Lippincott PassPoint Case Study

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Fall 2017

Program

The University of Kentucky has a BSN program with approximately 100 students in each cohort. Faculty in the leadership course use PassPoint heavily. The course focuses on management of care as well as delegation, both of which are areas that Professor Cowley identifies as needing to be very deliberately taught. Students buy access to *PassPoint* for one year and use it in the leadership course; then, the data are reset via Wolters Kluwer and at the instructor's request, so that the product can begin to be used "from scratch" in the Capstone course.

Course Structure

PassPoint assignments make up 50% of the students' grade (as long as they meet the deadlines) In the Capstone course. The other 50% of the grade is associated with the HESI E^2 conversion score. There are topics (like med surg) that students learn earlier in the program but then do not see again. Professor Cowley has been considering creating some assignments based on more fundamental topics to give students a refresher as they prepare for NCLEX®. "This would help students increase their knowledge on concepts they have not seen in a while," she says.

PassPoint Implementation

Professor Cowley has used *PassPoint* for more than four years. She integrates it heavily into the course. Students have four Practice Exam assignments (with increasing numbers of questions). They receive one point for taking each exam and one point if they achieve a mastery level (ML) of 6 or above. This represents 2% of their grade. Most students reach this goal. Students have a rolling set of assignments across the semester, with increasing ML requirements. They begin with a ML of 6 and must complete ML assignments for each Client Need category by a set deadline. Usually the deadlines are on Sundays, and the instructor accesses the system to see if the students have reached the goal. Following the deadline for ML 6, students leave to work clinical assignments for the second part of the semester. During that phase, students have additional ML assignments—they have to achieve ML 7 in all categories within one month and then ML 8 two months later. Faculty encourage remediation if students seem to need it (for example, they don't score a 900 or above on the HESI). It is up to the students, however, to make this happen.

The instructor takes a screenshot of her current cohorts' usage and shows it to the next group. "They can see how many questions and quizzes other students have typically answered—and it's a lot!" says Professor Cowley.

Student Usage

Current Cohort Usage

Table 1 shows *PassPoint* usage for students who graduated in spring 2017 (N = 98).

Table 1: Overall student *PassPoint* usage and mastery

	N	Min	Max	M	SD
Number of Log Ins	98	25.00	346.00	115.36	66.21
Number of Quizzes	98	96.00	324.00	179.05	40.71
Number of Questions	98	700.00	1850.00	1024.36	224.20
Overall Quizzing ML	98	5.61	8.00	7.75	.42
Remediation Links	98	.00	41.00	3.31	6.60

Students answered an average of 1,024.36 questions (+/- 224.20) and achieved an average overall quiz ML of 7.75 (+/- .42). Figure 1 shows the distribution of the number of questions answered by students across the program.
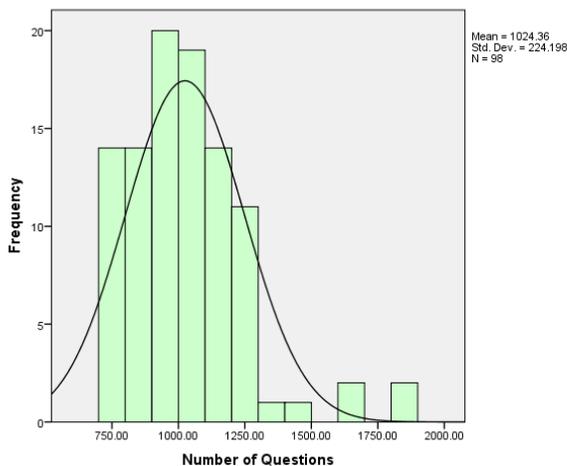

Figure 1: Number of quiz questions answered

Students took practice exams in *PassPoint* throughout the program. The average number of exams was 4.17 (+/- .79), with an overall final exam ML of 7.87 (+/- .41). Within the course, students were assigned four Practice Exams and most students (89%) took exactly four exams.

Table 2: *PassPoint* Practice Exam usage and mastery

	N	Min	Max	M	SD
Number of Exams	98	3.00	9.00	4.17	.79
Number of Exam Questions	98	325.00	965.00	596.68	76.32
Exam ML	98	5.50	8.00	7.87	.41

Student Feedback

Professor Cowley reports continuing to be pleased with *PassPoint* and that students love how she coordinates use of the product. "It's clear to them what they need to do. They can complete levels as they feel like it and it makes it really easy for me, the instructor. Students take an exit survey and we ask how they liked *PassPoint*. And, hands down, they love it! And I really love it—it's a whole lot of what I do—it's set up really nicely and it is satisfying to me that I know how many NCLEX-style questions students have taken and I can prove it!"

NCLEX Outcomes

This program has had very high NCLEX pass rates for some time. In December 2016, the program had one student who did not pass, and in Spring 2017, there was one student who did not pass. According to Professor Cowley, "We are looking really great on the NCLEX and I will keep using *PassPoint*—there are other products out there, but the way I see it—if it ain't broke, we don't need to fix it…"

Advice for New *PassPoint* Users

Professor Cowley recommends the following: "Be patient with the process. If you don't get it right the first semester, then modify and try again. Don't give up. Listen to student feedback re: the process from their perspective. You WANT them to see the value in it, so they will own it as well."

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