Nursing course was generally evaluated positively by students in the 2025–2026 Spring semester. The course evaluation survey results indicate a strong profile in terms of the teaching process, instructor performance, the course’s contribution to professional requirements, and assessment and evaluation processes. The high mean scores for all learning outcomes in the learning outcomes form show that the course contributes to the program competencies. However, increasing practice/laboratory capacity, strengthening the patient safety outcome, monitoring the course workload, and systematizing feedback processes were identified as priority areas for continuous improvement.

11. EVIDENCE

- HEM102 Course Evaluation Survey Google Forms responses
- HEM102 Learning Outcomes Achievement Level Evaluation Form Google Forms responses
- Quantitative analysis outputs: mean, standard deviation, percentage distributions
- Theme analysis obtained from open-ended student views
- Improvement action plan prepared in line with PDCA