

Lippincott PassPoint Case Study

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Program

The nursing program at Galen College decided to use **PassPoint** a few years ago in response to a need for additional remediation services. Galen College was using HESI but wanted to give students more remediation than was available through that product. The nursing program at Galen is relatively new and accepts many students, some of whom are returning to school after employment or other life changes. Galen currently offers an ADN program and will soon start a traditional BSN program. Students can take courses either in person (i.e., on campus) or in a bridge program conducted through an online format. According to Professor Howell, “Many of our students are dealing with other life issues which can make education more complicated—it tends to be the social or family issues which are harder for students to deal with while they are in school. Some students who participate in the bridge program have been working as LPNs for a while, so they could have an income. Now they are ready to come back to school and get to the next level. We have great graduates from our program, and the University of Cincinnati Hospitals love our graduates—which is a great sign for us that we are doing something right.” Four groups of students per year graduate from Galen, with the next group graduating in September 2017.

Course Structure

Galen uses **PassPoint** in the leadership/management course, which is a Capstone course. Approximately 40 students are in each cohort,

with a mix of on-campus and online students. Galen is phasing out the use of HESI and replacing that product with ATI’s comprehensive predictor. On ATI, students must reach level 2 to graduate. Those who don’t achieve level 2 must complete a remediation program. According to Professor Howell, “ATI is not as user-friendly as **PassPoint**, but I’m still new at using it.”

PassPoint Implementation

Professor Howell sets up **PassPoint** quizzes according to the NCLEX® test plan, requiring students to get a minimum Mastery Level (ML) of 6 in each Client Need category to earn a satisfactory grade. Galen students also use **PassPoint** in some earlier courses in the program, so some are already at ML 6 when they get to the Capstone course. In these cases, students are encouraged to continue quizzing to try to get to ML 8. Students take comprehensive Practice Exams after they have achieved the target ML for all assigned quiz categories. “I like to have students answer 150 questions on the Practice Exam to get them used to taking a longer exam,” says Professor Howell. “As part of the course, students complete a test plan, and part of the plan is using data on strengths and weaknesses indicated by **PassPoint** to help create the plan and prepare for the NCLEX. We also use videos, created by Judith Miller, which cover some of the core content students need to know. Our recommendation is that students should be doing around 100 practice questions each day. They do these questions in **PassPoint**, and some also use UWorld as a practice tool, as well as other books.”

Galen students do not get a grade for using **PassPoint**, but it is a requirement for the course. According to Professor Howell, “We don’t want to penalize students as they are supposed to be using **PassPoint** to practice and prepare, but we do require them to use it. **PassPoint** provides students with the opportunity to take quizzes in areas in which they need help. The adaptive nature of **PassPoint** makes it really valuable.”

Student Usage

Professor Howell likes that she can look at student usage of **PassPoint** all the time. “I put in deadlines for the students and I have everything preloaded. I make sure that students are also taking questions in management of care and basic care and comfort—they need to revisit these areas.”

Example Cohort Usage

Table 1 shows **PassPoint** usage for students who graduated in September 2016 (N = 35).

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

	N	Min	Max	M	SD
Number of Log Ins	35	18.00	210.00	82.60	42.96
Number of Quizzes	35	75.00	424.00	209.60	85.84
Number of Questions	35	640.00	4520.00	1932.86	837.25
Overall Quizzing ML	35	4.60	6.50	5.74	.42
Remediation Links	35	.00	5.00	.29	.93

Students answered an average of 1,932.86 questions (+/- 837.25) and achieved an average overall quiz ML of 5.74 (+/- .42). Figure 1 shows the distribution of the number of questions answered by students across the program.

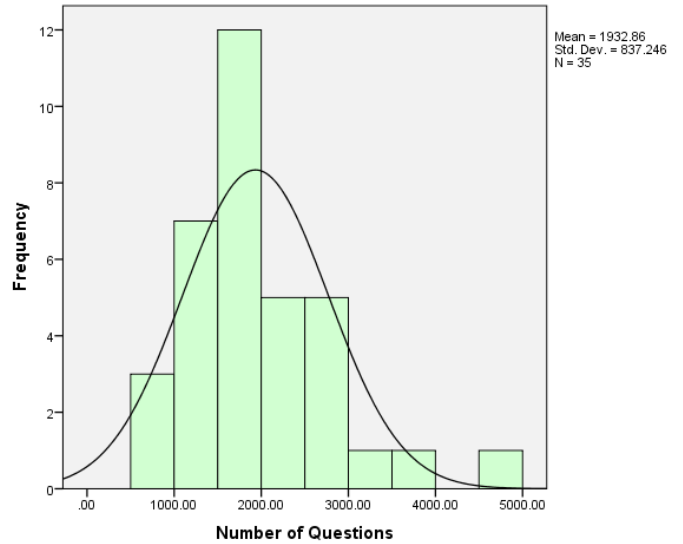


Figure 1: Number of quiz questions answered

Table 2 compares quizzing usage and mastery in **PassPoint** between the on-campus and online groups. There were no significant differences between the two groups.

Table 2: **PassPoint** Practice Exam usage and mastery by course type (on-campus vs. online)

Course Format		Number of Quizzes	Number of Questions	Overall Quizzing ML	Remediation Links
On-campus (N = 22)	M	218.55	1863.41	5.79	.18
	SD	96.08	897.62	.48	.50
Online (N = 13)	M	194.46	2050.38	5.64	.46
	SD	65.80	743.17	.29	1.39
Total (N = 35)	M	209.60	1932.86	5.74	.29
	SD	85.84	837.25	.42	.93

Students took Practice Exams in **PassPoint** throughout the program. The average number of exams was 6.34 (+/- 4.24), with an overall final exam ML of 6.78 (+/- .56) (see Table 3).

Table 3: **PassPoint** Practice Exam usage and mastery

	N	Min	Max	M	SD
Number of Exams	35	1.00	18.00	6.34	4.24
Number of Exam Questions	35	75.00	1825.00	660.00	430.30
Exam ML	35	5.66	8.00	6.78	.56

Within the course, students were assigned seven Practice Exams in **PassPoint** (on-campus course) and nine Practice Exams in the online program. Table 4 shows the comparison of exam usage between students in the two different course formats. In the on-campus course, 73% of students took seven or more exams; in the online group, most students took two exams, with an average of 3.38 (+/- 2.02).

Table 4: **PassPoint** Practice Exam usage and mastery by course type (on-campus vs. online)

Course Format		Number of Exams	Number of Exam Questions	Exam ML
On-campus (N = 22)	M	8.09	861.36	6.80
	SD	4.26	408.81	.63
Online (N = 13)	M	3.38	319.23	6.75
	SD	2.02	178.87	.46
Total (N = 35)	M	6.34	660.00	6.78
	SD	4.24	430.30	.56

Student Feedback

Students at Galen report to faculty that they like **PassPoint**, and especially the animations that go along with some of the pharmacology sections.

NCLEX Outcomes

According to Professor Howell, “We have an almost perfect NCLEX pass rate—in the high 90s! It’s really great. And I think that all of the pieces we have in place to help students prepare all help—it takes a village! But I really feel that **PassPoint** helps our students achieve success. Many of our students report that they get 80 questions on the NCLEX and then it ends and they pass! We are a relatively new school, and we have certainly had our ups and downs. In the last three years we have grown so much—both in terms of student numbers and how well we are doing. I look at the tri-state area (in which we are situated) and I can see that we are doing better than a lot of the other programs out there. We have a lot to be proud of—

including our accreditation. We tell students to take the NCLEX as soon as they can—they don’t need to do a review course, but should take the test as soon as possible. Most heed our advice. I tell them, the longer they wait, the more likely they are to fail.”

Advice for New **PassPoint** Users

Professor Howell finds **PassPoint** to be user-friendly. “I think I would advise new faculty to set up multiple ML quizzes and exams and use the results to look for strengths and weaknesses in student understanding. Students need to get to higher levels so they are getting to the more complex questions. It’s also important to know how to track students—look at the remediation information and things like that.”



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