



**State of Oregon**  
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**Oregon State Board of Nursing**  
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**Meeting Topic:** Nursing Education Advisory Group  
**Meeting Date:** January 7, 2016  
**Meeting Time:** 9:00 am to 12:00 pm

**Location:** Oregon State Bar Center  
**Facilitator:** Joy Ingwerson  
**Recorded:** No

**NAME**

Debbie Buck  
Sheryl Caddy  
Bonnie Cox  
Michele Decker  
Beverly Epeneter  
Debbie Henry  
Joy Ingwerson  
Troy Larkin  
Mallie Kozy  
Marilyn McGuire  
Joanne Noone  
Ginger Simmons  
Dawn Vollers  
Diane Waldo

**AFFILIATION**

Oregon State Board of Nursing  
Linn-Benton Community College  
OHSU Hospital & StudentMax Connections  
Central Oregon Community College  
Oregon State Board of Nursing  
Legacy Health & StudentMax Connections  
Oregon State Board of Nursing  
Providence – Oregon Region  
Linfield College  
Portland Community College  
OHSU SON – Ashland  
Oregon State Board of Nursing  
St. Charles Health System  
Oregon Assoc. of Hospitals & Health Systems

**Excused:** Cynthia Stegner, Nancy Stephen,  
Gerry Sullivan

TOPIC	DISCUSSION	DECISION/FOLLOW-UP
Approval of December Minutes	The minutes of the December 3, 2015 NEAG meeting were reviewed. B. Epeneter recommended review and feedback from M Kozy (currently in route to meeting) prior to final posting.	The December 3, 2015 meeting minutes were approved with amendments to be provided by M Kozy.
Updates on Responses to Surveys	J Ingwerson announced the following: <ul style="list-style-type: none"> <li>• Only a few of the program surveys remain outstanding with requests for extensions.</li> <li>• Thirty-three facility surveys have been submitted to the OSBN. <ul style="list-style-type: none"> <li>○ A majority of surveys are from hospitals.</li> <li>○ D Buck invited J Ingwerson to the upcoming Oregon Health Care Association (OHCA) meeting to encourage more feedback from long-term care facilities.</li> <li>○ Of interest in the data results, 50% of</li> </ul> </li> </ul>	J Ingwerson to attend upcoming OHCA meeting with D Buck.

TOPIC	DISCUSSION	DECISION/FOLLOW-UP
	<p>the facilities stated they had denied placements and 60% indicated they could take more students. The number of additional students is limited but the preliminary results indicate some ability for facilities to consider taking at least a few more placements.</p> <p>The group discussed the next steps for data compilation, including:</p> <ul style="list-style-type: none"> <li>➤ Capturing viable units that might take a group of students.</li> <li>➤ Capturing the days of the week that were available and who was using the days that weren't available.</li> <li>➤ Capturing geographically those facilities that could take more students.</li> </ul>	
<p>Institute of Medicine Webinar Summary – Report for 2015 on Progress with Future of Nursing Recommendations</p>	<p>The webinar attendees expressed their disappointment that the meeting was a reiteration of the previous recommendations with no supporting data or matrix provided. The groups concerns included:</p> <ul style="list-style-type: none"> <li>• There's limited available data on differentiation in practice between the associate degree and baccalaureate prepared nurse.</li> <li>• Implications for nursing education and understanding any appropriate differentiations in levels of educational preparation. Extensive expectations for the new graduate nurse such as competencies recommended by the Quality and Safety Education for Nurses (QSEN) work.</li> <li>• In Canada, all registered nurses are prepared at the BSN level.</li> </ul>	<p>J Ingwerson will share comments with the Oregon Action Coalition BSN Work Group.</p> <p>J Ingwerson will ask Paula Gubrud Howe regarding her perceptions of the webinar and 2015 report as she was on the panel.</p>
<p>NEAG Goals for 2016</p>	<p>The updated draft of the 2016 goals were reviewed with a few additions, including:</p> <ul style="list-style-type: none"> <li>• Provide recommendations along with the survey data analysis for the programs and their clinical partners.</li> <li>• Legislative concepts need to address support for retention <u>and</u> recruiting nursing faculty.</li> </ul> <p>T Larkin announced that he is on the Oregon Health Authority's Work Force Subcommittee focused on growing the healthcare workforce. He explained they would be having meetings around the state with their focus on providers. The NEAG is interested in having updates on the work of this OHA Subcommittee.</p>	<p>J Ingwerson to update and submit the 2016 goals to the Board at the February meeting.</p> <p>T Larkin will provide periodic reports to the NEAG on the OHA subcommittee.</p>

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<p>High Stakes Testing Position Statement</p>	<p>The group reviewed the high stakes testing position statement draft and discussed appropriate terms, definitions, purpose, and the best way to provide a guideline for the faculty of Oregon’s educational programs. Agreed that the best practice interpretative statement needed to include a document similar to the OSBN’s Scope-of-Practice Decision-Making Guideline (Decision Tree). The group agreed that the Decision Tree’s purpose was to help educate and guide the faculty to the appropriate assessment method. Decision Tree points included:</p> <ul style="list-style-type: none"> <li>• The test had a clear link to course outcomes.</li> <li>• The students had the opportunity to learn desired outcomes.</li> <li>• If a single assessment determined progression, assure the development of that single measure.</li> <li>• If a single assessment determined progression, assure it had been articulated clearly to the students.</li> <li>• The opportunity for remediation had been provided to the students.</li> <li>• For a two to three year educational program, the tool is a valid assessment tool.</li> <li>• The assessment methodology is appropriate to the desired outcomes.</li> <li>• The program has a process for a multiple assessment methods to determine progress.</li> </ul> <p>Concepts, definitions and the use of the terms single assessment, high-stakes testing and standardized testing were discussed, including:</p> <ul style="list-style-type: none"> <li>• Standardized test implies that it is vendor created.</li> <li>• The term high-stakes focuses on the fact that someone’s future was on the line.</li> <li>• Provide a definition of high-stakes and include examples. Same needed for standardized testing.</li> <li>• Possibly have two different interpretative statements for the use of standardized testing and high stakes testing.</li> <li>• Recommend that programs don’t use a single assessment tool to determine outcomes.</li> <li>• Imperative that faculty use best practices in evaluation so that the curriculum, exams and learning outcomes align.</li> </ul>	<p>J Ingwerson to update and bring revised draft to the NEAG February meeting.</p>

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	<ul style="list-style-type: none"> <li>• When applying evaluative measures, program should walk through the decision tree.</li> <li>• NLN uses the term “assessment” rather than “evaluation” as do other accreditation bodies. Group agreed to use term “assessment”.</li> </ul> <p>Joy clarified that the purpose wasn't to focus solely on external testing. Whether internal or vendor testing, any use of high-stakes or single assessment testing is the focus.</p>	
Report on ONLC Discussion of Faculty Shortage	<p>J Ingwerson agreed to report at the February meeting any updates from the next ONLC subcommittee meeting focused on faculty shortage. Other NEAG members on the ONLC faculty shortage subcommittee include M McGuire and J Noone.</p> <p>T Larkin asked if any representatives from practice are on the faculty shortage subcommittee as the practice “side” is an important partner is looking at the future supply of nursing faculty.</p>	<p>Provide update at February meeting (J Ingwerson, M McGuire, and J Noone)</p> <p>J Ingwerson will review the membership of the subcommittee and let T Larkin know about any practice representatives.</p>
Next Meeting	The next meeting will be held Thursday, February 4, 2015 at the Oregon State Board of Nursing.	Agenda and January minutes to be sent to group prior to the February meeting.

Minutes completed by Ginger Simmons, Policy Analyst Administrative Assistant, and Joy Ingwerson, Nursing Education & Assessment Policy Analyst.