The HESI exit exam has been utilized by many schools of nursing as a means of predicting the likelihood of student success on the NCLEX-RN exam upon graduating (Langford & Young, 2013). The HESI exit, consisting of questions similar to the content and question types seen on the NCLEX-RN (Zweigart, 2015), ranges from 0 to 180 and is grossly divided into categories based on the content covered. 850-899 is considered as "acceptable performance", 750-849 as "below acceptable performance", and 749 and below as "needs further preparation". Several studies have noted that higher scores on the HESI exit exam are highly accurate in predicting success on the NCLEX-RN examination. The percentage of those scoring between 850-899 on the exam and passing NCLEX-RN on their first attempt was 95.5%, while a score between 750-849 on the exam and passing their licensure exam on the first attempt has ranged between 96.39%-99.10% (Langford & Young, 2013; Young & Wilson, 2012; Zweigart, 2013).

More recently, interest in the predictive factors of HESI specialty exam scores has increased. The predictions of the five specialties of Elsevier Adaptive Quizzing (EAQ) have been explored. It was found that the current cohort scored higher on both versions of their exit examinations, and on the maternity specialty portion of the exit version 1.

It is important to note the limitations of these findings, as continued research is needed and will be conducted at 950-999 and the EQAT utilization and scores on the HESI exit exam and 72 of a total of 120 of one cohort. 57% of the current cohort scored between 900 and 999, while 20% of the cohort did. Also of note is that 9% of the prior cohort scored below a 750, while none in the current cohort did. On this exam, 14% of the prior cohort scored below a 600, while none in the current cohort did.

Comparisons regarding number of questions answered and course grade, as well as on the scores achieved on the maternity-exam and on the number of maternal-exam scores and the HESI exit exam were found. The number of questions answered was found to be highly correlated with the course grade. When comparing the scores of the prior cohort who did not complete their EQATs or frequent customized exam-quizzing strategies, it was found that the current cohort scored higher on both versions of their exit examinations, and on the maternity specialty portion of the exit version 1.

In the fourth semester of the program, course content includes maternal-newborn, pediatric, and medical-surgical. Nursing. Students complete the maternity specialty exam exit exam (HESI Mat_V1-2.0) at the end of the semester. This exam was worth 55% of the overall course grade. Throughout the semester, students assigned EAQs that coincided with the chapters utilized in their maternal-newborn, pediatric, and medical-surgical textbooks. They were assigned 30 questions weekly, and expected to complete repeating the questions of different quizzes over the semester they made up a score of 80%. The students were encouraged to set up custom exams in each textbook EAQ, as well as on Elsevier Adaptive Quizzing for the NCLEX-RN exam based on subject.

All maternal-newborn content is taught in the first half of the third semester of the ASN program, while the second half of the course consists of pediatric and medical-surgical content. Students complete the maternity specialty exam (HESI Mat_V1-2.0) at the end of the semester. This exam was worth 55% of the overall course grade. In the third semester, nursing students were given quizzes that they completed for each chapter they covered. The quizzes were assigned every 5 weeks throughout the semester, and students were required to complete the quizzes to receive a grade on the topic. Those quizzes were based on the chapters covered in the textbook, and were scored on a scale of 0-100. The students were encouraged to set up custom exams in each textbook EAQ, as well as on Elsevier Adaptive Quizzing for the NCLEX-RN exam based on subject. Learning curve makes me want to take this quiz at the mastery level today on EQAT, in order to determine if this has an impact on scores. The use of EQAT and other adaptive quizzing programs can be implemented by other schools of nursing in order to improve student performance. It is recommended that faculty track student use of these adaptive quizzing and compare it with course scores and HESI exams to see if similar trends occur. It is also recommended that these programs be used as one of several overall course performance to both EQAT assignments and HESI examinations, as appropriate for their course.