

Lippincott PassPoint Case Study

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Spring 2018

Program

Ogeechee Technical College has a one-year (three-semester) Practical Nursing program that implemented *PassPoint* almost three years ago, initially to help with student retention. Faculty believe that students who continually practice for NCLEX® (as they can with *PassPoint*) will do better and remain in the program, and the school will maintain its high NCLEX-PN® pass rates. The program emphasizes test-taking strategies to help the 54 students admitted each year (30 in the fall and another 24 in the spring) succeed. Students also use *PrepU* products throughout the program and take regular Mastery Level (ML) quizzes for each chapter. When *PrepU* was first introduced, the ML target was 5. Faculty have since increased the required ML to 7.

The PN program at Ogeechee Technical College is rigorous and fast-paced. Students tend not to realize how time-consuming it is—there is a lot to learn in a short amount of time. Other challenges arise from students' financial constraints, which can make registering for and taking the NCLEX difficult.



"PassPoint benefits our students and helps improve pass rates."

-Professor Howard



Course Structure

Students use *PassPoint* in their last semester in the program and are assigned Practice Exams across that 15-week period. The Practice Exams count toward 20% of the students' overall grade. The school also implements ATI tests, which count for 10% of the grade, and uses the ATI predictor test. In previous years, a benchmark for the predictor was set at 90%, but this caused unwarranted stress for the students. Now, there is less emphasis on the benchmark ATI score and more on using it as a final exam within the course.

PassPoint Implementation

Instructor Howard sets up exams in *PassPoint* as end-of-program tests to help students prepare for NCLEX. Students take five to six tests. They begin with 75 questions, then 85, and then build up to 205. Students often are unaccustomed to sitting and answering such a large number of questions, and Instructor Howard is committed to giving them the experience so they know what to expect.

Student Usage

Instructor Howard checks *PassPoint* usage data frequently to ensure that students are completing the requirements.

Example Student Usage

PassPoint usage and mastery data for students who used the program during the 2017 spring and summer semesters are shown below. The course analyzed was the senior-level course with 22 students.

	Min	Max	M	SD
Number of Log Ins	39.00	171.00	83.77	28.97
Number of Quizzes	82.00	321.00	169.64	62.07
Number of Questions	848.00	2248.00	1253.91	434.66
Overall Quizzing ML	4.30	5.68	4.74	.38
Remediation Links	.00	4.00	.73	1.12

Students answered an average of 1,253.91 quiz questions (+/- 434.66) and achieved an average overall quiz ML of 4.74 (+/- .38). Figure 1 shows the distribution of the number of questions answered by students across the usage period.

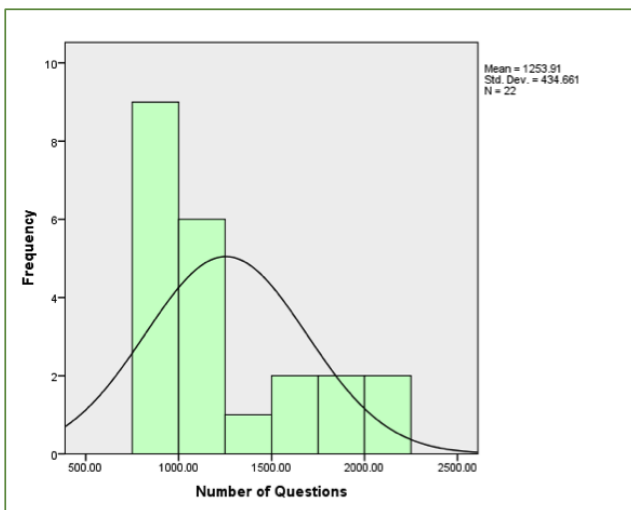


Figure 1: Number of quiz questions answered

Students also took Practice Exams in *PassPoint*. All students took at least four Practice Exams, with an average of 7.73 (+/- 7.27) and an average Practice Exam ML of 6.28 (+/- 1.03) (see Table 2).

Table 2: *PassPoint* Practice Exam usage and mastery (N=22)

	Min	Max	M	SD
Number of Exams	4.00	38.00	7.73	7.27
Number of Exam Questions	430.00	3360.00	751.59	625.43
Exam ML	4.50	8.00	6.28	1.03

A Spearman's rho correlation was run to explore the relationship between the number of questions answered in *PassPoint* and overall ML. There was a strong, positive correlation between the number of exam questions students answered and their overall exam ML: $r(22) = .452$ $p < .05$. Thus, with increased *PassPoint* exam usage, students were able to answer increasingly difficult exam questions correctly, which improved their mastery of the content.

NCLEX Outcomes

Instructor Howard has been at Ogeechee Technical College for approximately 10 years. The school has experienced NCLEX-PN pass rates of 100% during that time, with slight occasional variations.

Student Feedback

Students in the program tend to keep in touch with their instructors once they have graduated. They often report that their use of *PassPoint* helped them do well on the NCLEX. Some students report that *PassPoint* kept them from being discouraged at the increased difficulty and non-adaptive nature of ATI. With *PassPoint*, they start slowly and then build up, which encourages them to persevere.

Feedback and Advice for New *PassPoint* Users

Instructor Howard suggests using a ML target of 7 when assigning Practice Quizzes. In the past, she set an ML of 5, but found that with a lower target, students did not aim high and ended up struggling later. Instructor Howard likes that students can use *PassPoint* to simulate the NCLEX experience—it can be helpful for those who get nervous. She also likes that *PassPoint* is set up like the NCLEX—the questions build in difficulty, which in turn builds students' confidence and ensures that it becomes less intimidating for them. When they come to actually take the NCLEX, their frequent practice has helped mitigate anxiety. In summation, Instructor Howard is confident that "*PassPoint* benefits our students and helps improve pass rates."