Table. Study Statements and Factor Scores

Statement Number	Factor I		Factor II		Factor III		Factor IV	
	Z	Q	Z	Q	Z	Q	Z	Q
1. My program is primarily relying on NGN products from external vendors like ATI and Kaplan to prepare students	1.76	4	0.23	2	0.92	2	-0.52	-1
2. The fact that our students will be facing NGN in 2023 makes preparation urgent	1.71	3	-0.11	0	0.76	2	0.97	2
3. There has been a coordinated effort by regional leaders to help programs in our area prepare for NGN	-1.63	-4	1.12	3*	-0.17	0*	-1.12	-2
4. Nursing education is facing so many competing demands right now, like recovering from the pandemic, that my program has not had time to focus on NGN	1.21	3	-0.33	-1*	-1.59	-3*	0.6	1
5. The NCSBN of has not provided enough faculty trainings and resources	-0.06	0	0.68	2	-1.83	-4*	-0.6	-1
6. Workshops on writing NGN type questions have been very helpful	1.89	4	2.24	4	-0.57	-1*	1.05	3
7. We would have more faculty get on board with testing with NGN items if there were clearer recommendations for post-exam item analysis	-0.18	0	0.79	2	-1.51	-3*	0.45	1
8. Information about NGN has been changing, inconsistent, and confusing	0.75	2	-2.24	-4	-1.51	-3	0.9	2
9. My program uses a testing platform that will be easy to adapt for NGN questions †	-1.76	-4	-1.12	-3	-0.83	-2	-1.94	-4
10. They have made Next Generation NCLEX way too difficult	0.69	1*	-1.91	-4	-0.68	-2*	-1.8	-4
11. My program is in good shape because we have begun adding NGN questions to exams	-1.52	-3	0.79		-0.59	-1	-0.97	-2

Statement Number	Factor I		Factor II		Factor III		Factor IV	
	Z	**Q**	**Z**	**Q**	**Z**	**Q**	**Q**	**Z**
12. We have great technology support for online testing in my program	-1.19	-2	0.56	1	0.33	1	-1.72	-3
13. Preparing for NGN represent a very heavy workload when we are already dealing with a faculty shortage	0.13	0	0.23	0	-1.33	-3*	0.45	0
14. Program survival and accreditation are the biggest drivers for getting ready for NGN	1.58	3	0.79	2	0.09	0	-0.75	-1
15. Lack of financial resources is my programs biggest barrier in preparing for NGN	-1.58	-3	-0.11	0	-0.92	-2	0.07	0
16. My program consistently uses a clinical judgment model across the curriculum	-0.51	-1	1.23	3*	-0.33	-1	-0.07	0
17. Our students lack basic reading skills that make getting ready for NGN even more challenging	-1.45	-3	-1.12	-2	0.59	1	1.5	4
18. Having faculty champions has really helped my program prepare for NGN [†]	-0.26	-1	-0.23	0	0.41	1	0	0
19. It seems like no one in my program is in charge of getting the program ready for NGN	0.7	1	0.34	1	-1.92	-4*	0.67	1
20. My programs leadership understands the time and resources needed to implement NGN [†]	-0.18	0	0	0	0.17	0	0	0
21. It is extremely difficulty to prepare for NGN when we have so many part-time faculty [†]	-0.75	-2	-1.68	-3	-0.59	-1	-1.05	-2

Statement Number	Factor I		Factor II		Factor III		Factor IV	
	Z	Q	Z	Q	Z	Q	Z	Q
22. It is probably going to take seeing our NCLEX pass rates drop to get My program to act	-0.34	-1	-0.9	-2	0	0	0.97	2*
23. It is difficult to figure out how to implement NGN with overwhelming students[†]	0.18	1	-0.67	-1	-0.5	-1	0.15	0
24. We have had a lot of collaboration getting ready for NGN	0.75	2*	-0.34	-1	1.66	4*	-0.75	-2
25. Using tools and templates has helped facilitate the integration of NGN in my program	0.62	1	-0.34	-1	1.24	3	0	0
26. It is hard to get ready for NGN when testing platforms are not ready for new item types and scoring	-0.55	-1	1.35	3	0.17	0	1.05	2
27. Our faculty feel strongly that they have a responsibility to prepare student to be successful on NGN	1.19	2	0.67	1	0.5	1	-0.15	0
28. My program hasn't prioritized creating a formal a formal action plan to prepare for NGN[†]	1.32	3	0.34	0	0.5	1	0.52	1
29. Preparing for NGN is important to ensure we are graduating safe health care providers	-0.13	0*	1.12	3	2.01	4	1.42	3
30. Creating new items is a tremendous amount of work	1.01	2	-1.35	-3*	1.42	3	0.82	1
31. NGN is important because it will better measure student competencies than the current exam	-0.57	-2	0	0	1.09	2*	-0.15	-1

Statement Number	Factor I		Factor II		Factor III		Factor IV	
	Z	**Q**	**Z**	**Q**	**Z**	**Q**	**Z**	**Q**
32. Forcing faculty to make this major of change is going to lead to more resignations [†]	-0.39	-1	-1.12	-3	-0.5	-1	-1.42	-3
33. Many of our faculty have adapted their teaching methods to help students develop clinical judgment skills	-0.95	-2	0.78	2	1.24	3	-1.2	-3
34. Our faculty don't trust computer testing [†]	-0.88	-2	-1.01	-2	0	0	-0.82	-2
35. Most of our faculty are fairly knowledgeable about NGN and new item types	-1.4	-3	0.45	1	1	2	-0.67	-1
36. Getting our faculty to switch from PowerPoints lectures to active learning is going to be very challenging	-0.24	0	-0.56	-1	1.51	3	1.94	4
37. Our faculty tend to be willing to embrace new teaching and testing technologies	-0.13	0	0.56	1	0.83		-1.27	-3*
38. Our faculty are not on the same page about getting ready for NGN	0.88	2	-0.68	-2*	0.26	0	1.42	3
39. Our faculty is building on a strong foundation of item writing computer testing to prepare for NGN [†]	-0.38	-1	-0.23	-1	0.48	1	-0.52	-1
40. Scoring NGN items presents a major implementation barrier that will be difficult to overcome	0.13	0	-0.79	-2	-1	-2	0.9	2
41. Our faculty needs to take greater responsibility for attend trainings to educate themselves on the coming changes NCLEX	0.34	1	0.56	1	-0.74	-2*	1.12	3

Note: [†]designates consensus statements; * designates distinguishing statements for that factor.