

## Lippincott CoursePoint Case Study

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### Nursing Program at Mesa Community College

Mesa Community College has a two-year nursing program divided into four blocks of 100 students each. These 100 students typically are divided equally between the morning and afternoon program. In a typical year, the program loses about three students from the morning program and about eight from the afternoon program after the first block. HESI block exit exams are used within the program, along with the HESI E2 at the end. The goal is for students to achieve an 850 or above on the HESI E2; if they don't, they are strongly encouraged to remediate. Points are associated with the HESI exams, but no progression policy is tied to scores.



“That’s awesome for us. We love it!”

-Professor Foster



### CoursePoint Implementation

Mesa Community College is rolling out *CoursePoint* one block at a time; they began with the Fall 2017 block. The program uses all components of *CoursePoint* including the eBook, PowerPoints, *PrepU*, and *vSim*<sup>®</sup>. The program also uses *DocuCare*.

For the Fundamentals course, faculty assign *PrepU* questions and create mastery level (ML) assignments with a target ML of 4. There are 38 chapters and one ML assignment for each, worth one point. Students tend not to go above a ML of 4—in other words, they stop quizzing in each topic when they achieve the target. Professor Foster mentioned he thought this was because students didn't realize they could go above and beyond the target, which in fact they can by doing independent Practice Quizzes.

Students have mixed feelings about the eBook: “They either love it or hate it!” said Professor Foster. He and the other faculty make sure that students know the advantages of using the eBook, including regular updates. Those who wanted a print book were able to get one at a discounted rate to accompany the *CoursePoint* resources.

### Student Feedback

Students report that they like answering all the *PrepU* questions because they feel it makes them better test-takers. They like the feedback and the rationales in *PrepU*, and they also really like the convenience—they can use it anywhere!

## Instructor Feedback

As mentioned above, the program usually loses about three students from the morning program and about eight from the afternoon program after the first block. Professor Foster noted that, “After using *CoursePoint* for just one semester, we lost no students from the morning program and only lost three from the afternoon program, which is amazing! The only thing we changed (from other semesters) was we started using *CoursePoint*.” Professor Foster commented on how much he likes using *CoursePoint*, particularly compared to the solutions he was using before, which were “not good.” He pointed to the convenience of having all the resources in one place, rather than going to four different websites to access resources, which he had to do before. He also loves *DocuCare* and calls *vSim* “a godsend!”

He likes how realistic *vSim* is and also appreciates the link to Lippincott Advisor for Education. “These are all great resources—the student resources, the assessment tips, they all work so well together. The green stethoscope in *CoursePoint* has been helpful to students who can click on it and get more information on a particular topic as they are studying.”

Professor Foster suggests that faculty new to using *CoursePoint* make sure to look at all the *CoursePoint* resources and check they align to materials they are already using.

Overall, Professor Foster appreciates that all the resources are online: “That’s awesome for us. We love it!”



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*-Professor Foster*

