

Lippincott PassPoint Case Study

JoAnne M. Pearce, MS, RN

Assistant Professor ADRN Program
College of Technology, Idaho State University

Fall 2017

Program

Idaho State University has a three-semester Bachelor of Science in Nursing Completion program for LPNs to attain a Bachelor's degree and become an RN. The program used NCLEX® 10,000 first and then transitioned to **PassPoint** when it became available in late 2013. Idaho State integrates **PassPoint** throughout the curriculum in all courses. The school also uses Kaplan for integrated diagnostic testing to help validate the educational quality of its curriculum and allow for comparisons to other programs. Idaho State has a reported low attrition rate (5% or less).

Course Structure

Within most courses, students are assigned unit exams (4 to 8 per course) along with a midterm and final. The final typically is in a written case study format rather than a multiple-choice test. Course grading policies vary, depending on the number of **PassPoint** assignments given. Depending on the number of **PassPoint** topics, the amount of course credit associated with **PassPoint** ranges from 10% to 15% of students' grades.

PassPoint Implementation

According to Professor Pearce, "We have looked at a lot of great research which tells us that more exposure to NCLEX-style questions is beneficial to the students. In a practice and remediation context,

or on a test, the more questions students are exposed to, the greater their chance of passing the NCLEX first time. We implement **PassPoint** by looking at all of the categories relevant to a particular course (e.g., mental health), and during the course, students have to take Practice Quizzes on those topics and reach a target Mastery Level (ML)."

In the first semester the target ML is 4, the second semester it increases to 5, and the third semester to 6. The program also assigns Practice Exams, beginning with a 75-question exam in the summer and working up to a 200-question exam by the spring. "At the beginning of the program we tell students exactly what is expected of them in terms of **PassPoint** usage," says Professor Pearce. "So even if assignments aren't due until later in the semester, the students know they are coming and they don't get any surprises! We teach students how to create their own quizzes in **PassPoint** based on areas of weakness. Most students (~80%) achieve a ML of 7-8 on their last **PassPoint** Practice Exam (200 questions)."

Faculty using **PassPoint** require students to complete their assignments throughout the semester and not all at once at the end. Students who reach the target ML receive 100% credit. Those who reach the target ML, but not in the prescribed timeframe, receive 75% credit. Those who miss the final deadline receive no credit but still have to complete the assignment. Thus, credit is tied to assignment completion at the right time.

“It just makes good, educational sense to not cram everything in at the end, and this encourages students to use **PassPoint** in an ongoing way,” says Professor Pearce. The school also encourages students to use **PassPoint** as they prepare for the NCLEX after graduation.

Instructors at Idaho State have considered options to **PassPoint**. “We tried another product (from Elsevier), and it had a set number of questions students had to answer each time—which in some cases could take students an hour or more. We like that **PassPoint** allows students to choose how many questions they see on a quiz—which may depend on how much time they have. They can do 5 to 10 questions at a time if they want, and it might be while they are at work or have a little time to spare. Answering questions for 20 minutes (for example) is much more doable for a lot of our students. We hear from students that they like this feature of **PassPoint**. They can do a little quizzing and get immediate feedback. Students also like the flexibility in terms of content. A student who has been working in oncology for a while (for example) may not need to quiz as much in that area, and they can tailor their quizzing accordingly.

“In our program, one of the biggest challenges students face is time management along with the transition from LPN to RN. Students come into the program with a wide range of experience in the field, but they all need to learn how to transition from one level of care (LPN) to a more professional level (RN). They need to learn how to be decision makers and develop leadership skills. These areas can be challenging for our students.”

Student Usage

Professor Pearce looks at the usage data in **PassPoint** to find out the strengths and weaknesses of the student group as a whole. She also looks at individual students, if they are struggling, to see if they are using **PassPoint** in the way desired. “I can look at the quizzing patterns of students, as well as the Bloom’s level of the questions they are missing. If I see students are missing the recall questions, this gives me a lot of information about where they are. If I see students are missing important concepts, I will write a question based on that concept, and I can add it into one of the tests. I also look at the misconception alerts to see if students are all choosing the same distractor, and this can also shape remediation.”

This instructor finds **PassPoint** to be a great resource to get students where they need to be. “It helps students to prepare for course assignments and gives them an idea as to their strengths and weaknesses as they move toward the NCLEX,” she says. “**PassPoint** is a great way for students to test their knowledge on topics and then shape their studying. If they can reach a particular ML in a certain number of questions, they know that they have a good grasp on that particular area.”

Current Cohort Usage

Table 1 shows usage for students who graduated in Spring 2017 (N = 33).

Table 1: Overall student **PassPoint** usage and mastery

	N	Min	Max	M	SD
Number of Log Ins	33	77.00	575.00	219.85	139.11
Number of Quizzes	33	242.00	904.00	646.27	133.72
Number of Questions	33	2630.00	6910.00	4334.09	1033.33
Overall Quizzing ML	33	5.21	5.64	5.44	.08
Remediation Links	33	.00	153.00	5.97	26.73

Students answered an average of 4,334.09 questions (+/- 1,033.33) and achieved an average overall quiz ML of 5.44 (+/- .08). There was very little variance in final overall ML, but a much larger range for number of questions answered. Figure 1 shows the distribution of the number of questions answered by students across the program.

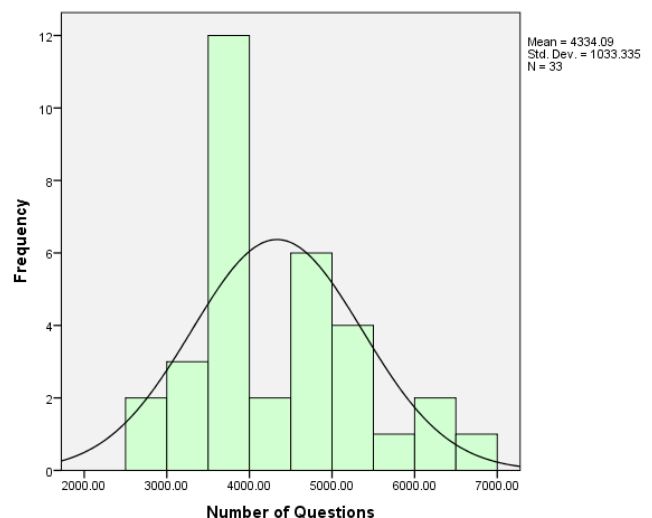


Figure 1: Number of quiz questions answered

Students took Practice Exams in **PassPoint** throughout the program. The average number of exams was 8.15 (+/- 2.18), with an overall final exam ML of 6.33 (+/- 1.17).

Table 2: **PassPoint** Practice Exam usage and mastery

	N	Min	Max	M	SD
Number of Exams	33	4.00	14.00	8.15	2.18
Number of Exam Questions	33	500	1,465	1028.48	203.84
Exam ML	33	2.20	8.00	6.33	1.17

Student Feedback

Idaho State does a satisfaction survey with students, asking them to rate components of the course (i.e., **PassPoint**, Kaplan, unit exams, case studies). Students are asked to rate these components on a three-point scale (strongly agree, agree, strongly disagree) in terms of how helpful they were in a) coursework, b) preparing for NCLEX, and c) preparing for nursing practice. According to Professor Pearce, “Typically we have around 80% to 85% of students strongly agree on the helpfulness of **PassPoint**. The majority of students use **PassPoint** the way we intend them to—they use it to practice and figure out what they need to study. Some students have a tendency to try and do it all at once—this is really a time management issue. Students report that **PassPoint** is useful in helping them prepare for the NCLEX. They buy two years of access, even though the program is only 18 months. That way they still have access as they continue their NCLEX preparation.”

NCLEX Outcomes

Idaho State has an NCLEX pass rate in the high 80% to low 90% range. With a small cohort (~35), even a few students who do not pass can significantly impact pass rates.

Advice for New **PassPoint** Users

“I think the most important thing is to know what **PassPoint** can tell you,” says Professor Pearce. “If I was to start over, I would want to have a consultant go over all of **PassPoint**’s capabilities of reporting—what does all the data mean and how can I best use it? It can take time to get the most out of all that **PassPoint** has to offer. I would sit down, look at my own goals for the students, and see how **PassPoint** can help me achieve those goals. It’s important to know what **PassPoint** can do and what it can tell you to help improve student success. It’s important for students and faculty to understand how helpful **PassPoint** can be. And as students realize it, they will commit more time to it as they see that taking quizzes in **PassPoint** is not ‘busy work.’ **PassPoint** meets all student needs.”



*“It helps students to prepare for course assignments and gives them an idea as to their strengths and weaknesses as they move toward the NCLEX. **PassPoint** is a great way for students to test their knowledge on topics and then shape their studying.”*

