 Measurable performance indicators of student learning outcomes: a case study Article in Global Journal of Engineering Education .However, ABET suggests that programmes seeking accreditation can develop their own student learning outcomes at the programme level, provided they are in line with the outcomes below: (a) an ability to apply knowledge of mathematics, science, and engineering (b) an ability to design and conduct experiments, as well as to analyse and interpret data 40 (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability (d) an ability to function on multidisciplinary teams (e) an ability to identify, formulate, and solve engineering problems (f) an understanding of professional and ethical responsibility (g) an ability to communicate effectively (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context (i) a recognition of the need for, and an ability to engage in life-long learning (j) a knowledge of contemporary issues (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice [9].At the programme level, interpersonal (behavioural or attitude) skills including written and oral communications, ethics and professionalism, teamwork and leadership must be incorporated to ensure students also possess the skills to succeed in a professional setting.Table 2: Rubric for outcome (a).III.[13] .44 The