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# Overview

- What's old? ☺
- What's new?
- What's next?

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# NGN Quick Recap

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# Next Generation NCLEX highlights

- Expanded focus on clinical judgment

- Case studies

- New item types

- Updated test design

- Partial credit scoring

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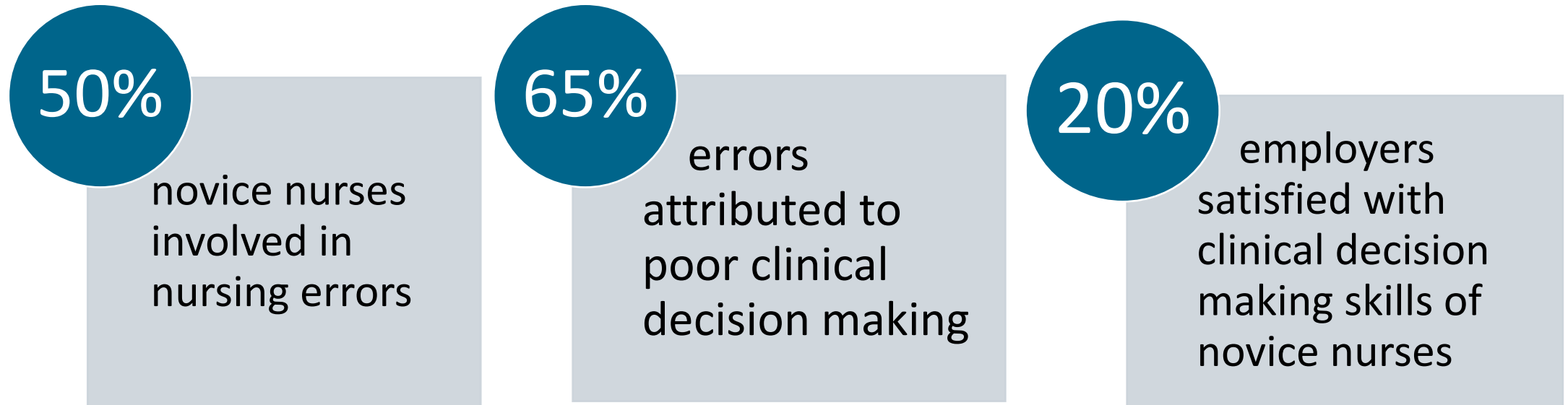# Next Generation NCLEX highlights

- Expanded focus on clinical judgment  **THE WHAT**

  - Case studies

  - New item types

  - Updated test design

  - Partial credit scoring

  **THE HOW**

**What about the WHY?**

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# Literature Review Findings (2012)

- 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

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# Measuring Clinical Judgment

**NGN News - Winter 2019**

Topic: The NGN Clinical Judgment Measurement Model

2019 | PUBLICATION

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The NCSBN Clinical Judgment Measurement Model
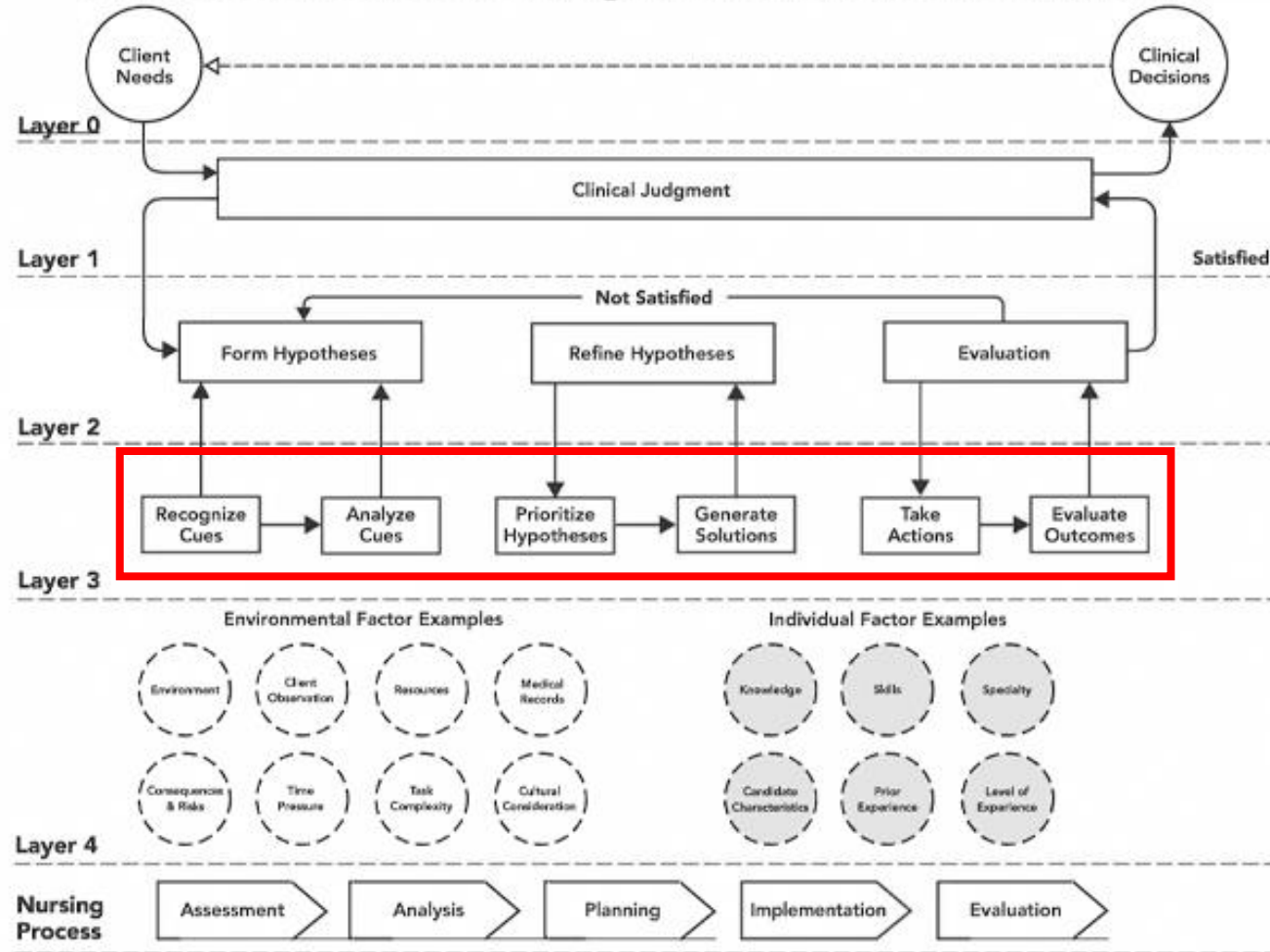
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# NGN Case Study

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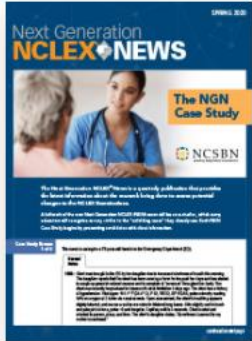
# Sample Case Study

**Case Study**
**Screen 1 of 6**

**[1]**

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

| History and Physical **[3]** | Nurses' Notes **[4]** | Vital Signs **[5]** | Laboratory Results **[6]** |
|---|---|---|---|

reports in is left rib being stru 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.

**[7]**

➢ 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), O$_2$ 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.

| History and Physical | Nurses' Notes | Vital Signs | Laboratory Results |
|---|---|---|---|

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 | Nurses' Notes | Vital Signs | Laboratory Results |
| --- | --- | --- | --- |

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.

| History and Physical | Nurses' Notes | **Vital Signs** | Laboratory Results |

Vital signs:

- BP 90/50
- P 116
- RR 24
- T 97.8° F (36.6° C)
- $O_2$ saturation 98% on room air

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

| History and Physical | Nurses' Notes | Vital Signs | Laboratory Results |

| Laboratory Test | Result | Reference Range |
| --- | --- | --- |
| Hemoglobin (Hgb) | 9g/dL (90 g/L) | Male: 13.2–17.3 g/dL (132–173 g/L) Female: 11.7–15.5 g/dL (117–155 g/L) |
| Hematocrit (HCT) | 27% (0.27) | Male: 39%–50% (0.39–0.50) Female: 35%–47% (0.35–0.47) |
| White blood cell count (WBC) | 19,000/mm$^3$ (19.0 x 10$^9$/L) | 5,000–10,000/mm$^3$ (5–10 x 10$^9$/L) |

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➤ Which of the following assessment findings require **immediate** follow-up? **Select all that apply**.

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# Recognize Cues

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

- What informa[tion...]
- What information is most important?
- What is of immediate concern?

Do not connect cues with hypotheses just yet.

**What matters most right now?**

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➤ 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

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# 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 **Why?** 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

| Select… ▼ |.

| Select… |
| abdominal pain |
| respiratory status |
| laboratory test results |

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# Prioritize Hypotheses

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

- Which explanations are most/least likely?

- Which possible explanations most 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?**

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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.

| Potential Order | Anticipated | Contraindicated |
|---|---|---|
| echocardiogram | ◯ | ◯ |
| intravenous fluids | ◯ | ◯ |
| abdominal ultrasound | ◯ | ◯ |
| preparation for surgery | ◯ | ◯ |
| serum type and screen | ◯ | ◯ |
| chest percussion therapy | ◯ | ◯ |
| insertion of a nasogastric (NG) tube | ◯ | ◯ |
| administration of prescribed pain medication | ◯ | ◯ |

Matrix

# 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 the 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?**



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➢ 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.

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# 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) b accomplished (performed, requ administered, communicated, taught, documented, etc.)?

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

**What do I do?**

**How do I do it?**

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➤ Click to highlight the findings below that would indicate the client is not progressing as expected.

## 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.

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# 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

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# What's New?

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# Results

# 2023 NCLEX-==RN== Pass Rates

| RN[1] | Jan. – March | | April – June | | July – Sept. | | Oct. – Dec. | | YTD Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Type of Candidate | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage |
| **First-time, U.S.-educated** | | | | | | | | | | |
| Diploma | 631 | 78.45% | 651 | 94.93% | 666 | 93.24% | | | 1,948 | 89.01% |
| Baccalaureate Degree | 29,444 | 83.26% | 31,608 | 95.34% | 28,968 | 91.50% | | | 90,020 | 90.16% |
| Associate Degree | 26,193 | 79.14% | 28,252 | 93.94% | 21,381 | 90.08% | | | 75,826 | 87.74% |
| Invalid or Special Program Codes | 704 | 15.63% | 333 | 27.93% | 209 | 32.54% | | | 1,246 | 21.75% |
| **Total First-time, U.S.-educated** | 56,972 | 80.48% | 60,844 | 94.32% | 51,224 | 90.69% | | | 169,040 | 88.55% |
| **Repeat, U.S.-educated** | 24,041 | 40.66% | 12,773 | 62.15% | 12,074 | 56.61% | | | 48,888 | 50.21% |
| **First-time, Internationally Educated** | 21,978 | 39.86% | 11,612 | 57.69% | 15,608 | 58.37% | | | 49,198 | 49.94% |
| **Repeat, Internationally Educated** | 16,806 | 28.85% | 8,134 | 51.33% | 11,248 | 50.03% | | | 36,188 | 40.48% |
| **All Candidates** | 119,797 | 57.79% | 93,363 | 81.61% | 90,154 | 75.46% | | | 303,314 | 70.38% |

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NCLEX-RN by Year/Quarter (FT-US)

NCLEX-RN by Year/Quarter (FT-US)

NCLEX-RN by Year/Quarter (FT-US)

# 2023 NCLEX-PN Pass Rates

| PN[2] | Jan. – March | | April – June | | July – Sept. | |
|---|---|---|---|---|---|---|
| Type of Candidate | Count | Percentage | Count | Percentage | Count | Percentage |
| First-time, U.S.-educated | 13,970 | 79.56% | 8,818 | 90.07% | 15,237 | 90.65% |
| Repeat, U.S.-educated | 6,693 | 37.83% | 3,625 | 49.88% | 3,463 | 43.11% |
| First-time, Internationally Educated | 137 | 47.45% | 77 | 63.64% | 87 | 50.57% |
| Repeat, Internationally Educated | 201 | 25.87% | 100 | 33.00% | 96 | 29.17% |
| All Candidates | 21,001 | 65.53% | 12,620 | 77.91% | 18,883 | 81.44% |

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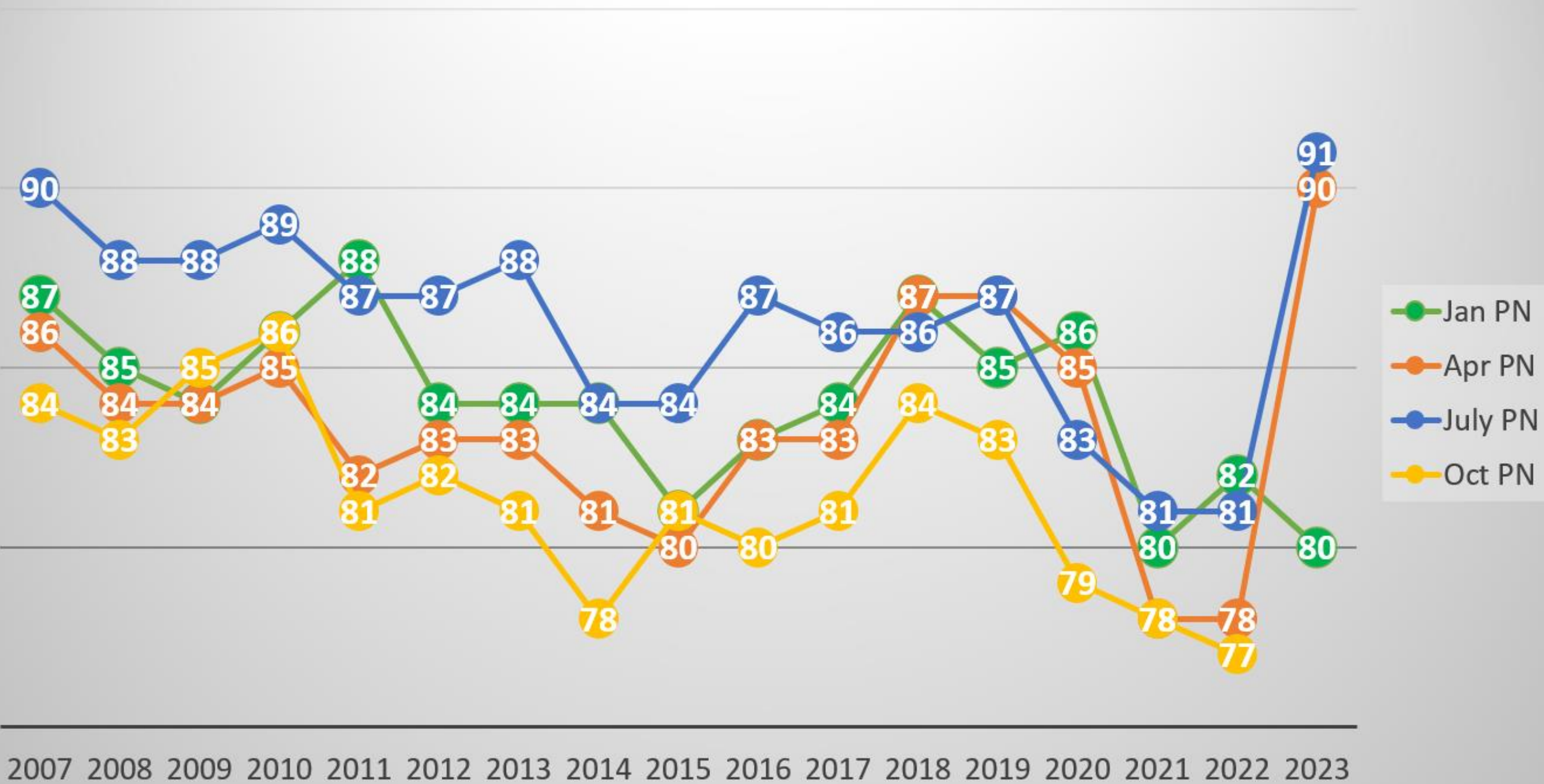Leading Regulatory Excellence

NCLEX-PN by Year/Quarter (FT-US)
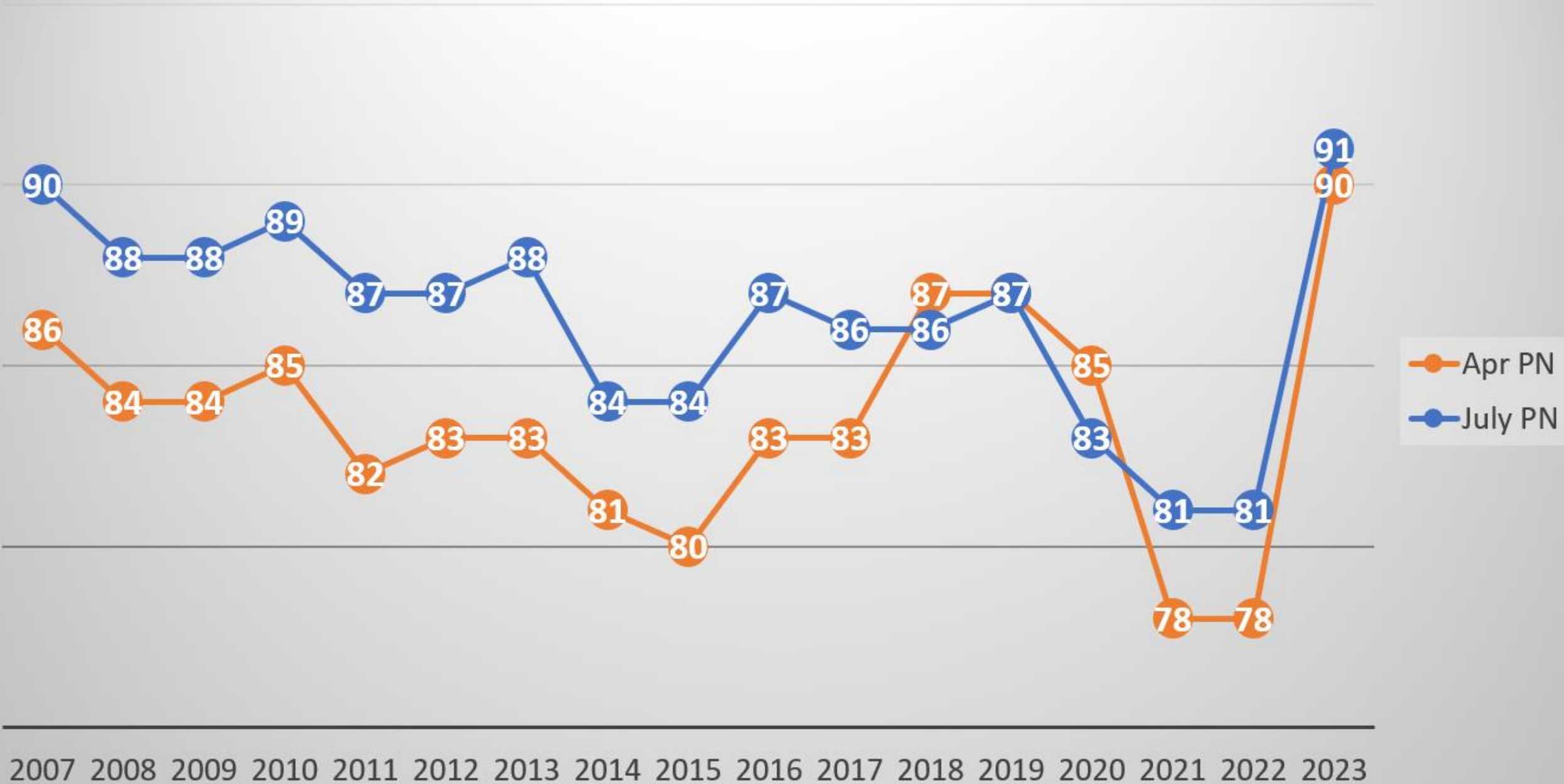
NCLEX-PN by Year/Quarter (FT-US)
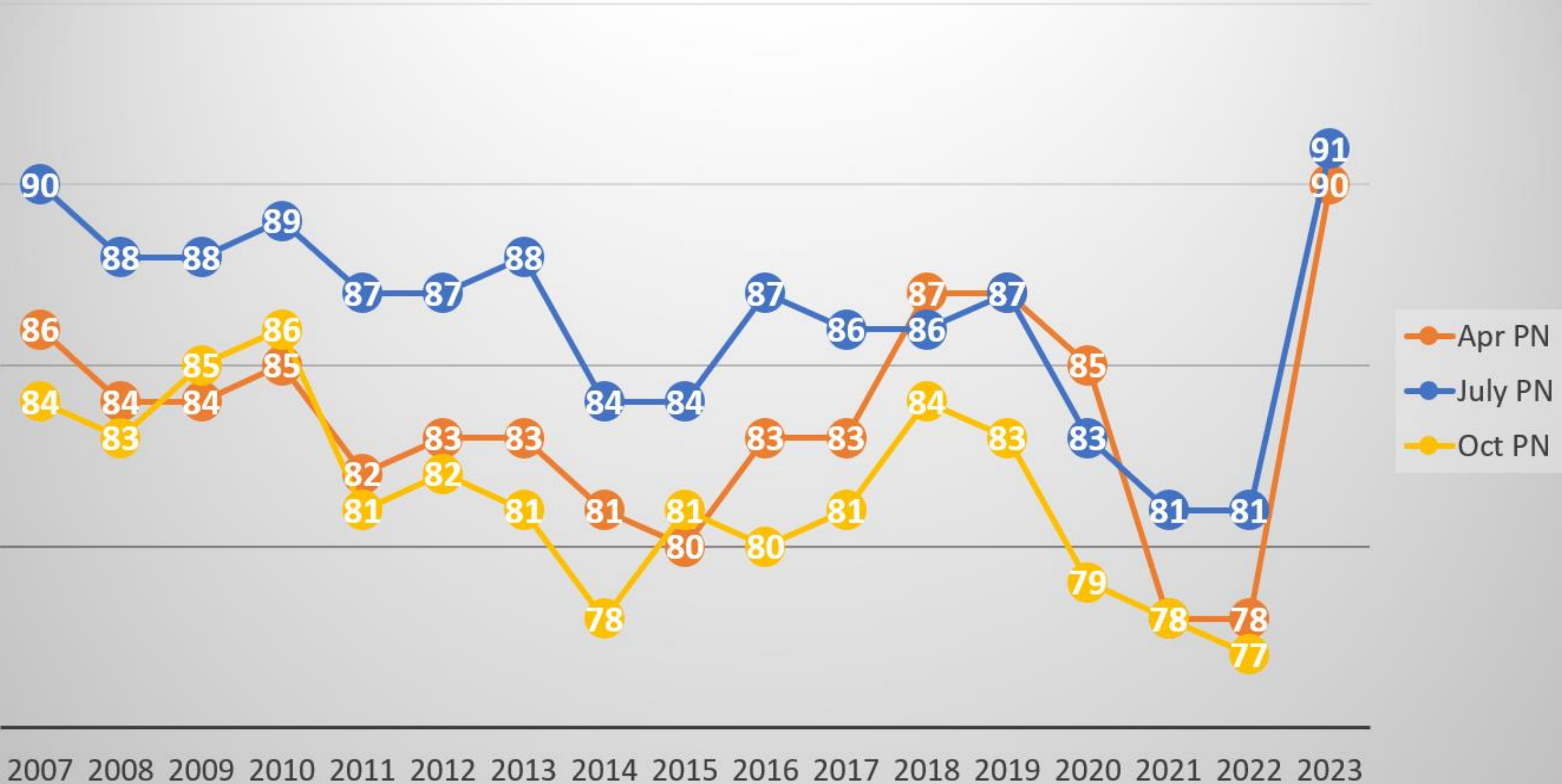
NCLEX-PN by Year/Quarter (FT-US)

# Breakdowns by school

- Not published by NCSBN, but published by some states/jurisdictions
- Example: [Virginia Board of Nursing](#)
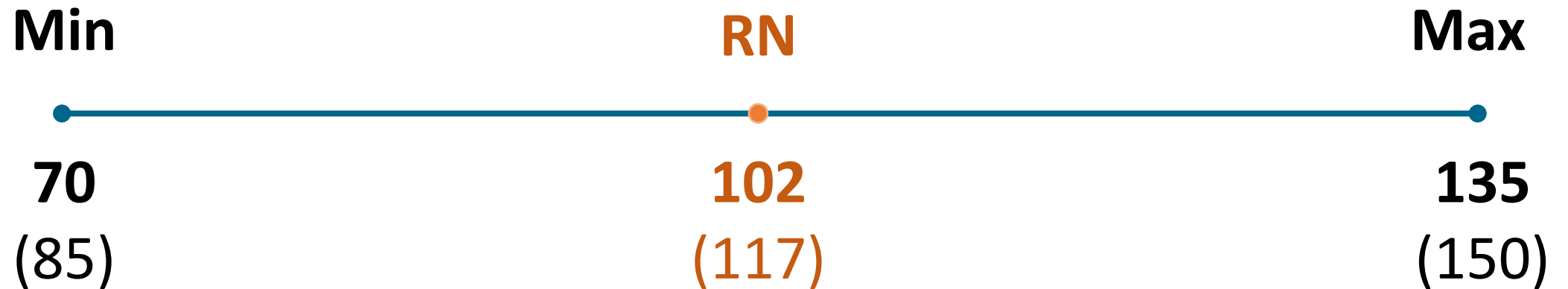
## VA - HAMPTON UNIVERSITY - BS (US28505400)

### NCLEX-RN

| NCSBN Education Program | NCSBN Education Program City | NCSBN Graduation Date | 01/01/2023 - 03/31/2023 | | | | 04/01/2023 - 06/30/2023 | | | | 07/01/2023 - 09/30/2023 | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total Delivered | Total Passed | Total Failed | % Pass Rate | Total Delivered | Total Passed | Total Failed | % Pass Rate | Total Delivered | Total Passed | Total Failed | % Pass Rate | Total Delivered | Total Passed | Total Failed | % Pass Rate |
| VA - HAMPTON UNIVERSITY - BS (US28505400) | HAMPTON | 05/2022 | 2 | 1 | 1 | 50.00% | 0 | 0 | 0 | 0.00% | 0 | 0 | 0 | 0.00% | 2 | 1 | 1 | 50.00% |
| | | 05/2023 | 0 | 0 | 0 | 0.00% | 1 | 1 | 0 | 100.00% | 10 | 9 | 1 | 90.00% | 11 | 10 | 1 | 90.91% |
| | Total | | 2 | 1 | 1 | 50.00% | 1 | 1 | 0 | 100.00% | 10 | 9 | 1 | 90.00% | 13 | 11 | 2 | 84.62% |

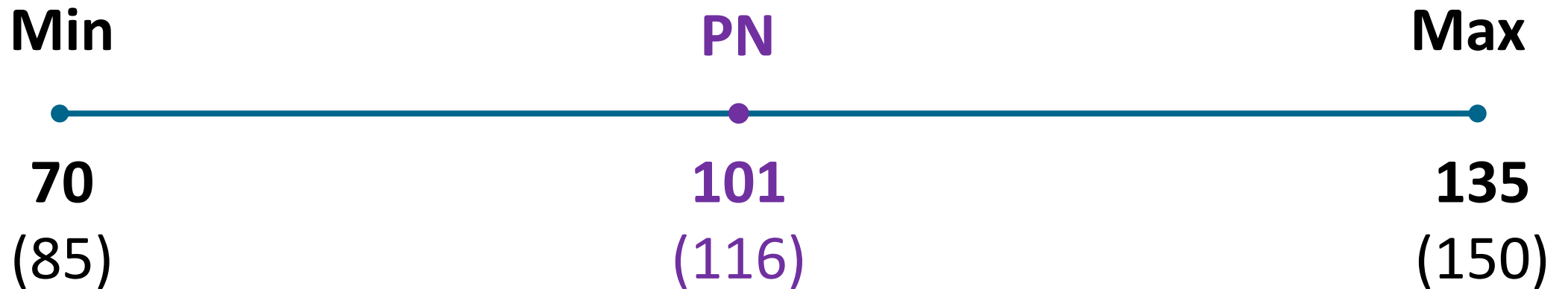## VA - NORFOLK STATE UNIVERSITY - TRADITIONAL BS PROGRAM (US28510100)

### NCLEX-RN

| NCSBN Education Program | NCSBN Education Program City | NCSBN Graduation Date | 04/01/2023 - 06/30/2023 | | | | 07/01/2023 - 09/30/2023 | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total Delivered | Total Passed | Total Failed | % Pass Rate | Total Delivered | Total Passed | Total Failed | % Pass Rate | Total Delivered | Total Passed | Total Failed | % Pass Rate |
| VA - NORFOLK STATE UNIVERSITY - TRADITIONAL BS PROGRAM (US28510100) | NORFOLK | 05/2023 | 2 | 1 | 1 | 50.00% | 8 | 7 | 1 | 87.50% | 10 | 8 | 2 | 80.00% |
| | | 07/2023 | 0 | 0 | 0 | 0.00% | 2 | 2 | 0 | 100.00% | 2 | 2 | 0 | 100.00% |
| | Total | | 2 | 1 | 1 | 50.00% | 10 | 9 | 1 | 90.00% | 12 | 10 | 2 | 83.33% |

# Average NGN test length (since April 1)

| Min | RN | Max |
|-----|-----|-----|
| **70** | **102** | **135** |
| (85) | (117) | (150) |

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# Average NGN test length (since April 1)

| Min | PN | Max |
|---|---|---|
| **70** | **101** | **135** |
| (85) | (116) | (150) |

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# 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

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➤ Which of the following potential issues is the client at risk for developing? **Select all that apply**.

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⭐ ☑ hemothorax

⭐ ☑ bowel perforation

⭐ ☑ splenic laceration

🚫 ☑ pulmonary embolism

☐ abdominal aortic aneurysm

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

3 − 2 = 1

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# 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.

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"CAT is completely different from other exams!"

Watch the full video at nclex.com!

-00:51

# 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

SATA 1/4

SATA 2/4

SATA 3/4

SATA 4/4

LOWER ABILITY

HIGHER ABILITY
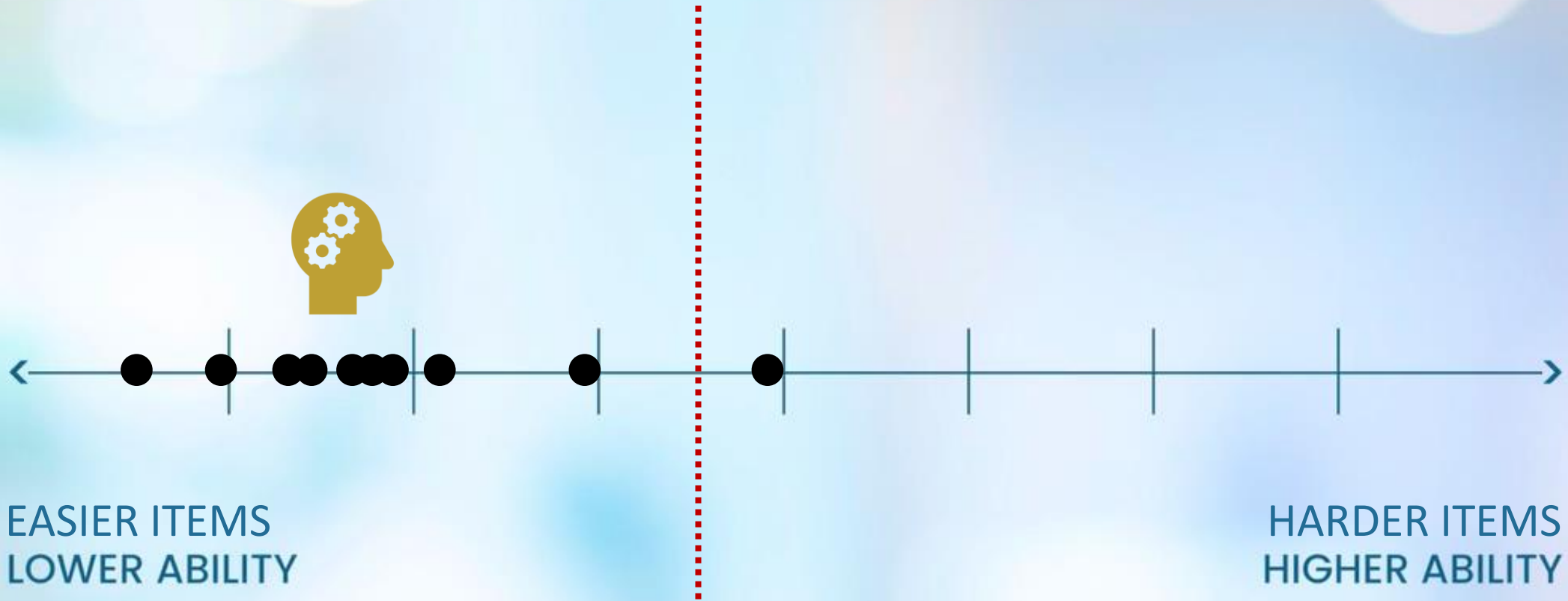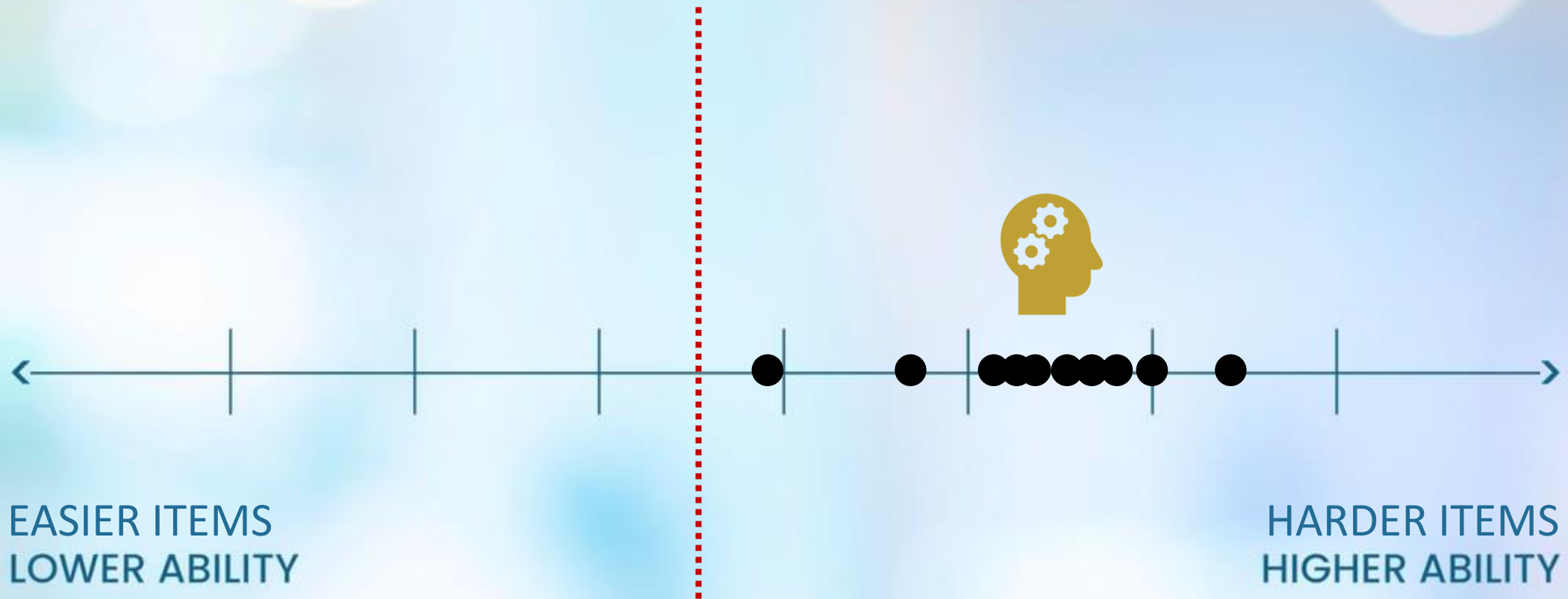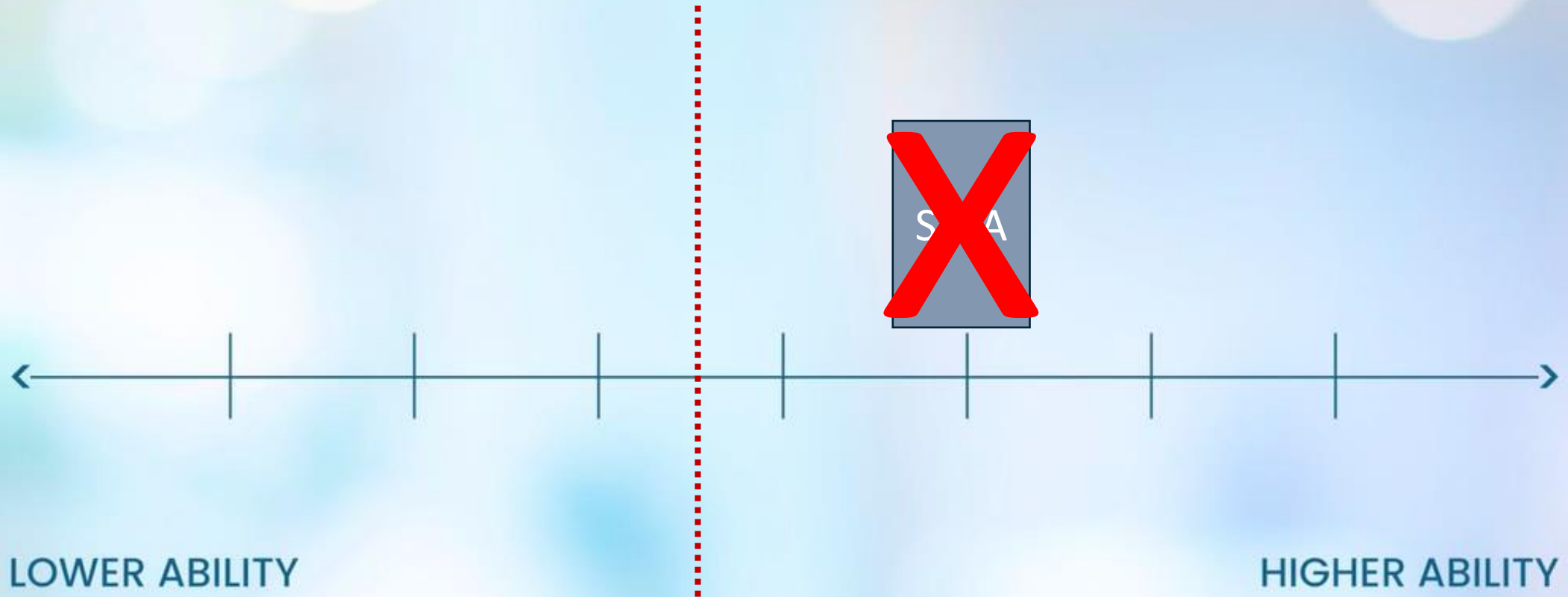
# Computer Adaptive Testing

# 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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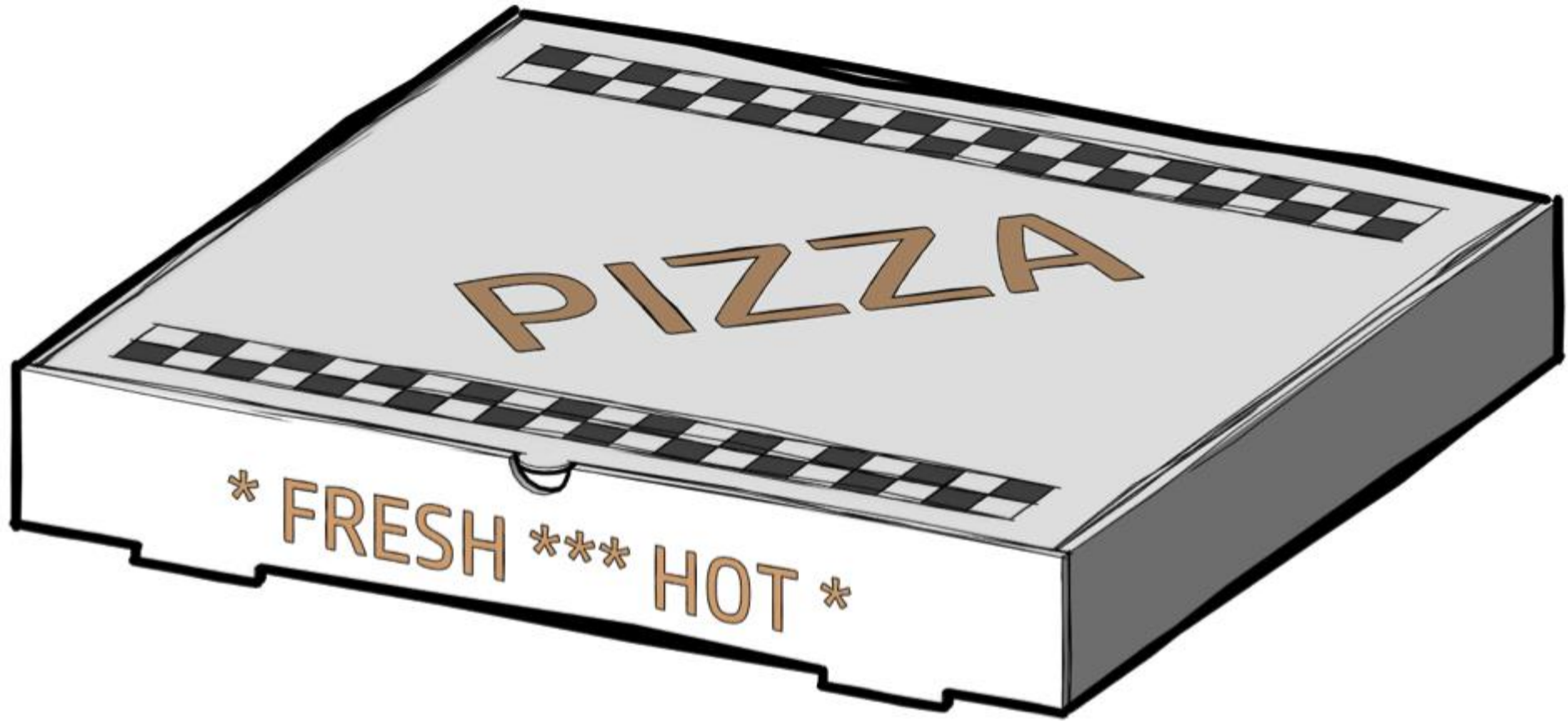
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**Classic NCLEX**

**Next Generation NCLEX**

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