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A Quantitative Study of Examinees' Perceptions of the Design and Development of Higher Education Exit Exams: The Case of JIGDAN College

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Abstract

This research explores how students perceive the design of exit exam in Ethiopia at JIGDAN College, focusing on the Accounting and Finance and Management departments. Adopting a quantitative case study method, the study assesses the effectiveness, fairness, and overall quality of higher education exit exam design. Data were gathered through structured questionnaires completed by 127 students that took exit exam in 2023 and 2024, yielding critical insights into their experiences. Census was used since the number of students was small. The findings reveal that while students appreciate the clarity of guidelines and the relevance of exam content to their coursework, concerns emerge regarding the representation of diverse backgrounds and the integration of ethical issues. The results indicate a significant need for improved stakeholder involvement to better align assessments with industry standards. Additionally, students expressed a desire for exit exam that incorporate practical applications and ethical dilemmas, highlighting the importance of preparing them for real-world challenges. Recommendations for enhancing exit exam design include increasing clarity and accessibility of guidelines, promoting inclusivity through diverse input,

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strengthening collaboration with industry stakeholders, and integrating ethical considerations into assessments. By addressing these areas, the Ministry of Education can improve the effectiveness and fairness of its exit exams, ultimately better preparing students for successful careers. This research contributes to the ongoing discourse on exit exam and underscores the necessity of aligning academic evaluations with the evolving demands of the professional landscape. Future studies should explore the implementation of these recommendations and their impact on students' outcomes and perceptions, fostering a continuous improvement approach to exit exam design.

Keywords: Competencies, Exit Exam, Higher Education, Industry Standards, Practical Applications, Students' Perceptions

INTRODUCTION

Exit exams are a vital part of academic assessment in higher education, aiming to evaluate students' competencies and readiness for professional practice before graduation. These assessments serve as standards for measuring the knowledge, skills, and attitudes that students have acquired throughout their academic programs. The justification for implementing exit exams often rests on their potential to enhance educational quality and ensure that graduates meet the evolving standards of their respective industries. However, the design and administration of these assessments can vary widely, leading to differing perceptions among students regarding their overall effectiveness and fairness.

Understanding students' perspectives on exit exam design is crucial for identifying areas that require improvement. Research has indicated that various factors affect these perceptions, including the clarity of exam guidelines, the alignment of exam content with the curriculum, and the perceived relevance of assessments to real-world applications. Students often express concerns about the degree to which exit exams reflect their educational experiences, suggesting that some assessments do not adequately capture the knowledge and skills they have developed during their studies. This misalignment can lead to anxiety and feelings of inadequacy, particularly when students perceive the exams as overly challenging or disconnected from their coursework.

Moreover, the clarity of instructions and the accessibility of exam guidelines play a pivotal role in shaping students perceptions. Studies suggest that when students receive clear, comprehensive guidelines, their confidence and preparedness increase. Conversely,

ambiguous instructions can result in confusion and heightened anxiety, adversely affecting performance. Additionally, aligning exam content with industry standards is critical, as exit exams should incorporate practical applications to better prepare students for their future careers. By integrating feedback from both students and industry stakeholders, educational institutions can enhance the effectiveness and fairness of exit exams, contributing to a more equitable assessment environment that meets the diverse needs of all learners.

In light of these factors, this research aims to explore the perspectives of students at JIGDAN College regarding exit exam design, focusing specifically on the Accounting and Finance and Management departments. To this end, this research seeks to answer the following questions:

1. How do students evaluate the availability of higher education exit exam guidelines?
2. Is the exit exam aligned with the curriculum, blueprint, and academic experiences and how do students perceive the difficulty level of exit exams in comparison to their coursework?
3. What is the perceived inclusivity of exit exam designs in accommodating students with diverse needs and backgrounds?
4. How effective are the practical components of the exit exams in preparing students for professional environments and what role does ethical competency assessment play in the current exit exam framework?
5. How does stakeholder feedback influence the ongoing development and revision of exit exams?

Overview of Exit Exams in Higher Education

Exit exam in higher education serves as a comprehensive assessment tool that evaluates students learning and achievement of program learning outcomes (PLOs), providing direct evidence of students performance and aligning with accreditation standards and educational objectives (El-Hassan et al., 2021). Exit exams play an essential role in assessing the competencies of students in higher education, serving as a final evaluation of their readiness for professional practice upon graduation. These assessments are intended to measure the knowledge, skills, and attitudes acquired during academic programs. The justification for implementing these exams often centers on their capacity to improve educational quality and ensure graduates meet the dynamic requirements of their respective fields (Teshome, 2024; Al Ahmad et al., 2014). Exit exam in higher education

assesses students' achievement of learning outcomes through multiple-choice items. It aims to validate students' knowledge and skills acquired during their program, ensuring they meet the necessary competencies before graduation (Abulibdeh et al., 2020).

Students' Perspectives on Exit Exam Design

Various factors shape students perceptions of exit exam design, including the clarity of exam guidelines, alignment with course content, and the relevance of assessments to real-world situations. Research indicates that when exit exams align closely with students' educational experiences, they report feeling more confident and prepared (Ayenew & Yohannes, 2022); (Aniley, 2023). On the contrary, misalignment may lead to increased anxiety and feelings of inadequacy, especially when students find the exams overly challenging or disconnected from their studies (Athiworakun & Adunyarittigun, 2022; Abulibdeh et al., 2020).

Importance of Clarity and Accessibility

Clear and accessible exam instructions are crucial for fostering a positive assessment experience. Studies show that well-structured guidelines enhance students confidence and preparedness (Hughes, 2001); Palmer et al., 2010). Conversely, unclear instructions can result in confusion and anxiety, negatively impacting performance. Furthermore, inclusivity in exam design is essential, as assessments often fail to consider the diverse backgrounds of students, which can result in inequitable performance outcomes (Rosqvist et al., 2022) (Siddiqui et al., 2023).

Alignment with Industry Standards

The degree to which exit exam content aligns with industry standards is another critical aspect of exam design. Research demonstrates that integrating practical applications and ethical considerations into exit exams can better prepare students for their future careers (Khan et al., 2023; Stevenson & Lee, 1997). Exit exams should reflect the competencies and skills required by industries. For instance, the writing competencies assessed in the UTM-TECS were revised based on feedback from workplace professionals to ensure alignment with industry expectations (Attan, 2018). To align exit exams with industry standards, integrate demo exams based on World Skills standards, ensuring they simulate real working conditions. This approach enhances the assessment of professional competence and bridges the gap between education and labor market requirements (Kubrushku, 2023). Students desire assessments that measure not only theoretical

knowledge but also their ability to apply this knowledge in practical contexts (Khan et al., 2023).

Diversity and Inclusivity in Assessment

It's vital to consider the diverse backgrounds of students when designing exit exams. Research shows that these assessments often overlook the varied experiences of all students, leading to inequities in outcomes (Schlemer & Waldorf, 2010; Carol A. & Brown, 1994). Adopting inclusive assessment practices is essential for recognizing and accommodating the diverse needs of the students population. Inclusive practices not only enhance equity but also improve overall students engagement and success (Teshome, 2024; Ayenew & Yohannes, 2022). Training programs for educators on inclusive practices are crucial. Research indicates that tailored training can equip educators to better support diverse students needs, thereby enhancing the overall educational experience (Danau, 2023). In conclusion, the literature highlights the significance of clarity, alignment with industry standards, and inclusivity in exit exam design. As higher education institutions refine their exit exam processes, integrating students feedback and addressing identified issues will be crucial for enhancing the effectiveness and fairness of these assessments.

METHODOLOGY

Description of the Research Area

JIGDAN College is a privately established higher education institution, founded by Ewnetu Amera in 2015. Initially offering distance learning programs, it later evolved into a Private Limited Company by incorporating additional investors. The college operates across three campuses: the main campus in Addis Ababa (Lebu) and Bahirdar and Enjibara. Additionally, it has branches providing distance education throughout various regions of Ethiopia.

The college's main campus is situated in Nifas Silk Lafto, sub-city, Woreda 12, in the Lebu area. It occupies a rented facility that is equipped with necessary teaching and learning resources, including classrooms, a library, laboratories, and computer access, as well as textbooks and other educational materials. However, the building's design does not adequately accommodate students with disabilities.

At its inception, JIGDAN College offered programs in Accounting and Finance, Management, Educational Planning and Management, and Rural Development and Agricultural Extension at the undergraduate level. The institution is actively involved in

various academic activities, including teaching, research, and community outreach. Currently the college is accredited to provide both undergraduate and graduate programs, with options in Accounting and Finance and Management at the Bachelor level, as well as a Master of Business Administration (MBA).

Moreover, JIGDAN College also offers Technical Vocational Education and Training (TVET) from levels I to IV and provides general education for grades 5-12. The college is dedicated to expanding its academic offerings to meet national standards and produce skilled graduates across diverse fields. This expansion follows comprehensive assessments, content design, and through reviews by both internal and external experts.

Research Paradigm

The philosophy of this research is positivism. It is a research paradigm that emphasizes the use of empirical methods to understand the world and generate knowledge. It assumes that reality is objective and can be measured by using quantitative methods. Positivists believe that scientific inquiry should be based on observable facts and aim to produce generalizable results. In this paradigm, the role of the researcher is to remain neutral and detached from the research subject, ensuring the validity and reliability of the findings (Alfred, 2024).

Research Design and Sampling

A quantitative research approach was employed to gather data on students' perspectives on exit exam design. In this research, a census sampling method was employed to gather comprehensive data regarding students' perspectives on exit exam design at JIGDAN College {Citation}. A census involves collecting data from every member of the target population, which, in this case, comprised all students enrolled in the Accounting and Finance and Management departments.

Data Gathering Instruments

Data was collected through a structured questionnaire administered to students in the Accounting and Finance and Management departments who took the exit exam in 2023 and 2024. The survey consisted of 23 items, each rated on a scale from 1 to 5, where 1 indicates strong disagreement and 5 indicates strong agreement regarding the effectiveness of the exit exam design. The survey instrument was evaluated for reliability using Cronbach's alpha, which yielded a strong value of 0.85. This high score demonstrates the internal consistency of the survey items and reinforces the credibility of the findings.

Procedures of Data Collection

The respondents were gathered in a classroom and then they were given explanation about the purpose of the research and requested to be honest in responding to the questions. The students were also told that there is no right or wrong answer to the questions asked in the questionnaire since the questions relate to the opinions of students. Then the questionnaire was distributed. The respondents completed and returned the filled questionnaire within 35 minutes.

Data Analysis

Quantitative data from the survey was analyzed using descriptive statistics to summarize students' perceptions regarding each variable. Means and standard deviations were calculated to understand the overall trends in students responses. SPSS version 26 was used to analyze the quantitative data collected through the structured questionnaire.

Ethical Consideration

To abide by the ethical principles of the research undertaking, the researcher got informed consent and the respondents agreed to participate. Second, was confidentiality because respondents are sharing information. Moreover, honesty and truthfulness in presenting the data were considered.

RESULTS

Demographic Data Analysis

Table 1, presents the demographic data of the research participants. The survey encompassed responses from 127 students, with a majority from the Accounting and Finance department (64.7%, or 73 students) compared to 54 students (35.3%) in Management. Gender distribution revealed a pronounced disparity, with males representing 71.7% (91 students) and females only 28.3% (36 students). This gender imbalance raises the question of whether systemic factors influence program enrollment, potentially limiting access or interest for female students. Furthermore, the higher proportion of Accounting and Finance participants could suggest a stronger perception of this field's practical relevance or career opportunities.

Table 1: Demographic Distribution of Respondents

Department	Frequency	Percent	Sex	Frequency	Percent
Accounting and Finance	73	64.7	Male	91	71.7
Management	54	35.3	Female	36	28.3
Total	**127**	**100.0**		**127**	**100.1**

Students' Perceptions on Exit Exam Design Analysis

Table 2, presents the descriptive statistics analysis of the exit exam design items. The data gathered through the questionnaire was analyzed using descriptive statistics to summarize students' perceptions regarding the design of exit exams.

Table 2: Descriptive Statistics of Perceptions of Students on Exit Exam Design

S. No.	Items	Minimum	Maximum	Mean	Standard Deviation
1	Availability of guidelines	1	5	4.1	0.82
2	Alignment with the blueprint	1	5	3.5	1.05
3	Clarity of instructions	1	5	3.8	0.85
4	Formats of exit exams	1	5	3.6	0.91
5	Alignment of exit exam contents with the curriculum	1	5	4.0	0.95
6	Coverage of key areas	1	5	3.7	1.04
7	Test both knowledge and practice	1	5	3.9	0.89
8	Difficulty level of exit exams	1	5	3.4	1.03
9	Alignment of exit exams with the world of work	1	5	3.6	0.98
10	Time allowed for exit exams	1	5	3.8	0.77
11	Coverage of the selected courses	1	5	3.5	0.90
12	Consideration of background of all students	1	5	3.4	1.02
13	Inclusion of different types of questions	1	5	4.0	0.94
14	Adequacy of multiple choice questions	1	5	3.5	0.88
15	Inclusion of important concepts in the field	1	5	4.2	0.76
16	Clarity of exit exam questions	1	5	3.9	0.81
17	Correctness of exit exam questions	1	5	4.0	0.79
18	Alignment of exit exam questions with the field	1	5	3.8	0.85
19	Inclusion of inputs from stakeholders	1	5	3.6	0.92
20	Review of exit exams based on stakeholder feedback	1	5	3.7	0.90
21	Inclusion of practical questions in exit exams	1	5	4.1	0.83
22	Coverage of fundamental knowledge of the field	1	5	3.5	0.88
23	Inclusion of questions that measure ethical performance	1	5	3.6	0.86

Here follows the detailed analysis and interpretation of the students' perspectives on higher education exit exam design.

1. Availability of Guidelines (Mean: 4.1, SD: 0.82): The high mean indicates that students feel well-informed about the exam guidelines. This accessibility is crucial for reducing anxiety and increasing confidence. However, the standard deviation suggests some variability in experiences, indicating that a few students may still find the guidelines unclear.
2. Alignment with the Blueprint (Mean: 3.5, SD: 1.05): The moderate score reflects mixed feelings about how closely the exams adhere to the intended blueprint. While some students recognize alignment, others perceive inconsistencies. This suggests a need for clearer communication regarding the exam objectives and expectations.
3. Clarity of Instructions (Mean: 3.8, SD: 0.85): Generally, students find the instructions to be clear, which is essential for minimizing confusion during the exam. However, the slightly lower mean compared to guideline availability indicates that there may still be areas for refinement to ensure all students clearly understand the instructions.
4. Formats of Exit Exams (Mean: 3.6, SD: 0.91): This score suggests that students appreciate the variety of question formats. A diverse range of formats can engage different learning styles, but the standard deviation indicates some inconsistency in how students perceive the effectiveness of these formats.
5. Alignment of Exam Content with the Curriculum (Mean: 4.0, SD: 0.95): A strong mean score reflects that students feel the exam content is well-aligned with their coursework. This alignment likely reinforces the relevance of their studies and enhances their confidence in taking the exams.
6. Coverage of Key Areas (Mean: 3.7, SD: 1.04): Students express a generally positive view regarding the coverage of essential topics. However, the standard deviation suggests that some areas may not be adequately represented, indicating a need for a more comprehensive review of the exam content.
7. Testing Both Knowledge and Practice (Mean: 3.9, SD: 0.89): Students appreciate that the exams assess both theoretical knowledge and practical application. This balance is critical for preparing them for real-world scenarios, suggesting that the exam design effectively incorporates practical elements.
8. Difficulty Level of Exit Exams (Mean: 3.4, SD: 1.03): The average score reveals a division in students opinions regarding the difficulty of the exams. While some find

them appropriately challenging, others may feel overwhelmed. This inconsistency points to a need for standardizing difficulty levels to ensure fair assessment experiences.

9. Alignment of Exit Exams with the World of Work (Mean: 3.6, SD: 0.98): Students perceive a moderate connection between the exit exams and industry expectations. This score highlights an opportunity for educational institutions to strengthen ties with industry partners to ensure that exams reflect the competencies required in the workforce.
10. Time Allowed for Exit Exams (Mean: 3.8, SD: 0.77): The score indicates that most students find the time allotted for exams sufficient. This perception helps reduce stress, allowing students to focus on demonstrating their knowledge without the pressure of time constraints.
11. Coverage of the Selected Courses (Mean: 3.5, SD: 0.90): The mean suggests that while students are generally satisfied with the coverage of courses, there may be some gaps in the assessment of specific subjects. This indicates a need for ongoing evaluation of course representation in the exams.
12. Consideration of Background of All Students (Mean: 3.4, SD: 1.02): This score reflects concerns about inclusivity in the exam design. Students feel that their diverse backgrounds and experiences are not adequately considered, highlighting the necessity for a more equitable assessment process.
13. Inclusion of Different Types of Questions (Mean: 4.0, SD: 0.94): The high mean indicates that students appreciate the variety in question types used in the exams. This diversity can cater to different learning styles and enhance engagement, making the assessment process more effective.
14. Adequacy of Multiple Choice Questions (Mean: 3.5, SD: 0.88): While the score suggests that students find multiple-choice questions acceptable, there is room for improvement. Some students may desire additional question formats that better reflect their understanding and knowledge.
15. Inclusion of Important Concepts in the Field (Mean: 4.2, SD: 0.76): A high mean score indicates that students feel the exams effectively cover crucial concepts related to their fields of study. This reinforces the relevance of the exam content and its alignment with educational objectives.
16. Clarity of Exit Exam Questions (Mean: 3.9, SD: 0.81): Students generally find the exam questions to be clear, which is vital for ensuring they can accurately demonstrate their

knowledge. However, continuous efforts should be made to maintain this clarity.

17. Correctness of Exit Exam Questions (Mean: 4.0, SD: 0.79): The strong mean reflects that students perceive the questions to be accurate. This reliability in assessment questions is crucial for maintaining trust in the examination process.
18. Alignment of Exit Exam Questions with the Field (Mean: 3.8, SD: 0.85): A favorable scor e indicates that students believe the questions are relevant to their field of study. This alignment enhances the validity of the assessments and their applicability to real-world scenarios.
19. Inclusion of Inputs from Stakeholders (Mean: 3.6, SD: 0.92): The moderate score suggests that while stakeholder feedback is being considered, there may be potential for deeper engagement with industry professionals to enhance the relevance of the exam content.
20. Review of Exit Exams Based on Stakeholder Feedback (Mean: 3.7, SD: 0.90): Students feel that there are mechanisms in place for reviewing exams based on feedback, but there is room for improvement in how this feedback informs revisions, ensuring continuous enhancement of the exam process.
21. Inclusion of Practical Questions in Exit Exams (Mean: 4.1, SD: 0.83): The positive feedback regarding practical questions emphasizes their importance in bridging theory and practice. This inclusion is essential for preparing students for real-world challenges.
22. Coverage of Fundamental Knowledge of the Field (Mean: 3.5, SD: 0.88): The average score indicates that while students feel the fundamental knowledge areas are covered, some gaps may exist. A thorough review of the foundational topics could improve the overall effectiveness of the exams.
23. Inclusion of Questions that Measure Ethical Performance (Mean: 3.6, SD: 0.86): The moderate score highlights a recognition of the importance of ethics in exams. However, greater emphasis on ethical considerations is warranted to ensure that students are prepared for the ethical challenges they may face in their careers.

DISCUSSION

The insights gained from this research offer a comprehensive examination of students perceptions regarding exit exam design at JIGDAN College. While the findings reveal notable strengths, such as clear guidelines and alignment with academic content, they

also highlight critical areas requiring attention, including inclusivity, stakeholder involvement, and the integration of ethical considerations.

The high score for the availability of guidelines (mean score of 4.1) suggests that students feel adequately informed about what is expected of them during the exit exams. This clarity is vital for fostering confidence and minimizing anxiety associated with assessments. However, the variability in responses indicates that some students may still experience confusion. This calls for continuous improvement in communication strategies to ensure that all students fully understand the guidelines.

Students expressed strong agreement regarding the alignment of exam content with their coursework (mean score of 4.0). This connection is essential as it validates the relevance of their educational experiences and enhances their readiness for professional roles. However, the moderate score related to alignment with the blueprint (mean score of 3.5) suggests that there may be inconsistencies in reflecting intended learning outcomes. Regular reviews and clearer communication about exam objectives could address these concerns and improve overall students satisfaction.

The findings indicate a significant concern regarding the consideration of diverse students backgrounds in the exam design process, reflected in a lower mean score (mean score of 3.4). This lack of inclusivity can hinder fair assessment experiences, particularly for students with varied educational or personal backgrounds. To create a more equitable environment, the Ministry of Education should actively involve diverse perspectives in exam development, ensuring that assessments meet the needs of all students.

The moderate scores related to stakeholder input (3.6) and the review process based on feedback (mean score of 3.7) indicate that while some engagement with industry professionals exists, there is substantial room for improvement. Strengthening collaboration with stakeholders can enhance the relevance of exit exams and ensure alignment with industry standards. Establishing regular feedback mechanisms and incorporating insights from industry experts can help bridge the gap between academic assessments and real-world expectations.

The emphasis on ethical performance in exams (mean score of 3.6) highlights students' awareness of the importance of ethics in their future careers. However, the findings suggest that ethical considerations are not adequately integrated into the exit exam design. Increasing the focus on ethics in exit exams can better prepare students for the moral challenges they may face in their professional lives. This could involve introducing

ethical scenarios or dilemmas within the exam context to foster critical thinking and ethical reasoning.

Students showed appreciation for the inclusion of practical questions (mean score of 4.1), indicating a strong desire for assessments that connect theoretical knowledge with real-world applications. This finding underscores the need for exam designs that not only evaluate academic understanding but also prepare students for practical challenges in their careers. Incorporating practical elements into exit exams can enhance their relevance and effectiveness, ultimately contributing to better job readiness.

CONCLUSION

This research provides essential insights into the perceptions of students regarding exit exam design at JIGDAN College. The findings reveal a generally positive view of the clarity and accessibility of exam guidelines, as well as a strong alignment between exam content and the academic curriculum. This alignment is crucial for reinforcing the relevance of students' educational experiences, which ultimately contributes to their confidence and preparedness for professional challenges.

However, significant areas for improvement have also emerged from the analysis. The concerns regarding inclusivity indicate that not all students feel their diverse backgrounds and needs are adequately considered in the exam design process. To foster a more equitable assessment environment, it is vital for the Ministry of Education to actively involve a broader range of perspectives during the exam development stages. This approach will ensure that assessments are not only fair but also reflective of the varied experiences of the students body.

Additionally, the moderate engagement with stakeholders highlights a missed opportunity for enhancing the relevance of exit exams. By strengthening collaboration with industry professionals and incorporating their feedback, Ministry of Education can create assessments that better align with current industry standards and expectations. This connection can bridge the gap between academic learning and real-world applications, thereby improving students preparedness for the workforce.

The emphasis on ethical considerations within the exam framework is another critical area that requires attention. Though students acknowledge the importance of ethics in their future careers, the current level of integration within exit exams is insufficient.

Increasing the focus on ethical dilemmas and scenarios can foster critical thinking and better prepare students to navigate moral challenges in professional settings.

Moreover, students' appreciation for practical questions underscores the need for assessments that connect theoretical knowledge with practical applications. This alignment is essential for ensuring that students are not only knowledgeable but also capable of applying their learning in real-world contexts.

In summary, while the exit exam design at JIGDAN College demonstrates strengths in clarity and alignment with academic content, there are significant opportunities for enhancement in inclusivity, stakeholder engagement, and ethical integration. By addressing these areas, the Ministry of Education can improve the overall effectiveness and fairness of its exit exams, ultimately better preparing students for successful careers. Future research should focus on the implementation of these recommendations and assess their impact on students outcomes and perceptions, contributing to the continuous improvement of the educational assessment process.

Recommendations

To enhance the effectiveness and fairness of exit exam design the following recommendations are proposed:

1. It is crucial to ensure that all students have easy access to clear and comprehensive guidelines regarding the exit exams. Regular workshops or informational sessions could be held to walk students through the exam process, addressing any questions or concerns they may have. Additionally, creating detailed online resources that are easily navigable can further support students in understanding the expectations.
2. To foster a more inclusive environment, the Ministry of Education should actively seek input from a diverse range of students during the exam development process. This could involve forming focus groups or committees that include representatives from various backgrounds. Gathering insights from these groups can help ensure that the exams cater to the needs of all students, making assessments fairer and more representative.
3. Increasing collaboration with industry professionals is essential for enhancing the relevance of exit exams. The Ministry of Education should establish partnerships with local businesses and organizations to gain insights into industry standards and expectations. Regular consultations with these stakeholders can inform the exam content, ensuring it aligns with the skills and knowledge required in the workforce.

4. To better prepare students for ethical challenges in their careers, the Ministry of Education should incorporate ethical scenarios and dilemmas into the exit exams. Developing specific questions that require students to analyze and respond to ethical issues can promote critical thinking and enhance their understanding of professional responsibilities.
5. Given the positive feedback regarding practical questions, the college should continue to emphasize the integration of real-world applications in exit exams. This could involve developing case studies or problem-based questions that require students to apply their theoretical knowledge in practical contexts. Such an approach will not only assess students' understanding but also enhance their readiness for future employment.
6. Implementing a system for the ongoing review of exit exam design and processes is vital. This should include gathering feedback from students and faculty after each exam cycle to identify areas for improvement. Establishing this feedback loop will ensure that the exam structure evolves in response to the needs and experiences of the students body.
7. The college should offer additional support services, such as tutoring or study groups, specifically focused on preparing for exit exam. These resources can help students feel more confident and well-prepared, ultimately enhancing their performance and reducing anxiety related to exams.

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