

Appendix G: International Learning Outcomes Assessments

Country	Test Name, Introduction Date	Type of Outcomes Assessed	Use of Assessment Results
Australia	Graduate Skills Assessment (GSA), 2000	<p>Generic skills: Critical thinking, problem solving, written communication (ACER is currently considering modifications such as the addition of basic skills, management skills, IT skills, research skills). Domain-specific knowledge and skills: (Not yet included, but ACER is currently considering the possibility of testing elements within various broad field of study groups). Non-cognitive outcomes: Interpersonal understanding.</p>	<p>HEIs: At entry level: Identify poorly performing students to follow up and offer assistance. At graduation level: Use results as an additional criterion for entry into graduate-level courses. Benchmark and analyze trends, document/demonstrate program effectiveness and improvement over time, compare students' achievement levels with national user norms, develop and improve curricula, determine student eligibility for upper-division studies. Government: Collect information on the quality of learning outcomes across HEIs for national and potentially international benchmarking of graduate skills. Employers: The government promotes the test to employers and supports its use as a standard recruitment tool.</p>
Australia	Course Experience Questionnaire (CEQ), part of the Graduate Destination Survey since 1993	<p>Generic skills: Problem solving, analytic skills, written communication skills. Non-cognitive outcomes: Teamwork skills, student satisfaction with the following: teaching, goals and standards, workload, assessment. General competencies: Confidence in tackling unfamiliar situations, ability to plan work.</p>	<p>HEIs: Benchmarking, trend analysis, evaluation of programmes, curriculum development and improvement. Provide national accountability data. Government: Ensure quality and performance management within HEIs. Inform student choice. Assess and plan for the needs of the HE sector. Since 2005, results from the CEQ are used for performance-based incentive funding through the national "Learning and Teaching Performance Fund (LTPF)".</p>

Country	Test Name, Introduction Date	Type of Outcomes Assessed	Use of Assessment Results
Brazil	Exame Nacional de Cursos (ENC or "Provão"), 1995-2003	Domain-specific knowledge and skills that are considered essential and common to all HEI curricula in the specific domain. Available for 26 subject areas.	HEIs: Good scores were widely used for commercial purposes (advertisements and publicity). Results often served to mobilize students and professors to make a joint effort to maintain good scores/improve bad ones. Government: Since 2001, the test served as guidance for accreditation and re-accreditation, but punitive measures were only taken in extreme cases. General public: Provão results were widely divulged by the media to inform prospective students and society at large about the quality of learning across HEIs.
Brazil	Exame Nacional de Desempenho dos Estudantes (ENADE), 2004	Domain-specific knowledge and skills that are considered essential and common to all HEI curricula in the specific domain. Available for 13 subject areas. General content knowledge: Among the assessed themes are biological and social diversity, public policies, social networks, citizenship, and current events and problems. Generic skills: Ability to infer, interpret poetic texts, establish common points, identify associations, reflect, deduct and understand graphics.	Students: Prove their performance according to national standards to potential employers. HEIs: Benchmarking, trend analysis, evaluation of programmes, curriculum development and improvement. Provide national accountability data. Government: ENADE is one aspect of a combination of performance indicators used for HEI evaluations. Employers: May ask for a candidate's test results as objective evidence of proficiency in the professional area.
Mexico	Exámen Nacional de Ingreso al Posgrado (EXANI-III), 1997	Generic skills: Verbal and mathematic reasoning, capacities to infer, analyze and synthesize. Competencies in information use: organize, obtain and understand information.	HEIs: Use individual student results to compare performance of applicants and to facilitate decision-making on student admission and/or scholarship attribution.
Mexico	Exámen General Para el Egreso de la Licenciatura (EGEL), 1994	Domain-specific knowledge and skills that are considered essential and common to all HEI curricula in the specific domain. Available for 33 different	Students: Prove their performance according to national standards to potential employers. HEIs: Benchmarking, trend analysis, evaluation of programmes, curriculum development and improvement. Some

Country	Test Name, Introduction Date	Type of Outcomes Assessed	Use of Assessment Results
		subject areas.	HEIs use results as an additional criterion for certification or graduation. Employers: May ask a candidate's test results as objective evidence of proficiency in the professional area.
Mexico	Exámenes Generales para el Egreso del Técnico Superior Universitario (EGETSU), 2000	Domain-specific knowledge and skills: Comprehension levels and problem solving skills needed in the student's major field. Tests are available for all 19 areas of the Technical University track. General content knowledge and generic skills: Knowledge and ability necessary for all careers, namely social and economic knowledge, IT and English.	Students: Prove their performance according to national standards to potential employers. HEIs: Benchmarking, trend analysis, evaluation of program analysis, curriculum development and improvement. Results may be used by individual HEIs as a criterion for certification or graduation. Employers: May ask a candidate's test results as objective evidence of proficiency in the professional area.
USA	Collegiate Assessment of Academic Proficiency (CAAP), 1988	Generic skills: Writing (objective and essay), reading, mathematics, science reasoning, critical thinking, curricular content drawn from all fields.	HEIs: Satisfy accreditation and accountability reporting requirements, benchmark and analyze trends, document/demonstrate program effectiveness and improvement over time, compare students' achievement levels with national user norms, develop and improve curricula, determine student eligibility for upper-division studies. States: The CAAP has been used to track entire systems over a period of time, using test results as a benchmark for progress within a public accountability framework. State-wide results may be published in a "public report card" and compared with the results of other states.

Country	Test Name, Introduction Date	Type of Outcomes Assessed	Use of Assessment Results
USA	Measure of Academic Proficiency and Progress (MAPP), 2006 (replaced the ETS "Academic Profile" test, 1992-2006)	Generic and domain-specific skills: Reading and critical thinking are measured in the context of humanities, social sciences, or natural sciences. Writing, mathematics.	HEIs: Satisfy accreditation and accountability reporting requirements, benchmark and analyze trends, document/demonstrate program effectiveness and improvement over time, compare students' achievement levels with national user norms, develop and improve curricula, determine student eligibility for upper-division studies, counsel individual students for academic achievement.
USA	Major Field Tests, 1990 (based on the GRE Subject Tests)	Domain-specific knowledge and skills that are considered most important within each major field of study: factual knowledge, ability to analyze and solve problems, ability to understand relationships, ability to interpret material, including graphs, diagrams, and charts based on material related to the field. Available for 15 undergraduate disciplines and for MBAs.	Students: Test is often given as a capstone course or in the last semester of study as part of a graduation requirement. HEIs: Scores may be used for medium- to high-stakes decisions. Document proficiency in the specific area in the last semester of study to measure effectiveness of departmental curricula. Satisfy accreditation and accountability reporting requirements, benchmark and analyze trends, document/demonstrate program effectiveness and improvement over time, compare students' achievement levels with national user norms, develop and improve curricula, determine student eligibility for upper-division studies.
USA	Collegiate Learning Assessment (CLA), 2002	Generic and domain-specific skills: Critical thinking, analytic reasoning, written communication, ability to use information. Competencies: Real-life tasks such as preparing a memo or policy recommendation by using different types of documents and data that must be reviewed and evaluated. Performance-based tasks set in the context of broad disciplines (natural sciences, social sciences,	HEIs: Provide accountability data, create institution-wide criteria for course adoption, benchmark and analyze trends, document/demonstrate program effectiveness and improvement over time, compare students' achievement levels with national user norms, develop and improve curricula.

Country	Test Name, Introduction Date	Type of Outcomes Assessed	Use of Assessment Results
		humanities, arts).	
Organisation for Economic Cooperation and Development (international collaboration)	Assessment of Higher Education Learning Outcomes Feasibility Study (AHELO, 2006)	Generic and discipline specific skills: Generic skills of critical thinking, communication, problem solving provided in one assessment, two discipline specific assessments: Economics and Civil Engineering. All tests have constructed (written) responses and multiple choice questions	Government: Allows for international benchmarking, comparisons and understanding. HEI's: Provides information on student capacities compared to local and international institutions; supports teaching and learning;
Test centres in the USA, Canada and other countries	Graduate Record Examination (GRE) General Test, 1966	Generic skills: Verbal reasoning, quantitative reasoning and analytical writing.	HEIs: Compare performance of applicants and to facilitate decision-making on student admission.

Adapted from: Lennon, M. C. (2010). *Signalling Abilities and Achievement: Measuring and Reporting on Skill and Competency Development*. Toronto: Higher Education Quality Council of Ontario.