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Determining the Preparedness of Nursing Programs and Faculty for the Next Generation NCLEX-RN

Heather Hartness
Arkansas Tech University

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DETERMINING THE PREPAREDNESS OF NURSING PROGRAMS AND FACULTY FOR THE NEXT
GENERATION NCLEX-RN

By

HEATHER HARTNESS, BSN, RN

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ABSTRACT

DETERMINING THE PREPAREDNESS OF NURSING PROGRAMS AND FACULTY FOR THE NEXT
GENERATION NCLEX-RN

Heather Hartness

Fifty-two nursing faculty from ADN (Associate Degree Nursing) and BSN (Bachelor of Science in
Nursing) programs in the state of Arkansas were surveyed to examine the preparedness
resources and interventions to prepare for the Next Generation NCLEX-RN (NGN), and to
explore the perceptions of nursing faculty on their readiness to teach critical thinking, clinical
judgment, and their competency with NGN item writing. A quantitative cross-sectional
descriptive design was used for this study utilizing a self-created survey. The survey revealed
40% of participants felt adequately prepared with item writing, and 35% reported feeling
adequately prepared to test using the new NGN item writing question formats. This study
identified a need for preparedness of nursing programs to develop NGN item writing skills.
Although 55% reported their program had implemented some form of training, when asked if
they had regularly scheduled training, 33% reported they did not. Many resources for achieving
preparedness were assessed, with webinars being the highest-scored resource at 37%, for
education and competence. Limitations of the study include a small convenience sample and
assessment during the semester instead of at the semester's end. Implications for future
research include reaching a larger sample size and the development of an assessment tool for
the continuation of seamless research on this topic of faculty preparedness.

Keywords: nursing faculty, preparedness, next-generation NCLEX, Bachelor of Science in
Nursing, Associate Degree Nursing, item writing

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CHAPTER I

INTRODUCTION

To become a registered nurse, a nursing student must pass a licensure exam called the

National Council Licensure Examination for Registered Nurses (NCLEX-RN). The NCLEX-RN

measures the student's foundational knowledge and skill set that is needed for nursing practice

for the entry-level registered nurse (NCSBN, 2018). The National Council of State Boards of

Nursing is responsible to the boards of nursing in the United States (U.S.) for the preparation of

licensure examinations (NCSBN, 2021). In April, 2023, the NCSBN released a new version of the

NCLEX with significant changes called the Next Generation NCLEX (NGN).

Practice analysis studies are conducted by the NCSBN every three years to assist in the

validity of the test plan that guides the content distributed on the exam (2021). The practice

analysis completed in 2013-2014 showed the increase in complex decisions that newly licensed

nurses were making during patient care (NCSBN, 2021). The complex decisions often required

the use of clinical judgment to ensure patient safety (NCSBN, 2021). A literature review

conducted on nursing clinical decision-making by Muntean (2012) revealed that nursing

students lack critical thinking and decision-making abilities. The NCSBN made changes to the

NCLEX exam based on these findings. Clinical judgment is the outcome of critical thinking and

decision-making, therefore the NCSBN conducted several years of research to explore and

understand the factors that make up the process of nursing clinical judgment (NCSBN, 2021).

The conclusion of the studies completed by the NCSBN was the importance of clinical judgment

in the newly licensed nurse. The increase of responsibility, accountability, and patient acuity has

led to a shift in how new graduate nurses are assessed via the NCLEX, resulting in the

development of the NGN exam (Poston et al., 2023). The NGN contains content that will directly

assess the ability for new graduate nurses to critically think and make complex decisions (Poston et al., 2023).

Registered nursing programs in the U.S. face the challenges of adequately preparing faculty to adapt their teaching and testing strategies to reflect changes in the new NGN testing plan. The challenges for faculty include curriculum changes, proper training, and item writing to name a few (Davis & Morrow, 2021). Nursing programs are experiencing a dilemma and tight timeframe in deciding which commercial NCLEX-RN products to purchase, which resources to use to prepare instructors, and which strategies to improve first-time pass rates (Davis & Morrow, 2021). Nursing faculty need training regarding the complexities of NGN item writing (Moran et al., 2021). In addition, curriculum changes, proper training in item writing, and NGN-specific item writing preparation will directly impact the preparation of students for NGN.

Problem Statement

Nursing faculty have the responsibility to prepare new graduate nurses for success on the NCLEX-RN as well as preparing them to provide safe patient care (Kavanagh & Szweda, 2017). The NCLEX-RN is being changed to NGN to include new types of questions to better assess new graduate nurses' clinical judgment (Poston et al., 2023). Changes made to the NCLEX-RN add additional responsibilities to nursing faculty. Faculty have to learn the new National Council of State Boards of Nursing Clinical Judgment Measurement Model (NCJMM) exam question types, and implement it with their exams to adequately prepare students (Moran et al., 2021). Moran et al. (2021) found that nurse educators report a lack of confidence in item writing and the development of NGN items. The new exam items address clinical judgment by going from an information-based question to a situational preparedness question. Faculty must be appropriately trained on these new exam item types to adequately prepare students for NGN. There is a sense of urgency as the first time NCLEX-RN pass rate is generally viewed as the

public measure of a program's quality (Davis, 2016). The NCLEX-RN changes went into effect in April 2023.

Significance of Study

For nurse educators to adequately prepare nursing students for the NGN, nursing programs are tasked with adapting their curricula and testing strategies to align with the NGN which involves shifting current teaching methodologies to focus more on clinical judgment and decision-making (Sturdivant & Allen-Thomas, 2021). Educators are faced with changing focus of current curriculum to foster thinking related to a clinical judgment framework (Sturdivant & Allen-Thomas, 2021).

As few educators have formal training on item-writing, programs are tasked with proper training and onboarding of new faculty (Moran et al., 2021) Nursing education is confronted with an aging workforce with 41% of faculty at 55 years and above nearing retirement (Poole & Spies, 2022). Faculty retirement is a growing concern for programs as it will directly impact the preparation of the nursing workforce (Fang & Kesten, 2017). Seventy percent of nursing faculty have a Master of Science degree and 30% have attained a doctorate (Poole & Spies, 2022). Younger faculty who are likely to replace retiring faculty do not have the same level of experience or academic achievement (Fang & Kesten, 2017). Finding individuals with the desire, skills, and baseline education preparation to teach nursing students impacts the limited pool of options to fill these positions (Jarosinski et al., 2022). Often, nurses are promoted to roles of nurse educator from the clinical role without receiving much orientation or mentorship, but are expected to integrate into the expectations and culture of the school (Jarosinski et al., 2022; Kranz et al., 2019). Onboarding introduces and engages new faculty in the new role, culture, resources, tools, and expectations for them to succeed (Jarosinski et al., 2022). Novice faculty need help with understanding their new role and expectations. Nursing faculty roles go beyond

classroom instruction; there is a myriad of responsibilities and expectations that require

mentorship, instruction, and resources to succeed. One of these roles is writing test questions

and preparing students for success on their board exam.

Novice nurse educators come from various backgrounds, often needing formal

education or training on item writing (Kranz et al., 2019). To ensure that item writing for

examinations accurately represents learning and reaches the level of the learner being tested,

faculty must receive training and support from colleagues acting as mentors for item writing

(Kranz et al., 2019). The NCLEX is composed of multiple-choice questions with alternate format

items intermixed. High-quality items adequately test learners on a high cognitive level (Moran et

al., 2021). Nursing faculty need more preparedness and confidence in item writing, not just the

novice educator (Moran et al., 2021).

Nursing faculty adequately preparing graduating nurses are evaluated by their state

board of nursing for accreditation, and part of that is the success of the state board licensing

exam, particularly first-time pass rates. However, this does not evaluate practice readiness,

understanding of safe patient care, clinical reasoning, or the desired outcome (Moran et al.,

2021). This lack of preparation to practice readiness is then escalated with the increasing patient

acuity and the decreasing length of stay in acute care settings (Kavanagh & Szweda, 2017).

Poorman and Mastorovich discuss how the NGN project began researching from 2012

through 2014 evaluate if the NCLEX was measuring clinical judgment in new graduate nurses

(2020). This analysis demonstrated that clinical judgment, critical thinking, and problem-solving

are directly connected to most novice nurses' skills, knowledge base, and abilities (Poorman &

Mastorovich, 2020). Findings suggested that although clinical judgment was being measured on

the NCLEX-RN, measurements could be improved upon (Poorman & Morovich, 2020). This

realization led to the development of the clinical judgment model by the NCSBN, called the

NCSBN Clinical Judgment Measurement Model (NCJMM), to measure clinical judgment more

effectively (Poorman & Mastorovich, 2020). Incorporating these measurements into the NCLEX-

RN will include adding new items or exam questions that differ from multiple-choice questions

(Poorman & Mastorovich, 2020). Adequately preparing faculty to write these questions is vital

to equip students with exposure to these items. This change has created many concerns and

questions for the faculty (Poorman & Mastorovich, 2020). Therefore, it is recommended that

schools of nursing need to develop ways to support their faculty with this new type of item-

writing development. Item analysis, and creating questions using the upcoming NGN item styles

is necessary to adequately prepare students (Moran et al., 2021).

Purpose Statement

This study has a two-fold purpose: (1) To examine the preparedness resources and

interventions of associate and bachelor's degree registered nursing programs for NGN, and (2)

to explore the perceptions of nursing faculty on their preparedness to teach and test critical

thinking, clinical judgment, and competency on NGN item writing.

Research Questions

1. How are nursing programs preparing faculty for the Next Generation NCLEX-RN?

2. What are the perceptions of nursing faculty on their preparedness to teach critical

     thinking, clinical judgment, and feel competent with NGN item writing?

Limitations

One of the limitations of this descriptive research study is the sample size. The small

sample size is considered a limitation of the generalizability of this study. Another considered

limitation of this study is the utilization of a self-created survey where the choice and wording of

questions may have influenced the descriptive findings. In addition, participants may not answer

truthfully or may provide socially desirable answers on a survey. Assessing faculty and their

perception of preparedness may better be assessed after the semester ends versus in the

middle of the semester. Assessing at the end of the semester would allow for an accurate,

conclusive, and more available result with higher participation.

Summary

Nursing faculty are responsible for changing their program curricula, teaching methods,

and testing strategies to reflect the changes in the NCLEX-RN; however, they may not be

adequately prepared to do so. This study will examine and explore the preparedness resources

and interventions for nursing programs to prepare for NGN, and to explore the perceptions of

nursing faculty on their preparedness to teach critical thinking, clinical judgment, and their

competency with NGN item writing. In chapter two, the literature will support the need for this

study as there is no prior study on this subject. The importance of new graduate preparedness,

nurse faculty preparedness, and item writing will be discussed in the literature review. Chapter

three will discuss the methodology that was used to perform this research study followed by

findings in chapter four. The conclusion will be covered in chapter five.

CHAPTER II

LITERATURE REVIEW

This literature review aims to identify gaps in nursing faculty preparedness for NGN. Specifically, this chapter addresses topics related to assessing new graduate nurses' readiness, the preparedness of nursing faculty in writing NCLEX-style questions, and nursing faculty preparation for NCLEX-RN success. The search terms used to conduct the review of the literature included new graduate nurse preparedness, nurse faculty preparedness in NCLEX item writing, and professional preparedness for faculty. This review included peer-reviewed research articles between the years 2007 through 2023 searched from MEDLINE, ProQuest Central, Google Scholar and ClinicalKey databases. There were limited research studies related to the development of the NGN and no specific studies available on student success on the NGN exam since, at the time of this literature review, the NGN had not been released for students to take. This chapter presents the literature review related to this quantitative research purpose, followed by the theoretical framework and summary of the chapter.

Evaluating New Graduate Nurse Preparedness

The preparedness of new graduate nurses to successfully pass their state board licensing exam, and to be able to practice safely is the focus for academic nursing programs. According to Kavanagh and Szweda (2017), changes in healthcare in the U.S. include a more significant focus on safety and providing high-quality patient care that requires nurses to possess competence and a high level of engagement. Currently, the standard for evaluating new graduate nurse preparedness is limited to first-time pass rates of state board licensing exams. Nursing programs' ability to prepare graduating nurses is evaluated on the success of the state board licensing exam, particularly first-time pass rates (Kavanagh & Szweda, 2017). However, successful first-time pass rates of licensing exams do not determine practice readiness,

understanding of safe patient care, or clinical reasoning for nurses entering the workforce (Kavanagh & Szweda, 2017).

Kavanagh and Szweda (2017) conducted a quantitative study to assess new graduate nurses' entry-level competency and practice readiness. The researchers analyzed the data from post-hire and prestart Performance-Based Development System (PBDS) assessments given to more than 5,000 entry-level nurses from Associate Degree Nursing (ADN) and Bachelor of Science in Nursing (BSN) programs between 2010-2015 from 21 states. The PBDS is an onboarding, web-based competency assessment used by more than 500 hospitals in the U.S. The competency assessment provides healthcare organizations with evaluative information on employee's critical thinking and thought processes, and help develop orientation needs for safe practice (Kavanagh & Szweda, 2017). This five-year study revealed that an average of 23% of entry-level nurses were in the unacceptable (Unable to Demonstrate Problem and Urgency Recognition), an average of 54% of entry-level nurses were in the unacceptable (Unable to Demonstrate Problem Management), and an average of 23% of entry-level nurses were in the acceptable (Safe to Practice Independently) categories. The findings have been consistent over the five-year study showing a need for a change in education for the next generation of nurses (Kavanagh & Szweda, 2017). Kavanagh and Szweda (2017) conclude that there is a gap in nursing curricula designed to prepare students to pass the NCLEX-RN compared to what is needed to practice safely and competently.

Next Generation NCLEX

The NCLEX is an exam that tests nursing school graduates in the U.S. on their foundational knowledge, competency, and skills needed for safe nursing practice (NCSBN, 2018). The NCSBN is responsible for conducting practice analysis and evaluations of the knowledge,

skills, and abilities needed for the safe nursing practice of entry-level nurses and must evaluate the validity of the test plan that guides this content distribution (NCSBN, 2021).

The NCSBN reviewed multiple research reports on the importance of clinical judgment in nursing. Their literature review provided an overview of current nursing theories, models of clinical decision-making, and research on the factors that affect decision-making in nursing (NCSBN, 2021). The NCSBN collaborated on two studies between 2012 and 2014 where the conclusions provided further evidence of the importance of clinical judgment in the entry-level nurse (NCSBN, 2021). Major findings also included problem solving and critical thinking that are both vital to clinical judgment (NCSBN, 2021). These findings led to the change from the NCLEX to the NGN. The NCSBN has developed this NGN to include unfolding case studies and the use of the NCJMM to assess clinical judgment, critical thinking, and problem-solving abilities (Poston et al., 2023).

The NCJMM is a layered approach with the nursing process as the foundation, created as a new framework to measure clinical judgment and create a balance among educational, licensure, and governing domains (Dickinson et al., 2019). The NCJMM provides a methodical way to validate inferences around nursing clinical judgment and the decision-making of the entry-level nurse (Dickinson et al., 2019).

Pence conducted a study investigating nursing students' perception of learning with NGN-style case studies (2022). A descriptive survey design was used electronically and included five quantitative items using a Likert-type scale for responses and one open-ended question for a total of a six-item survey to collect the nursing students' perception (Pence, 2022). The overall results in the 50 participants were that they agreed that the case studies were helpful in learning (90%), learning clinical judgment (92%), and were a useful learning tool (96%) (Pence,

2022). This study concluded that NGN-style case studies were useful in teaching and promoting clinical judgment.

Nurse educators are challenged with the teaching of clinical judgment and preparing nursing students for the new items on NGN such as utilizing case studies when preparing students for NGN. These new item types incorporate complex, situational questions addressing clinical judgment (Moran et al., 2021). This study revealed that using NGN-style case studies is an effective way to teach clinical judgment that will be needed for NGN (Pence, 2022).

Nurse Educator/Faculty Preparedness in NCLEX Item Writing

The aging population of the nursing faculty expected to retire in the next few years contributes to the shortage of educators, and creates a sense of urgency for nursing schools to develop new faculty (Fang & Kesten, 2017). Finding people with the passion, skills, and educationally prepared impacts the limited pool of candidates to fill these positions (Jarosinski et al., 2022). Nurses are often promoted to nurse educator roles from the clinical role with little orientation or mentorship but are expected to integrate into the expectations and culture of the school (Jarosinski et al., 2022; Kranz et al., 2019).

The retirement of nursing faculty is a growing concern for the community of nursing education and will impact the preparation of the nursing workforce in the future (Fang & Kesten, 2017). A study was conducted to assess the impact of impending retirements of nursing faculty on the workforce (Fang & Kesten, 2017). Data was analyzed from full-time faculty obtained from the American Association of Colleges of Nursing (AACN) Annual Survey of Baccalaureate and Graduate Programs in Nursing from 2006 to 2015 (Fang & Kesten, 2017). The projected retirements were found using the Least-Squares Regression and Cohort Component data analysis methods (Fang & Kesten, 2017). This study found projections of total retirements in the years 2016-2025 would equal one-third of faculty, having a detrimental impact and

suggesting a sense of urgency for the nursing education community (Fang & Kesten, 2017).

These findings create a heightened need to develop younger faculty that do not have the same

levels of academic attainment and experience (Fang & Kesten, 2017). Nursing schools have an

increased responsibility to develop younger faculty, facilitate degree advancement, and ensure

continued education (Fang & Kesten, 2017).

Onboarding is the process of introducing and engaging new employees into the new

role, culture, resources, tools, and expectations for them to be successful (Jarosinski et al.,

2022). Novice faculty need clear guidance on roles and expectations. Nursing faculty roles are

complex and contain responsibilities and expectations that require direction, teaching, and

appropriate resources to succeed. One of these roles is writing test questions, known as item

writing, and preparing students for success on their board exam.

New nurse educators come from different clinical backgrounds, often without advanced

degrees in education (Kranz et al., 2019). Many novice nurse educators use the "learn as you go"

approach to item writing for examinations. (Moran et al., 2021). To ensure that item writing for

examinations accurately represents learning, faculty must receive training and support from

educators acting as mentors for item writing (Kranz et al., 2019). In addition, the NCLEX is

composed of multiple-choice questions with alternate format items intermixed with the rollout

of NGN question items which were added in April 2023 (Moran et al., 2021).

Moran et al. (2021) discuss the gap in nursing faculty and their preparedness for NCLEX

item writing. Item writing is a skill that takes knowledge, dedication, and confidence. Nursing

programs in the U.S. use primarily multiple-choice questions to prepare students for NCLEX

(Moran et al., 2021). Some nurse educators rely on resources from textbooks and test banks,

but with the speed of change in healthcare, unchecked textbooks, and information overload,

this can create item writing flaws (Kavanagh & Szweda, 2017; Moran et al., 2017).

A descriptive survey with snowball sampling was used to collect data and was sent to 1550 deans/directors/coordinators via publicly available email addresses of accredited schools of nursing (Moran et al., 2021). The purpose of the study was to investigate the preparedness and confidence of nursing educators in writing NCLEX-style questions. A total of 300 participants completed the survey from 44 states. In addressing the confidence of writing traditional NCLEX-style items, those who received formal education or training reported being somewhat confident (51%), whereas those who did not reported ambivalent or not confident (49%). When addressing how prepared they were to incorporate NGN questions into their exams, the study revealed that 9% were somewhat and extremely prepared, and 64% reported slightly or not at all prepared, revealing an overall lack of preparedness for the addition of NGN questions. This study assessed the NCLEX-style item writing preparedness, education level, and resources used for item writing. Of the nursing educators surveyed, it was reported that approximately 90% had a master's level or higher, although only 46% reported that they wrote their own questions. These findings reveal that nurse educators lack confidence in item-writing and feel unprepared for the new question types instituted by the NCSBN in 2023. Nurse educators need continued education to develop and review NCLEX-style items and examinations (Moran et al., 2021).

Professional Preparation for Faculty

With the changes being made to the NCLEX by the NCSBN, nursing faculty are seeking the best methods to prepare students for NGN. A pilot study was conducted on the peer review process with a group of faculty champions who were writing items for a statewide initiative to establish a next generation NCLEX item teaching test bank (Hensel & Billings, 2022). Faculty champions were oriented to the peer review process and the reviews were completed using the *Clinical Judgment Item Peer Review* Form that was created specifically for this project (Hensel & Billings, 2022). Thirteen different schools were represented, with 18 faculty participating; they

completed 55 reviews of 40 cases and 35 stand-alone items taking approximately an hour per

case study (Hensel & Billings, 2022).

This study found that peer review process benefits reviewers and authors learning to

write NGN items and question-types (Hensel & Billings, 2022). This process allows for best test

item development and administration practices when using the new NGN item-types on exams

(Hensel & Billings, 2022).

Davenport (2007) conducted a study on a comprehensive approach to NCLEX-RN

success. Approximately 300 students enrolled in an associate degree program were chosen to

address a program-long approach. The plan consisted of many objectives and strategies from

standardized testing, content-specific exams, critical thinking assessment, one-on-one advising,

test-taking strategies, and NCLEX-RN preparation. Assessment Technologies Institute (ATI)

Comprehensive Assessment and Remediation Package was utilized since it offers components

for student assessment and remediation.

There was a significant difference in the findings when analyzing ATI predictor test

results and NCLEX-RN pass rates. This was due to the fact that up to 13% of those passing the

NCLEX-RN the first time scored very low on the ATI Comprehensive Predictor. The students with

a higher GPA at graduation correlated more with first time NCLEX-RN pass rates.

This study suggests that a comprehensive plan is appropriate for helping students with

success. Nurse educators play a vital role in assisting students to achieve the goal of licensure.

The students' total learning experience is the responsibility of nurse educators and programs for

proper preparation (Davenport, 2007).

Davis and Morrow (2021) used Peplau's theory of interpersonal relations as a

foundation for their research on the relationship between faculty and their students' NCLEX-RN

success. During this exploration process, semi-structured phone interviews were utilized to

address faculty perspectives on preparing students for success on the NCLEX-RN (Davis & Morrow, 2021). In addition, a total of 10 graduate-prepared faculty members volunteered and participated in this semester-long process. Their teaching experience ranged from three to 30+ years.

Davis and Morrow reported that the use of Board of Nursing standards, commercial products, internal collaboration, faculty teamwork, and incorporation of NCLEX-RN testing strategies throughout the curriculum are identified as preparation strategies for faculty to ensure student success. Systematic assessments, evaluations, and necessary curriculum changes are needed to ensure teaching are current, as well as evaluate NCLEX-RN first-time pass rates. Other curriculum additions to incorporate for student NCLEX-RN success are teaching test-taking strategies, remediation, and connecting with students. Observing and analyzing content and behavior allows faculty to develop professional and faculty-student relationships. Peplau's theory is highlighted when faculty care about students and work with them toward the NCLEX-RN goal of success (2021).

Theoretical Framework Model

The NCLEX-RN pass rate standard set by the NCSBN places demands on nursing faculty as this standard is generally viewed as a measure of a programs quality (Davis, 2016). As this study has to do with the changes from the NCLEX-RN to the NGN, Peplau's Theory of Interpersonal Relations in Nursing was chosen to be the foundation for this project. Peplau's Theory contains two different modes of observation for nurses; the participant observation, which includes the observing and analyzing of one's own behavior, and the empathetic linkages, as one feels the same emotions as others (Davis & Morrow, 2021). Davis and Morrow aimed to investigate nursing faculty's perceptions of preparedness to teach critical thinking, clinical judgment and their competence with item writing (2021). Assessment of nursing faculty's

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perception of program preparedness for the NGN was also included. The questions asked in the

survey required faculty to observe and analyze their own practices and resources utilized for

NGN preparedness. Peplau's theory can be used to support faculty roles and to structure

interventions for NCLEX-RN preparation, therefore NGN preparation (Davis, 2016). According to

the Peplau's Theory, the essential purpose of nursing is to help identify their problems (Davis,

2016). This theory was used to provide information for guidance in faculty and program roles in

effectively preparing for NGN.

Summary

As the importance of safe clinical nursing practice affects lives, the need for proper

preparedness of nursing faculty for entry-level nurses' success is needed. Formal faculty training

on item writing should provide an ability to efficiently evaluate students' knowledge and gaps

before reaching board exams.

Nursing Educators have an obligation to assess and develop students' clinical judgment

and critical thinking to ensure public safety. Proper training on NGN concepts and item writing

will positively impact faculty and student relationships as students will feel prepared for the

NGN.

CHAPTER III

METHODOLOGY

This research study utilized a quantitative cross-sectional descriptive design to assess

the preparedness of nursing programs and faculty for the Next Generation NCLEX. Quantitative

research emphasizes numerical data where typically deductive reasoning is used (Bui, 2019).

Cross-sectional studies are a type of observational study design where participants are selected

from a specific population at a particular moment (Fleetwood, 2023; Setia, 2016). Descriptive

research is a method that describes a picture of the quantitative results, typically from a survey

(Bhat, 2023; Bui, 2019). A combination of these methods was best for this study. The

quantitative method helped with collecting and analyzing data from survey results, while the

cross-sectional design captured the preparedness of faculty at a single point in time. This

chapter presents the research design, setting, human subjects, instrumentation, data collection,

and analysis.

Research Questions

1. How are nursing programs preparing faculty for the Next Generation NCLEX-RN?

2. What are the perceptions of nursing faculty on their preparedness to teach and test

critical thinking, clinical judgment, and feel competent with NGN item writing?

Setting

The setting for this research study included 28 ADN and 13 BSN nursing programs

throughout Arkansas. The nursing programs contain a combination of community and technical

colleges, private colleges, and public universities.

Participants

The targeted population for this study was nursing faculty from ADN and BSN programs

in the state of Arkansas. Convenient sampling was the best choice for this study to reach a

nonrandom sampling of a target population (Etikan et al., 2016). A convenience sample of

nursing faculty from the ADN and BSN programs voluntarily participated in this research study.

The researcher collected email addresses of the nursing programs' deans/directors/chairs from

the Arkansas State Board of Nursing approved Associate and Baccalaureate Degree programs

(Arkansas Department of Health, n.d.). Forty-one invitation emails were sent, including the

survey information, informed consent information, and how to participate. Forty-one invitation

emails were sent to the deans/directors/chairs with directions to forward to nursing faculty.

Three follow-up emails were sent a week apart as a reminder to participate in this research

study.

Human Subjects

This research study received Institutional Review Board at Arkansas Tech University

approval on December 12, 2022 (Appendix A). Post-approval, the invitation email was sent to

the nursing faculty.

The email contained the information regarding the study and informed consent,

detailed by clicking a link to take the survey. Participation was strictly voluntary, and

participation could be refused at any time. Participants were not asked for personal or program

identifiers at any time. The email contained a QuestionPro link. The detailed informed consent

was immediately seen upon accessing the survey link. Progressing into the survey confirmed

consent. The participant could choose to not answer a question by moving to the next question.

The participant could stop their participation at any time by exiting the survey at the "Exit

Survey" option in the top right of the screen, or exiting the browser. The researchers' contact

information in the form of an email address was included in the email for any participants who

may have any questions or concerns.

The software program QuestionPro was utilized for the survey as it allows for ease of use and confidential survey participation. The data collected via QuestionPro is stored and secured using password protection on the researchers' device. The data collected will be used as research results in this study.

Survey

The NextGen Preparedness Survey (NGPS) was a self-created survey based on experiences as an educator and current research (Appendix B). The NGPS consisted of 21 questions. The first three questions in the survey addressed demographic information related to years of experience as a nurse, years of experience as a nursing faculty, and positions within the nursing program. The survey then continued with a 'yes or no' question regarding if their program contained a test construction committee. There were four total questions directly asking about Next Generation NCLEX item writing. The survey included five questions that were related to item writing in general, as well as four questions that were directly related to teaching and testing clinical judgment and critical thinking. The remaining four questions asked about 1) commercial resources, 2) exam statistics review after an exam, 3) mentored on job duties, and 4) good understanding of job duties.

Of the 21 questions, 14 of the survey questions were based on a Likert-type scale. Those questions included responses from not at all (1), rarely sometimes (2), sometimes (3), often (4), and very often (5). Another form of Likert-type scale question included responses from N/A (1), not at all (2), to some extent (3), adequately (4), and very adequately (5). This survey also contained multiple choice options assessing questions on resources used, experience, and their opinions on training, preparation, and understanding.

Data Collection

The data for this online survey was obtained using QuestionPro between February 14, 2023, and March 5, 2023. A self-created 'NextGen Preparedness Survey' was distributed to ADN and BSN deans/directors/chairs with instructions to forward to nursing faculty.

Data Analysis

The data for this survey was collected and analyzed using QuestionPro software and Excel. Descriptive statistics were used to help identify frequencies and central tendencies as a measuring tool within the data. Descriptive research is a method that describes a picture of the quantitative results, typically from a survey (Bhat, 2023; Bui, 2019). The central tendency used was the average score of the results. The measurements in this survey will be reported in percentages using tables and figures.

Summary

A quantitative cross-sectional descriptive design was used for this study. This study aimed to assess how prepared nursing faculty are for NGN, including item writing and teaching to the central purpose of critical thinking and clinical judgment. The sample was obtained by reaching out to deans/directors/chairs with instruction to forward to nursing faculty in the ADN and BSN programs in Arkansas for voluntary participation in this study via survey. IRB approval, including informed consent, was obtained before the data collection. The data collected via the QuestionPro survey was then analyzed to determine how prepared nursing programs and faculty are for the Next Generation NCLEX-RN.

CHAPTER IV

RESULTS

This chapter presents the findings of the 'NextGen Preparedness Survey' (NGPS) that examined the preparedness resources and interventions of Arkansas ADN and BSN programs for NGN NCLEX-RN preparation and explored the perceptions of nursing faculty on their preparedness to teach critical thinking, clinical judgment, and feel competent with NGN item writing.

ADN and BSN program's deans, directors, or chairs received an invitation email containing the NextGen Preparedness Survey link. These 41 recipients also received instructions to forward the invite to all nursing faculty to participate in this study. Data collection occurred through QuestionPro.com. A total of $N=52$ participants completed the survey, with 268 participants viewing the survey. The results presented in this chapter only included the $N=52$ that completed surveys.

Demographic Information

The NGPS's first three questions collected demographics on the participants' roles within the nursing program, their years of experience as a nurse, and years of experience as nursing faculty. The demographic questions and results are in Tables 1-3.

Table 1

How Many Years Have You Been a Nurse?

N=52		
Years	*(n)*	%
0-2	0	0%
3-6	1	2%
7-10	2	4%
11-15	9	17%
>16	40	77%

The first demographic question in the survey assess *how many years' participants had been a nurse*. Most participants in this study have *more than 16 years of experience as a nurse (n=*40, 77%). Faculty with *11-15 years of experience as a nurse (n=*9, 17%) made up the second largest group, with only two participants in the *7-10 years of experience as a nurse (n=*2, 4%) category. Faculty with the least experience as a nurse included one participant having only *3-6 years of experience as a nurse (n=*1, 2%).

Table 2

How Many Years Have You Been a Nursing Faculty?

N=52		
Years	*(n)*	%
0-2	12	23%
3-6	5	10%
7-10	9	17%
11-15	10	19%
>16	16	31%

The second demographic question in the survey assessed *how many years participants had been nursing faculty.* With the survey participants (*N*=52), the findings indicated the majority of the participants have *>16 years of experience as nursing faculty (n=16, 31%),* followed by *0-2 years of experience (n=*12, 23%). The third largest group was *11-15 years of experience as nursing faculty (n=*10, 19%), with *7-10 years of experience as nursing faculty (n=*9, 17%) following*.* The lowest group in this category was 3-6 *years of experience as faculty (n=*5, 10%).

Table 3

What is Your Role Within the Nursing Program?

	(n)	%
Nursing faculty (teach in classroom)	42	70%
Director	7	12%
Clinical adjunct (no classroom)	4	7%
Administration	5	8%
Other	2	3%

The third demographic question assessed *participants' roles within the nursing program*. Most participants identified their role as *nursing faculty,* specifically *teaching in the classroom (n=42, 70%)*. The remainder of these findings identified their role as: *Director (n=7, 12%), Administration (n=5, 8%), Clinical adjunct (no classroom) (n=4, 7%), and other (n=2, 3%)*. Several participants selected multiple *roles within in their nursing programs*.

Test Construction and Exam Statistics

The following two NGPS questions asked the *participants if their program had a test construction committee* and if their *programs implemented an exam statistics review after an exam*. Tables 4 and 5 demonstrate the findings.

Table 4

Does Your Program Have a Test Construction Committee?

N=52	(n)	%
Yes	25	48%
No	27	52%

Of the 52 participants in this study, *n*=25 (48%) reported "Yes," with the other *n*=27

participants (52%) reporting "No" to their *program having a test construction committee*.

Table 5

Does Your Program Implement an Exam Statistics Review After an Exam?

N=51	(n)	%
Not at all	2	4%
Rarely Sometimes	1	2%
Sometimes	0	0%
Often	7	14%
Very Often	41	80%

A total of (*N*=51) participants answered this question, with *80% (n*=41) selecting having

reviewed exam statistics "very often*."* In other participants, *n*=7 (14%) reported "often,"

followed by *n*=2 (4%) reporting "not at all," and *n*=1 (2%) reported "rarely sometimes."

Next Generation NCLEX Item Writing

NGPS presented four questions directly related to NGN item writing. Table 6 displays

the results of two of these questions: *Has your program implemented training for NGN item*

writing, and *Does your program have regularly scheduled NGN item writing training*? Table 7

represents the third question: *What form of NGN item writing training*? Table 8 illustrates the

results of the last question on item writing: *Do you feel prepared to test using the new Next*

Generation NCLEX item writing question formats?

Table 6

Next Generation NCLEX Questions Related to Item Writing

N=52	Has Your Program Implemented Training for NGN Item Writing?		Does Your Program have Regularly Scheduled NGN Item Writing Training?	
Response	*(n)*	*%*	*(n)*	*%*
Not at all	1	2%	17	33%
Rarely Sometimes	7	14%	11	21%
Sometimes	15	29%	12	23%
Often	21	40%	10	19%
Very Often	8	15%	2	4%

Survey results demonstrate that the majority of programs have *implemented training for NGN item writing,* as "often*"* was the most selected answer *(n*=21, 40%) and "sometimes" (*n*=15, 29%). Results of "rarely sometimes" (*n*=7,14%) and "very often" (*n*=8, 15%) yielded similar results. "Not at all" was the lowest selected answer (*n*=1, 2%).

The Regularly scheduled NGN item writing training question resulted in the majority of participants answering "not at all" *(n*=17, 33%), "rarely sometimes" (*n*=11, 21%), sometimes (*n*=12, 23%), often (*n*=10, 19%), and "very often*" (n*=2, 4%).

In the following table 7, results represent the select all that apply question *What form was your Next Generation NCLEX item writing training?*

Table 7

What Form Was Your Next Generation NCLEX Item Writing Training?

N=52	(*n*)	%
N/A	3	2%
Online Modules	24	21%
Webinars	42	37%
Self-searched resources	19	17%
Assigned CBL's	7	6%
In person	19	17%

Survey results indicated "webinars" were the most used form of training at *n*=42 (37%). "Online Modules" resulted at 21% (*n*=24) followed by, "self-searched resources" at *n*=19 (17%), and "in person" at *n*=19 (17%). The NGN item writing training in the form of "Assigned computer-based learning (CBL's)" made up *n*=7 (6%) of the results, followed by *n*=3 (2%) that selected "N/A".

Table 8 displays the NGPS survey results for the question, *Do you feel prepared to test using the new Next Generation NCLEX item writing question formats?*

Table 8

Do You Feel Prepared to Test Using the New Next Generation NCLEX Item Writing Question

Formats?

N=52	(n)	%
N/A	1	2%
Not at all	4	8%
To some extent	28	55%
Adequately	14	27%
Very adequately	4	8%

The findings to this question suggest that most participants feel "to some extent"

prepared to implement NGN formats (n=28, 55%), with the following most common answer

being that they felt "adequately*"* prepared *(n*=14, 27%).

Item Writing Preparedness

The NGPS had five questions related to item writing. The item writing questions focused

on training, resources, and perception of preparedness. Tables 9-12 and Figure 1 present the

surveyed questions and results evaluating item writing questions.

Table 9

Have You Been Trained on Item Writing?

N=52	(n)	%
N/A	1	2%
Not at all	5	10%
To some extent	26	50%
Adequately	11	21%
Very adequately	9	17%

Participants reported that (*n*=20, 38%) had been *trained on item writing*, with a combination of "adequately" and "very adequately". The majority of participants reported that they were "somewhat trained on item writing" (*n*=26, 50%). Survey results showed that (*n*=5, 10%) reported "no" item writing training, and (*n*=1, 2%) selected N/A.

Table 10 represents findings on the question referring to their own item writing.

Table 10

Do You Do Your Own Item Writing?

N=52	(n)	%
N/A	3	6%
Not at all	1	2%
Rarely sometimes	3	6%
Sometimes	8	15%
Often	10	19%
Very Often	27	52%

The survey question asking *if participants did their own item writing* resulted in the

majority indicating (*n*=27, 52%) "very often", and (*n*=10, 19%) as "often." Answers on the survey

for "sometimes" (*n*=8, 15%), "rarely sometimes" (*n*=3, 6%), "not at all" *(n*=1, 2%), and "N/A"

(*n*=3, 6%) were much lower results.

Table 11

Was Your Item Writing Training With a Mentor, Online Resource, or Both?

N=52	(*n*)	%
N/A	4	8%
Mentor	0	0%
Online resource	14	27%
Both	34	65%

The NGPS question: "*Was your item writing training with a mentor, online resource, or*

both" resulted in most participants (*n*=34, 65%) selecting "both" online resources and training

with mentors. Online resources were the second most selected answer *(n*=14, 27%). Followed

by only 8% (*n*=4) of participants selecting N/A. No participants selected "mentor" alone. In

addition participants who had an option to select "online resource" were asked to indicate *what*

type of online resource they utilized*.* Figure 1 presents the online resources used by participants.

Figure 1

Types of Online Resources Utilized

What type of online resources?

- N/A (1%)
- Online modules (26%)
- Webinars (45%)
- Self-searched resources (18%)
- Assigned CBL's (10%)
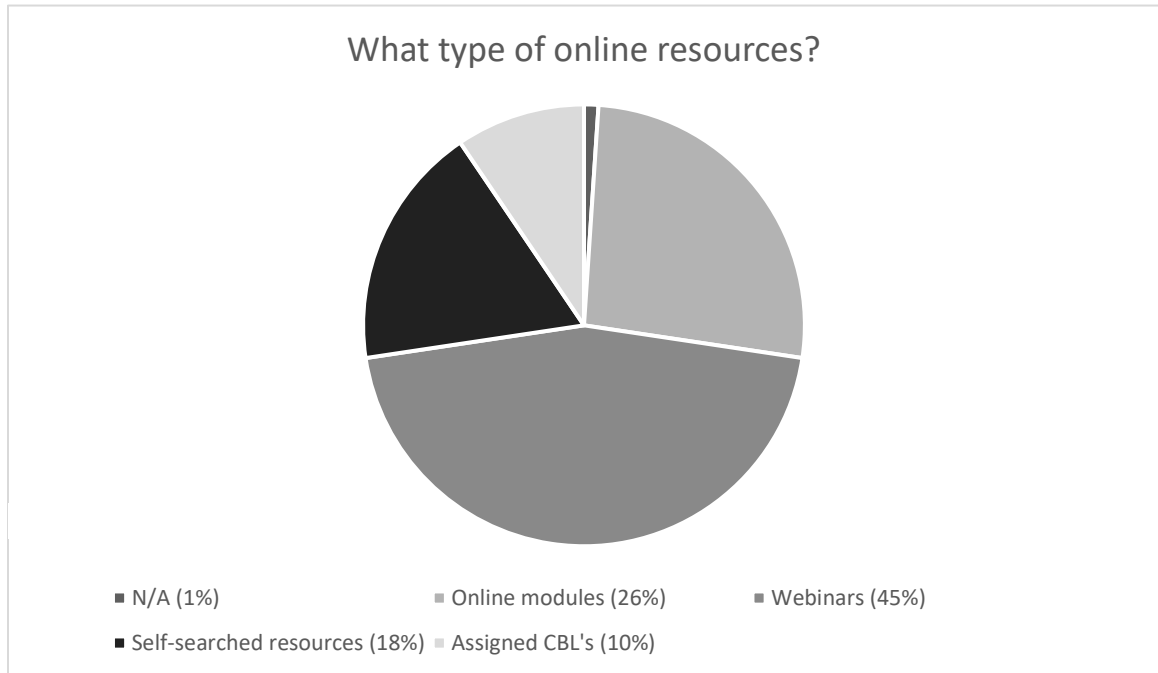
Findings of online resources utilized for item writing training was predominately "webinars" (45%), followed by "online modules" (26%). "Self-searched resources" resulted (18%) on the survey results to this question, "assigned computer-based learning (CBL's)" made up (10%), and N/A (1%).

Table 12

Do You Feel Competent With Item Writing?

N=52	(*n*)	%
N/A	1	2%
Not at all	2	4%
To some extent	28	54%
Adequately	18	34%
Very adequately	3	6%

The question on this portion of the survey assessed *feelings of competence with item writing* with total participation (*N*=52). The findings of the questions in this survey resulted that 34% (n=18) felt adequately prepared, 6% (*n*=3) felt very adequately prepared, 54% (*n*=28) felt "to some extent" prepared. Lower results to this survey question were 4% (*n*=2) with "not at all", and 2% (*n*=1) selecting "N/A".

Critical Thinking and Clinical Judgment

Participants answered four survey questions regarding their preparedness to teach and test critical thinking and clinical judgment. Table 13 presents the findings related to the faculty's *preparedness to teach and test critical thinking*. Followed by the results related to *the faculty's preparedness to teach and test on clinical judgment* presented in Table 14.

Table 13

Questions Related to Critical Thinking

N=52	*Do You Feel Prepared to Teach Critical Thinking?*		*Do You Feel Prepared to Test on Critical Thinking*	
Response	*(n)*	*%*	*(n)*	*%*
N/A	1	2%	1	2%
Not at all	1	2%	1	2%
To some extent	16	31%	18	35%
Adequately	21	40%	23	44%
Very adequately	13	25%	9	17%

Of the *N*=52 participants who answered the question *Do you feel prepared to teach critical thinking*, 40% (*n*=21) reported they felt "adequately" prepared, followed by 31% (*n*=16) indicating they felt "to some extent" prepared, 25% (*n*=13) felt "very adequately" prepared, while both "N/A" and "Not at all" resulted in 2% (*n*=1*)*. The question *Do you feel prepared to test on critical thinking* resulted in very similar statistics. Of the participants*, (n*=23, 44%) reported

they felt "adequately" prepared to test on critical thinking, followed by (*n*=18, 35%) feeling "to some extent" prepared, (*n*=9, 17%) feeling "very adequately" prepared, and then both "N/A" and "Not at all" yielding (*n*=1, 2%) results.

Table 14

Questions Related to Clinical Judgment

N=52	Do you Feel Prepared to Teach Clinical Judgment?		Do you Feel Prepared to Test on Clinical Judgment?	
Response	*(n)*	*%*	*(n)*	*%*
N/A	1	2%	1	2%
Not at all	2	4%	2	4%
To some extent	17	33%	23	45%
Adequately	24	46%	20	39%
Very adequately	8	15%	6	10%

When answering the question, *do you feel prepared to teach clinical judgment,* the largest group of the participants felt "adequately" prepared to teach clinical judgment *(n*=24, 46%).* Preparedness assessed with teaching clinical judgment was followed with the next majority falling into the "to some extent" (*n*=17, 33%), then "very adequately" (n=8, 15%), Not at all (*n*=2, 4%), and N/A (*n*=1, 2%). The majority of results regarding *Do you feel prepared to test on clinical judgment* resulted with (*n*=23, 45%) feeling "to some extent" prepared. Preparedness assessed with testing on clinical judgment was followed with a close statistic of (*n*=20, 39%) reporting feeling "adequately" prepared to test it. The rest of the options of "very adequately," "not at all," and "N/A" yielded much lower results with a combined (*n*=9).

Preparedness

The NGPS had participants to identify how often their program uses commercial resources, if they have an understanding of job duties, and if they were mentored on their job

duties. This set of questions helps identify the preparedness of faculty and a basis for supportive

resources. These results are presented in Tables 15 and 16.

Table 15

Does Your Program Use Commercial Resources?

N=52	(*n*)	%
Not at all	1	2%
Rarely sometimes	4	8%
Sometimes	14	27%
Often	13	25%
Very often	20	38%

Based on the *N*=52 participants' responses to *Does your program use commercial*

resources, (*n*=20, 38%) reported using commercial resources "very often." This survey question

resulted with "sometimes" *(n*=14, 27%) and "often" *(n*=13, 25%) following closely behind the top

results assessing the *use of commercial resources.* When assessing the use of commercial

resources, only *(n*=4, 8%) reported rare use, and (*n*=1, 2%) reported no use at all.

Table 16

Understanding and Mentoring of Job Duties

N=52	Have You Been Mentored on Your Job Duties?		Do you Feel you Have a Good Understanding of Your Job Duties?	
Response	*(n)*	*%*	*(n)*	*%*
Not at all	5	10%	1	2%
To some extent	8	15%	5	10%
Adequately	18	35%	17	32%
Very adequately	21	40%	29	56%

The preparedness of nurse faculty to *understand their job duties* on the NGPS resulted in

the majority feeling "very adequately" *(n=29, 56%)* and "adequately" *(n=17, 32%)* prepared. The

survey question addressing *the understanding of their job duties* yielded results as *(n=5, 10%)*

having "to some extent" understanding while (*n*=1, 2%) indicated "not at all" as the lowest

survey results. The other findings in this preparedness section of the NGPS assessed *if*

participants had been mentored on their job duties. The preparedness of nurse faculty to be

"very adequately" (*n*=21, 40%) mentored and "adequately" (*n*=18, 35%) mentored in their job

duties were the majority findings. The lowest results were (n=*8, 15%)* reported "to some

extent," with (*n*=5, 10%) reporting they had no mentoring on job duties. It is interpreted with

survey results that the majority of survey participants feel they *understand their job duties* and

felt they were *mentored on their job duties*.

Summary

This chapter presented the findings of the NGPS determining the preparedness of

nursing programs and faculty for the Next Generation NCLEX-RN. The total participation was

N=52 participants. The main components were general demographic information, item writing,

NGN item writing, teaching, testing clinical judgment and critical thinking, job duties, and

preparedness. The results of the data collected in this study indicated that participants have

varied teaching experience from 0-2 years (*n*=12, 23%) to >16 years (*n*=16, 31%). The next

chapter will discuss the conclusions from the data analyzed.

CHAPTER V

CONCLUSION

This quantitative study aimed to assess the preparedness of nursing programs and

faculty for the Next Generation NCLEX. The literature reviewed on programs successfully

preparing for the NGN was lacking at the time of this study because the NGN had not been

released for testing. However, learning how nursing programs prepare for the NGN is crucial.

This research study provides valuable knowledge on the preparation of nursing programs and

faculty perceptions leading up to the release of the first NGN test. Nursing faculty from ADN and

BSN nursing programs throughout the state of Arkansas took part in this study. A convenience

sample of *N*=52 nursing faculty completed the 'NextGen Preparedness Survey.' This chapter

includes the discussion, conclusion, implications, and recommendations for future research

related to this research study.

Discussion

This study considered faculty experience as educators to fully assess the preparedness

of nursing programs and faculty for NGN. Of the 52 nursing faculty participating in this study,

31% had more than 16 years of experience as an educator. Moreover, 22% of nursing faculty

were at the novice educator level, with less than two years of experience.

This study found that 25% had minimal preparation through an assigned mentor. The

lack of having a strong mentorship program for faculty may have contributed to the 12% of

nurse educators not fully understanding their job duties.

Nurse educators' education on item writing has not been established in the U.S.;

research is instead focused on item writing flaws rather than item writing protocols and exam

statistics (Moran et al., 2021). With the transition from NCLEX-RN to NGN and the addition of

NGN items, it is essential that nurse educators are not only prepared, but confident in item

writing to encompass the changes from information-based questions to complex situational

preparedness questions addressing clinical judgment (Moran et al., 2021). Study results

demonstrated that 55% of nursing programs surveyed have implemented training for NGN item

writing (Often and Very Often, Table 6). Only 23% offer regularly scheduled NGN item writing

training to their faculty (Often and Very Often), leaving most nursing faculty with little to no

training for NGN item writing. At the same time, 71% of faculty indicated writing their own test

questions (Table 10). However, only 38% indicate they have been trained "adequately" in item

writing (Table 9). Being prepared to write exam items, having resources to refine their skills, and

testing students appropriately is a responsibility to the stakeholders to ensure safety in

healthcare for the well-being of the public (Moran et al., 2021). Item writing is a critical

component to faculty development for the hiring institution and the individuals responsible for

training (Moran et al., 2021).

The study revealed that 65% (*n=34*) reported their item writing training comes from

mixed sources (Table 11), with the majority being from webinars (Figure 1). In addition, the

types of online resources for item writing training were online modules (26%), webinars (45%),

self-searched resources (18%), and assigned CBLs (10%)

Another form of evaluation of resource effectiveness is the addition of reviewing exam

statistics after testing students. However, the results showed that 6% of nursing programs have

yet to adopt a policy implementing an exam statistics review. During exam review, item analysis

and statistical analysis offer valuable empirical information about the exam in real-time (Moran

et al., 2021; Nelan & Prepetit, 2023). Furthermore, only 48% of the nursing programs in this

study reported the existence of a test construction committee. Test construction committees

can be a support to new faculty for item writing, as well as seasoned faculty in support of NGN

items with the benefit of collaboration and discussion of exam policy.

The study revealed that 40% reported feelings of competence with item writing (Table 12). When comparing competence with item writing to teaching and testing critical thinking and clinical judgment, it is matched with the high percentages as well. Survey results assessing feelings of preparedness to teach critical thinking were 65%, and feelings of preparedness to test on critical thinking were 61%. These results were followed by the survey questions assessing feelings of preparedness to teach clinical judgment at 61%, and feelings of preparedness to test on clinical judgment at 49%. The results of these survey questions assess the perceptions of nursing faculty on their preparedness to teach and test critical thinking, clinical judgment and their feelings of competence with item writing.

Preparation to test using the NGN formats is essential to properly prepare students. This study revealed that only 35% reported feelings of being adequately prepared to test using the NGN item writing question formats. Nursing programs are utilizing commercial resources to supplement and support curriculum. The survey results revealed that 63% of programs used commercial resources "often" or "very often". These commercial resources are a source that programs are using to prepare faculty for the NGN. Many of these resources and commercial products include mastery exams, online capstone courses, and comprehensive NCLEX-RN predictor tests (Davis & Morrow, 2021).

Conclusion

The results of this study helped to identify how nursing programs are preparing faculty for the Next Generation NCLEX-RN. This survey resulted in findings that the majority of nursing programs are implementing NGN item writing training, mentoring faculty on job duties, and investing in commercial resources to prepare faculty for the NGN. Results of this study also yielded results that the majority of faculty feel prepared to teach and test on critical thinking and clinical judgment. Examining the perception of nursing faculty on their feelings of

preparedness and competence related to NGN is valuable information for the change in this licensure examination. It is an expectation for nursing programs to train faculty properly.

Implications

Developing test items and the addition of NGN with skill and rigor will ensure that nursing programs and nursing faculty are adequately doing their part to prepare students for the NGN changes. The public and healthcare organizations would benefit from adequately prepared entry-level nurses for safe patient care. While there is an opportunity for more research on this topic, as nursing and program preparedness does not yield many research results, this research lends to a continued need. Nursing programs need to continue to improve faculty development with item writing, mentorship, and NGN preparedness as all of these things rely on one another for overall success.

Recommendations

Recommendations for future research includes the continuation of collecting data on how nursing programs are preparing faculty to teach and test for the new NGN exam. Only pre-NGN exam preparedness data were collected at the time of research study. However, with the release of the exam in April 2023, studies should also factor in student outcome data when examining faculty preparedness. Additionally, a larger scale study should be conducted to include multiple states or regions when evaluating nursing programs and faculty preparedness for NGN.

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Appendix A: IRB Approval

December 12, 2022

To Whom It May Concern:

The Arkansas Tech University Institutional Review Board has approved the IRB application for Heather Hartness' proposed research, entitled "How Prepared Are Nursing Programs and Faculty for the NextGen NCLEX-RN: A Cross-Sectional Descriptive Study." The Institutional Review Board used an expedited review procedure under 45 CFR 46.110 (7). Please use number I-2022-15 when referencing

this study.

Please note that in the event that any of the parameters of the study change, the researcher may be required to submit an amended application.

Please proceed with your research. We wish you success with this endeavor.

Sincerely,

Tennille Lasker-Scott, Ph.D.

Institutional Review Board Chair

Arkansas Tech University

Appendix B: NextGen Preparedness Survey

NextGen Preparedness Survey

How many years have you been a nurse?

0-2 years

3-6 years

7-10 years

11-15 years

>16

How many years have you been nursing faculty?

0-2 years

3-6 years

7-10 years

11-15 years

>16

What is your role within the nursing program?

Nursing faculty (teach in classroom)

Director

Clinical Adjunct (no classroom)

Administration

Other

Does your program have a test construction committee?

Yes

No

Has your program implemented training for Next Generation NCLEX item writing?

Not at all

Rarely sometimes

Sometimes

Often

Very often

Does your program have regularly scheduled Next Generation NCLEX item writing training?

Not at all

Rarely sometimes

Sometimes

Often

Very often

Does your program use commercial resources?

Not at all

Rarely sometimes

Sometimes

Often

Very often

Does your program implement an exam statistics review after an exam?

Not at all

Rarely sometimes

Sometimes

Often

Very often

Have you been mentored on your job duties?

Not at all

To some extent

Adequately

Very adequately

Do you feel you have a good understanding of your job duties?

Not at all

To some extent

Adequately

Very adequately

Have you been trained on item writing?

N/A

Not at all

To some extent

Adequately

Very adequately

Do you do your own item writing for exams?

N/A

Not at all

Rarely sometimes

Sometimes

Often

Very often

Was your item writing training with a mentor, online resources, or both?

N/A

Mentor

Online resources

Both

What type of online resources?

N/A

Online Modules

Webinars

Self-searched resources

Assigned CBL's

Do you feel competent with item writing?

N/A

Not at all

To some extent

Adequately

Very adequately

What form was your Next Generation NCLEX item writing training?

N/A

Online Modules

Webinars

Self-searched resources

Assigned CBL's

In person

Do you feel prepared to teach clinical judgment?

N/A

Not at all

To some extent

Adequately

Very adequately

Do you feel prepared to test on clinical judgment?

N/A

 Not at all

To some extent

Adequately

Very adequately

Do you feel prepared to teach critical thinking?

N/A

Not at all

To some extent

Adequately

Very adequately

Do you feel prepared to test on critical thinking?

N/A

Not at all

To some extent

Adequately

Very adequately

Do you feel prepared to test using the new Next Generation NCLEX item writing question formats?

N/A

Not at all

To some extent

Adequately

Very adequately