

Statewide
Results

Survey of MD Deans and
Directors Group of
NextGen NCLEX Readiness

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Overview

Surveys were distributed through the Maryland Deans and Directors listserv



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graph TD; A[Surveys were distributed through the Maryland Deans and Directors listserv] --> B[25 Maryland Schools of Nursing]; B --> C[Responses: 17 68%];
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25 Maryland Schools of Nursing

Responses: 17 68%

What is the first word that comes to mind when you hear “NextGen (NGN) NCLEX”? (Provide one word to be used to form a Word Cloud):

Difficult

Clinical Judgment

Change

Reasoning

Select all that apply

Boy-Oh-Boy

challenging

Overwhelming

Difficult

Difficult

Urgent

Q3 - What is the first word that comes to mind when you hear “NextGen (NGN) NCLEX”? (Provide one word to be used to form a Word Cloud):

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What is the first word that comes to mind when you hear “NextGen (NGN) NCLEX”? (Provide one word to be used to form a Word Cloud):

bow ties!

success

evovling

Preparation

Q3 - What is the first word that comes to mind when you hear “NextGen (NGN) NCLEX”? (Provide one word to be used to form a Word Cloud):



A word cloud visualization of responses to the question. The word "difficult" is the largest and most prominent, colored in a dark teal. Other words are smaller and lighter in color, including "clinical", "apply", "preparation", "evolv", "tie", "select", "urgent", "change", "success", "judgment", "bow", "reasoning", "boy", "overwhelming", and "challenging".

difficult

Q4 - Rate on a scale of 1-4 (1=not knowledgeable, 4=very knowledgeable) your knowledge about the NCLEX-RN exam that will include NGN-type questions to test student's ability to make clinical judgments

#	Answer	%	Count
1	1- not knowledgeable about NGN	0.00%	0
2	2- somewhat knowledgeable about NGN	25.00%	4
3	3- knowledgeable about NGN	43.75%	7
4	4-very knowledgeable about NGN	31.25%	5
	Total	100%	16

Q5 - Rate on a scale of 1-4 (1=not knowledgeable, 4=very knowledgeable) your faculty's knowledge about the NCLEX-RN exam that will include NGN-type questions to test student's ability to make clinical judgments

#	Answer	%	Count
1	1- not knowledgeable about NGN	6.25%	1
2	2- somewhat knowledgeable about NGN	75.00%	12
3	3- knowledgeable about NGN	12.50%	2
4	4- very knowledgeable about NGN	6.25%	1
	Total	100%	16

Q6 - Rate on a scale of 1-4 (1=not ready, 4=complete readiness) your program's overall readiness to implement the use of a clinical judgment model, adapt/use teaching strategies and adapt/use assessment and evaluation strategies to prepare students to pass the licensing exam that will include NGN-type questions

#	Answer	%	Count
2	2- slightly ready; we've discussed the topic but taken no measurable action.	50.00%	8
1	1- not ready; no documented preparation to date.	6.25%	1
3	3- moderately ready; we have implemented a number of program changes, planned for faculty professional development and made plans for course and exam updates to include the NCJMM.	43.75%	7
4	4-complete readiness; faculty professional development has been completed, exam items and learning activities have been updated across the curriculum to include a clinical judgment model and NGN-type questions.	0.00%	0
#	Answer	%	Count
	Total	100%	16

Q7 - Has an individual (or committee) at your school been appointed to coordinate the changes needed to prepare faculty and students to use a clinical judgment model, adapt teaching strategies, and write NGN-type test items? Select All that Apply

#	Answer	%	Count
1	Dean/Program Director	15.38%	4
2	Department Chair	11.54%	3
3	Individual faculty	19.23%	5
4	Curriculum Coordinator/Curriculum Committee Chair	7.69%	2
5	Test Development Committee	11.54%	3
6	NGN Taskforce/Ad hoc Committee	7.69%	2
7	Instructional Designer	0.00%	0
8	Other:	3.85%	1

Q7 - Has an individual (or committee) at your school been appointed to coordinate the changes needed to prepare faculty and students to use a clinical judgment model, adapt teaching strategies, and write NGN-type test items? Select All that Apply

#	Answer	%	Count
9	No	23.08%	6
	Total	100%	26

Q7 - Has an individual (or committee) at your school been appointed to coordinate the changes needed to prepare faculty and students to use a clinical judgment model, adapt teaching strategies, and write NGN-type test items? Select All that Apply

Q7_8_TEXT - Other:

Other: - Text

NCLEX Mentor

Q9 - What Clinical Judgement (CJ) model are you planning to use (or are using) to prepare students to make clinical judgements? Select All that Apply

#	Answer	%	Count
1	Tanner's Clinical Judgement Model	26.92%	7
2	NCJMM (National Council Clinical Judgment Measurement Model)	19.23%	5
3	Nursing Process (ADPIE)	34.62%	9
4	Caputi's Model of Clinical Judgement	15.38%	4
5	Other:	3.85%	1
	Total	100%	26

Q9 - What Clinical Judgement (CJ) model are you planning to use (or are using) to prepare students to make clinical judgements? Select All that Apply

Q9_5_TEXT - Other:

Other: - Text

I didn't know there were different models

Q10 - In which learning environments have you begun the process of incorporating and/or adapting the model you are using to prepare students to make clinical judgements: Select All that Apply

#	Answer	%	Count
1	Classroom	28.30%	15
2	Online	9.43%	5
3	Skills Lab	16.98%	9
4	Simulation	22.64%	12
5	Clinical	20.75%	11
6	Other:	1.89%	1
	Total	100%	53

Q10 - In which learning environments have you begun the process of incorporating and/or adapting the model you are using to prepare students to make clinical judgements: Select All that Apply

Q10_6_TEXT - Other:

Other: - Text

please see above, we have not selected a model

Q12 - Classroom/Online Environments: To what extent have faculty teaching in classroom/online environments started to develop or adapt teaching strategies to help students learn how to make clinical judgements?

#	Answer	%	Count
1	1- not ready. Faculty have not begun the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	12.50%	2
2	2- somewhat ready. Faculty have recently begun the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	81.25%	13
3	3- very close to being ready. Faculty nearly completed the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	6.25%	1

Q12 - Classroom/Online Environments: To what extent have faculty teaching in classroom/online environments started to develop or adapt teaching strategies to help students learn how to make clinical judgements?

#	Answer	%	Count
4	4- ready. Faculty have completed the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	0.00%	0
Total		100%	16

Q13 - Clinical Environments: To what extent have faculty teaching in the clinical environments started to develop or adapt teaching strategies to help students learn how to make clinical judgements?

#	Answer	%	Count
1	1- not ready. Faculty have not begun the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	31.25%	5
2	2- somewhat ready. Faculty have recently begun the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	56.25%	9
3	3- very close to being ready. Faculty nearly completed the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	12.50%	2

Q13 - Clinical Environments: To what extent have faculty teaching in the clinical environments started to develop or adapt teaching strategies to help students learn how to make clinical judgements?

#	Answer	%	Count
4	4- ready. Faculty have completed the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	0.00%	0
	Total	100%	16

Q14 - Skills Lab Environments: To what extent have faculty who teaching in a skills lab environment started to develop or adapt teaching strategies to help students learn how to make clinical judgements?

#	Answer	%	Count
1	1- not ready. Faculty have not begun the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	31.25%	5
2	2- somewhat ready. Faculty have recently begun the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	62.50%	10
3	3- very close to being ready. Faculty nearly completed the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	0.00%	0
#	Answer	%	Count
4	4- ready. Faculty have completed the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	6.25%	1
Total		100%	16

Q15 - Simulation Environments: To what extent have faculty who teach using simulations started to develop or adapt teaching strategies to help students learn how to make clinical judgements?

#	Answer	%	Count
1	1- not ready. Faculty have not begun the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	25.00%	4
2	2- somewhat ready. Faculty have recently begun the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	50.00%	8
3	3- very close to being ready. Faculty nearly completed the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	12.50%	2
#	Answer	%	Count
4	4- ready. Faculty have completed the process of developing and/or adapting current teaching methods and/or materials to teach CJ.	12.50%	2
Total		100%	16

#	Answer	%	Count
1	1-not at all. There have been no updates to test blueprints, to date.	50.00%	8
2	2-somewhat implemented.	37.50%	6
3	3-nearly completed.	12.50%	2
4	4-fully implemented.	0.00%	0
	Total	100%	16

Q17 - Test blueprint - To what extent have faculty begun to modify test blueprints?

Q18 - Item writing - To what extent have faculty begun to develop and use NGN-type (case studies and stand-alone) questions in course exams?

#	Answer	%	Count
1	1-not at all. Faculty have not written NGN-type questions, to date.	43.75%	7
2	2-somewhat implemented. Faculty have added NGN-type case studies and stand-alone questions with NGN-type questions to a few course exams.	50.00%	8
3	3-nearly completed. Faculty have added NGN-type case studies and stand-alone questions to most course exams.	6.25%	1
#	Answer	%	Count
4	4-fully implemented. Faculty have added NGN-type case studies and stand-alone questions to all course exams.	0.00%	0
	Total	100%	16

Q19 - Item analysis - To what extent have faculty considered how they will conduct an item analysis for a test that includes Next-Gen type questions?

#	Answer	%	Count
1	1- Not at all. The faculty have not begun to consider how to conduct an item analysis.	68.75%	11
2	2- Somewhat. A few faculty are considering how they will conduct an item analysis.	18.75%	3
3	3- To a great extent. Most faculty understand how they will conduct an item analysis.	12.50%	2
4	4-Fully implemented. All faculty understand how to conduct an item analysis for tests which include NGN-type questions.	0.00%	0
#	Answer	%	Count
	Total	100%	16

Q21 - Which LMS system does your program use to administer exams to students? Select All that Apply

#	Answer	%	Count
1	a. Canvas	11.76%	2
2	b. Blackboard	41.18%	7
3	c. Other:	35.29%	6
4	d. None	11.76%	2
	Total	100%	17

Q21 - Which LMS system does your program use to administer exams to students? Select All that Apply

Q21_3_TEXT - c. Other:

c. Other: - Text

exam master

D2zL

ExamSoft

BrightSpace D2L

3rd party exams using Exam Master not connected to the LMS

#	Answer	%	Count
1	ExamSoft	37.50%	6
2	Capterra	0.00%	0
3	Exam Master	31.25%	5
4	Other:	6.25%	1
5	None	25.00%	4
	Total	100%	16

Q22 - Which exam software does your program use to administer exams to students? Select All that Apply

Q22 - Which exam software does your program use to administer exams to students? Select All that Apply

Q22_4_TEXT - Other:

Other: - Text

blackboard respondus

Q23 - If you are using standalone software or your learning management system to administer tests, does this software have the capability of presenting and scoring the NGN-type questions?

#	Answer	%	Count
1	Yes	33.33%	5
2	No	26.67%	4
3	I don't know	40.00%	6
	Total	100%	15

Q24 - Does your program use a product to determine student NCLEX-RN Exam Readiness? Select All that Apply

#	Answer	%	Count
1	ATI	44.44%	8
2	Kaplan	22.22%	4
3	HESI	16.67%	3
4	PassPoint	0.00%	0
5	Other:	11.11%	2
6	No	5.56%	1
	Total	100%	18

Q24 - Does your program use a product to determine student NCLEX-RN Exam Readiness? Select All that Apply

Q24_5_TEXT - Other:

Other: - Text

Hurst

Hurst Review

Q25 - Does your program use an exam proctoring service or software? Select All that Apply

#	Answer	%	Count
1	Respondus Lockdown Browser	42.11%	8
2	Examity Remote Proctoring	5.26%	1
3	Proctorio	15.79%	3
4	Other:	26.32%	5
5	No	10.53%	2
	Total	100%	19

Q25 - Does your program use an exam proctoring service or software? Select All that Apply

Q25_4_TEXT - Other:

Other: - Text

ProctorU

honorlock

Honorlock

Honorlock

#	Answer	%	Count
1	ExamSoft	24.32%	9
2	Capterra	2.70%	1
3	Exam Master	10.81%	4
4	ATI	21.62%	8
5	Kaplan	5.41%	2
6	HESI	2.70%	1
7	PassPoint	0.00%	0
8	Respondus Lockdown Browser	8.11%	3
9	Examity Remote Proctoring	5.41%	2
10	Proctorio	8.11%	3

Q26 - Given unlimited resources, which test authoring software program(s) or services would you purchase for your program? Select All that Apply

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#	Answer	%	Count
11	Other:	10.81%	4
	Total	100%	37

Q26 - Given unlimited resources, which test authoring software program(s) or services would you purchase for your program? Select All that Apply

Q26_11_TEXT - Other:

Other: - Text

UWorld

Honorlock

We used ExamSoft's remote proctoring but no longer need this

i don't know for sure

Q29 - Rate on a scale of 1 to 4 (1=not helpful; 4=very helpful) the extent to which a workshop on using the following teaching strategies to develop clinical judgment (CJ) skills will be helpful to your faculty when teaching in didactic, clinical or skills/simulation courses in either an on campus or online environment.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Using Case Studies that follow a CJ process	2.00	4.00	3.63	0.60	0.36	16
2	Integrating your CJ model and NGN type practice questions into classroom activities	3.00	4.00	3.81	0.39	0.15	16
3	Integrating your CJ model into simulations	3.00	4.00	3.69	0.46	0.21	16
4	Integrating your CJ model into lab-based learning	3.00	4.00	3.50	0.50	0.25	16

Q29 - Rate on a scale of 1 to 4 (1=not helpful; 4=very helpful) the extent to which a workshop on using the following teaching strategies to develop clinical judgment (CJ) skills will be helpful to your faculty when teaching in didactic, clinical or skills/simulation courses in either an on campus or online environment.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5	Integrating your CJ model into leadership/management courses	1.00	4.00	3.38	0.86	0.73	16
6	Integrating your CJ model into care plans/care maps/concept maps	2.00	4.00	3.50	0.61	0.38	16
7	Using clinical examples based on your CJ model to lead post-clinical conference	3.00	4.00	3.69	0.46	0.21	16

Q29 - Rate on a scale of 1 to 4 (1=not helpful; 4=very helpful) the extent to which a workshop on using the following teaching strategies to develop clinical judgment (CJ) skills will be helpful to your faculty when teaching in didactic, clinical or skills/simulation courses in either an on campus or online environment.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8	Using the CJ model to inform moral/ethical discussions or decisions	2.00	4.00	3.25	0.83	0.69	16

Q30 - Rate on a scale of 1 to 4 (1=not helpful; 4=very helpful) the extent to which a workshop on writing, using, and administering tests with NGN-type questions will be helpful to your faculty in didactic, clinical or skills/simulation courses in on-campus or online environments.

#	Question	1	2	3	4	Total
1	Writing NGN-type test questions (case studies/standalone items)	0.00% 0	0.00% 0	6.25% 1	93.75% 15	16
2	Preparing a test blueprint to guide faculty and student integration of NGN-type questions into tests	0.00% 0	0.00% 0	12.50% 2	87.50% 14	16
3	Preparing tests with NGN-type test questions to administer to students for paper/pencil or in a test-authoring program	0.00% 0	0.00% 0	25.00% 4	75.00% 12	16

Q30 - Rate on a scale of 1 to 4 (1=not helpful; 4=very helpful) the extent to which a workshop on writing, using, and administering tests with NGN-type questions will be helpful to your faculty in didactic, clinical or skills/simulation courses in on-campus or online environments.

#	Question	1	2	3	4	Total
4	Using NGN scoring strategies	0.00% 0	0.00% 0	25.00% 4	75.00% 12	16
5	Using item analysis to determine effectiveness of all test items including NGN case studies and standalone items	0.00% 0	0.00% 0	18.75% 3	81.25% 13	16

Q32 - What population of pre-licensure students does your school or program serve? Select all That Apply

#	Answer	%	Count
1	ADN	58.82%	10
2	BSN	35.29%	6
3	MSN	5.88%	1
	Total	100%	17

#	Answer	%	Count
1	0-50	0.00%	0
2	51-100	12.50%	2
3	101-150	12.50%	2
4	151-200	12.50%	2
5	201-250	31.25%	5
6	251+	31.25%	5
	Total	100%	16

Q33 - How many students are currently enrolled in a pre-licensure program at your school or program?

Q34 - On how many campuses does your nursing program offer courses?

#	Answer	%	Count
1	1	68.75%	11
2	2	6.25%	1
3	3	25.00%	4
4	4+	0.00%	0
	Total	100%	16

Q35 - How would you describe your program(s) campus location?

#	Answer	%	Count
1	Rural	25.00%	4
2	Urban	37.50%	6
3	Suburban	37.50%	6
	Total	100%	16

Q36 - How would you describe how your program is offered?

#	Answer	%	Count
1	Online	0.00%	0
2	On campus	62.50%	10
3	Hybrid	37.50%	6
	Total	100%	16