The Study of Social Responsibility Evaluation Method and Rubric Design of College Students

Jing Zhai¹,a and Qiu Li¹,b,*

¹Business College of Beijing Union University, Beijing, China
a Jing.zhai@buu.edu.cn, b Li.qiu@buu.edu.cn
*Corresponding author

Keywords: Social Responsibility, Evaluation Method, Rubric.

Abstract. In recent years, the sense of social responsibility of college students has been widely concerned by the society. How to effectively evaluate the training result of the sense of social responsibility of college students is a problem faced by many colleges and universities. Based on the concept of college students’ social responsibility, this paper puts forward the evaluation principle and rubric design according to the evaluation method of social responsibility of college students.

Background

Nowadays, the problem of sustainable development is a common problem facing mankind. As the builder of the future society, college students’ ideology, morality and cultural qualities as well as their social responsibilities are directly related to the future and destiny of mankind. The training of social responsibility and ethics consciousness has been brought into the training program of college students all over the world. In the “Five-in-One” major construction plan from eighteen national congresses, there is more connection with large number of young generation with social responsibility. As a training builder, China’s higher education bears the historical mission and responsibility.

In recent years, the evaluation and investigation on college students from society, school and employers has been changed from simple study ability to a comprehensive professional ability, especially for the students’ sense of responsibility and professional ethics. However, how to effectively evaluate students’ ideological and moral levels, ethical awareness and social responsibility has become a major problem. Compared with the intellectual evaluation, the evaluation of social responsibility has no specific number for detecting, or even there is no mature measurement mechanism. If simply elevate the curriculum results or subjective assessment of the class teacher, or the number of volunteer service activities, it will inevitably lead to students’ utilitarian mentality, which will mislead the training of social responsibility. Therefore, the design of scientific and feasible evaluation criteria is particularly important.

About “Sense of Social Responsibility”

The word “sense of responsibility” has its origins in early ancient time. In ancient books, responsibility exists in the sense of “duty”. It is a positive behavioral attitude formed by the social dominant values, the national laws and regulations and the general norms of conduct, and embedded in the deep psychological structure of the members of society.

The early western scholars also had different interpretations of the word “responsibility”. Socrates, an ancient Greek thinker, regards responsibility as the skills and talents that a “good citizen” should have to serve the country and its people. Many modern western wise people expressed incisive expositions on the concept of responsibility. Marx believed that “as a certain people, there is mission; there is task, and whether or not you can realize this does not matter.” The German philosopher Jonas, facing the devastating destruction of modern technological development, proposed that man, as the highest goal of nature, should be responsible for himself, for his future generations and for the existence of the whole nature.
The sense of social responsibility in Baidu encyclopedia is defined as the ethical care and obligation to others mentally or sensuously.

To sum up, college students’ sense of social responsibility should be “a responsibility action based on psychological process”.

It is the clear cognition and deep recognition by college students on social responsibility, and it’s the actual action for social responsibility. It is the organic unity of the process of responsibility cognition, the process of responsibility identification and the process of responsibility action. As for higher education business talents, the social sense of responsibility are reflected in the correct understanding of ethics is the right business values. Pay close attention to social reality, strengthen the social service and dedicate to the community awareness and innovation, practice with courage, and have a responsible attitude and act in practice.

**Commonly Used Evaluation Methods and Advantages and Disadvantages Analysis**

In some senses, the evaluation of social responsibility is the process of comparing the actual performance with the ideal goal. Choosing proper and specific evaluation method can improve the veracity and accuracy of the evaluation result. At present, the evaluation methods for social responsibility are divided into three categories: qualitative and quantitative combined evaluation methods, process analysis method and fuzzy evaluation method. These methods all have their own advantages and disadvantages.

**Evaluation Method**

**Qualitative Evaluation Method.** It is the analysis of the social nature and influence of the result of the responsible psychology and behavior of the citizen, which focuses on the material aspect. When use the qualitative method to evaluate the behavior result for the responsibility in the social activities of citizens, it mainly depends on whether it is beneficial to others, to the society, or to the country and also the influence caused by the act.

**Quantitative Evaluation Method.** It is to analyze the psychology and behavior of citizens in social activities in terms of quantity. This method focuses on the requirement of social responsibility in quantity. Quantitative are from two aspects: first is species, and second is degree. Species refers to the different presenting of social responsibility, and degree is the intensity of the specific presentation.

**Process Analysis Method.** It is a systematic and comprehensive evaluation of the different psychological and behavioral processes of the object being evaluated. In the process of evaluation of the event, should analyze the different results from different behavior of every stage. To analyze if the motivation and the results are consistent during analyzing, and understand the relation between each part combining with the principle of integrity. Master the materials, and analyze it to obtain a scientific evaluation. In the concrete analysis process, firstly, should make a comprehensive analysis of the different stages of social responsibility phenomenon, and objectively evaluate its background, motivation and phased behavior consequences. Then, a comprehensive, systematic and integrated assessment of social phenomena is made based on the different evaluation results at various stages.

**Fuzzy Evaluation Method.** In view of the diversity of evaluation factors and fuzzy problems for social responsibility of college students, to use fuzzy evaluation matrix to calculate the evaluation index through the questionnaire statistical results, and to make the social responsibility evaluation of College students. In the design of questionnaire, the design of its topic is the recessive evaluation index, and the choice of this index should be formed after expert discussion and student discussion. [1]

**Advantages and Disadvantages Analysis for Each Evaluation Method**

The literature shows that different evaluation methods have their advantages, but there are also disadvantages. Process analysis method, for example, emphasizes the research and evaluation of processes rather than focusing solely on results. Compared with other methods, the evaluation result...
is more objective, historical and accurate. However, since process analysis requires a full range of understanding of what is going on, and it is necessary to make a relatively complete and objective assessment of each stage. Therefore, the operation will be a little cumbersome, and its operability is not strong. The fuzzy evaluation is to evaluate a fuzzy evaluation object by precise digital, and it can make quantitative evaluation more scientific, reasonable and practical to from the presented fuzzy information; the evaluation result is a vector, not a point value, which contains rich information, and can be described accurately by the evaluation objects, and also can be further processed to obtain the reference information. But its shortcoming is also obvious, the computation is complex, and should be more subjective to the index weight vector determination. In qualitative analysis, the mixing of human subjective factors may lead to a large gap between the evaluation results and reality, and the accuracy is not high. The quantitative analysis provides a ready-made scale for the institutions. Although it is simple, scientific and easy to operate, it is expensive, and it’s difficult to pay to normal college.

The Principles for Rubric Design

Rubric design requires certain principles. Take the Business Department of Beijing Union University as an example, the university merged inner-class education and outer-class education together for the social responsibility training of student, which combined business ethics courses, students ideological and moral cultivation course and practice, social practice and voluntary service together. Therefore, in the rubric design, we should not only evaluate the students’ business ethics theory and consciousness, but also evaluate the students’ behavior from the internal consciousness. The rubric should reflect the combination of quantitative and qualitative, which is the integration of quantitative grade judgment and qualitative description. Such as evaluating students’ understanding of the basic knowledge of business ethics; excellent for “mastering the category and construction of business ethic; and grasping the relevant concepts and basic theories of business ethics”. Qualified for “understanding business ethics and construct and understand relevant concepts and basic theories of business ethics”. And give it the quantitative grade judgment of 80-100, 60-70.

The weight of different dimensions

Rubric should rationally allocate the weight of each evaluation element according to the emphasis or importance of the social responsibility. According to the connotation of social responsibility, having business ethics idea is only one part of the contents, and there are other contents, such as the actions internalized in the heart. Give them two different weights and evaluate them separately and summarize to get the comprehensive assessment for students’ social responsibility. [2]

The Operability of Rubrics

The rubric should be operable. When describing rubrics, the specific and operational description languages should be used, and abstract and conceptual language should be avoided.

Differentiation

Because the evaluation is multi-dimensional, hence the rubric should be based on the evaluation personnel, evaluation content and purpose of the formation of the system, and each standard should be targeted.

Rubric Design Suggestion

Rubric design should be started from the definition of social responsibility. Taking the research results of early scholars for reference, reflecting the following aspects:

Diversification of the Evaluation Subjects

Because the sense of social responsibility is the responsibility action of college students based on
psychological process. It covers a wide range, so the evaluation should be multi-angle. The ideally
evaluation should include the evaluation by student itself, and by teachers (including course
teaching teachers and guidance teachers of social responsibility courses and practice courses), as
well as by the volunteer service and social practice accepted units and individuals. Among them, the
student self-evaluation is the most authentic. But since scores are closely related to their interests, it
is difficult for students to submit a fair score to the school. Therefore, the students’ self-evaluation
can not be integrated into the comprehensive evaluation results, but it can improve the students’
self-cognition. From the evaluation contents, the available evaluated content of different evaluation
subjects is different, such as course teaching teachers, they more focus on the cognitive degree of
students’ sense of social responsibility, and for the guidance teachers, the volunteer service and
social practice accepted units is more focus on students’ attitudes and behavior.

**Multi-dimensions for the Evaluation Content**

From the definition, the sense of social responsibility not only includes the sense of social
responsibility, identity, but also the consistent action. Therefore, the evaluation of the development
of students’ social responsibility should include not only the knowledge of ethics, but also the
attitude and effect of putting theory into action. [3] Rubrics should cover the following dimensions:

**Table 1. The Rubric of Social Responsibility Based on the Activities.**

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objective</th>
<th>Dimensions</th>
<th>Unqualified (0-59)</th>
<th>Qualified (60-79)</th>
<th>Exemplary (80-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have a sense of business ethics</td>
<td>Be able to understand business related ethic theories.</td>
<td>The understanding of basic knowledge for business ethics</td>
<td>Not able to describe, analyze, or make judgments on the enterprises ethic issues, or come up with any solutions.</td>
<td>Be able to describe, analyze, or make judgments on the enterprises ethic issues, or come up with any solutions.</td>
<td>Be able to accurately identify and analyze the enterprises ethic issues with targeted solutions or suggestions.</td>
</tr>
<tr>
<td></td>
<td>Be able to identify legality of a business action or decision.</td>
<td>The practical application ability to learn theories and techniques.</td>
<td>Having only a shallow understanding of business ethics with few concepts and theories.</td>
<td>Mastering the categories and structure of business ethics as well as its concepts and theories.</td>
<td></td>
</tr>
<tr>
<td>Students will have the ability of putting into practice</td>
<td>The attitude of participation in public welfare activities</td>
<td>Positivity</td>
<td>Not actively participate in public welfare activities, did not meet the relevant requirements of school</td>
<td>Can participate in public welfare activities, basically meet the relevant requirements of school</td>
<td>Actively participate in public welfare activities, beyond the relevant requirements of school</td>
</tr>
</tbody>
</table>
The effect of participation job | Working quality | Can’t finish the job according to the requirements | Can basically finish the job according to the requirements | Develop and creatively complete related work

Note: the evaluation rubric of students’ business ethics was extracted from the course examination plan of Business Ethics teaching team in Business Department of Beijing Union University.

Of course, in the evaluation of the above four dimensions should be chosen according to the evaluation content (student major exercises, presentation, case analysis, public service, volunteer service, etc.) to develop a more detailed and operational scale, to obtain a more objective result through data collection and summary. If the data can be kept to track for several years, a training effect and trend of students from a major, from a college can be found accordingly. And can also provide an important basis for the improvement of college follow-up teaching.

Acknowledgement

This research was financially supported by the project of Beijing union university education teaching research and reform for 2016 (No.JJ2016Z003).

References

