

Core Competencies Assessment 2009-2010: Area IV Courses

(Mesalands Community College)

Political Science – Introduction to State and Local Government

Social and Behavioral Sciences Competencies

POLS 1213

| <u>State Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/ Priorities |
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| <p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p> | | | | |
| <p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> <p align="center">(Continued)</p> | <p>All students will be required to prepare a typed five-page biographical study of an American political leader. The study should focus on how the political leader influenced American politics and how their beliefs and values were shaped by the American political system. The student should try to determine if his/hers subject’s leadership style is either transformational or transactional or both: also</p> | <p>Students were able to write about the effect their subjects had on the American political system; however they could not identify how their beliefs and values were shaped. It was difficult for them to even identify their values or to define what a “value” is. Students are unable to be specific or detailed about change or effect and do poorly in explaining the causes. When leadership styles are discussed in</p> | <p>Classroom lecture and discussion should cover Macgregor’s leadership styles such as transformational and transactional leadership. Examples of the application of different leadership styles by political leaders should be presented. There should also be discussion at the beginning of the course and throughout the course covering important political leaders from Washington and Adams to Jackson, the two Roosevelt’s, Kennedy, Nixon and Reagan.</p> | |

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| | <p>include both the social and cultural implications of the subjects leadership style. What were the lasting effects of the political tenure of the subject that can be identified? Did the subject have a lasting effect on our political, economic, social, and cultural institutions that exist today?</p> | <p>class, they were used appropriately.</p> | <p>While biographical studies are easy for the novice student, the diverse possible subjects should be reviewed in class and an outline for the research paper be prepared.</p> | |
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|---|---|---------------------------|--|---|
| <p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p> | | | | |
| <p>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.</p> | | | | |
| <p>End – Social/Behavioral Sciences</p> | | | | |

Area IV Assessment Contact Person _____ *Name* _____ *Date* _____ Phone number _____