

# Undergraduate Program Learning Outcomes Examples

Educational Assessment  
Santa Clara University

## Undergraduate Program Learning Outcomes

Undergraduate program learning outcomes are the specific and measurable skills, abilities, knowledge, beliefs or attitudes that students are expected to achieve by graduation.

Educational Assessment maintains a complete [list of the learning outcomes](#) for all undergraduate programs. Below are a few examples from that list. We have also compiled examples from other universities.

It's important to remember that the program-level student learning outcomes that a department develops should be mappable to courses for the majors. It should be clear within the program which course or courses will introduce students to a program learning outcome, where in the curriculum that learning outcome will be reinforced, and in which courses the learning outcome should be mastered (allowing for direct assessment of the outcome through student work produced in the course.)

Most departments have between 5-7 learning outcomes. Below is a sampling from different SCU undergraduate departments.

### SCU Examples

Students will demonstrate knowledge and understanding of how to conduct psychological research using the appropriate techniques in a manner that is consistent with the ethical guidelines of the profession. (example from SCU BA in Psychology)

Students will design, and lead development of, components, systems, tests, or services that meet specifications in the context of economic, environmental, and societal requirements. (example from SCU BS in Mechanical Engineering)

Students will demonstrate an awareness and appreciation of the diversity of past and present cultures. This includes recognition of the varied social, cultural, and biological forces that shape human society and variation. (example from SCU BA in Anthropology)

Students will exhibit a body of original artwork demonstrating conceptual consistency and continuity in a Senior Show (or similar public presentation) (example from SCU BA in Studio Art)

Students will communicate effectively about neuroscience in written and oral form to both specialized and broad audiences. (example from SCU BS in Neuroscience)

Students will describe ethical dilemmas in business, including DEI and utilization of AI, and identify and articulate an ethically justifiable response, using appropriate ethical frameworks. (example from SCU BS in Economics in the School of Business)

Environmental Studies: Students will integrate concepts from the biophysical and social sciences to address environmental issues, injustices and advance the common good. (example from SCU BS in Environmental Studies)

Environmental Science: Students will apply principles from the life sciences and physical sciences to understand Earth's environment. (example from SCU BS in Environmental Science)

Note: Although programs can have more outcomes unique to the program, all undergraduate program outcomes at Santa Clara University should have at least an assignment or an accessible artifact that maps to each of the Undergraduate Learning Goals of the University.

### **Examples from Other Universities**

Students will demonstrate the ability to apply global cultural, historical, and aesthetic contexts of theatre and dance to analyze, critique and realize work and concepts of production. (example from UC Davis BA in Theatre and Dance)

Students will be able to interpret an event, cultural product, or issue from the perspective of a worldview outside their own. (example from John Carroll BA in Classical & Modern Languages & Cultures)

Students will be able to recognize multiple ways of being in the world, and how what may seem natural in a society has been built over decades of accumulated human actions. (example from University of Wisconsin, Madison BA in History)

Students will be able to demonstrate a vivid awareness of the relationship between personal biography and historical conditions. They develop an understanding of how structures of inequality, social institutions, and public policies shape the life courses and life chances of individuals. (Gonzaga University BA Sociology & Criminology)

Students will be able to analyze a discipline-specific issue identifying key cross-country/international differences and similarities. (Victoria University of Wellington, BCom Business)