## Marquette University
### Learning Assessment Plan

**Broadcast and Electronic Communication**

**Program:** Broadcast and Electronic Communication  
**Degree:** B.A.  
**Date Submitted:**

<table>
<thead>
<tr>
<th>Program Learning Outcomes Students will be able to:</th>
<th>Performance Indicators</th>
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<th>Use of the Information</th>
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| **1. Critically interpret the evolving use of electronic media and mass communication using relevant research-based knowledge in law, history, social science and ethics.** | A. Clearly articulate a problem related to the evolving use of electronic media and mass communication.  
B. Clearly explain the legal, historical, social and ethical concepts relevant to a solution to that problem.  
C. Successfully apply those concepts to the problem; and  
D. Logically draw conclusions from the application of the relevant concepts to the problem. | A major paper written in response to a case study developed by the departmental faculty. | The instructor of the capstone course collects the papers, deletes personal identifying information and delivers the papers to two BREC faculty members who will assess the papers based upon the rubrics. |
| **2. Prepare electronic media messages in a form appropriate to their purpose and context.** | Professional quality work in at least one of the following production roles: producer, writer, director, sound designer, videographer, graphic designer or video editor. | A group production assignment in a new capstone course for seniors in Broadcast and Electronic Communication. | The instructor of the course will collect the production and delete production credits, so that the reviewers will not know the names of the students involved in the production. The reviewers will be at least two people drawn from the BREC faculty (excluding the course instructor) and local professionals involved in media production. The reviewers will use rubrics that have been developed by the BREC faculty. |
| **3. Use their BREC education to propose media solutions that serve their respective communities.** | A statement within the production book that clearly identifies a community, defines a specific need within that community, states an objective in terms of meeting that need (or part of it) and proposes and | This a part of the production assignment in the capstone course, above. | Same as for SLO #1, above. |
assessment plan to measure the success of that effort.