Next Generation NCLEX
What’s New? What’s Next?

Jason A. Schwartz, MS
Director of Outreach, NCSBN
Overview

- What’s old? 😊
- What’s new?
- What’s next?
NGN Quick Recap
Next Generation NCLEX highlights

• Expanded focus on clinical judgment
• Case studies
• New item types
• Updated test design
• Partial credit scoring
Next Generation NCLEX highlights

- Expanded focus on clinical judgment  **THE WHAT**
  - Case studies
  - New item types
  - Updated test design
  - Partial credit scoring

  **THE HOW**

What about the WHY?
• Education regarding critical thinking, clinical decision making, and clinical judgment has already become a standard part of nursing curricula.

50% novice nurses involved in nursing errors

65% errors attributed to poor clinical decision making

20% employers satisfied with clinical decision making skills of novice nurses

• Clinical judgment, even at the entry-level, is critical to patient safety and public protection.
Measuring Clinical Judgment
NGN Case Study
Sample Case Study

The nurse is caring for a 17-year-old male client who reports a recent injury to the left thoracic cage.

1. **History and Physical**
   - Reports injury to left ribs while being struck by a mechanically pitched baseball in a batting cage last week. He has significant bruising and feels light-headed. He also reports having some intermittent pain in the left shoulder. He denies any shortness of breath, but has some discomfort in the left lower chest when taking a deep breath. He reports feeling abdominal fullness and is occasionally nauseous. Patient has no significant past medical history. His surgical history includes an orthoscopic repair to the left shoulder for a torn rotator cuff last year. He has not felt well enough to attend baseball practice since the injury.

2. **Nurses’ Notes**

3. **Vital Signs**

4. **Laboratory Results**

5. **Which of the following assessment findings require immediate follow-up? Select all that apply.**
   - [ ] productive cough
   - [ ] BP 90/50, P 116, RR 24
   - [ ] intermittent left shoulder pain
   - [ ] ECG showing normal sinus rhythm
   - [ ] slightly diminished breath sounds on the left
   - [ ] T 97.8°F (36.6°C), O₂ saturation 98% on room air
   - [ ] Hgb 9 g/dL (90 g/L), HCT 27% (0.27), WBC 19,000/mm³ (19.0 x 10⁹/L)
   - [ ] tenderness upon palpation and dullness to percussion over the abdomen
The nurse is caring for a 17-year-old male client who reports a recent injury to the left thoracic cage.

<table>
<thead>
<tr>
<th>History and Physical</th>
<th>Nurses’ Notes</th>
<th>Vital Signs</th>
<th>Laboratory Results</th>
</tr>
</thead>
</table>

Client reports injuring his left ribs after being struck by a mechanically pitched baseball in a batting cage last week. He has significant bruising and feels light-headed. He also reports having some intermittent pain in the left shoulder. He denies any shortness of breath, but has some discomfort in the left lower chest when taking a deep breath. He reports feeling abdominal fullness and is occasionally nauseous. Patient has no significant past medical history. His surgical history includes an orthoscopic repair to the left shoulder for a torn rotator cuff last year. He has not felt well enough to attend baseball practice since the injury.
The nurse is caring for a 17-year-old male client who reports a recent injury to the left thoracic cage.

**History and Physical**

Patient appears pale and slightly diaphoretic. Large amount of bruising noted along the left torso and over the left upper quadrant (LUQ) of the abdomen. Patient is guarded and there is tenderness upon palpation and dullness to percussion over the abdomen. Slightly diminished breath sounds on the left, productive cough noted. Electrocardiogram (ECG) shows normal sinus rhythm.
The nurse is caring for a 17-year-old male client who reports a recent injury to the left thoracic cage.

Vital signs:
- BP 90/50
- P 116
- RR 24
- T 97.8°F (36.6°C)
- O₂ saturation 98% on room air
The nurse is caring for a 17-year-old male client who reports a recent injury to the left thoracic cage.

<table>
<thead>
<tr>
<th>Laboratory Test</th>
<th>Result</th>
<th>Reference Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hemoglobin (Hgb)</td>
<td>9g/dL (90 g/L)</td>
<td>Male: 13.2–17.3 g/dL (132–173 g/L)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female: 11.7–15.5 g/dL (117–155 g/L)</td>
</tr>
<tr>
<td>Hematocrit (HCT)</td>
<td>27% (0.27)</td>
<td>Male: 39%–50% (0.39–0.50)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female: 35%–47% (0.35–0.47)</td>
</tr>
<tr>
<td>White blood cell count (WBC)</td>
<td>19,000/mm³ (19.0 x 10⁹/L)</td>
<td>5,000–10,000/mm³ (5–10 x 10⁹/L)</td>
</tr>
</tbody>
</table>
Which of the following assessment findings require **immediate** follow-up? Select all that apply.

- [ ] productive cough
- [ ] BP 90/50, P 116, RR 24
- [ ] intermittent left shoulder pain
- [ ] ECG showing normal sinus rhythm
- [ ] slightly diminished breath sounds on the left
- [ ] T 97.8° F (36.6° C), O₂ saturation 98% on room air
- [ ] Hgb 9 g/dL (90 g/L), HCT 27% (0.27), WBC 19,000/mm³ (19.0 x 10⁹/L)
- [ ] tenderness upon palpation and dullness to percussion over the abdomen
Recognize Cues

Identify relevant and important information from different sources (e.g., medical history, vital signs).

- What information is most important?
- What is of immediate concern?

Do not connect cues with hypotheses just yet.
Which of the following potential issues is the client at risk for developing? Select all that apply.

- [ ] stroke
- [ ] hemothorax
- [ ] bowel perforation
- [ ] splenic laceration
- [ ] pulmonary embolism
- [ ] abdominal aortic aneurysm
Analyze Cues

Organizing and linking the recognized cues to the client’s clinical presentation.

- What client conditions are consistent with the cues?
- Are there cues that support or contraindicate a particular condition?
- Why is a particular cue or subset of cues of concern?
- What other information would help establish the significance of a cue or set of cues?

Consider multiple things that could be happening. Narrowing things down comes at the next step.
The nurse is initiating the client’s plan of care.

Complete the following sentence by using the list of options.

The nurse should first address the client’s abdominal pain followed by the client’s respiratory status or laboratory test results.
Prioritize Hypotheses

Evaluating and ranking hypotheses according to priority (urgency, likelihood, risk, difficulty, time, etc.).

- Which explanations are most/least likely?
- Which possible explanations are most/least serious?

Item development should focus on ranking the potential issues and should use phrases such as “most likely.”

What’s going on?

Where do I start?
The nurse is speaking with the physician regarding the treatment plan for the client who was just diagnosed with a splenic laceration and a left-sided hemothorax.

- For each potential order, click to specify whether the potential order is anticipated or contraindicated for the client.

<table>
<thead>
<tr>
<th>Potential Order</th>
<th>Anticipated</th>
<th>Contraindicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>echocardiogram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intravenous fluids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>abdominal ultrasound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>preparation for surgery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>serum type and screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chest percussion therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>insertion of a nasogastric (NG) tube</td>
<td></td>
<td></td>
</tr>
<tr>
<td>administration of prescribed pain medication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Generate Solutions

Identifying expected outcomes and using hypotheses to define a set of interventions for the expected outcomes.

- What are the desirable outcomes?
- What interventions can achieve those outcomes?
- What should be avoided?

Focus on goals and multiple potential interventions—not just the best one—that connect to those goals. Potential solutions could include collecting additional information.

What could help?
The nurse has been asked to prepare the client for immediate surgery. Which of the following actions should the nurse take? Select all that apply.

- [ ] Mark the surgical site.
- [ ] Provide the client with ice chips.
- [ ] Obtain surgical consent from the client.
- [ ] Perform a medication reconciliation.
- [ ] Insert a peripheral venous access device (VAD).
- [ ] Inform the client about the risks and benefits of the surgery.
- [ ] Assess the client’s previous experience with surgery and anesthesia.
- [ ] Ask the client’s parents to wait in the waiting room while you discuss the plan of care with the client.
Take Action

Implementing the solution(s) that addresses the highest priorities.

- Which intervention or combination of interventions is most appropriate?
- How should the intervention(s) be accomplished (performed, required, administered, communicated, taught, documented, etc.)?

For “how” questions, ensure that the elements from the scenario are what determines approach. Avoid memorized or “textbook” procedures. The item stem and/or the responses should include action verbs.
Progress Notes

Client is post-op day #3 after a splenectomy and is able to ambulate in the corridor 3 to 4 times daily with minimal assistance. The client has clear breath sounds with a left chest tube in place attached to a closed-chest drainage system. Tidaling of the water chamber noted with deep inspiration. The client is refusing to use the incentive spirometer stating it causes left-sided chest pain. The client is utilizing prescribed patient-controlled analgesia (PCA) device maximally every hour and continues to have intermittent nausea with some vomiting. Adequate urine output. Abdominal surgical incision site with dressing is clean, dry, and intact with no erythema, edema or drainage noted to site.
Evaluate Outcomes

Comparing observed outcomes against expected outcomes.

- What signs point to improving/declining/unchanged status?
- Were the interventions effective?
- Would other interventions have been more effective?

Item development should focus on the efficacy of the intervention(s) from the previous items.

How’d it go?
Case Study – Summary

- Real-world nursing scenario
- Six items with clinical judgment focus (in order):
  - Setting – Wherever entry-level nurses are
  - Eligible content – Anything in the Test Plan
The NCLEX® Depends on You…

Apply to be an Item Writer or Item Reviewer Today

ncsbn.org/volunteer
What’s New?
Results
# 2023 NCLEX-RN Pass Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-time, U.S.-educated</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>631</td>
<td>78.45%</td>
<td>651</td>
<td>94.93%</td>
<td>666</td>
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<tr>
<td>Baccalaureate Degree</td>
<td>29,444</td>
<td>83.26%</td>
<td>31,608</td>
<td>95.34%</td>
<td>28,988</td>
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<tr>
<td>Associate Degree</td>
<td>26,193</td>
<td>79.14%</td>
<td>28,252</td>
<td>93.94%</td>
<td>21,381</td>
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<tr>
<td>Invalid or Special Program Codes</td>
<td>704</td>
<td>15.63%</td>
<td>333</td>
<td>27.93%</td>
<td>209</td>
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<tr>
<td><strong>Total First-time, U.S.-educated</strong></td>
<td>56,972</td>
<td>80.48%</td>
<td>60,844</td>
<td>94.32%</td>
<td>51,224</td>
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<tr>
<td><strong>Repeat, U.S.-educated</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24,041</td>
<td>40.66%</td>
<td>12,773</td>
<td>62.15%</td>
<td>12,074</td>
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<tr>
<td>First-time, Internationally Educated</td>
<td>21,978</td>
<td>39.86%</td>
<td>11,612</td>
<td>57.69%</td>
<td>15,608</td>
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<tr>
<td>Repeat, Internationally Educated</td>
<td>16,806</td>
<td>28.85%</td>
<td>8,134</td>
<td>51.33%</td>
<td>11,248</td>
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<tr>
<td><strong>All Candidates</strong></td>
<td>119,797</td>
<td>57.79%</td>
<td>93,363</td>
<td>81.61%</td>
<td>90,154</td>
</tr>
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</table>
NCLEX-RN by Year/Quarter (FT-US)

- April RN: 88, 89, 90, 91, 93, 89, 88, 87, 89, 89, 89, 88, 86, 82, 78, 78, 81, 91, 94
- July RN: 84, 86, 85, 85, 83, 81, 78, 84, 83, 87, 89, 89, 89, 85, 86, 81, 78, 91, 94

# 2023 NCLEX-PN Pass Rates

<table>
<thead>
<tr>
<th>Type of Candidate</th>
<th>Jan. – March</th>
<th>April – June</th>
<th>July – Sept.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-time, U.S.-educated</strong></td>
<td>13,970</td>
<td>8,818</td>
<td>15,237</td>
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<tr>
<td><strong>Percentage</strong></td>
<td>79.56%</td>
<td><strong>90.07%</strong></td>
<td>90.65%</td>
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<tr>
<td><strong>Repeat, U.S.-educated</strong></td>
<td>6,693</td>
<td>3,625</td>
<td>3,463</td>
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<tr>
<td><strong>Percentage</strong></td>
<td>37.83%</td>
<td>49.88%</td>
<td>43.11%</td>
</tr>
<tr>
<td><strong>First-time, Internationally Educated</strong></td>
<td>137</td>
<td>77</td>
<td>87</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>47.45%</td>
<td>63.64%</td>
<td>50.57%</td>
</tr>
<tr>
<td><strong>Repeat, Internationally Educated</strong></td>
<td>201</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>25.87%</td>
<td>33.00%</td>
<td>29.17%</td>
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<tr>
<td><strong>All Candidates</strong></td>
<td>21,001</td>
<td>12,620</td>
<td>18,883</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>65.53%</td>
<td>77.91%</td>
<td><strong>81.44%</strong></td>
</tr>
</tbody>
</table>
Breakdowns by school

- Not published by NCSBN, but published by some states/jurisdictions
- Example: Virginia Board of Nursing

<table>
<thead>
<tr>
<th>NCSBN Education Program</th>
<th>NCSBN Education Program City</th>
<th>Total Delivered</th>
<th>Total Passed</th>
<th>Total Failed</th>
<th>% Pass Rate</th>
<th>Total Delivered</th>
<th>Total Passed</th>
<th>Total Failed</th>
<th>% Pass Rate</th>
<th>Total Delivered</th>
<th>Total Passed</th>
<th>Total Failed</th>
<th>% Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA - HAMPTON UNIVERSITY - BS (US28505400)</td>
<td>HAMPTON</td>
<td>05/2022</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>50.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>VA - NORFOLK STATE UNIVERSITY - TRADITIONAL BS PROGRAM (US28510100)</td>
<td>NORFOLK</td>
<td>05/2023</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>100.00%</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>07/2023</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>100.00%</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>50.00%</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td>90.00%</td>
<td>12</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>
Average NGN test length (since April 1)

Min  
70  
(85)

RN  
102  
(117)

Max  
135  
(150)
Average NGN test length (since April 1)

<table>
<thead>
<tr>
<th>Min</th>
<th>PN</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>101</td>
<td>135</td>
</tr>
<tr>
<td>(85)</td>
<td>(116)</td>
<td>(150)</td>
</tr>
</tbody>
</table>
Partial Credit Scoring and CAT
Which of the following potential issues is the client at risk for developing? Select all that apply.

- stroke
- hemothorax
- bowel perforation
- splenic laceration
- pulmonary embolism
- abdominal aortic aneurysm
Which of the following potential issues is the client at risk for developing? Select all that apply.

- [ ] stroke
- [ ] hemothorax
- [ ] bowel perforation
- [ ] splenic laceration
- [x] pulmonary embolism
- [ ] abdominal aortic aneurysm

This item uses +/- scoring since candidates can select as many responses as they like.

3 – 2 = 1
But how does it really work?

• “Is a 3-point question worth three times as much as multiple-choice?
• “Are partial credit items easier or harder than multiple-choice items?
• “How many points are needed on a partial credit item to “pass” the item?
• Etc.
“CAT is completely different from other exams!”

Watch the full video at nclex.com!
Typical Test

• Points are earned as questions are answered
• An easy question is worth the same as a hard question
• How many points did the examinee earn?
• How many points are needed to pass?

Computer Adaptive Test

• Examinee ability is estimated as questions are answered
• Easy and hard questions have very different impacts on ability estimates
• What is final examinee ability estimate?
• What is the passing standard?
Computer Adaptive Testing

EASIER ITEMS
LOWER ABILITY

HARDER ITEMS
HIGHER ABILITY
Computer Adaptive Testing

EASIER ITEMS
LOWER ABILITY

HARDER ITEMS
HIGHER ABILITY
Computer Adaptive Testing

LOWER ABILITY  |  HIGHER ABILITY

S A

X
Computer Adaptive Testing

SATA 1/4  SATA 2/4  SATA 3/4  SATA 4/4

LOWER ABILITY  HIGHER ABILITY
Computer Adaptive Testing

SATA 1/8
SATA 2/8
SATA 3/8
SATA 4/8
SATA 5/8
SATA 6/8
SATA 7/8
SATA 8/8

LOWER ABILITY

HIGHER ABILITY
Summary – Partial Credit Scoring

• With CAT it’s all about the ability estimate
• Before partial credit, each item had a single difficulty
• Now the partial credit items have **multiple** difficulty levels, one for each score point
• This leads to more precise ability estimates
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