



State of Oregon
Kate Brown, Governor

Oregon State Board of Nursing
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Executive Director

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Meeting Topic: Nursing Education Advisory Group
Meeting Date: November 5, 2015
Meeting Time: 9:00 am to 12:00 pm

Location: Legacy Meridian Park
Facilitator: Joy Ingwerson
Recorded: No

NAME

Debbie Buck
Bonnie Cox
Michele Decker
Beverly Epeneter
Debbie Henry
Joy Ingwerson
Mallie Kozy
Heather Lary (for Troy Larkin)
Marilyn McGuire
Joanne Noone
Ginger Simmons
Cynthia Stegner
Nancy Stephen
Gerry Sullivan
Dawn Vollers

AFFILIATION

Oregon State Board of Nursing
OHSU Hospital & StudentMax Connections
Central Oregon Community College
Oregon State Board of Nursing
Legacy Health & StudentMax Connections
Oregon State Board of Nursing
Linfield College
Providence – Oregon Region
Portland Community College
OHSU SON – Ashland
Oregon State Board of Nursing
Samaritan Health Services
Oregon State Hospital
Chemeketa Community College
St Charles Health System

Excused: Sheryl Caddy, Nancy Stephen,
Diane Waldo

TOPIC	DISCUSSION	DECISION/FOLLOW-UP
Approval of October Minutes & Announcements	<p>The minutes of the October 1, 2015 NEAG meeting were reviewed.</p> <p>J Ingwerson announced the following:</p> <ul style="list-style-type: none"> • The facility survey has been sent to D Waldo for review and distribution. • J Ingwerson will add the option for a facility to submit their own spreadsheet in lieu of utilizing the OSBN spreadsheet. • The clinical spreadsheet survey was sent out to all of the Oregon nursing programs. • Survey info was provided at the 2015 Deans and Directors meeting held on October 16th. The meeting was well attended by the nursing programs in Oregon. 	<p>The October 1, 2015 meeting minutes were approved as presented.</p> <p>J Ingwerson will follow-up with D Waldo on the survey distribution to clinical agencies.</p>

TOPIC	DISCUSSION	DECISION/FOLLOW-UP
Election of Vice Chair	The group elected Michele Decker as Vice Chair for an additional one-year term. Thank you to Michele for continuing to serve in this role!	N/A
Meeting Dates/Times for 2016	The results of the previous meeting poll had indicated the majority of the group preferred an every other month meeting schedule in 2016. However, further discussion resulted in a concern that it would be difficult to achieve the group's goals with an every other month schedule. The group agreed to continue meeting the first Thursday of each month with the flexibility of cancelling any meetings deemed not timely or necessary.	The 2016 Meeting Schedule will be posted publically with locations.
Summary of ONLC Faculty Shortage Workshop	<p>NEAG members who attended the Oregon Nursing Leadership Collaborative (ONLC) Faculty Shortage Workshop provided feedback, including:</p> <ul style="list-style-type: none"> • ONLC and the ONA Cabinet on Education have the faculty shortage in Oregon as a priority for this year. • M Kozy stated that the workshop was a good beginning. Effectively laid out the issue and everyone had a strong commitment to work together. • J Noone has interest in continuing to be involved in the work of NEAG and ONLC on faculty shortage. • J Ingwerson stated that it was her hope that Oregon would be the frontrunner in solving this national issue. <p>The next ONLC meeting is scheduled for November 13, 2015 and will include discussion of next steps to follow-up on the workshop.</p>	J Ingwerson to continue to provide updates on ONLC work to the NEAG.
Develop Goals for 2016 Meetings	<p>The group's goals for 2016, include:</p> <ol style="list-style-type: none"> 1. Review and analyze data from surveys to schools of nursing and clinical partners 2. Disseminate findings from surveys to schools of nursing and clinical partners 3. Develop best practice statement on students with learning disabilities 4. Develop a position statement on high stakes testing 5. Begin review of the Division 21 Oregon Administrative Rules for possible revision <p>Discussed need to utilize the survey data to address student clinical placement issues. Additional suggested goals related to best practices in working with students with physical disabilities (add to the learning disabilities goal),</p>	Continue to refine goals for 2016 at December meeting.

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	<p>exploration of compact state status as it relates to filling urgent faculty openings in a timely manner, and best practices for working with English Language Learners in nursing programs.</p> <p>The impact of current placement/hiring trends related to level of education (associate degree programs or baccalaureate level programs) was discussed. Questions were raised about the impact on student placements from different types of programs. Group members also noted the need to continue focusing on nursing faculty shortages.</p>	
<p>Participants in Facility Survey Beyond Hospitals</p>	<p>The group developed a list of other types of facilities that will also receive the facility survey, including: Long-term Care; Skilled Nursing Facilities; and other health care entities that employ nurses.</p> <ul style="list-style-type: none"> • D Buck suggested the Oregon Health Care Association (OHCA) might be able to assist by providing a list of those entities and contact info. She and J Ingwerson will be meeting with representatives from OHCA next week. 	<p>D Buck and J Ingwerson to follow-up with OHCA representatives on distribution of survey.</p>
<p>High Stakes Testing Position Statement</p>	<p>The group reviewed various high stakes and standardized testing resources and board of nursing position statements. Discussion included the following:</p> <ul style="list-style-type: none"> • NLN reported that one in three programs were using high stakes testing – indicates this is not an uncommon practice. • High stakes testing performance has been utilized by educational programs as a metric for benchmarks and an indicator of a program's quality. • Benchmarks and pass rates don't always correlate and benchmarks don't predict NCLEX® failure as accurately as passing. • A program's responsibility should be to meet national and state standards and curricular outcomes rather than focusing on pass rates. • OAR 851, Division 21 allows NCLEX® to be taken every 46 days for three years; indicates that the OSBN does not place a strong emphasis on first-time pass rates. However, if a program's pass rates are low, the program is required to present a plan for improvement before the Board. <ul style="list-style-type: none"> ○ A different or additional metric is needed for benchmarks. J Ingwerson agreed to discuss when the NEAG reviews Division 21 rules in 2016. Possibilities 	<p>J Ingwerson to draft high stakes testing position statement based on discussion and suggested language submissions from NEAG members by November 30, 2015.</p>

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	<p>might include looking at second-time pass rates or overall cohort pass rate in a set period of time (e.g. at nine months or a year post-graduation date for a cohort).</p> <ul style="list-style-type: none"> It's problematic when students take exams separate from the course grading process in the program. If there's no link to a particular course or syllabus, a student may be unable to progress even though course grades are all passing. School policies around the exam are necessary. <p>J Ingwerson requested that the group email her any strongly held concepts for the position statement by November 30th. Can highlight from the resources provided or provide proposed language. The group will review those concepts that are needed in the statement at the next NEAG meeting.</p>	
Set Agenda for December Meeting	The December agenda will include: the survey responses thus far; high stakes testing position draft language; and a report of the ONLC plans for follow-up on the faculty shortage workshop.	
Next Meeting	<p>Thursday, December 3, 2015, location to be determined.</p> <p>NOTE UPDATE as of November 23, 2015: NEAG meeting location for December 3, 2015 is the Oregon State Board of Nursing Conference Room.</p>	Agenda and November minutes to be sent to group prior to the December meeting.

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