

## Lippincott PassPoint Case Study

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### Program

Research College of Nursing has a four-year traditional BSN program and an accelerated BSN program. The college trialed Lippincott NCLEX-RN **PassPoint** a few years ago with the traditional BSN senior students and decided to formally use the program with that same student group during the 2016–2017 academic year. In fall 2016, a representative from Wolters Kluwer visited the Professional Development Strategies classroom to give an orientation to **PassPoint** with instructions on usage to students. Course faculty gave students guidelines on how **PassPoint** would be incorporated into the fall course, as well as spring semester course expectations. Following orientation, faculty assigned a 75-question Practice Exam in **PassPoint**, which students were expected to complete before the end of the fall semester. Students also were required to complete the Lippincott “My NCLEX Success Plan.”

### Course Structure and **PassPoint** Implementation

In spring semester 2017, faculty incorporated **PassPoint** into the senior pass/fail Capstone course, dividing students into groups of 11 and assigning each group a faculty mentor. These small groups met weekly during the semester. Faculty mentors monitored student assignments in **PassPoint** and counseled students on results and future goals. Students were required to complete assigned 150-, 200-

and 265-question Practice Exams every two weeks. Another course requirement was the HESI Exit I exam, on which students were expected to achieve a minimum of 850. Students not achieving at least 850 were required to complete a prescribed remediation plan and to take the HESI Exit II Exam. (Failure to reach the HESI benchmark on Exam I or II did not preclude students from graduation.) The remediation plan involved evaluation of summary Mastery Levels (MLs) achieved on the **PassPoint** Practice Exams. Students were to 1) identify Client Need areas below ML 6, 2) complete a study calendar, 3) complete three 50-question **PassPoint** Practice Quizzes in each identified Client Need area, and 4) complete three 150-question **PassPoint** Practice Exams.

Faculty mentors met individually with students to help initiate remediation plans and monitor progress and goal achievement. According to Professor Mahley, “In years before **PassPoint** was used, students were required to remediate with HESI but found that product overwhelming, with poor usage. Remediation with **PassPoint**, however, was well received. Students reported finding the **PassPoint** remediation explanations easy to understand and quizzing specificity helpful.”

Mentor groups reviewed the NCLEX®-RN Blueprint with special emphasis on relating Client Needs/Activity Statements and content areas to results on the **PassPoint** Practice Exams. This discussion helped to reveal content areas needing additional study. Students responded positively to this activity.

At the end of the semester, faculty administered a proctored 75-question Practice Exam in **PassPoint**. They tried to make this experience as authentic as possible for the students in terms of testing conditions. A 75-question Practice Exam was selected because faculty did not want the testing experience to last too long. That said, in the future, faculty plan to use a longer exam, because some students needed more questions to reach the desired ML and thus were disappointed with their results.

Overall findings showed that some students did not reach the desired ML of 7 or 8 in **PassPoint** until they answered 150 to 200 questions. Others did not reach such MLs without answering 265 questions. Faculty also noted correlations between ML, number of questions taken, and passing/number of questions taken on the actual NCLEX® (according to graduate reports).

## Student Assessment Data

Faculty mentors reviewed **PassPoint** data and followed their assigned students as they completed their assignments and remediation. Monthly meetings were scheduled for the faculty mentors to review assessment data of individual students as well as the class as a whole. Since this was the school's first formal attempt with this program, there were some stumbling blocks and revisions to make as the semester progressed, specifically clarification of remediation requirements.

## Current Cohort Usage

Table 1 shows student **PassPoint** usage for students who graduated in spring 2017 (N = 44).

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

	N	Min	Max	M	SD
Number of Log Ins	44	26.00	196.00	82.14	44.09
Number of Quizzes	44	8.00	424.00	113.43	93.41
Number of Questions	44	5.00	4670.00	1251.25	887.20
Overall Quizzing ML	44	1.20	7.47	4.25	1.59
Remediation Links	44	.00	263.00	10.34	39.46

Students answered an average of 1251.25 questions (+/- 887.20) and achieved an average overall quiz ML of 4.25 (+/- 1.59). Figure 1 shows the distribution of the number of questions answered by students across the program. Remediation link usage was higher for this class compared to other programs (likely because students were directed to remediate in **PassPoint**). Only 27% of students did not access any remediation links. The remaining students accessed a median of four links, with one student accessing 263.

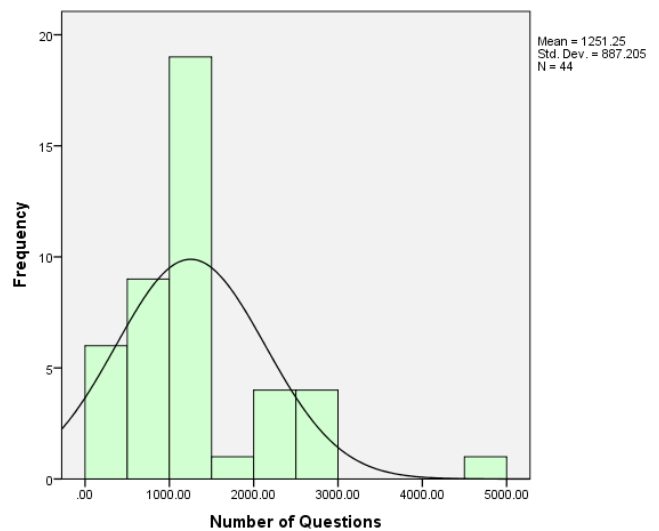


Figure 1: Number of quiz questions answered

Students took Practice Exams in **PassPoint** throughout the program. The average number of exams was 12.68 (+/- 6.05), with an overall final exam ML of 6.58 (+/- .9). Within the course, students were assigned six exams. Only two students took the minimum number of Practice Exams.

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

	N	Min	Max	M	SD
Number of Exams	44	6.00	33.00	12.68	6.05
Number of Exam Questions	44	965.00	3140.00	1513.52	524.36
Exam ML	44	4.70	8.00	6.58	.90

A Pearson correlation analysis was used to explore the relationship between **PassPoint** usage and mastery variables. A Pearson’s product-moment correlation was run to explore the relationship between the number of questions answered in **PassPoint** and overall ML. A strong, positive correlation existed between the number of quiz questions students answered and overall quizzing ML,  $r(44) = .72, p < .01$ . Thus, with increased usage, students were better able to correctly answer more difficult quiz questions and mastery of the content improved (see Table 3).

Table 3: Correlation between quiz ML and number of questions

		Questions	Quizzing ML
Number of Exam Questions	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	44	44
Overall Quizzing ML	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	44	44

\*\* Correlation is significant at the 0.01 level (2-tailed).

## Student Feedback

Anecdotally, faculty at Research College report that students preferred remediation in **PassPoint** over HESI, and that they liked the adaptive nature of the quizzes and exams. In individual consultation, use of the **PassPoint** charts provided visualizations for students to see improvement over time. Faculty mentors plan to meet in the fall to review survey data and make appropriate revisions to implement **PassPoint** in the 2017–2018 year.

## NCLEX Outcomes

NCLEX pass rates at this program were trending down in 2015 and 2016. As of June 26, 2017, 31/44 graduates tested and all 31 have passed. A small number of students delayed their test date. Some did not test yet, because they were spring athletes and felt they needed more preparation time.

## Advice for New **PassPoint** Users

Faculty mentors found that they were better able to give students guidance on expectations for numbers of questions that might be needed to achieve the passing standard on NCLEX as a result of the adaptive nature of the testing in **PassPoint**. Understanding that some students can reach a desired ML with more questions was helpful in counseling students.

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