KTO Karatay University Faculty of Health Sciences

2025-2026 Academic Year Fall Semester

Nursing Department Satisfaction Survey Results

1: Strongly disagree

2: Disagree

3: Neutral

4: Agree

5: Strongly agree

In the fall semester of the 2025-2026 academic year, 89 students participated in the Nursing Department Satisfaction Survey. When the distribution of participants by class level was examined, it was determined that 29.2% of the students were in the 2nd year, 28.1% in the 1st year, 25.8% in the 3rd year, and 16.9% in the 4th year.

1. When the responses of all 89 students were evaluated, it was observed that the perception of the Department Chair promptly resolving students' reported issues was moderately positive. Among the participants, 36.0% (n=32) responded "Agree" and 20.2% (n=18) responded "Strongly agree." In contrast, 24.7% (n=22) of the students reported being neutral on this matter. Although the proportion of negative responses was limited, it is still noteworthy: 11.2% (n=10) answered "Disagree" and 7.9% (n=7) answered "Strongly disagree." These findings indicate that more than half of the students believe the Department Chair addresses issues in a timely manner, while a significant portion remains neutral or holds a negative perception.

2. When the responses of all 89 participants were evaluated, it was found that a high proportion of students believed they were given opportunities to participate in departmental decisions. Among the participants, 36.0% (n=32) responded "Agree" and 21.3% (n=19) responded "Strongly agree." In contrast, 25.8% (n=23) indicated that they were neutral on this matter. The proportion of negative responses was lower: 10.1% (n=9) answered "Disagree" and 6.7% (n=6) answered "Strongly disagree." These findings suggest that a significant portion of students have a positive perception regarding participation in departmental decision-making.

3. When the responses of all 89 students regarding this item were examined, it was observed that the attitudes and behaviors of the administrative staff in the department were generally

perceived positively. Among the participants, 38.2% (n=34) responded “Agree” and 23.6% (n=21) responded “Strongly agree.” In contrast, 27.0% (n=24) indicated that they were neutral on this matter. The proportion of negative responses was lower: 2.2% (n=2) answered “Disagree” and 9.0% (n=8) answered “Strongly disagree.” These findings suggest that the majority of students evaluate the attitudes and behaviors of the administrative staff positively, although a notable portion of students remain neutral or hold a negative perception.

4. When the responses of all 89 students were examined, it was observed that the digital equipment provided to students in the department (computers and internet access) was generally considered adequate. Among the participants, 29.2% (n=26) responded “Agree” and 27.0% (n=24) responded “Strongly agree.” In contrast, 23.6% (n=21) indicated that they were neutral on this matter. The proportion of students who found the digital equipment inadequate was relatively low: 12.4% (n=11) answered “Disagree” and 7.9% (n=7) answered “Strongly disagree.” These findings suggest that more than half of the students evaluate the digital equipment provided by the department as sufficient.

5. When the responses of all 89 students regarding this item were evaluated, it was observed that there was a dominant tendency toward neutrality in the perception of the adequacy of social and cultural activities conducted in the department. Among the participants, 37.1% (n=33) responded “Neutral” to this statement. The proportion of students who considered the activities sufficient was 37.1% in total, with 23.6% (n=21) responding “Agree” and 13.5% (n=12) responding “Strongly agree.” In contrast, the proportion of students who found the social and cultural activities insufficient was also noteworthy: 12.4% (n=11) answered “Disagree” and 13.5% (n=12) answered “Strongly disagree.” These findings suggest that a significant portion of students do not have a clear opinion regarding the adequacy of social and cultural activities in the department and perceive it as an area open to improvement.

6. When the responses of all 89 students were evaluated, it was observed that the prevailing perception is that student safety on campus and within the buildings is largely ensured. Among the participants, 49.4% (n=44) responded “Strongly agree” and 36.0% (n=32) responded “Agree.” In contrast, 9.0% (n=8) indicated that they were neutral on this matter. The proportion of students who considered safety inadequate was very low: 2.2% (n=2) answered “Disagree” and 3.4% (n=3) answered “Strongly disagree.” These findings suggest that the vast majority of students evaluate campus and building safety as sufficient.

7. When the responses of all 89 students regarding this item were evaluated, it was observed that the perception of the cleanliness of the toilets and washbasins used by students in the department was highly positive. Among the participants, 41.6% (n=37) responded “Agree” and 36.0% (n=32) responded “Strongly agree.” In contrast, 16.9% (n=15) indicated that they were neutral on this matter. The proportion of students who evaluated the cleanliness negatively was very low: 2.2% (n=2) answered “Disagree” and 3.4% (n=3) answered “Strongly disagree.” These findings suggest that the vast majority of students consider the cleanliness of the toilets and washbasins in the department to be adequate.

8. When the responses of all 89 students were examined, it was observed that the perception of the cleanliness of classrooms used in the department was highly positive. Among the participants, 55.1% (n=49) responded “Strongly agree” and 33.7% (n=30) responded “Agree.” In contrast, 7.9% (n=7) indicated that they were neutral on this matter. The proportion of students who considered the cleanliness of classrooms insufficient was very low: 2.2% (n=2) answered “Disagree” and 1.1% (n=1) answered “Strongly disagree.” These findings suggest that the vast majority of students evaluate the cleanliness of the classrooms in the department as adequate and satisfactory.

9. The responses of all 89 students regarding this item were evaluated. It was found that the perception of the adequacy of classroom lighting in the department was highly positive. Among the participants, 42.7% (n=38) responded “Strongly agree” and 38.2% (n=34) responded “Agree.” In contrast, 13.5% (n=12) indicated that they were neutral on this matter. The proportion of students who expressed a negative view was very low: 2.2% (n=2) answered “Disagree” and 3.4% (n=3) answered “Strongly disagree.” These findings suggest that the vast majority of students evaluate the lighting in the classrooms as adequate.

10. When the responses of all 89 students were evaluated, it was observed that the heating in the classrooms used in the department was generally considered adequate. Among the participants, 44.9% (n=40) responded “Strongly agree” and 38.2% (n=34) responded “Agree.” In contrast, 11.2% (n=10) indicated that they were neutral regarding classroom heating. The proportion of students who expressed a negative view was very low: 3.4% (n=3) answered “Disagree” and 2.2% (n=2) answered “Strongly disagree.” These findings suggest that the vast majority of students evaluate the heating conditions in the classrooms as sufficient.

11. The responses of all 89 students regarding this item were evaluated. It was found that the perception of classroom capacity among department students was moderately positive. Among

the participants, 31.5% (n=28) responded “Strongly agree” and 23.6% (n=21) responded “Agree.” Meanwhile, 23.6% (n=21) indicated that they were neutral regarding classroom capacity. The proportion of students expressing a negative view was notable: 13.5% (n=12) answered “Disagree” and 7.9% (n=7) answered “Strongly disagree.” These findings suggest that more than half of the students consider the classroom capacity to be adequate, although a significant portion remains neutral or holds a negative perception.

12. When the responses of all 89 students were evaluated, it was observed that the perception of the effective use of instructional technologies supporting education—such as computers and projectors—was highly positive. Among the participants, 46.1% (n=41) responded “Strongly agree” and 34.8% (n=31) responded “Agree.” In contrast, 14.6% (n=13) indicated that they were neutral on this matter. The proportion of students who expressed a negative view was very low: 3.4% (n=3) answered “Disagree” and 1.1% (n=1) answered “Strongly disagree.” These findings suggest that the vast majority of students consider the instructional technologies used in classes to be sufficient and effective.

13. The perception of the adequacy of the courses included in the department curriculum in terms of practical application was generally moderate. Among the participants, 29.2% (n=26) responded “Agree” and 20.2% (n=18) responded “Strongly agree.” In contrast, 16.9% (n=15) indicated that they were neutral on this matter. The proportion of students expressing a negative view was notable: 21.3% (n=19) answered “Disagree” and 12.4% (n=11) answered “Strongly disagree.” These findings suggest that nearly half of the students consider the courses to be adequate in terms of practical application, but a significant portion remains neutral or holds a negative perception, indicating that the practical component of the curriculum may be an area open to improvement.

14. The responses of all 89 students regarding this item were evaluated. The perception that most instructors in the department provide information about the courses at the beginning of the term was generally positive. Among the participants, 34.8% (n=31) responded “Agree” and 44.9% (n=40) responded “Strongly agree.” Meanwhile, 12.4% (n=11) indicated that they were neutral on this matter. The proportion of students expressing a negative view was 7.8% in total, with 6.7% (n=6) answering “Disagree” and 1.1% (n=1) answering “Strongly disagree.” These findings suggest that the vast majority of students believe that instructors provide information about courses at the beginning of the term and that this practice is generally perceived positively.

15. The responses of all 89 students regarding this item were evaluated. It was found that the perception of instructors providing a recommended reading list at the beginning of the term was moderate. Among the participants, 31.5% (n=28) responded “Agree” and 15.7% (n=14) responded “Strongly agree.” In contrast, 32.6% (n=29) indicated that they were neutral on this matter. The proportion of students expressing a negative view was also noteworthy: 12.4% (n=11) answered “Disagree” and 7.9% (n=7) answered “Strongly disagree.” These findings suggest that approximately half of the students believe instructors provide recommended resources at the beginning of the term, while a significant portion remains neutral or holds a negative perception.

16. The responses of all 89 students regarding this item were examined. The perception of encouraging students to conduct research before moving to the design phase of an assigned project was generally moderate to positive. Among the participants, 40.4% (n=36) responded “Agree” and 23.6% (n=21) responded “Strongly agree.” Meanwhile, 30.3% (n=27) indicated that they were neutral on this matter. The proportion of students expressing a negative view was 5.6% in total, with 3.4% (n=3) answering “Disagree” and 2.2% (n=2) answering “Strongly disagree.” These findings suggest that the majority of students view the practice of guiding research in projects positively, although a notable portion remains neutral or holds a negative perception.

17. The responses of all 89 students regarding this item were evaluated. It was found that the perception of instructors applying various methods and techniques at the beginning of the term to encourage students’ active participation in courses was generally positive. Among the participants, 40.4% (n=36) responded “Agree” and 23.6% (n=21) responded “Strongly agree.” In contrast, 23.6% (n=21) indicated that they were neutral on this matter. The proportion of students expressing a negative view was lower: 9.0% (n=8) answered “Disagree” and 3.4% (n=3) answered “Strongly disagree.” These findings suggest that the majority of students believe that instructors employ methods to promote active participation in courses, although a notable portion remains neutral.

18. When the responses of all 89 students were evaluated, it was observed that the perception of instructors acting objectively in the assessment and evaluation process was moderate to high. Among the participants, 31.5% (n=28) responded “Agree” and 21.3% (n=19) responded “Strongly agree.” In contrast, 23.6% (n=21) indicated that they were neutral on this matter. The proportion of students expressing a negative view was noteworthy: 12.4% (n=11) answered “Disagree” and 11.2% (n=10) answered “Strongly disagree.” These findings suggest that more

than half of the students have a positive perception of objectivity in assessment and evaluation, although a significant portion remains neutral or holds a negative view.

19. All 89 students responded to this item. According to the findings, the proportion of students who believe that feedback is provided after exams is relatively high. Among the participants, 41.6% (n=37) responded “Agree” and 13.5% (n=12) responded “Strongly agree.” In contrast, 23.6% (n=21) indicated that they were neutral on this matter. The proportion of students expressing a negative view was 21.4% in total, with 12.4% (n=11) answering “Disagree” and 9.0% (n=8) answering “Strongly disagree.” These results suggest that approximately half of the students believe they receive feedback after exams, while a notable portion remains neutral or holds a negative perception regarding the adequacy of the feedback.

20. When the responses of all 89 students were evaluated, it was observed that the perception of seminars, conferences, field trips, and similar activities that bring industry representatives together with department students was generally positive. Among the participants, 43.8% (n=39) responded “Agree” and 24.7% (n=22) responded “Strongly agree.” In contrast, 21.3% (n=19) indicated that they were neutral on this matter. The proportion of students expressing a negative view was low: 4.5% (n=4) answered “Disagree” and 5.6% (n=5) answered “Strongly disagree.” These findings suggest that the vast majority of students believe that the department provides activities aimed at increasing interaction with the industry.