RESULTS OF THE EXTERNAL STAKEHOLDER EVALUATİON OF PROGRAM OUTCOMES

1 – Strongly Disagree

2 – Disagree

3 – Neither Agree nor Disagree

4 – Agree

5 – Strongly Agree

A total of 23 participants employed at various hospitals and universities completed the External Stakeholder Evaluation Form on Program Learning Outcomes developed by the Department of Nursing, Faculty of Health Sciences, KTO Karatay University.

1. When the institutions at which the participants were employed were examined, it was observed that the responses were collected in a balanced manner from different universities and healthcare institutions. Of the participants, 8.7% (n=2) were affiliated with Meram Devlet Hastanesi, 8.7% (n=2) with Konya Numune Hastanesi, and 8.7% (n=2) with Meram Tıp Fakültesi Hastanesi. Each of the remaining institutions was represented by 4.3% (n=1) of the participants.

These institutions included Pamukkale University, Necmettin Erbakan University, Ankara University Cebeci Faculty of Medicine, Konya Medicana Hospital, Başkent Hospital, Dr. Ali Kemal Belviranlı Hospital, İstanbul Okan University, Başakşehir Çam and Sakura City Hospital, Manisa Mental Health and Diseases Hospital, Selçuk University Faculty of Health Sciences, Nursing Department, Burdur Bucak State Hospital, Hacettepe University Hospital, Necmettin Erbakan University Hospital, Etlik City Hospital, Konya City Hospital, and Koç University.

2. When the departments in which the participants were employed were examined, the Department of Nursing was the most represented field, accounting for 13.0% (n = 3) of the sample. Participants working in Home Healthcare Services (Home Healthcare Unit) and Operating Room units each represented 8.7% (n=2) of the total. Each of the remaining departments was represented by 4.3% (n=1).

These departments included Pediatric Surgery Service, Mixed Service Unit, Surgical Service, Nursing Education, Vocational School of Health Services, Lactation Unit, Alzheimer Care Center, Closed Male Psychiatric Ward, Emergency Department, Endoscopy Unit, Chest

Diseases Service, Pediatric Endocrinology Service, Radiation Oncology Service, Oncology Service, Thoracic Surgery Service, and Private Ward.

3. Regarding the statement “Graduates possess the fundamental knowledge, attitudes, and skills related to the roles, scope of practice, and responsibilities of the nursing profession” (n=23), more than half of the participants indicated strong agreement. Specifically, 52.2% (n=12) selected “Strongly Agree,” while 17.4% (n=4) selected “Agree.”

In contrast, 21.7% (n=5) reported a neutral position (“Neither Agree nor Disagree”). The proportion of negative responses was relatively low; 4.3% (n=1) selected “Disagree” and 4.3% (n = 1) selected “Strongly Disagree.”.

4. Regarding the statement “Graduates identify, analyze, and synthesize problems related to nursing practice by applying theoretical knowledge and skills, and develop evidence-based solutions” (n=23), 34.8% (n=8) of the participants selected “Strongly Agree,” while 30.4% (n=7) selected “Agree.”

In contrast, 21.7% (n=5) indicated a neutral position (“Neither Agree nor Disagree”). The proportion of negative responses was comparatively lower, with 13.0% (n=3) selecting “Disagree.” No participants selected “Strongly Disagree.”

5. “Graduates assume responsibility for the protection, promotion, maintenance, and advocacy of health.” Regarding the statement “Graduates assume responsibility for the protection, promotion, maintenance, and advocacy of health” (n=21), a substantial proportion of participants expressed positive views. Specifically, 42.9% (n=9) selected “Strongly Agree,” and 28.6% (n=6) selected “Agree.”

In contrast, 19.0% (n=4) indicated a neutral position (“Neither Agree nor Disagree”). The proportion of negative responses was lower, with 9.5% (n=2) selecting “Disagree.” No participants selected “Strongly Disagree.”

6. “Graduates meet healthcare needs through a holistic approach in accordance with professional values and ethical principles.” Regarding the statement “Graduates meet healthcare needs through a holistic approach in accordance with professional values and ethical principles” (n=23), the majority of participants expressed positive views regarding this competency. Specifically, 39.1% (n=9) selected “Strongly Agree,” and 34.8% (n=8) selected “Agree.”

In contrast, 17.4% (n=4) indicated a neutral position ("Neither Agree nor Disagree"). The proportion of negative responses was relatively low, with 8.7% (n=2) selecting "Disagree." No participants selected "Strongly Disagree."

7. "Graduates monitor and utilize informatics, care technologies, and innovation in professional practice, education, management, and research." Regarding the statement "Graduates monitor and utilize informatics, care technologies, and innovation in professional practice, education, management, and research" (n=23), 30.4% (n=7) of the participants selected "Strongly Agree," and 30.4% (n=7) selected "Agree." An equal proportion of participants (30.4%; n=7) indicated a neutral position ("Neither Agree nor Disagree") regarding this competency.

The proportion of negative responses was quite low; 4.3% (n=1) selected "Disagree," and 4.3% (n=1) selected "Strongly Disagree."

8. "Graduates establish effective communication and collaboration with individuals, families, communities, colleagues, other members of the healthcare team, and relevant institutions and organizations in the delivery of healthcare services." Regarding the statement "Graduates establish effective communication and collaboration with individuals, families, communities, colleagues, other members of the healthcare team, and relevant institutions and organizations in the delivery of healthcare services" (n=23), 34.8% (n=8) of the participants selected "Strongly Agree," and 30.4% (n=7) selected "Agree."

In contrast, 26.1% (n=6) indicated a neutral position ("Neither Agree nor Disagree"). The proportion of negative responses was limited; 8.7% (n=2) selected "Disagree," and no participants selected "Strongly Disagree."

9. "Graduates monitor developments in their field through the use of a foreign language and apply this knowledge in their professional practice." Regarding the statement "Graduates monitor developments in their field through the use of a foreign language and apply this knowledge in their professional practice" (n=23), 17.4% (n=4) of the participants selected "Strongly Agree," and 21.7% (n=5) selected "Agree."

While 26.1% (n=6) indicated a neutral position ("Neither Agree nor Disagree"), 17.4% (n=4) selected "Disagree," and 17.4% (n=4) selected "Strongly Disagree."

10. “Graduates carry out their professional practice in accordance with relevant legislation.” Regarding the statement “Graduates carry out their professional practice in accordance with relevant legislation” (n=23), 39.1% (n=9) of the participants selected “Strongly Agree,” and 26.1% (n=6) selected “Agree.”

While 21.7% (n=5) indicated a neutral position (“Neither Agree nor Disagree”), 13.0% (n=3) selected “Disagree.” No participants selected “Strongly Disagree.”

11. “Graduates take an active role in the development, implementation, evaluation, and continuous improvement of health policies and institutional quality systems.” Regarding the statement “Graduates take an active role in the development, implementation, evaluation, and continuous improvement of health policies and institutional quality systems” (n=23), 39.1% (n=9) of the participants selected “Strongly Agree,” and 17.4% (n=4) selected “Agree.”

While 30.4% (n=7) indicated a neutral position (“Neither Agree nor Disagree”), 13.0% (n=3) selected “Disagree.” No participants selected “Strongly Disagree.”

12. “Graduates utilize the teaching–learning and management processes in nursing practice.” Regarding the statement “Graduates utilize the teaching–learning and management processes in nursing practice” (n=23), 39.1% (n=9) of the participants selected “Strongly Agree,” and 26.1% (n=6) selected “Agree.”

While 21.7% (n=5) indicated a neutral position (“Neither Agree nor Disagree”), 13.0% (n=3) selected “Disagree.” No participants selected “Strongly Disagree.”

13. “Graduates demonstrate sensitivity to the protection of the natural environment and biodiversity, respect for human dignity and cultural values, social justice, and socioeconomic issues.” Regarding the statement “Graduates demonstrate sensitivity to the protection of the natural environment and biodiversity, respect for human dignity and cultural values, social justice, and socioeconomic issues” (n=23), 43.5% (n=10) of the participants selected “Strongly Agree,” and 34.8% (n=8) selected “Agree.”

While 17.4% (n=4) indicated a neutral position (“Neither Agree nor Disagree”), 4.3% (n=1) selected “Disagree.” No participants selected “Strongly Disagree.”

14. “Graduates provide leadership within organizational structures and systems in the delivery and improvement of safe and high-quality healthcare.” Regarding the statement “Graduates provide leadership within organizational structures and systems in the delivery and

improvement of safe and high-quality healthcare" (n=23), 43.5% (n=10) of the participants selected "Strongly Agree," and 34.8% (n=8) selected "Agree."

While 17.4% (n=4) indicated a neutral position ("Neither Agree nor Disagree"), 4.3% (n=1) selected "Disagree." No participants selected "Strongly Disagree."

15. "Graduates determine nursing care priorities and take an active role in crisis management during situations such as natural disasters and epidemics that have a widespread impact on public health." Regarding the statement "Graduates determine nursing care priorities and take an active role in crisis management during situations such as natural disasters and epidemics that have a widespread impact on public health" (n=23), 43.5% (n=10) of the participants selected "Strongly Agree," and 39.1% (n=9) selected "Agree."

While 17.4% (n=4) indicated a neutral position ("Neither Agree nor Disagree"), no participants selected "Disagree" or "Strongly Disagree."

16. "Graduates embrace lifelong learning and sustain their continuous professional and personal development." Regarding the statement "Graduates embrace lifelong learning and sustain their continuous professional and personal development" (n=23), 43.5% (n=10) of the participants selected "Strongly Agree," and 34.8% (n=8) selected "Agree."

While 17.4% (n=4) indicated a neutral position ("Neither Agree nor Disagree"), 4.3% (n=1) selected "Disagree." No participants selected "Strongly Disagree."

17. Positive Aspects of the Nursing Department Program Outcomes (n=25); the majority of participants (92.0%; n=23) stated that the program made positive contributions, emphasizing that students are educated as well-equipped graduates in terms of theoretical knowledge, a holistic perspective, critical thinking, crisis management, self-confidence, and professional skills. A small proportion of participants (8.0%; n=2) indicated that the program did not provide positive contributions.

18. Areas for Improvement in the Nursing Department Program Outcomes. The areas requiring improvement in the Nursing Department program outcomes can be summarized under several main themes based on participant feedback. A total of 25% of the participants indicated that the number of faculty members is insufficient and that the number of subject-matter experts should be increased. Additionally, 22.5% emphasized the need to enrich the program content, increase internship and skills-based training opportunities, and provide more practice-oriented education.

While 17.5% stated that graduates should further develop their leadership, teaching, and professional responsibility competencies, 12.5% indicated that improvements are needed in relation to ethical principles, professional responsibility, and nursing values.

Furthermore, 22.5% offered various suggestions, including enhancing second-language proficiency, increasing participation in social responsibility projects, expanding certificate programs, strengthening feedback mechanisms, and organizing congresses and seminars.

These findings indicate that, alongside its strengths, the program requires further development particularly in terms of faculty capacity, practice-based education, and professional leadership competencies.