

HEM302 NURSING FOR CHILD HEALTH

Course Quality Assurance, Course Evaluation and Continuous Improvement Report 2025–2026 Spring Semester

1. PURPOSE

This report has been prepared to evaluate the HEM302 Pediatric Nursing course within the framework of the quality assurance system, to analyze student feedback, and to support the continuous improvement of the course through the Plan–Do–Check–Act (PDCA) cycle.

2. SCOPE AND DATA SOURCES

The evaluation process covered students enrolled in the HEM302 Pediatric Nursing course during the 2025–2026 Spring Semester.

Data Source

- Course Evaluation Questionnaire (n = 161)

The questionnaire data were analyzed using both quantitative (Likert-scale responses) and qualitative (open-ended responses) approaches.

3. METHODOLOGY

The study was conducted using the following analytical procedures:

- Quantitative data were analyzed using descriptive statistics, including means, standard deviations, and distribution analyses.
- Qualitative data obtained from open-ended questions were analyzed using thematic analysis.
- The findings were interpreted within the framework of the institutional quality assurance system and the Plan–Do–Check–Act (PDCA) cycle.

4. CONTINUOUS IMPROVEMENT (PDCA)

Plan

At the beginning of the semester, the course learning activities, instructional strategies, and assessment methods were systematically planned in accordance with the course objectives.

Do

The course was delivered through theoretical lectures, practical sessions, and case-based learning activities.

Check

Student course evaluation questionnaires were analyzed to identify the strengths of the course as well as areas requiring improvement.

Act

Based on the evaluation findings, improvement strategies were developed regarding course content, instructional practices, and assessment processes to enhance the overall quality of the course.

5. FINDINGS

5.1 Course Evaluation Results

A total of **161 students** participated in the course evaluation questionnaire.

The overall course evaluation score was:

93.63 ± 22.94

This result indicates that students evaluated the course positively and expressed a generally high level of satisfaction.

The highest-rated aspects of the course included:

- The instructor's use of diverse assessment and evaluation methods (**4.35**)
- Conducting the course according to the scheduled timetable (**4.34**)
- The instructor's preparedness for each class session (**4.30**)
- Clear communication of the course objectives and expectations (**4.29**)
- Effective organization and systematic delivery of the course (**4.25**)

These findings demonstrate that students were particularly satisfied with the instructor's preparation, course organization, and assessment practices.

Conversely, the comparatively lower-rated items were:

- Respectful treatment of students by the instructor (**3.21**)
- The course's contribution to increasing students' professional interest (**3.56**)
- Development of higher-order cognitive skills (**3.64**)
- Balanced distribution of examination questions across course topics (**3.66**)
- Contribution of course resources to student learning (**3.69**)

Although these dimensions were still evaluated at an acceptable level, they represent areas with potential for further enhancement.

5.2 Qualitative Findings

The analysis of students' responses to the open-ended questions resulted in four major themes.

1. Factors Supporting Learning

Students highlighted several positive aspects of the course, including:

- the instructor's effective teaching style,
- well-organized lectures,
- the use of illustrative clinical examples,
- effective communication with students, and
- constructive feedback throughout the course.

2. Factors Hindering Learning

Students identified several challenges affecting their learning experience, including:

- limited opportunities for clinical practice,
- insufficient duration of practical sessions,
- intensive course workload, and
- the complexity of certain course topics.

3. Feedback Process

Most students reported satisfaction with the feedback provided following examinations and practical sessions.

However, some participants suggested providing more individualized and detailed feedback to further support learning.

4. Recommendations for Improvement

Students recommended:

- increasing the duration of clinical practice,
- incorporating more case-based discussions,
- expanding simulation-based learning activities, and
- enriching the course with additional visual and digital educational materials.

6. STRENGTHS

- High overall level of student satisfaction
- Well-prepared and organized instructional process
- Effective course planning and time management
- Diverse and appropriate assessment methods
- Positive communication between instructor and students

- Regular and constructive feedback throughout the course

7. AREAS FOR IMPROVEMENT

- Expanding clinical practice opportunities
- Increasing student engagement through active learning strategies
- Updating and enriching course learning resources
- Promoting higher-order cognitive and critical thinking skills
- Achieving a more balanced distribution of examination questions across course topics
- Providing more individualized formative feedback

8. IMPROVEMENT ACTIONS

The following actions are planned for the next academic year:

- increasing simulation-based educational activities,
- expanding case-based learning sessions,
- updating course materials in accordance with current evidence,
- reviewing the duration and organization of practical sessions, and
- strengthening mechanisms for obtaining and utilizing student feedback.

9. MONITORING AND EVALUATION

The effectiveness of the planned improvement actions will be monitored through:

- course evaluation questionnaires administered in the following academic year,
- comparative analysis of student satisfaction scores,
- thematic analysis of students' qualitative feedback, and
- continuous monitoring within the institutional quality assurance framework.

10. CONCLUSION

Overall, the HEM302 Pediatric Nursing course was positively evaluated by the participating students. High levels of satisfaction were observed particularly regarding the instructor's preparedness, course organization, and assessment practices. Nevertheless, opportunities remain for improving clinical practice experiences, promoting active learning strategies, and strengthening individualized feedback mechanisms. The planned improvement initiatives are expected to contribute to the continuous enhancement of course quality and support the sustainability of the faculty's quality assurance system.

11. EVIDENCE

- Course Evaluation Questionnaire
- Statistical Analysis Results
- Analysis of Students' Open-Ended Responses
- Continuous Improvement Action Plan