

Improving Quality Starting with the Survey

Lucille Ferrara, EdD, RN, MBA, FNP-BC, FNAP, Joanne DeMarco, BA, Sophie Kaufman, DPS, Lin Drury, PhD, RN

Joanne K. Singleton, PhD, RN, FNP-BC, FNSP, FNYAM, Gerrie Colombraro, PhD, RN

Background

In 1998 the Lienhard School of Nursing (LSN) of Pace University implemented formal quality improvement (QI) initiatives geared toward collecting data that would be used to improve and enhance the student experience as well as a method of meeting accreditation standards. As the LSN QI program evolved, the Appreciative Inquiry framework was introduced to the faculty and implemented in 2008 with the new the Doctor of Nursing Practice program as a method of program evaluation. In the spring of 2012, a Quality Improvement (QI) Team comprised of faculty and staff designed a groundbreaking plan that would ensure constant quality improvement and further the evolution of the LSN QI process of the Pace University College of Health Professions. With the unanimous support of the faculty and staff, all surveys addressing programing, student satisfaction, and faculty and staff satisfaction have been entirely redesigned in the Appreciative Inquiry framework, streamlined to a handful of essential questions, and are no longer anonymous.

Theoretical Framework: Appreciative Inquiry

- Surveys framed in Appreciative Inquiry Model
- Evaluating through a positive lens
- Non-anonymous
- The QI team developed a video tutorial on the new evaluation model

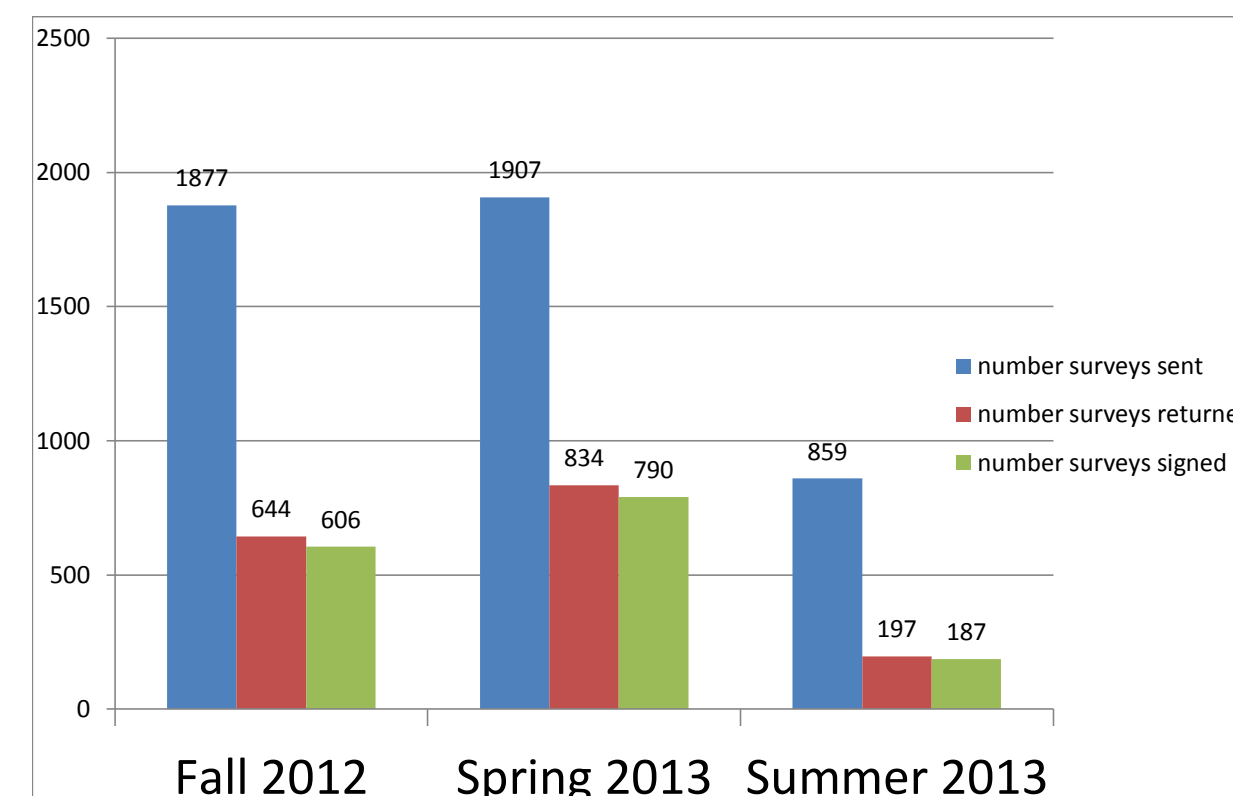
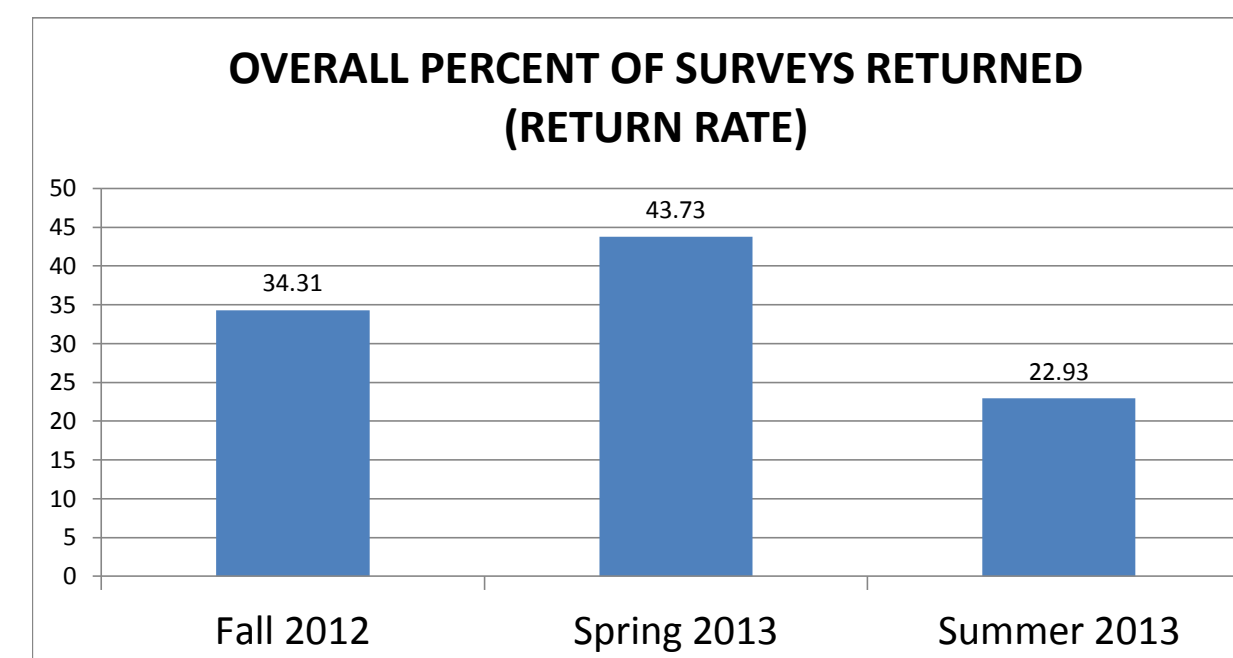
Impact of Change

- Changed a culture
 - Promote professionalism
 - Skill set of providing constructive feedback
 - Promotes accountability
 - Promotes Intraprofessional collaboration
- Improved quality and usefulness of data
- Shorter surveys



Results

- pilot of three course surveys in summer 2012
- surveys launched to Baccalaureate and Master's nursing students in fall 2012
- yielded a 34.3% response rate (n=640/1877) with rich qualitative data
- Analyzed by the QI team, and directed to the appropriate stakeholders for action.



Moving Forward

- Continue implementation
- Help ensure alignment with accreditation self-study
- Disseminate results
- Facilitate adoption of QI process at the University Level
- Continue to educate students about why surveys are important
- Address student concerns in a timely manner



References

Cockell, J. and McArthur-Blair, J. (2012). *Appreciative inquiry in higher education: a transformative force*. New York: Jossey-Bass