The University of Houston social responsibility core objective is characterized by three learning domains. Student must be able to:

- Understand the Characteristics of Multiple Communities and/or Cultures
- Apply Social Principles
- Recognize Principles of Civic Responsibility

Student performance in these domains is evaluated through review of work submitted in a randomly selected cross section of core curriculum courses. Instructors have two options regarding the type of student products they submit: essays or projects and multiple-choice exams. Results in this summary are reported for both types of work.

*Essays and Projects (N=115)*

Essays and projects were evaluated using a common rubric developed by a faculty committee. The rubric is comprised of three domains that reflect the university definition of social responsibility. Performance standards in the rubric represent four levels: inadequate, developing, proficient, and exemplary. Because the core curriculum is viewed as foundational, the guiding principle for judging success for this objective is whether students are *developing* their skills or knowledge. As such, the benchmark for this objective is that at least 70% of student work must be judged as *developing* or better across all three domains. Figure 1 describes student work results in each of these areas.
Results indicate that students are meeting the performance benchmarks for social responsibility. For each domain, the percentage of student work rated as developing or better exceeds the minimum performance benchmark of 70%.

- 74.7% of student work products showed developing or better performance in understanding the characteristics of multiple communities and/or cultures
- 72.7% were rated as developing or better in terms of applying social principles
- 77.8% were rated as developing or better in the area of recognizing principles of civic responsibility

Performance tends to be concentrated at the developing-level in all three dimensions. The highest ratings were exhibited in the area of applying social principles with 37% of the sample judged as proficient or better. The data suggest that while students are meeting the benchmarks for social responsibility, there are opportunities for improvement.

It should be noted that a number of student work products were excluded from the final sample due to alignment issues with the social responsibility rubric dimensions. For example, there were pieces of student work written from a single perspective in accordance with the parameters of the specific assignment. In other words, students were not expected to explore multiple perspectives (a key element of the first rubric dimension) but instead were asked to express one viewpoint in depth. This approach created a challenge for raters trying to evaluate whether a student was able to understand the characteristics of multiple communities or cultures. In other cases, the assignment structure did not lend itself to exploration of social responsibility themes described in the rubric. For instance, one type of assignment asked students to provide responses to a series of short answer questions not specifically tied to the topic of social responsibility. It may be necessary to explore alternative assessment strategies in order to evaluate the relevant core objective more accurately.

Multiple-Choice Items (N=20)

Multiple-choice items were selected to represent each of the relevant social responsibility domains. The performance levels in this case reflect the proportion of the items per domain that are correct. For example, if a student received credit for 4 out of 4 items in a specific domain, she was rated as exemplary. Figure 2 describes student performance in each of the domains.
Results from multiple-choice exams indicate that students exceeded the benchmark of 70% for each domain. The strongest performance was in the area of understanding the characteristics of multiple communities and/or cultures. It should be noted however, that results for this domain represent eight students in two classes. Students also performed well with regard to applying social principles and recognizing principles of civic responsibility with 90% and 95% of students exceeding the 70% developing benchmark, respectively. Overall, only a handful of instructors selected the multiple-choice option for assessing social responsibility. For those that did, the data suggest students have a good foundation in social responsibility as defined by the objective.