

# The Silver Lining of Higher Education Exit Exams—Global Perspectives: A Systematic Review

Samson Worku Teshome

JIGDAN College, Ethiopia; [bsamsonworku@gmail.com](mailto:bsamsonworku@gmail.com)

## ARTICLE INFO

### Keywords:

Keyword 1; Advantages  
keyword 2; Disadvantages  
Keyword 3; Exit Exam  
keyword 4; Higher Education  
keyword 5; PRISMA

### Article history:

Received 2025-04-03  
Revised 2025-03-20  
Accepted 2024-10-15

## ABSTRACT

Exit exams in higher education serve as a critical tool to assess students' proficiency and ensure they meet academic and professional standards before graduation. These exams evaluate critical thinking, subject mastery, and alignment with program learning outcomes, while also providing insights into curriculum strengths and weaknesses. This systematic literature review synthesizes the advantages and disadvantages of exit exams by analyzing 24 peer-reviewed studies sourced from databases such as ERIC, Google Scholar, and Wiley. The review follows PRISMA guidelines and employs PICO to structure research questions, ensuring methodological rigor. The significance of this study lies in its comprehensive analysis of exit exams' dual impact, offering valuable insights for policymakers, educators, and institutions. Findings reveal that exit exams enhance quality assurance, standardize assessments, and improve student performance, but they also pose challenges such as increased stress, equity concerns, and potential curriculum narrowing. By highlighting best practices and pitfalls, the review aids in designing balanced assessment strategies that maximize benefits—such as accountability and employability—while mitigating drawbacks like student anxiety and inequity. This contributes to ongoing debates about educational quality and reform, providing evidence-based recommendations for optimizing exit exam implementation in higher education.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



## Corresponding Author:

Samson Worku Teshome  
JIGDAN College; [bsamsonworku@gmail.com](mailto:bsamsonworku@gmail.com)

## 1. INTRODUCTION

Exit exam refers to assessment implemented at the end of a specific program, course, study, or practice. It can act as a “gatekeeping” tool or as a basis for awarding a degree, individual awards, or other title (Tontus, 2020). Exit exams in higher education enhance students' achievement, improve graduates' performance, ensure common standards, boost public trust, and quality assurance through benchmarking potential issues and ongoing assessment

(Ayenew & Yohannes, 2022). Hence, exit exams in higher education are assessments administered to graduating students to evaluate their knowledge and skills acquired during their program. They directly measure learning outcomes and help identify curriculum strengths and weaknesses (Weir, 2010).

Scholars in the area of exit exams provided various purposes for exit exams in higher education. Exit exams are required to graduate from universities and colleges in many countries. The primary purpose of the exit exams is to assess students' educational achievement in the courses in their major area of program study. Aniley (2023) states, that exit exams can be internal or external, administered online or through paper and pencil. The exam is supposed to measure the learning outputs of the program as a whole not the individual courses (Al Ahmad et al., 2014).

The design of exit exams in higher education involved institution-specific exams, lacking external verification, leading to corruption, tutoring, and eventual implementation (Lanahan, 2023). Exit exams in higher education assess cognitive demands like knowledge, comprehension, application, analysis, synthesis, and evaluation. They vary in duration, curriculum breadth, and practical components across countries (Dempster, 2012). Central exit exams in higher education are externally developed, cover specific course content, signal various achievement levels, and assess a significant portion of expected knowledge, enhancing comparability, and accountability (University of Munich, Germany & Woessmann, 2018).

The goal of implementing exit exams is to encourage students to put effort into their learning. Exit exams can be a good quality indicator for academic program reviews and educational institutes' teaching standards. The compulsion of the exit exam will set into place new standards intended to increase the learning of all students. Such exams result in advantages effects on student achievement. The implementation of exit exams is aimed at fostering a culture of diligence and dedication among students (Slomp et al., 2020). Exit exams in higher education are designed to assess program learning outcomes, motivate students, identify weaknesses, and aid in program enhancement through standardized testing (Al Ahmad et al., 2014).

El-Hassan et al. (2021) discuss designs of appropriate assessment tools to measure student achievement of program learning outcomes (PLOs) represent a challenge to higher education. The effectiveness of exit exams depends not only on their design but also on their implementation processes. Moreover, exit exams influence student learning, teaching approaches, program improvement, and institutional outcomes.

A variety of measurement instruments are used in exit exams in higher education depending on the field of studies. Multiple choice questions (Yimer & Bishaw, 2023). Exit exams incorporate a mixture of assessment techniques (Hughes, 2001). This examination consisted of an objective structure clinical examination (OSCE), a multiple choice question (MCQ) paper, and a modified essay question (MEQ) paper. The MEQ paper failed to achieve its primary purpose of assessing higher cognitive skills (Palmer et al., 2010). Higher education exit exams use a variety of instruments, with specific examples used in different fields.

Both theoretical and clinical instruments are used in nursing, indicating the need for thorough assessment (Rosqvist et al., 2022). No such tests [Exit Exams] presently are available in criminal justice (Carol A. & Brown, 1994).

Factors to consider in designing higher education exit exam include student perceptions, alignment with program learning outcomes, question difficulty, student preparation methods, and potential improvements for validity and student engagement (Aniley, 2023), focusing on general basic questions, avoiding complex formulas, ensuring question clarity, and aligning with the program (Al Ahmad et al., 2014), and building assessment competencies, familiarizing students with exam technologies early, and addressing challenges like disabilities and technology access (Ayenew & Yohannes, 2022). Exit exams in higher education should be carefully designed to ensure alignment with learning outcomes, manage dropout rates, and facilitate credit utilization, enhancing learning experiences, and inclusion opportunities.

The authors in the area also provide the areas measured through exit exams in higher education. Exist exams are used to measure the attitude, knowledge, and skill of graduates in terms of engineer competency (Al Ahmad et al., 2014). Exit exams focus on clinical and communication skills. They assess both generic and sub-specialty-specific competencies and incorporate a mixture of assessment techniques (Rosqvist et al., 2022).

This systematic literature review aimed to analyze and synthesize the existing literature on the advantages and disadvantages of exit exams in higher education.

## **2. METHODS**

### **2.1. Study Design and Procedures**

This systematic literature review was conducted on studies on the advantages and disadvantages of exit exams in higher education between May 5, 2024, and September 6, 2024. A systematic literature review is a review of the research literature using systematic and explicit accountable methods (Gough and Thomas, 2012). A more elaborated definition of systematic literature review is provided by Petticrew and Roberts (2006) as follows: “Systematic reviews are literature reviews that adhere closely to a set of scientific methods that explicitly aim to limit systematic error (bias), mainly by attempting to identify, appraise, and synthesize all relevant studies (of whatever design) to answer a particular question (or set of questions).” The review process was guided by the research questions what are the advantages of exit exams in higher education? And, what are the disadvantages of higher education exit exams? The systematic literature review contained 24 papers that were gathered from different databases—ERIC, Google Scholar, Sematic Scholar, and Wiley.

The author checked the Prospero database (<http://www.library.ucsf.edu/>) to determine if there are any published or ongoing projects related to the topic—The Advantages of Higher Education Exit Exams in Disadvantages—in order to avoid any duplication. The finding showed that there are no ongoing or published articles in the area of this topic.

The paper was prepared in the following steps: planning, protocol, extraction, analysis, and reporting stages. This systematic review followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) criteria. The researcher used Zotero for reference management, and a check was made as to the correctness of the referencing by Zotero.

## **2.2. Inclusion and Exclusion Criteria**

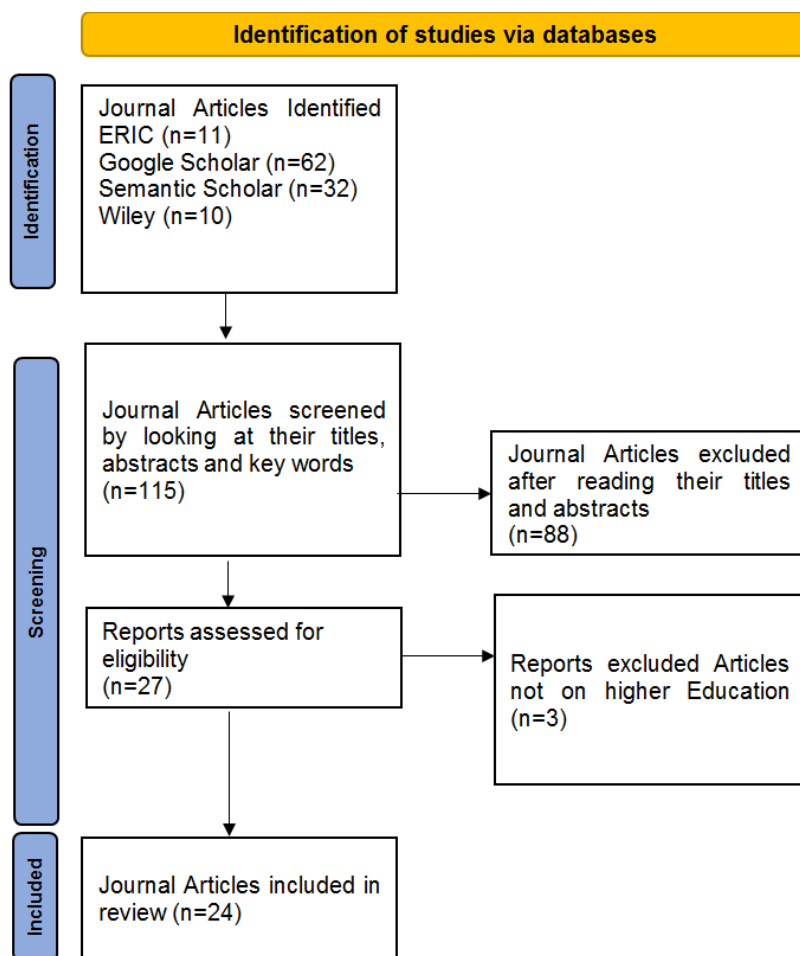
This systematic literature review focused on the advantages and disadvantages of exit exams in higher education. The paper is excluded if it is written in a language other than English, a paper published in a conference, a paper published as a book chapter, a paper published in predator journals, or a gray paper. In addition, studies focusing on high school exit exams and studies lacking empirical evidence are excluded.

## **2.3. Quality Assessment**

The following factors were considered as eligibility criteria in selecting the papers: Are the research goals clearly stated, are the papers peer-reviewed, are the papers full-text, and are the contents accessible?

## **2.4. Search Strategy and Source of Information**

Search terms were formulated and applied to the online databases. Key terms were developed using various Boolean operators, such as "AND" and "OR." The following search terms were used: "Advantages of Exit Exams". OR "Disadvantages of Exit Exams", AND "Higher Education", OR "Universities", OR "Colleges", OR "Tertiary Education".



**Figure 1. Search Strategy.**

### 3. FINDINGS AND DISCUSSION

This section presents a comprehensive synthesis of findings from the systematic literature review, organized to address the two primary research questions regarding the advantages and disadvantages of exit exams in higher education. The results are structured thematically to provide clear insights into how exit exams impact various stakeholders, including students, faculty, institutions, and the broader education system.

#### 3.1. Advantages of Exit Exams in Higher Education

The review identified multiple significant advantages of exit exams, which are categorized below to thoroughly address the first research question: What are the advantages of exit exams in higher education?

##### 3.1.1. Quality Assurance and Standardization

**Alignment with Professional Standards:** Exit exams ensure graduates meet industry-specific competencies, particularly in fields like engineering and medicine (Aniley, 2023; Al Ahmad et al., 2014). For example, engineering programs use exit exams to verify mastery of technical skills required for licensure.

**Uniform Assessment Metrics:** By providing a common evaluation framework, exit exams reduce variability in grading across institutions, ensuring consistency in degree standards (Ayenew & Yohannes, 2022). This is especially critical in regions with diverse educational systems, such as the UAE, where exit exams standardize outcomes across universities.

### 3.1.2. Enhancement of Student Learning and Performance

**Motivation for Academic Rigor:** The anticipation of a comprehensive exit exam encourages students to engage more deeply with their coursework throughout their program (Slomp et al., 2020). Studies noted that students in programs with exit exams demonstrated higher retention of foundational knowledge.

**Measurable Improvement in Scores:** Empirical evidence from Thailand showed that targeted interventions linked to exit exams (e.g., supplemental instruction) raised average scores from 47% to 78% (Athiworakun & Adunyarittigun, 2022).

### 3.1.3. Accountability and Continuous Improvement

**Institutional Accountability:** Exit exams hold faculty and programs accountable for student outcomes, as results are often tied to accreditation and funding (Teshome, 2024). For instance, some universities use exam performance to evaluate instructor effectiveness, influencing promotions.

**Curriculum Feedback Loop:** Disaggregated exam data highlight strengths and weaknesses in curricula, enabling targeted revisions. A study in civil engineering revealed that exit exam results led to updated course content to address recurring knowledge gaps (El-Hassan et al., 2021).

### 3.1.4. Labor Market and Further Education Preparedness

**Certification of Competency:** Exit exams signal readiness for employment or advanced study. In India, pharmacy exit exams are becoming a benchmark for hiring (Siddiqui et al., 2020).

**Alignment with Employer Needs:** Programs that collaborate with industries to design exit exams (e.g., nursing OSCEs) report higher graduate employability (Rosqvist et al., 2022).

### 3.1.5. Systemic and Institutional Benefits

**Accreditation and Benchmarking:** Exit exams provide data for program reviews and cross-institutional comparisons, enhancing transparency (University of Munich & Woessmann, 2018).

**Public Trust:** Standardized exit exams bolster confidence in higher education credentials among employers and policymakers (Dempster, 2012).

### 3.2. Disadvantages of Exit Exams in Higher Education

The second research question—What are the disadvantages of higher education exit exams?—uncovered several critical challenges, analyzed in detail below.

#### 3.2.1. Psychological and Equity Concerns

**Student Stress and Anxiety:** High-stakes exams trigger severe stress, with studies documenting cases of burnout and diminished mental health (French, 2023). For example, medical students facing exit exams reported heightened anxiety affecting clinical performance (Dehury, 2017).

**Exacerbation of Inequities:** Students from under-resourced backgrounds or with disabilities face disproportionate barriers. Warren & Grodsky (2009) found that exit exams in the U.S. reduced graduation rates among minority students by 5–8%.

#### 3.2.2. Pedagogical Limitations

**Teaching to the Test:** Faculty may narrow curricula to focus on exam content, sidelining critical thinking or creativity (Bracey, 2009). In Germany, exit exams led to reduced classroom discussions in favor of rote memorization (Ackeren et al., 2012).

**Limited Assessment Scope:** Exams often prioritize theoretical knowledge over practical skills. Modified essay questions (MEQs) in medical exams failed to assess higher-order thinking (Palmer et al., 2010).

#### 3.2.3. Administrative and Logistical Challenges

**Resource Intensity:** Developing, administering, and grading exit exams demands significant funding and infrastructure (Rosqvist et al., 2022). Smaller institutions struggle with costs, risking inequitable implementation.

**Technology and Accessibility Barriers:** Online exit exams disadvantage students with limited digital access (Aristeidou et al., 2024).

#### 3.2.4. Negative Systemic Outcomes

**Graduation Rate Declines:** Rigorous exit exams correlate with lower graduation rates, particularly in STEM fields (Baker, 2019).

**Faculty and Student Resistance:** Perceived irrelevance of exam content fuels opposition. In Georgia, exit exam policies led to protests over corruption in grading (Lanahan, 2023).

### 3.3. Synthesis of Findings

The results reveal a dualistic impact of exit exams:

1. Advantages center on quality assurance, accountability, and labor-market alignment, supported by empirical evidence of improved scores and standardized outcomes.

Disadvantages highlight systemic inequities, pedagogical trade-offs, and logistical hurdles, underscoring the need for balanced implementation

The findings presented in the results section reveal a multifaceted perspective on the role of exit exams in higher education, highlighting both their potential benefits and significant challenges. This discussion aims to contextualize these findings, offering deeper insights into how exit exams can be effectively integrated into educational systems while addressing their limitations.

#### **4.1 Advantages of Exit Exams: Enhancing Educational Standards**

Exit exams serve as a critical mechanism for ensuring that graduates meet necessary professional and academic standards. The alignment with industry-specific competencies, particularly in fields like engineering and medicine, underscores their role in maintaining educational rigor (Aniley, 2023; Al Ahmad et al., 2014). By providing a uniform framework for assessment, these exams reduce variability across institutions, thereby standardizing degree outcomes (Ayenew & Yohannes, 2022). This is especially crucial in regions with diverse educational systems, such as the UAE, where consistency is paramount.

Moreover, the motivational aspect of exit exams cannot be overstated. Anticipation of comprehensive assessments encourages students to engage more deeply with their coursework, leading to improved retention of foundational knowledge (Slomp et al., 2020). Empirical evidence from Thailand demonstrates that targeted interventions linked to exit exams have significantly raised average scores (Athiworakun & Adunyarittigun, 2022).

Exit exams also play a pivotal role in institutional accountability and continuous improvement. By tying exam performance to accreditation and funding, they hold faculty and programs accountable for student outcomes (Teshome, 2024). Disaggregated data from these exams provide valuable feedback for curriculum revisions, ensuring alignment with industry needs (El-Hassan et al., 2021).

Additionally, exit exams enhance labor market preparedness by certifying graduate competency and signaling readiness for employment or advanced study (Siddiqui et al., 2020). Programs that collaborate with industries to design these exams, such as nursing OSCEs, report higher graduate employability (Rosqvist et al., 2022). This not only boosts public trust in higher education credentials but also enhances transparency and comparability across institutions (University of Munich & Woessmann, 2018).

#### **4.2 Disadvantages of Exit Exams: Addressing Systemic Challenges**

Despite their advantages, exit exams present several significant challenges. High-stakes exams often trigger severe stress and anxiety among students, with

documented cases of burnout and diminished mental health, particularly among medical students (French, 2023; Dehury, 2017). Furthermore, students from under-resourced backgrounds or with disabilities face disproportionate barriers, exacerbating existing inequities (Warren & Grodsky, 2009).

Pedagogically, exit exams can lead to curriculum narrowing, where faculty focus instruction on exam content at the expense of critical thinking and creativity (Bracey, 2009). In Germany, for instance, exit exams led to reduced classroom discussions in favor of rote memorization (Ackeren et al., 2012). Additionally, exams often prioritize theoretical knowledge over practical skills, as seen in the failure of modified essay questions (MEQs) to assess higher-order thinking in medical exams (Palmer et al., 2010).

Administratively, exit exams pose resource and logistical challenges, particularly for smaller institutions. Developing, administering, and grading these exams require significant funding and infrastructure (Rosqvist et al., 2022). Online exams further disadvantage students with limited digital access, highlighting the need for adaptive technologies (Aristeidou et al., 2024).

Systemically, rigorous exit exams correlate with lower graduation rates, particularly in STEM fields (Baker, 2019). Faculty and student resistance to perceived irrelevant exam content has also been documented, with protests reported in Georgia over corruption in grading (Lanahan, 2023). These challenges underscore the importance of balancing rigor with inclusivity and fairness.

#### **4.3 Synthesis of Findings: Toward Balanced Implementation**

The dualistic impact of exit exams—offering significant benefits while posing notable challenges—highlights the need for a balanced approach to their implementation. On one hand, exit exams enhance quality assurance, accountability, and labor-market alignment, supported by empirical evidence of improved scores and standardized outcomes. On the other hand, they expose systemic inequities, pedagogical trade-offs, and logistical hurdles that demand careful consideration.

To maximize the benefits of exit exams while minimizing their drawbacks, policymakers and institutions must adopt a holistic assessment framework. This includes integrating practical evaluations, portfolios, and peer reviews to complement high-stakes testing (Gough et al., 2012). Robust support systems, such as mental health resources and accommodations for marginalized students, are essential to address stress and inequity (Ayenew & Yohannes, 2022). Collaborative efforts with faculty, industry partners, and accrediting bodies can ensure that exit exams reflect real-world demands and diverse learning contexts (Rosqvist et al., 2022).

Continuous evaluation of exit exam policies is crucial to identify unintended consequences, such as curriculum narrowing or disparities in pass rates, and adapt strategies accordingly (Slomp et al., 2020). Future research should explore

the long-term effects of exit exams on graduates' career trajectories, comparative analyses of different assessment models, and the role of adaptive technologies in making exams more personalized and less stressful (French, 2023).

In summary, exit exams hold promise for elevating educational standards but require thoughtful implementation to balance their benefits and challenges. By fostering inclusivity, prioritizing continuous improvement, and leveraging evidence-based policies, higher education institutions can harness exit exams to cultivate a culture of excellence and equity

#### **4. CONCLUSION**

Exit exams in higher education serve as a pivotal tool for assessing student proficiency, ensuring accountability, and aligning academic standards with industry requirements. While they offer significant benefits—such as enhancing quality assurance, motivating students, and providing valuable feedback for curriculum improvement—their implementation must be carefully managed to mitigate potential drawbacks, including student stress, equity concerns, and the risk of narrowing educational focus.

Implications for Policy and Practice:

1. **Holistic Assessment Frameworks:** Policymakers and institutions should design exit exams as part of a broader, multi-faceted assessment system that includes practical evaluations, portfolios, and peer reviews. This approach ensures a comprehensive measure of student competencies while reducing over-reliance on high-stakes testing.
2. **Support Systems:** To address stress and inequity, institutions must provide robust support mechanisms, such as mental health resources, exam preparation programs, and accommodations for students with disabilities or from under-resourced backgrounds.
3. **Faculty and Stakeholder Engagement:** Collaborative efforts with faculty, industry partners, and accrediting bodies can enhance the relevance and fairness of exit exams, ensuring they reflect real-world demands and diverse learning contexts.
4. **Continuous Evaluation:** Regular reviews of exit exam policies are essential to identify unintended consequences, such as curriculum narrowing or disparities in pass rates, and to adapt strategies accordingly.

Future Research Areas:

1. **Long-Term Impact:** Studies should explore the long-term effects of exit exams on graduates' career trajectories, employability, and lifelong learning habits.
2. **Comparative Analyses:** Research comparing different assessment models (e.g., exit exams vs. competency-based evaluations) across disciplines and countries could identify best practices for balancing rigor and inclusivity.

3. Equity and Accessibility: Further investigation is needed into how exit exams disproportionately affect marginalized student populations and how adaptive technologies or alternative assessments might mitigate these disparities.
4. Technological Integration: With the rise of digital learning, future research could examine the role of AI and adaptive testing in making exit exams more personalized and less stressful.

In summary, exit exams hold promise for elevating educational standards but require thoughtful implementation to maximize their benefits while minimizing harm. By integrating evidence-based policies, fostering inclusivity, and prioritizing continuous improvement, higher education institutions can leverage exit exams to cultivate a culture of excellence and equity. Future research should focus on refining these assessments to meet the evolving needs of students, educators, and the workforce.

## 5. Conclusion and Implications

## REFERENCES

- Ackeren, I. van, Block, R., Klein, E. D., & Kühn, S. M. (2012). The impact of statewide exit exams: A descriptive case study of three German states with differing low-stakes exam regimes. *Education Policy Analysis Archives*, 20(8). <https://doi.org/10.14507/epaa.v20n8.2012>
- Al Ahmad, M., Al Marzouqi, A. H., & Hussien, M. (2014). Exit exam as academic performance indicator. *Turkish Online Journal of Educational Technology*, 13(3), 58–67. <https://doi.org/10.1109/ICeLeTE.2013.6644378>
- Aniley, A. A. (2023). Comprehensive review on exit examination strategies and its role for enhancement of quality assurance and employability opportunity in engineering and technology programs. *IETE Journal of Education*, 64(1), 41–46. <https://doi.org/10.1080/09747338.2022.2118874>
- Aristeidou, M., Cross, S., Rossade, K.-D., Wood, C., Rees, T., & Paci, P. (2024). Online exams in higher education: Exploring distance learning students' acceptance and satisfaction. *Journal of Computer Assisted Learning*, 40(1), 342–359. <https://doi.org/10.1111/jcal.12888>
- Athiworakun, C., & Adunyarittigun, D. (2022). Investigating washback effects on teaching: A case study of an exit examination at the higher education level. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 777–800. <http://so04.tci-thaijo.org>
- Ayenew, E., & Yohannes, A. G. (2022). Assessing higher education exit exam in Ethiopia: Practices, challenges and prospects. *Science Journal of Education*, 10(2), 79–86. <https://doi.org/10.11648/j.sjedu.20221002.15>
- Baker, D. (2019). Pathways to racial equality in higher education: Modeling the antecedents of state affirmative action bans. *American Research Journal*, 56(5), 1861–1895. <https://www.wiley.org/stable/45200627>
- Benner, A. D. (2023). Exit examinations, peer academic climate, and adolescents' developmental outcomes. *Journal of School Psychology*, 51(1), 67–80. <https://doi.org/10.1016/j.jsp.2012.09.001>

- Bishop, J. (1999). Are national exit examinations important for educational efficiency? *Swedish Economic Policy Review*, 6, 349–398. <https://hdl.handle.net/1813/75286>
- Bracey, G. (2009). Mandatory exit exams discourage graduation: Research does not support political claims that exit exams improve graduation results. *Phi Delta Kappan*, 91(3), 88–95.
- Carol, A. V., & Brown, M. F. (1994). The development of an exit examination in criminal justice for graduating seniors: A case study. *Journal of Criminal Justice Education*, 5(1), 49–57. <https://doi.org/10.1080/10511259400083081>
- Christina, J. J., & Moorthy, D. (2021). Multiple entry and exit options in degree courses. *NEP* 2020, 135–141. <https://www.semanticscholar.org/paper/373069856>
- Dehury, R. (2017). “Exit exams” for medical graduates: A guarantee of quality? *Indian Journal of Medical Ethics*, 2(3), 190–193. <https://doi.org/10.20529/IJME.2017.037>
- Dempster, E. (2012). Comparison of exit-level examinations in four African countries. *Journal of Social Sciences*, 33, 55–70. <https://doi.org/10.1080/09718923.2012.11893086>
- El-Hassan, H., Hamouda, M., Maaddawy, T. E., & Maraqa, M. (2021). Student perception of curriculum-based exit exam in civil engineering education. *2021 IEEE Global Engineering Education Conference (EDUCON)*, 214–218. <https://doi.org/10.1109/EDUCON46332.2021.9454016>
- Fanjoy, R. (2005). Exit exams for college flight programs: Redundant activity or certification of competency? *The Collegiate Aviation Review International*, 23(1), 24–31. <https://doi.org/10.22488/okstate.18.100333>
- French, S. (2023). A review of the benefits and drawbacks of high-stakes final examinations in higher education. *The International Journal of Higher Education*, 88, 893–918. <https://doi.org/10.1007/s10734-023-01148-z>
- Gough, D., Oliver, S., & Thomas, J. (2012). *An introduction to systematic reviews*. Sage.
- Houchensen, D. (2023). “Stakes is high”: Culturally relevant practitioner inquiry with African American students struggling to pass secondary reading exit exams. *Urban Education*, 48(1), 92–115. <https://doi.org/10.1177/0042085912456845>
- Hughes, F. (2001). The Achilles heel of university-industry partnerships. *2001 Annual Conference Proceedings*, 6.980.1–6.980.5. <https://doi.org/10.18260/1-2--8883>
- Khan, H., Sebu, Gaur, P., Kumar, A., & Rahman, M. ur. (2023). Pharmacy exit exam for the upliftment of profession of pharmacy practice in India: A review. *International Journal of Pharma Professional’s Research*, 14(4), 107–112. <http://dx.doi.org/10.48165/ijppronline.2023.14408>
- Lanahan, B. (2023). Corruption, tutoring, and higher education entrance exams. In *Higher education in post-Rose Revolution Georgia* (pp. 107–115). Springer. [https://doi.org/10.1007/978-3-031-45194-2\\_8](https://doi.org/10.1007/978-3-031-45194-2_8)
- Leigh, S. R. (2012). The classroom is alive with the sound of thinking: The power of the exit slip. *The International Journal of Teaching and Learning in Higher Education*, 24(2), 189–196. <http://www.isetl.org/ijtlhe/>

- Merki, K. M. (2011). Effects of the implementation of state-wide exit exams on students' self-regulated learning. *Studies in Educational Evaluation*, 37(4), 196–205. <https://doi.org/10.1016/j.stueduc.2011.12.001>
- Palmer, E. J., Duggan, P., Devitt, P. G., & Russell, R. (2010). The modified essay question: Its exit from the exit examination? *Medical Teacher*, 32(7), e300–e307. <https://doi.org/10.3109/0142159X.2010.488705>
- Petticrew, M., & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Blackwell Publishing.
- Ploplunink, M. (2013). Central school exit exams and labor-market outcomes. *European Journal of Political Economy*, 31, 93–108. <https://doi.org/10.1016/j.ejpoleco.2013.04.005>
- Rosqvist, K., Koivisto, J. M., Vierula, J., & Haavisto, E. (2022). Instruments used in graduating nursing students' exit exams: An integrative review. *Contemporary Nurse*, 58(5–6), 393–413. <https://doi.org/10.1080/10376178.2022.2085593>
- Siddiqui, A. W., Singh, D., Samanta, R., Das, A. M., & Chhetri, P. (2023). Evaluating the role of pharmacy exit exams in advancing pharmacy practice in India: A comprehensive review. *Latin American Journal of Pharmacy*, 42(10), 1–11.
- Slomp, D., Marynowski, R., & Ratcliffe, B. (2020). Consequences and outcomes of policies governing medium-stakes large-scale exit exams. *Educational Assessment, Evaluation and Accountability*, 32, 431–461. <https://doi.org/10.1007/s11092-020-09334-8>
- Teshome, S. W. (2024). Exit exams in higher education: A systematic literature review. *Science Journal of Education*, 12(4), 71–76. <https://doi.org/10.11648/j.sjedu.20241204.14>
- Tontus, H. O. (2020). Concept of assessment. In *Glossary of assessment & evaluation in higher education* (pp. 11–17). Livre de Lyon.
- University of Munich, Germany, & Woessmann, L. (2018). Central exit exams improve student outcomes. *IZA World of Labor*, 1–10. <https://doi.org/10.15185/izawol.419>
- Warren, J. R., & Grodsky, E. (2009). Exit exams harm students who fail them—and don't benefit students who pass them. *Phi Delta Kappan*, 90(9), 645–649. <https://doi.org/10.1177/003172170909000908>
- Weir, T. (2010). Pretest/posttest assessment: The use of an entry/exit exam as an assessment tool for accredited and non-accredited journalism and mass communication programs. *Journalism & Mass Communication Educator*, 65(2), 123–141. <https://doi.org/10.1177/107769581006500203>
- Yimer, A. M., & Bishaw, K. K. (2023). A review on implementation challenges and measures of exit exam to enhance and assure the quality of engineering education at Ethiopia HEIs. *Higher Education Research*, 8 (6), Article 6. <https://doi.org/10.11648/j.her.20230806.13>