

## Lippincott PassPoint Case Study

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### Program

The nursing program at Ivy Tech is a two-year ASN program. **PassPoint** was first implemented in the fall 2016 semester, and of the four Ivy Tech campuses in the region, two are using **PassPoint**. There are three tracks at the Ivy Tech school for nursing: LPN only, RN, and LPN to RN (transitional). The students in the LPN-only program do not use **PassPoint**. The hospital in the local community is an RN-only hospital, so now the program admits fewer LPN students and more RN students.

### Course Structure

Professor Craig uses **PassPoint** in her final semester complex medical-surgical nursing course and then the students have product access time left after completing that course so they can use **PassPoint** to prepare for the NCLEX®. There are approximately 40 students in each cohort. The program also uses ATI products. Students take both targeted tests as well as the ATI comprehensive predictor. Students do not have to achieve a particular benchmark on the predictor, but they are encouraged to take it to uncover information about their weak areas. Students take the ATI predictor twice, once at the beginning and once at the end of the semester. Their scores from beginning to end tend to improve—if they are doing the assigned work in between! Students also participate in a live NCLEX review.

### PassPoint Implementation

Professor Craig creates six to eight Mastery level (ML) assignments in **PassPoint** based on what students will be tested on from the lecture content. These assignments are given due dates to coincide with lecture topics and are worth a maximum of 10% of the course grade. For example, on the date of the cardiac course examination, the cardiac **PassPoint** ML assignment is due. Thus, students use **PassPoint** as a study tool to help prepare for the course tests. Students are required to get at least ML 3 prior to taking the course examination. They receive no credit if they do not achieve the ML by the given due date. Prior to using **PassPoint**, students in the program used the Saunders NCLEX review book for practice. One of the benefits of **PassPoint** is that it is helpful for students by giving them more opportunities to answer different types of questions.

### Student Usage

Some students go above and beyond and take extra quizzes in **PassPoint**. Professor Craig said she tells students not to stop, but to “keep practicing in **PassPoint**.” Students tend to focus on quizzing, but some also do Practice Exams as well. According to Professor Craig, “students get excited when they achieve certain mastery levels!”

## Current Cohort Usage

PassPoint usage for the students who used PassPoint in the fall 2016 semester is shown below. The course analyzed was NRSG 2000 with 37 students.

Table 1: Overall Student PassPoint Usage and Mastery

Descriptive Statistics					
	N	Min	Max	M	SD
Number of Log Ins	37	10.00	78.00	33.78	17.08
Number of Quizzes	37	11.00	192.00	43.16	36.18
Number of Questions	37	75.00	1320.00	490.41	309.38
Overall Quizzing ML	37	2.60	4.34	3.37	.38
Remediation Links	37	.00	16.00	1.03	3.10

Students answered an average of 490.41 questions (+/- 309.38) and achieved an average overall quiz ML of 3.37 (+/- .38). Figure 1 shows the distribution of the number of questions answered by students across the semester.

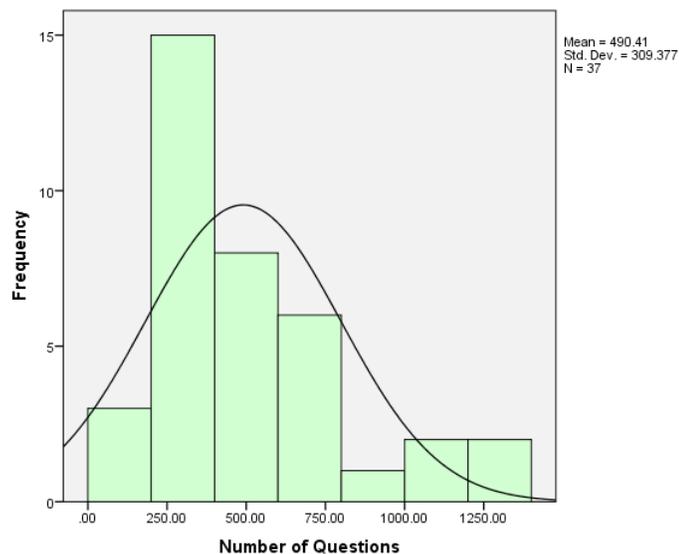


Figure 1: Number of quiz questions answered

Students were able to take Practice Exams in PassPoint throughout the semester. Almost two-thirds of the students

(62%) took two Practice Exams or fewer, with an average of four (see Table 2).

Table 2: PassPoint Practice Exam Usage and Mastery

Descriptive Statistics					
	N	Min	Max	M	SD
Number of Exams	37	.00	34.00	4.05	5.88
Number of Exam Questions	37	.00	3620.00	436.76	593.92
Exam ML	37	1.00	8.00	5.68	2.03

A Pearson correlation analysis was used to explore the relationship between PassPoint usage and mastery variables. A Pearson's product-moment correlation was run to explore the relationship between the number of questions answered in PassPoint and overall ML. There was a mild, positive correlation between the number of quiz questions students answered and their overall quizzing ML,  $r(37) = .329$   $p < .05$ . Thus we see that with increased usage students were more able to correctly answer more difficult quiz questions and mastery of the content improved (see Table 3).

Table 3: Correlation Between Quiz ML and Number of Quizzes, and Questions

		Number of Questions	Overall Quizzing ML
Number of Questions	Pearson Correlation	1	.329*
	Sig. (2-tailed)		0.047
	N	37	37
Overall Quizzing ML	Pearson Correlation		1
	Sig. (2-tailed)		
	N		37

\*Correlation is significant at the 0.05 level (2-tailed).

## Student Feedback

Student feedback has been positive—they report they like **PassPoint**—especially those who go in and play around in it beyond the course requirements. Professor Craig has noticed that students prefer **PassPoint** to Saunders as it is more interactive.

## NCLEX Outcomes

Students in the RN-track program tend to have higher pass rates than the LPN-to-RN students. According to Professor Craig, sometimes students in the latter group have a harder time transforming their nursing knowledge and experience into the “RN thought process.” Most recently, the pass rate for the traditional students was 96%.

## Advice for New **PassPoint** Users

Professor Craig likes using **PassPoint**. She would like to see a future enhancement that would allow her to alter a due date on an assignment once it has been deployed. One of her colleagues reported that she would like to see the section on pediatrics organized by age, not body systems.

Professor Craig advises new users to allow enough time to complete the assignments. In the beginning, she had the **PassPoint** assignments due on the day of the lecture. But students suggested they should be due on the day of the exam, which ended up making more sense as they could study for exams in **PassPoint**.