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Corporate Social Responsibility (CSR) and its Impact on Actions:

Exploring Social Change through College Students

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Abstract

The present study has three goals. First, it validates a new Sensitivity to Employer Social Responsibility Scale, used to help understand how undergraduate students perceive their values related to corporate social responsibility (CSR) impact their prospective employment decisions. Second, this study examines whether students value working for a socially responsible employer and third, how (a) social justice experiences in college and/or (b) social justice attitudes and beliefs may predict how students perceive the impact their CSR values have on their prospective employment decisions. Results indicate that students who participated in the study overall positively endorsed a degree of sensitivity to prospective employer CSR. Furthermore, taking a college social justice course, participating in extracurricular volunteering, having a greater commitment to social justice, greater social justice self-efficacy and greater plans for future involvement in their communities were all associated with a greater degree of sensitivity to prospective employer CSR. Lastly, both commitment to social justice and civic action mediate the relationship between taking a social justice course and extracurricular volunteering, and students' sensitivity to prospective employer CSR. Findings inform both the corporate sector as well as college students and universities.

Keywords: corporate social responsibility, scale development, college students, social justice

Corporate Social Responsibility (CSR) and its Impact on Actions:

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Community psychology at its core focuses on empowerment and positive change across multiple levels, understanding that individuals are influenced by, and nested within larger systems. Bronfenbrenner's (1979) ecological framework describes individual's development as influenced by individual's interactions with others within their immediate setting, as well as the interaction within their microsystem as nested within a larger set of interacting systems. In this nested model, individuals are not only influenced by their most proximal social relationships, but also by larger systems and networks they are embedded within, as well as cultural norms, values, and structural societal frameworks and systems. Though the field of community psychology focuses on system level change to positively impact communities and individuals (through research on community organizations, school settings, social policy, neighborhood level effects, etc.), corporate social responsibility, and the potential positive impact of the corporate sector, though explored in the business literature, is largely ignored in the community psychology literature. As businesses use much of society's economic and human capital, it may be important for community psychologists, as promoters of positive social change, to engage with the corporate sector to help leverage corporate power and resources for positive social change. Therefore, it becomes important for community psychologists to better understand and explore how to promote corporate social responsibility.

Corporate social responsibility (CSR), a management concept whereby companies integrate social and environmental concerns into their business operations and interactions with their stakeholders, is one way corporations can engage in proactive positive social change not only for their own benefit, but as part of the overall values of the company to use its power,

influence, and resources to better society (Aguilera, Rupp, Williams & Ganapathi, 2007). This type of thinking is described as the “triple bottom line” which suggests that company’s success and sustainability is based on delivering benefits in three areas: 1) economic performance and profitability (profit), 2) environmental stability (focus on the planet), and 3) social performance (focus on people internally and externally; Hart & Milstein, 2003). There are multiple overlapping definitions of CSR present in the literature, including Carroll’s (1979) four categories of business responsibilities; five dimensions of CSR (Dahlsrud, 2008); a focus solely on profitmaking, (Freedman, 1962), going beyond profit making (Davis, 1960; Backman, 1975), going beyond economic and legal requirements (McGuire, 1963), voluntary activities (Manne & Wallich, 1972), concern for the broader social system (Eells & Walton, 1961), responsibility in a number of social problem areas (Hay, Gray, & Gates, 1976) and giving way to social responsiveness (Ackerman & Bauer, 1976; Sethi, 1975) to name a few (Carroll, 1979). For the purposes of this study, this paper will focus on defining CSR by using the “triple bottom line,” and understanding the construct as one in which companies integrate social and environmental concerns into their business operations and practices.

Although many companies have adopted this principle of the triple bottom line into their core business values, there are many other companies that focus primarily on profits, or hold a limited view on what it means to be a socially responsible company. It becomes important for community psychologists to help create values propositions as to the importance of CSR practices for companies, to help push for socially responsible business practices. If it can be documented that college students value socially responsible employers, a values proposition may be outlined for potential employers recruiting on college campuses. As companies recruit college students into their organization, it becomes extremely relevant if their potential employee pool

they are recruiting from value CSR principles that they know will impact their job selection and future employment decisions. For companies who may not be internally motivated on their own to practice good CSR, this outward pressure may impact internal shifts within the organization to become more attractive to potential employees in order to have the competitive edge in recruitment. This then has the potential to lead companies to enact changes in internal regulation, norms, and culture, shifting into a more socially responsible company. Therefore, shaping the college students, the next generation, into socially responsible citizens who value social justice and corporate social responsible is a win-win in ultimately moving towards increased large scale, positive social change in society. Furthermore, college students, as the next generation workforce, will ultimately transition into the future employees and executives with the ability to push positive social change from within once hired and promoted within companies. In this way, it may be important to better understand which experiences within college help shape college students to hold positive pro-social values, and whether or not these values may impact their future employment decisions. It consequently becomes important to better understand what experiences during college may impact holding CSR values, enough so that they may impact students' future job selection and employment decisions.

Unfortunately, little research has explored predictors of individuals valuing the overall construct of CSR, and no research has explored the relationship between predictors of valuing CSR to the point it impacts future employment decisions. At this time, only tangentially related research has been explored, such as which aspects of companies' responsibilities (economic, legal, ethical, and/or discretionary) are more important to individuals (corporate social orientation, CSO; Aupperle, 1984). As our values impact our life choices and decisions, research in the literature can be found examining how valuing CSR impacts individual's purchasing

decisions, exploring the relationship between consumers' CSR preferences and their purchase behavior (e.g., Giacalone, Paul, & Jurkiewicz, 2005; Lee, Park, Rapert & Newman, 2012; Mohr, Webb, & Harris, 2001; Nan & Heo, 2007; Öberseder, Schlegelmilch, & Murphy, 2013; Paul, Zalka, Downes, Perry & Friday, 1997; Stanaland, Lwin, & Murphy, 2011). No research has examined prospective employee sensitivity. However, different from measuring job seeker's corporate social orientation (i.e., which *aspects* of companies' responsibilities are more important to the individual), an empirically developed measure is needed to explore the degree to which job applicants' values of companies being socially responsible impact their future job choice decisions.

Although there are empirically validated measures to assess CSO (Aldag & Jackson, 1977; Aupperle, 1982; 1984; Aupperle, Simmons & Acar, 1990; Carlson & Grossbart, 1988; Singhapakdi, Vitell, Rallapalli & Kraft, 1996), consumer sensitivity to CSR (Paul, Zalka, Downes, Perry & Friday, 1997; Webb, Mohn, & Harris, 2008) and even the perception of the role of ethics and social responsibility in business (Agle & Kelley, 2001; Soderstrom, Illinitch & Thomas, 1995), there is no scale that exists that assesses how CSR values impact prospective employment decisions. This type of scale is extremely relevant for college students, who as a whole are a major demographic of future employees. Therefore, the first aim of this study is to develop a scale to accurately assess the extent individuals' perception of his or her CSR values impact his or her future employment decisions.

Student/prospective employee interest in working for socially responsible employers. There are many factors job seekers take into consideration when applying to jobs. One such factor is individuals "perceived fit" with an organization. Person-organization fit perceptions are predicted by the similarity between a job seeker's values and those he or she

perceives to be held by the recruiting organization (Cable & Judge, 1996). This fits within social identity theory, in which membership within particular categories or groups influences individuals' self-concept (Ashforth & Mael, 1989; Turban & Greening, 1997). Many initial job applicants' attraction to an organization is based on the firm's image, which is heavily influenced by their corporate social performance (CSP; a method for evaluating how well companies are meeting their corporate social responsibilities) and also signals what the working conditions may be like (Fombrun & Shanley, 1990; Lis, 2011; Rynes, 1991; Turban & Greening, 1997). Without other significant constraining factors, one major influence on future employees is their perception of their fit with the organization, namely, how their personal values align with the culture, values, and norms of the organization.

For employees with higher levels of job choice, CSP is found to be positively related to greater employer attractiveness (Albinger & Freeman, 2000). Lis (2011) found that CSR practices increase organizational attractiveness when the information is made available to employees. In addition, the findings suggest that perceptions of a business's diversity and employee relations in particular have the most influence on the attraction of potential employees (Lis, 2011). People are attracted to organizations that hold values and norms they view as important (Chatman, 1989), suggesting that many prospective employees value socially responsible companies. In this way, CSP may lead companies to hold a competitive advantage in that socially responsible companies may be better able to attract quality employees (Albinger & Freeman, 2000; Turban & Greening, 1997). For example, in early research done on the topic, Stigier (1962) suggested that firms that develop reputations for attending to employee welfare may be able to attract better applicants. More recently, in a study done by Students for Responsible Business, *Forbes* reported that more than half of 2100 MBA student respondents

indicated they would accept a lower salary to work for a socially responsible company (Albinger & Freeman, 2000; Dolan, 1997). Companies with higher levels of CSR are often considered prestigious, and individuals may be more likely to want to work for, and associate themselves with a more prestigious company if given the choice (Lis, 2011).

Socially responsible companies with better CSP may be at a competitive advantage in terms of recruiting employees (Albinger & Freeman, 2000). It is important to note, though; that CSP is related to job attractiveness, but moderated by degree of job choice (Albinger & Freeman, 2000). Albinger and Freeman (2000) used income level as a proxy for choice, and found that CSP is positively related to employer attractiveness for employees with higher level of job choice, but not for lower levels. As many of the more constrained job seekers in Albinger and Freeman's (2000) study had lower education levels, it suggests that graduating college students may be in the position for CSP to have the greatest influence on their prospective job choice. For college students who may be exploring multiple career directions and potentially multiple job offers, CSP may be particularly important to help companies recruit the best and brightest right out of college into their workforce.

College student extracurricular involvement and CSR. College is a time during which students become more focused about their career, and extracurricular involvement in college is linked with the development of career related skills and greater job preparation (Pascarella & Terenzini, 2005). For example, research on specific types of social justice oriented extracurricular engagement in college, such as alternative break programs, demonstrates links between participation and vocational outcomes. Shorter-term (e.g., as part of a class assignment) type-immersion experiences are linked to the development of tangible vocational skills for participants post-trip across a variety of disciplines including for social workers and counselors

(Alexander, Kruczek, & Ponterotto, 2005; Canfield, Low, & Hovestadt, 2009; Larson & Allen, 2006) increasing their cultural competence and language skills (Boyle, Nackerud, & Kilpatrick, 1999), for health care professionals through international short-term medical missions trips and international interprofessional service learning trips (Bentley & Ellison, 2007; Crutcher, Beechman, & Laxer, 1995), and for teachers (Sleeter, 2001; Vaughan, 2005; Wiest, 1998).

Undergraduate students (and not just MBA students) see themselves as being future socially responsible leaders in business with the potential to change the world (NetImpact, 2010). They are highly interested in topics related to corporate responsibility and socially responsible employment opportunities. Presently, however, the majority of the research on college students and corporate social responsibility focuses on their CSO, namely, what types of demographic variables or other types of experiences may predict students' subtypes of business values they may hold as a prospective employee. For example, past research explores (a) the relationship between students' religiousness and their CSO subtype (E.g., economic, legal, ethical or discretionary; Angelidis & Ibrahim, 2004; Ibrahim, Howard, & Angelidis, 2008), (b) demographic predictors of CSO such as age, sex, work experience, or major (Arlow, 1991), (c) differences between U.S. students' and Hong Kong students' CSO (Burton, Farh, & Hegarty, 2000), as well as (d) differences in students' Machiavellian orientation (i.e., a certain level of emotional detachment and view of persons as being manipulable; Burton & Hegarty, 1999). However, little research explores how students' values related to corporate social responsibility may actually impact their actions, namely their future post-college job seeking behaviors. More research is needed to assess if valuing a socially responsible employer may be another positive vocational-related outcome associated with college student involvement in social justice oriented activities.

College student extracurricular involvement and students' attitudes and beliefs.

Research documents that students' extracurricular involvement while in college may lead to a wide variety of positive outcomes such as increased academic achievement, satisfaction with school and friendships, retention, etc. (Astin, 1985; 1999). Student involvement in college is also linked to greater psychosocial development (Foubert, 2006). Furthermore, service and community involvement in college can have a lasting positive effect on personal growth, life satisfaction, and a purpose in life (Bowman et al., 2010).

Participation in social justice oriented extracurricular activities is associated with changes in students' attitudes and beliefs. Volunteering experiences help promote identity development in youth and young adults (Yates & Youniss, 1996). For example, college alternative break programs are associated with students' transformed identity post-trip (Linhart, 2010). During and after these programs students critically reflect on their moral and cultural identities (Linhart, 2006), and/or experience changes in their critical consciousness and worldview across multiple domains including political, moral, intellectual, personal, spiritual and cultural (Kiely, 2004). Immersion trip participants also experience a shift in their sense of purpose and career planning (Jones, Rowan-Kenyon, Ireland, Niehaus, & Skendall, 2012).

In addition, some co-curricular experiences, (e.g., service learning) have the potential to impact students' psychosocial and value development above and beyond their typical academic courses. Service learning, "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development (Jacoby, 1996, p.5)" is associated with a range of positive outcomes for college students (Astin, Vogelgesang, Ikeda, & Yee, 2000; Sax & Astin, 1997; Vogelgesang & Astin, 2000). Similarly, students' civic attitudes,

political awareness, and problem-solving abilities have been found to be shaped by interactions with diverse others and real-world opportunities to exercise social skills through service-learning activities (Moely, McFarland, Miron, Mercer, & Ilustre, 2002a). Service and service-learning activities have been found to increase community engagement among students (Gallini & Moely, 2003), and are important for helping students to becoming civically engaged and exposed to diverse others, as well as to increase students' cultural competence (Amerson, 2010).

With such a great potential for college student co- and extracurricular experiences, particularly related to social justice, to impact students' beliefs and values, it becomes important to better understand how students' social justice attitudes and beliefs may be related to their CSR values and prospective employment decisions. Similarly, it also becomes important to explore how students' social justice attitudes and beliefs may mediate the relationship between students' undergraduate college experiences related to social justice, and their sensitivity to prospective employer social responsibility. Therefore, it is important to examine how different types of social justice related co- and extracurricular involvement may predict students CSR values and job seeking behavior. Consequently, the second aim of this study is to explore how social justice experiences in college and/or social justice attitudes and beliefs may predict how students perceive the impact their CSR values have on their prospective employment decisions.

Similarly, research has explored how students' values may be related to post-undergraduate employment preferences and decisions. For example, Smith, Wokutch, Harrington and Dennis (2004) looked at how demographics and students' CSO (as a proxy for personal values) influenced students' attraction to either an institution promoting an affirmative action program, or one promoting a managing-diversity policy. However, no current research explores how students (and prospective employees) CSR values impact their future job choice decisions.

Therefore, the third and final aim of this study is to better understand if in fact students do value working for a socially responsible employer, to the extent that they would make employment decisions based on valuing CSR.

Assessing student/prospective employee sensitivity to employer social responsibility.

A comprehensive review of the literature revealed empirically validated scales focused on assessing related constructs such as (a) the extent to which CSR is being practiced within a company and its impact on various stakeholders (Turker, 2009), (b) the role of ethics and social responsibility in achieving organization effectiveness (Singhapakdi, Vitell, Rallapalli, & Kraft, 1996), (c) corporate citizenship (Maignan & Ferrell, 2000) or even (d) conducting a content analysis as a method of measuring CSR within an company (Abbott & Monsen, 1979; Ruf, Muralidhar, & Paul, 1998). A significant number of existing scales measure the CSR perception of individuals, such as managerial attitudes towards social responsibility (Quazi and O'Brien, 2000) or individual CSR values (orientation) of managers (Aupperle, 1984). However, no existing scales in the literature currently assess students/prospective employee sensitivity to employer social responsibility, to examine if individuals value working for a socially responsible employer to the extent that they would make future employment decisions based on valuing CSR.

Through research has explored consumer sensitivity to overall corporate social performance, no research has examined prospective employee sensitivity. Notably, Paul and colleagues (1997) Consumer Sensitivity to Corporate Social Performance (CSP) mirrors a similar construct, in that it assesses how an individual's CSR values may impact their *actions*, though focused on consumer values and behavior. Different from measuring job seeker's corporate social orientation (i.e., which *aspects* of companies' responsibilities are more

important to the individual), an empirically developed measure is needed to explore how the degree to which job applicants value companies being socially responsible might have an impact on their future job choice decisions.

Present Study

The present study has three goals. The first is the validation of a new Sensitivity to Employer Social Responsibility Scale. This scale will help to understand how students perceive that their values related to *corporate social responsibility* impact their *prospective employment decisions*. Second, this study will examine whether students value working for a socially responsible employer (to the extent that they would make employment decisions based on valuing CSR) using data from the Sensitivity to Employer Social Responsibility Scale on a sample of college student participants. This will help fill the missing gap as the research in this area primarily focuses on CSR dimensions (corporate social orientation; CSO), but no research has been conducted on how valuing CSR impacts potential job applicants' actions. Third, this study will explore how (a) social justice experiences in college and/or (b) social justice attitudes and beliefs may *predict* how students perceive the impact their CSR values have on their prospective employment decisions. It is important to control for factors that may impact students' job choice, as CSP is positively related to employer attractiveness for employees with higher level of job choice, but not for lower levels (Albinger & Freeman, 2000). Other demographic variables for students is also important to control for in the models, such as gender (as females have been shown to be more socially responsible than males; Arlow, 1991), taking particular business ethics courses, as well as undergraduate major (Arlow, 1991).

Study Hypotheses

Hypothesis 1: The exploratory factor analysis of the Sensitivity to Prospective Employer Social Responsibility scale will yield a one factor solution.

Hypothesis 2: Students' undergraduate college experiences related to social justice (i.e., number of social justice related courses, time spent in extracurricular volunteer activities, participation in study abroad or service immersions) will be positively associated with greater sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., age, gender, year in school, race/ethnicity), financial supports/constraints (i.e., family income, financial support, the number of dependents).

Hypothesis 3: Students' social justice attitudes (e.g., social justice efficacy, social justice commitment, civic action), will be positively associated with greater sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., age, gender, year in school, race/ethnicity) and financial supports/constraints (i.e., family income, financial support, the number of dependents).

Hypothesis 4: Students' social justice attitudes (e.g., social justice efficacy, social justice commitment, civic action) will mediate the relationship between students' undergraduate college experiences related to social justice (i.e., number of social justice related courses, time spent in extracurricular volunteer activities, participation in study abroad or service immersions) and their sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., age, gender, year in school, race/ethnicity) and financial supports/constraints (i.e., family income, financial support, the number of dependents).

Hypothesis 4a: Students' social justice efficacy will mediate the relationship between students' undergraduate college experiences related to social justice (i.e., number of social justice related courses, time spent in extracurricular volunteer activities, participation in study

abroad or service immersions) and their sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., age, gender, year in school, race/ethnicity) and financial supports/constraints (i.e., family income, financial support, the number of dependents).

Hypothesis 4b: Students' commitment to social justice will mediate the relationship between students' undergraduate college experiences related to social justice (i.e., number of social justice related courses, time spent in extracurricular volunteer activities, participation in study abroad or service immersions) and their sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., age, gender, year in school, race/ethnicity) and financial supports/constraints (i.e., family income, financial support, the number of dependents).

Hypothesis 4c: Students' civic action will mediate the relationship between students' undergraduate college experiences related to social justice (i.e., number of social justice related courses, time spent in extracurricular volunteer activities, participation in study abroad or service immersions) and their sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., age, gender, year in school, race/ethnicity) and financial supports/constraints (i.e., family income, financial support, the number of dependents).

Method

Participants

This study's dataset consisted of 480 undergraduate students from a mid-sized Midwestern university introduction to psychology course who participated for course credit. Data was collected Spring of 2013 through the end of Spring 2014. The mean age of participants was 20.60 years ($SD = 4.22$). 69% were women, and 31% were men; all participants reported

their gender. The majority of students identified as White/Caucasian (57%), while 18% as Latino/Hispanic, 9% as Black/African American, 7% as Bi-racial/Multiracial, 6% as Asian/Pacific Islander, 2% as Other and less than 1% as Native American/Alaskan Native. For education, 38% of students were in their first year of college, 23% second, 16% third, 11% fourth, 1% 5th year & beyond, and 1% graduate students. Less than 2% of data were missing for any study variable, therefore no further action was taken to handle missing data.

Procedures

Part 1: Scale Development. The present student used exploratory factor analysis (EFA) to explore the factor structure of the sixteen items written to measure the extent individuals perceive their CSR values may impact their future employment decisions, the “Sensitivity to Prospective Employer Social Responsibility” scale. Paul et al.’s (1997) Consumer Sensitivity to Corporate Social Performance (CSP) was used as a foundational scale to build on, to ultimately assess individuals’ sensitivity to the social performance. As no validated scales exist to assess this construct, Paul et al.’s (1997) scale provides a strong foundation, as the only validated scale in the literature that assesses how an individual’s CSR values may impact their *actions*. In order to modify Paul et al.’s (1997) scale to meet the goals for the present study, some of the language was changed from consumer behavior to reflect job search and selection behavior.

Part 2: SEM Structural regression. The present study used structural equation modeling in MPlus, specifically structural regression, which allows for testing of hypotheses about directional effects. This study examines the associations of pre-specified variables in our model (Kline, 2005) to test how (a) demographics (i.e., gender, age, year in school, race/ethnicity), (b) financial supports and constraints (i.e., family income, financial support, the number of dependents), (c) undergraduate college experiences related to social justice (i.e.,

participation in an alternative break program, study abroad program, business ethics course, diversity course, social justice course, service learning course, extracurricular volunteering) and (d) social justice attitudes (i.e., social justice commitment, civic action, social justice self-efficacy) variables were associated with our outcome variable of interest (i.e., sensitivity to prospective employer social responsibility).

The present study also tested how students' experiences in college may impact changes in social justice attitudes, and how their social justice attitudes may be associated with students' sensitivity to prospective employer social responsibility. Therefore, this study explores whether students' social justice attitudes (e.g., social justice efficacy, social justice commitment, civic action) will mediate the relationship between students' undergraduate college experiences related to social justice and their sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., age, year in school, race/ethnicity) as well as financial supports and constraints (i.e., family income, financial support, the number of dependents). See Figure 1 for an illustration of the study models.

Measures

Sensitivity to Employer Social Responsibility. The present study used Paul et al.'s (1997) Consumer Sensitivity to Corporate Social Performance (CSP) as a foundational scale to develop a new way assess individuals' sensitivity to the social performance of places of prospective employment. Paul and colleagues original one-factor scale included thirteen items on a one to five Likert-type scale assessing how consumer attitudes toward corporate social performance impact actual consumer behavior (five items assessing general sensitivity to CSP, and eight items assessing consumer sensitivity to CSP). Paul et al.'s (1997) scale was modified for the present study by changing the language from consumer behavior, to reflect job search and

selection behavior, (e.g., from “I try to avoid *buying products* from companies that have a poor reputation for social responsibility,” to “I would try to avoid *applying to work* at employers with a poor reputation for social responsibility”) and also changing the word “company” to “employer”. In addition, one item was removed and four items were added to be more inclusive of potential job search behaviors, or areas of social responsibility, that the researchers assessed to be missing from the modified thirteen items for a total sixteen items (e.g., (1) “I would be willing to take a less prestigious position in order to work for a more socially responsible employer,” (2) “I would be willing to work farther from my ideal location to work for an employer whose goal include more than just increasing their own profits,” (3) “I would be willing to wait a little longer in my job search process to ultimately work for a more socially responsible employer,” (4) “I would be willing to take a job slightly outside my area of expertise in order to work for a more socially responsible employer”). Some of the specific language was modified as well, to be more inclusive (e.g., changing items that discussed social responsibility behaviors pertaining to specific groups such as “women” or “blacks,” to “marginalized groups”). The scale in the present study included sixteen items and was modified from a one to five Likert-type scale to a one to six Likert-type scale to eliminate a neutral option (i.e., *1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree*). A lead in prompt was used, “Thinking about your job search process and the type of employer you want to work for, how much do you agree with the following statements?” In this study, internal consistency estimates were .92. To note, the internal consistency estimate increased to .93 after two items were dropped after the EFA (i.e., item 11: “The only objective of an employer should be to make a profit” and item 15: “I would be willing to get paid slightly less in order to work for a more socially responsible employer”).

Corporate Social Responsibility. The present study used a modified version of Turker's (2009) Corporate Social Responsibility scale to assess the value individuals placed on the potential positive impact of a prospective business on a wide range of stakeholders (e.g., a) society, natural environment, future generations, and nongovernmental organizations, b) employees, c) customers, and d) the government). Turker's (2009) original eighteen-item scale assesses individuals' perception of the positive impact of their affiliated businesses on their various stakeholders with a four-dimensional structure of corporate social responsibility, including CSR to social and nonsocial stakeholders, employees, customers, and government (Turker, 2009). The original scale was modified from a current stakeholders' perception of the responsibilities of their company, to prospective stakeholders' preferences (e.g., college students) for a hypothetical prospective employer. To do this, possessive pronouns (e.g., "our") were changed to neutral determiner (e.g., "the"), as well as an opening prompt was added, "Thinking about the type of employer you want to work for, how important are each of the following statements for you?" The scale for the present study included seventeen items (e.g., "The employer targets sustainable growth which considers future generations") using a four point Likert-type scale from one (*not important*) to four (*very important*). In previous studies, internal consistency was found to be .90 (Turker, 2009). In this study, internal consistency estimates were similarly strong at .91 for our modified scale.

Commitment to Social Justice. The present study used the Social Justice Commitment scale from Miller et al.'s (2007; 2009) Social Issues Questionnaire (SIQ) to assess students' goals or intentions to engage in social justice advocacy in the future. The present scale included four items on a one (*strongly disagree*) to six (*strongly agree*) Likert-type scale (e.g., "In the future, I intend to engage in social justice activities"). In previous studies, internal consistency

estimates ranged from .92 to .94 (Miller et al., 2007; 2009). Construct validity was assessed in previous studies and the Social Justice Community scale was found to be negatively correlated with scores on the CoBRAS (indicating that greater commitment to social justice was related to lower color-blind racial attitudes; Miller et al., 2007; 2009; Neville, Lilly, Duran, Lee, & Browne, 2000) and positively related with scores on the Miville-Guzman Universality Diversity Orientation Scale Short-Form (indicating that greater commitment to social justice was related to greater openness to diversity; Miller et al., 2009; Miville et al., 1999). In this study, internal consistency estimates were found to be .94.

Social Justice Self-Efficacy. The present study used the Social Justice Self-Efficacy scale from Miller and colleagues (2007; 2009) Social Issues Questionnaire (SIQ) to assess perceived ability to engage in social justice advocacy behaviors in the future across four domains (i.e., intrapersonal, interpersonal, community, and institutional/political). The present study used the scale as a single construct, and not broken down into the four separate domains for analysis. The present scale included ten items on a one (*no confidence at all*) to five (*complete confidence*) Likert-type scale (e.g., “Confront others that speak disparagingly about members of underprivileged groups”). Higher scores represent increased confidence in performing social justice advocacy behaviors. In previous studies, internal consistency estimates were found to range from .94 to .96 (Miller et al., 2007; 2009). In this study, internal consistency estimates were found to be generally consistent with previous studies at .92.

Civic Action. The present study used the Civic Action subscale from Moely, Mercer, Ilustre, Miron, and McFarland’s (2002b) Civic Attitudes and Skills Questionnaire (CASQ) to assess students’ plans for future involvement in their communities. The Civic Action subscale consisted of eight items on a one (*strongly disagree*) to six (*strongly agree*) Likert-type scale

(e.g., “I plan to become involved in my community”). In previous studies, internal consistency was found to range from .86 to .88 (Moely et al., 2002b). In this study, internal consistency estimates were .93.

Social justice experiences in college. To assess the extent to which students had taken various types of social justice related courses in college, questions were developed for this study assessing participation in four types of courses (i.e., business ethics, diversity, social justice, service learning) using the prompt, “How many, if any, of the following courses have you taken.” Students responded on a one (*no courses*) to six (*six or more courses*) scale. Students were prompted to respond “yes” or “no” if they had studied abroad, or participated in an alternative break service trip. These types of experience are classified as potential social justice experiences as they allow for the opportunity for exposure to diverse others, ideas and cultures, promote cultural competence and openness to diversity, and also many times involve a direct service or reflective component.

The amount of time students spent on volunteering-related outside extracurricular activities was assessed using the prompt, “Thinking about the time you spend on extracurricular activities, how much of your time outside of classes do you spend weekly on: Volunteering.” Students responded on a one (*very little time outside of classes*) to six (*most of my time outside of classes*) Likert-type scale.

Constraining financial factors. Students’ financial support and constraints were assessed across three areas 1) family income, 2) financial support, and 3) the number of dependents. For family household income, participants reported on a one (lowest; less than \$10,000) to nine (highest; more than \$150,000) scale. Information about the participants’ number of financial dependents, as well as if the participant received financial support from a significant

other (e.g., parent, grandparent, spouse) were also assessed. Financial support was analyzed as a dummy coded variable in terms of no financial support versus some or full financial support.

Demographic variables. Students' demographic characteristics were assessed with standard questions regarding age, year in school, gender and race/ethnicity. Race/ethnicity was analyzed as a dichotomous variable in terms of White versus non-White. Gender was also analyzed as a dichotomous variable in terms of male versus female.

Analytic Strategy

Part 1: Factor analysis. We used first exploratory factor analysis to determine (a) the factor structure and (b) assess if any items needed to be dropped for the "Sensitivity to Employer Social Responsibility" scale. We used the information gathered from the EFA (e.g., examining the correlation matrix, the determinant, Bartlett's test of sphericity, KMO Measure of Sampling Adequacy, anti-image correlation matrix) to help guide CFA analyses.

Part 2: SEM structural regression. We used structural equation modeling, specifically structural regression to test how (a) demographic (i.e., gender, age, race/ethnicity, year in school), (b) financial supports and constraints (i.e., number of dependents, family income, financial supports), (c) undergraduate college experiences related to social justice (i.e., participation in an alternative break program, study abroad program, business ethnics course, diversity course, social justice course, service learning course, extracurricular volunteering) and (d) social justice attitudes (i.e., social justice commitment, civic action, social justice self-efficacy) variables were associated with our outcome variable of interest (i.e., sensitivity to prospective employer social responsibility).

Results

Part 1: Factor analysis of "Sensitivity to Employer Social Responsibility" scale.

Exploratory factor analysis. To assess the adequacy of the correlation matrix for the “Sensitivity to Employer Social Responsibility” scale, the present study used principle axis factoring (PAF) with an unrotated solution. After both examining the correlation matrix to check for sufficient inter-item correlations (above $r = .30$), checking for issues with multicollinearity (below $r = .80$) two items were determined potentially appropriate to be dropped from the sixteen item scale (i.e., item 11: “The only objective of an employer should be to make a profit” and item 15: “I would be willing to get paid slightly less in order to work for a more socially responsible employer”). This resulted in a total of fourteen items with internal consistency estimates at .93 for the shortened scale. Analyses were re-run to check if the data conforms to acceptable standards (e.g., examining the correlation matrix, the determinant, Bartlett’s test of sphericity, KMO Measure of Sampling Adequacy, anti-image correlation matrix). Results of the analyses from the shorted fourteen item scale are below.

In the new fourteen item scale, the determinant was examined for linear dependency (if zero), or for the matrix to be the identity matrix (if one). After dropping the two items, the determinant improved significantly from approaching zero (suggesting an unstable factor solution and an ill conditioned matrix; Pett, Lackey & Sullivan, 2003) to a good value, at .001. Examining Bartlett’s test of sphericity that measures if there are correlations among items in the sample and whether or not the determinant is one (indicating the matrix is the identity matrix), we found $\chi^2 = 1426.55$, $p = .00$, which suggested that we could reject the null hypothesis, that the sample matrix is not the identity matrix, and were able to move forward and perform factor analysis. In addition, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was examined for how much common variance items share. We found $KMO = .90$ which is well above the cutoff point of .60 which suggests we could proceed forward with factor analysis. We

examined the anti-image correlation matrix, in which the diagonal values are measures of sampling adequacy (MSAs), (MSA values measure how strong one item correlates with the other items). We looked for items with a MSA value below the .60 cut off, which confirmed that it was appropriate to drop one of the two initially removed items from the scale. No additional items fell below the cut off in the shortened scale.

We used a combination of approaches to determine the number of factors to retain (Preacher & MacCallum, 2003) as recommended by Pett, Lackey and Sullivan (2003). First, we manually constructed a Scree plot on the Extracted Sums of Squared Loadings values, as in SPSS the scree plots are based on PCA results, not PAF. Second, we used the variance explained rule (i.e., 5% rule). Third, we used the cumulative variance explained rule (i.e., using 45% as a criterion since PAF accounts for common variance). Fourth, we used maximum likelihood significance test. When analyzing the results from the various solutions, it initially appeared appropriate to retain two factors. However, upon further inspection, it was revealed that on the second factor items were similar only by their wording, and not conceptually, as well as there was a significant amount of cross-loading. Therefore, the appropriate conclusion was to only retain one factor, which was the most parsimonious solution as well as one that theoretically made sense. As a one factor solution best fit the data (e.g., significant cross-loading, items fitting to factors only based on similar wording and not content of items), we proceeded with a confirmatory factor analysis (CFA).

Confirmatory factor analysis. For running the CFA, we used structural equation modeling to examine the associations of pre-specified variables in our model to confirm the one factor solution we generated from the EFA. To determine whether our model was identified (whether it is theoretically possible to obtain a unique estimate for each parameter) we examined

the measurement portion of the model identifying k (number of indicators; observed variables), p (how many pieces of unique information in the variance and covariance matrix of observed values), and q (the number of free parameters to estimate). Our model was determined to be overidentified, (where the p value is greater than the q value), we were able to test our model adequacy.

To assess the model fit of the measurement model we interpreted our MPlus output and looked at a variety of indicators which overall, suggested a below average model fit. Our $\chi^2 (77, N = 480) = 557.32, p = .00$. The Tucker Lewis Index (TLI) was .83, slightly below the .90 cut-off and the Comparative Fit Index (CFI) was .85, slightly below the acceptable range of .90-.95. The Root Mean Square Error of Approximation (RMSEA) was .11 (CI: .11, .12), indicating a below model fit as it was slightly above .10. The Standardized Root Mean Square Residual (SRMR) was .06, indicating a good model fit as it fell below .08. See Figure 2.

We therefore attempted to re-run the model allowing some of the error variances of the indicators to correlate. Error variances of items were chosen to be allowed to correlate when they satisfied two conditions: (a) when suggested by modification indices and (b) were items which initially hung together in exploratory factor analysis due to similar item wording (i.e., were theoretically justifiable). Again, to assess the model fit of the model we interpreted our MPlus output and looked at a variety of indicators. Our $\chi^2 (62, N = 480) = 126.17, p = .00$ indicated a potentially below average fit; though, the significant p -value was likely influenced by the larger sample size. We also explored other indicators to determine the model fit. The TLI was .97, above the .90 cut-off and the CFI was .98, a good fit above .95. The RMSEA was .05 (CI: .04, .06), indicating a good model fit as it was below .10. The SRMR was .03, indicating a good model fit as it fell below .08. See Figure 3.

Based on the results from our exploratory factor analysis as well as the structural equation modeling, we determined the appropriate number of factors as a one factor solution that provides a good model fit for our data, as well as that two items ultimately needed to be dropped for the most parsimonious scale.

Convergent validity was assessed through comparison of the Sensitivity to Employer Social Responsibility scale with the Corporate Social Responsibility Orientation scale. The two constructs were found to be significantly correlated, $r(455) = .53, p < .01$.

Part 2: SEM structural regression. We used structural equation modeling, specifically structural regression to test how (a) demographic (i.e., gender, age, race/ethnicity, year in school), (b) financial supports and constraints (i.e., number of dependents, family income, financial supports), (c) undergraduate college experiences related to social justice (i.e., participation in an alternative break program, study abroad program, business ethnics course, diversity course, social justice course, service learning course, extracurricular volunteering) and (d) social justice attitudes (i.e., social justice commitment, civic action, social justice self-efficacy) variables are associated with our outcome variable of interest (i.e., sensitivity to prospective employer social responsibility). First, we identified the model by examining the measurement portion of the model, which explores the relationships between indicators and their latent constructs. We ensured we have a valid measurement model before progressing to testing the structural model, which explores the interrelations between the latent constructs. We ensured that our model meets two necessary conditions, first, that the degrees of freedom are greater or equal to zero, and second, that each latent factor has a scale. We followed the two-step rule of model identification (Bollen, 1989); (1) we re-specified the structural regression model as a confirmatory factor analysis model, and (2) we viewed the structural model as a path model (i.e.,

a model to analyze relations among observed variables; the model is identified if it is recursive). In testing our structural regression model, two-step modeling is important as a valid measurement model is needed before testing the structural component (e.g., Anderson & Gerbing, 1998). Two step modeling also is useful for determining where, if any misspecifications occur (e.g., in the measurement model, structural, or both).

To note, we chose to reexamine demographic variables to determine whether any were redundant, and could therefore be dropped from the model to reduce some of the overall complexity and pieces of information in the model. The determination was to drop “age,” as most students were around 20 years of age without significant variability ($M = 20.50$, $SD = 4.22$). Students’ year in school would remain in the model as a control demographic variable.

Model 1: Social justice experiences. In our first model, we used structural equation modeling, specifically structural regression, to test how (a) demographic (i.e., gender, race/ethnicity, year in school), (b) financial supports and constraints (i.e., number of dependents, family income, financial supports) and (c) undergraduate college experiences related to social justice (i.e., participation in an alternative break program, study abroad program, business ethnics course, diversity course, social justice course, service learning course, extracurricular volunteering) are associated with our outcome variable of interest (i.e., sensitivity to prospective employer social responsibility). We assessed the model fit of the structural model and found that our model was acceptable. Our $\chi^2 (244, N = 378) = 322.37, p = .00$, indicating a potentially below average fit; though, the significant p -value was likely influenced by the larger sample size. The TLI was .97, above the .90 cut-off and the CFI was .97, good above .95. The RMSEA was .03 (CI: .02, .04), indicating a good model fit as it was below .10. The SRMR was .03, indicating a good model fit as it fell below .08. See Figure 4.

We found, when interpreting standardized coefficients, that taking social justice courses in college ($b = 0.15, p < 0.05$) and participating in extracurricular volunteering ($b = 0.12, p < 0.05$) were associated with our outcome variable of interest (i.e., sensitivity to prospective employer social responsibility;). In this model, our demographic control variable, gender (being male), was negatively associated with students' sensitivity to prospective employer social responsibility ($b = -0.13, p < 0.05$). See Figure 4.

Model 2: Social justice attitudes. Before running our second and third models, it was important to conduct CFA on our other latent variables to establish the structure of the proposed relationships and latent factors. Therefore, we ran CFA on our three social justice attitudes latent variables (i.e., social justice commitment, civic action, social justice self-efficacy).

To assess the model fit of the measurement model of the social justice commitment scale, we interpreted our MPlus output and looked at a variety of indicators. Our $\chi^2 (2, N = 480) = 33.95, p = .00$, indicating a potentially below average fit; though, the significant p -value was likely influenced by the larger sample size. All other indicators suggested an overall acceptable model fit. The TLI was .94, above the .90 cut-off and the CFI was 0.98, good above .95. The RMSEA was .18 (CI: .13, .24), slightly above the .10 cut off. The SRMR was .02, indicating a good model fit as it fell below .08.

To assess the model fit of the measurement model of the civic action scale, we interpreted our MPlus output and looked at a variety of indicators. Our $\chi^2 (20, N = 480) = 399.16, p = .00$, indicating a potentially below average fit; though, the significant p -value was likely influenced by the larger sample size. All other indicators suggested an overall acceptable model fit. The TLI was .83, slightly below the .90 cut-off and the CFI was .88, slightly below the acceptable range

of .90-.95. The RMSEA was .20 (CI: .18, .22), slightly above the .10 cut off. The SRMR was .06, indicating a good model fit as it fell below .08.

To assess the model fit of the measurement model of the social justice self-efficacy scale, we interpreted our MPlus output and looked at a variety of indicators. Our χ^2 (35, $N = 480$) = 285.80, $p = .00$, indicating a potentially below average fit; though, the significant p -value was likely influenced by the larger sample size. All other indicators suggested an overall acceptable model fit. The TLI was .88, slightly below the .90 cut-off and the CFI was .91, in the acceptable range of .90-.95. The RMSEA was .12 (CI: .11, .14), slightly above the .10 cut off. The SRMR was .05, indicating a good model fit as it fell below .08.

Once exploring the factor structure of our three social justice attitudes latent variables, we ran our second model, to test how (a) demographic (i.e., gender, race/ethnicity, year in school), (b) financial supports and constraints (i.e., number of dependents, family income, financial supports) and (c) social justice attitudes (i.e., social justice commitment, civic action, social justice self-efficacy) variables are associated with our outcome variable of interest (i.e., sensitivity to prospective employer social responsibility). As the three social justice attitudes are all highly correlated with one another, they were allowed to correlate in the model.

We assessed the model fit of the structural model and found that our model was acceptable. See Figure 5. Our χ^2 (213, $N = 388$) = 361.15, $p = .00$, indicating a potentially below average fit; though, the significant p -value was likely influenced by the larger sample size. All other indicators suggested a good model fit. The TLI was .95, above the .90 cut-off and the CFI was good at .95. The RMSEA was .04 (CI: .04, .05), indicating a good model fit as it was below .10. The SRMR was .05, indicating a good model fit as it fell below .08. See Figure 5.

In interpreting the standardized output, all three social justice attitudes were found to be positively associated with students' sensitivity to prospective employer social responsibility (i.e., commitment to social justice; $b = 0.32, p = 0.00$; civic action; $b = 0.22, p = 0.00$; and social justice self-efficacy; $b = 0.22, p < 0.05$). See Figure 5.

Model 3: Mediation models. We used the structural equation modeling approach described in Holmbeck (1997) for testing mediation effects (described below with "A" as the predictor variable, "B" as the mediator variable and "C" as the outcome variable) for each of our three social justice attitude mediators (i.e., social justice commitment, social justice efficacy, civic action). This approach aligns with Baron and Kenny (1986), Judd and Kenny (1981), and James and Brett's (1984) four steps for establishing mediation. First, we assessed the fit of our direct effect model (A→C) and explored whether our causal variables (i.e., A; social justice related experiences) correlated with our outcome variable (i.e., C; students' sensitivity to prospective employer social responsibility; Hoyle & Smith, 1994).

We then assessed the model fit for our direct effect model (A→C) and found the model fit was good. Our $\chi^2 (57, N = 378) = 58.31, p = .43$. The TLI was 1.00, above the .90 cut-off and the CFI was 1.00, good above .95. The RMSEA was .01 (CI: .00, .03), indicating a good model fit below .10. The SRMR was .02, indicating a good model fit below .08. In this direct effect model, we found only one significant predictor, extracurricular volunteering, to be positively associated with students' sensitivity to prospective employer social responsibility ($b = 0.17, p < 0.05$).

Next, we tested the overall mediation (A→B→C) model. We therefore tested three separate models, one for each of the three mediators. We first explored our model with social justice efficacy as the mediator between students' undergraduate college experiences related to

social justice (i.e., number of social justice related courses, time spent in extracurricular volunteer activities, participation in study abroad or service immersions) and their sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., gender, year in school, race/ethnicity) and financial supports/constraints (i.e., family income, financial support, the number of dependents). We assessed the model fit and found our model fit was good. See Figure 6. Our $\chi^2 (257, N = 388) = 363.00, p = .00$, indicating a potentially below average fit; though, the significant p -value was likely influenced by the larger sample size. All other indicators suggested a good model fit. The TLI was .96, above the .90 cut-off and the CFI was .96, good above .95. The RMSEA was .03 (CI: .03, .04), indicating a good model fit below .10. The SRMR was .03, indicating a good model fit below .08. See Figure 6.

We then explored our second mediation model with social justice commitment as the mediator. We assessed the model fit and found our fit model was good. See Figure 7. Our $\chi^2 (257, N = 388) = 342.35, p = .00$, indicating a potentially below average fit; though, the significant p -value was likely influenced by the larger sample size. All other indicators suggested a good model fit. The TLI was .96, above the .90 cut-off and the CFI was .97, good above .95. The RMSEA was .03 (CI: .02, .04), indicating a good model fit below .10. The SRMR was .03, indicating a good model fit below .08. See Figure 7.

Finally, we explored our third mediation model with civic action as the mediator. We assessed the model fit and found again good model fit. See Figure 8. Our $\chi^2 (257, N = 388) = 348.37, p = .00$, indicating a potentially below average fit; though, the significant p -value was likely influenced by the larger sample size. All other indicators suggested a good model fit. The TLI was .96, above the .90 cut-off and the CFI was .97, good above .95. The RMSEA was .03

(CI: .02, .04), indicating a good model fit below .10. The SRMR was .03, indicating a good model fit below .08. See Figure 8.

As each of the three mediation models provided good model fit, we then proceeded to explore the mediator to outcome (B→C) path coefficients for each of the three mediation models. In each of our three mediation models, our mediators were significantly related to the outcome variable (B→C). Social justice self-efficacy ($b = 0.48, p = 0.00$), social justice commitment ($b = 0.57, p = 0.00$) and civic action ($b = 0.48, p = 0.00$) were each positively associated with students' sensitivity to prospective employer social responsibility. See Figures 6, 7 and 8, respectively.

We next explored the predictor to mediator (A→B) path coefficients for each of the three mediation models. Participating in extracurricular volunteering was positively associated with students' social justice commitment ($b = 0.20, p < 0.01$) and civic action ($b = 0.26, p < 0.01$). To note, although taking a social justice course was positively associated with all three mediators, this predictor variable did not previously meet criteria for mediation in the initial model (A→C) and therefore will not be considered further for mediation. In addition, at this stage, the mediator social justice efficacy was no longer considered for mediation as it did not meet initial criteria for mediation thus far for any predictor variables.

Lastly, in our final step to assess mediation effects, we assessed the model fit of our two remaining mediation models (i.e., commitment to social justice and civic action) under two conditions, when the predictor to outcome (A→C) path (i.e., extracurricular volunteering → students' sensitivity to prospective employer social responsibility) was constrained to zero, and when the A→C path was not constrained, to examine whether the unconstrained path provided a better model fit. We kept the control variables in the model; though, removed the other non-

significant predictors to simplify the models for this final step. We conducted a chi-square significant test between each of two sets of models. In the social justice commitment mediation model, we found there to be a statistically significant difference in the model chi-squares and degrees of freedom between (a) holding the path between extracurricular volunteering and students' sensitivity to prospective consumer social responsibility ($A \rightarrow C$) constant at zero and (b) allowing the path to be freely estimated ($p < 0.01$). Finally, in the civic action mediation model, we also found there to be a statistically significant difference in the model chi-squares and degrees of freedom between (a) holding the path between extracurricular volunteering and students' sensitivity to prospective consumer social responsibility ($A \rightarrow C$) constant at zero and (b) allowing the path to be freely estimated ($p < 0.01$).

Therefore, in examination of all required steps for establishing mediation, we found mediation criteria to be met for both students' social justice commitment and civic action as mediators between participating in extracurricular volunteering and students' sensitivity to prospective employer social responsibility. Furthermore, through examination of the indirect effects for each of these relationships, we found a significant positive indirect effect with extracurricular volunteering in predicting students' sensitivity to employer social responsibility when mediated by commitment to social justice ($b = 0.11, p < 0.01$) and civic action ($b = 0.12, p < 0.01$) in each of the two mediation models.

Discussion

The current study reveals how (a) demographic (i.e., gender, race/ethnicity, year in school), (b) financial supports and constraints (i.e., number of dependents, family income, financial supports), (c) undergraduate college experiences related to social justice (i.e., participation in an alternative break program, study abroad program, business ethnics course,

diversity course, social justice course, service learning course, extracurricular volunteering) and (d) social justice attitudes (i.e., social justice commitment, civic action, social justice self-efficacy) variables are associated with our outcome variable of interest (i.e., sensitivity to prospective employer social responsibility).

First, we found the Sensitivity to Prospective Employer Social Responsibility scale to be a reliable, valid, one factor scale. Second, students who participated in the present study overall positively endorsed a degree of sensitivity to prospective employer CSR. Third, we found a positive relationship between (a) taking social justice courses in college, (b) participating in extracurricular volunteering, and our outcome variable of interest (i.e., sensitivity to prospective employer social responsibility), and a negative relationship between gender (i.e., being male) and our outcome variable of interest. This is a deviation from the initial conceptual model in which we hypothesized that not only taking a social justice course, but also participation in an alternative break program, study abroad program, business ethnics course, diversity course, and/or service learning course all would be positively associated with greater sensitivity to prospective employer social responsibility when controlling for basic demographic variables. Our new model based on the results from the present study is therefore changed to reflect that students' undergraduate college experience related to social justice (i.e., taking a social justice course, extracurricular volunteering) are positively associated with greater sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., gender, year in school, race/ethnicity), financial supports/constraints (i.e., family income, financial support, the number of dependents). Fourth, we found a positive association between all three social justice attitudes of interest (i.e., commitment to social justice, civic action, and social

justice self-efficacy) and students' sensitivity to prospective employer social responsibility. See Figure 9.

We explored three mediation models with social justice attitudes as unique mediators in each model. Two significant indirect relationships emerged. First, that students' commitment to social justice and civic action both mediate extracurricular volunteering in college and students' sensitivity to prospective employer social responsibility. Second, that both students' commitment to social justice and civic action mediate taking a social justice course in college and students' sensitivity to prospective employer social responsibility. See Figure 10 for an updated mediation conceptual model. We now discuss these findings with a focus on (a) the research implications for the development of the Sensitivity to Employer Social Responsibility Scale, (b) implications for future for college students, universities and the corporate sector, (c) our mediation results and lastly (d) limitations and directions for future research.

Research Implications

Prior to this study, no scales existed in the literature to assess students'/prospective employees' sensitivity to employer social responsibility. Specifically, no scales existed to examine if individuals value working for a socially responsible employer to the extent that they would make future employment decisions based on valuing CSR. As previously noted, a comprehensive review of the literature revealed empirically validated scales focused on assessing related constructs such as (a) the extent to which CSR is being practiced within a company and its impact on various stakeholders (Turker, 2009), (b) the role of ethics and social responsibility in achieving organization effectiveness (Singhapakdi, Vitell, Rallapalli, & Kraft, 1996), (c) corporate citizenship (Maignan & Ferrell, 2000) and (d) conducting a content analysis as a method of measuring CSR within an company (Abbott & Monsen, 1979; Ruf, Muralidhar, &

Paul, 1998). A significant number of scales exist to measure the CSR perception of individuals, such as managerial attitudes towards social responsibility (Quazi and O'Brien, 2000) or individual CSR values (i.e., orientation) of managers (Aupperle, 1984). However, this study helps to fill a significant missing gap as the research in this area primarily focuses on CSR dimensions (e.g., corporate social orientation; CSO), but no research had been conducted on how valuing CSR impacts potential job applicants' actions. This study developed and successfully validated a measure, the Sensitivity to Prospective Employer Social Responsibility scale, based on Paul et al.'s (1997) Consumer Sensitivity to Corporate Social Performance (CSP) scale. The Sensitivity to Prospective Employer Social Responsibility scale fills the significant gap in the literature, by offering an empirically validated measure to explore the degree to which job applicants perceive their values related to working for a socially responsible company impact their future job choice decisions.

Community Implications

This study documents that college student co-curricular experiences related to social justice, directly and indirectly impact students' beliefs and values (i.e., taking a social justice course in college and extracurricular volunteering). Specifically, in the present study, we found that both taking a social justice course in college and extracurricular volunteering were directly associated with greater sensitivity to prospective employer social responsibility. Furthermore, the relationship between extracurricular volunteering as well as taking a social justice course in college, and students' increased sensitivity to prospective employer social responsibility, were found to be positively mediated by both students' commitment to social justice and their civic action. This highlights how community engagement and extracurricular, social justice related activities in college can help foster and develop goals or future intentions to engage in social

justice advocacy as well as increased community involvement. These developed social justice attitudes then may help promote positive values related to CSR, in developing socially responsible students who are conscious of, and value working for a socially responsible employer in the future. This aligns with the research literature on the positive impact of extracurricular experiences on students' values and identity development (Bowman et al., 2010). For example, research documents that volunteering experiences help promote youth identity development (Yates & Youniss, 1996).

Findings from the current study have direct implication for both college students and universities. College students, as the next generation workforce, will ultimately transition into the future employees and executives with the ability to push positive social change from within, once hired and promoted within companies. In this way, it is important for university staff to understand which experiences within college help shape college students to hold positive pro-social values. This study documents that taking social justice courses in college is associated with students' holding CSR values, enough so that they may impact students' future job selection and employment decisions even when controlling for demographic variables as well as financial supports and constraints. Therefore, it may be beneficial to explore college student general education requirements or other ways to promote or increase opportunities for students to take social justice related courses in college. Furthermore, students' social justice attitudes (i.e., commitment to social justice and civic action) positively mediate the relationship between extracurricular volunteering in college and students' increased sensitivity to prospective employer social responsibility. Thus, it may be beneficial to explore how to promote opportunities for participating in extracurricular volunteering in the college setting (e.g., supporting volunteering-based student organizations, offering a campus-wide day of service,

building and strengthening relationships between the college/university and local community partners).

In addition, we found gender to have a significant relationship with students' sensitivity to prospective employer social responsibility, with female students more likely to endorse greater sensitivity to prospective employer social responsibility, and male students less likely to endorse sensitivity to prospective employer social responsibility. This aligns with the literature in that females have been shown to be more socially responsible than males (Arlow, 1991). Although the gender gap among various professions is slowly closing, there still exists gender differences in job type (e.g., greater number of females in service-oriented professions, greater number of males in science and business related professions; Beede et al., 2011). Women also hold a disproportionately low share of STEM (i.e., science, technology, engineering and mathematics) undergraduate degrees (particularly in engineering; Beede et al., 2011). This gap still exists even with the more recent push to provide increased opportunities to engage girls and young women in the STEM fields. Notably, women still hold less than 25% of STEM jobs (Beede et al., 2011). Therefore, further research should explore whether there are differences between the types of jobs and careers (and relatedly the undergraduate majors) that male and female students are interested in after graduating. In addition, future research may also explore if there are differences between fields in the range of socially responsible practices offered by employers (e.g., the idea that some fields may provide a greater number of opportunities to work for a socially responsible employer). Furthermore, there may be gender differences between how graduating male and female students view their future employment opportunities. Though many American households have become dual-income households, it is still the prevailing societal norm that men are the primarily household breadwinner. Within households as men tend to

typically work full time at a greater rate than women, their contributions tend to most positively influence satisfaction with household income (De Henau & Himmelweit, 2013). As many young men may also internalize this societal norm and therefore ultimately perceive themselves as the future breadwinners in their future households, they may be more inclined to choose a job primarily based on the field, pay and additional benefits, thereby putting less importance on socially responsible business practices. Further research may explore this issue further, and assess if students' perceptions of whether or not they may be the primary breadwinner in their future household (in addition to solely whether or not they current have dependents), may impact their post-undergraduate job choice decisions.

Findings from the current study may also have direct implication for the corporate sector since it documents that overall, students who participated in the study positively endorsed a degree of sensitivity to prospective employer social responsibility. Students do indeed value working for a socially responsible employer, to the extent that they would make employment decisions based on valuing CSR. Previous research has explored how students' values may be related to post-undergraduate employment preferences and decisions. This study fills an important gap in exploring how students' (and prospective employees') CSR values impact their future job choice decisions. These findings confirm that when controlling for demographic variables and factors constraining job choice flexibility, students' (e.g., prospective employees') are likely to be more attracted to socially responsible companies and would be likely willing to sacrifice some personal preferences in order to choose to work for a socially responsible employer. In this way, companies that promote both internal and external corporate social responsibility may hold a competitive advantage in attempting to recruit from graduating college students.

Social Justice Attitudes as Mediators

The present study tested how students' experiences in college may impact changes in social justice attitudes, and how their social justice attitudes are associated with students' sensitivity to prospective employer social responsibility. Therefore, this study explored whether students' social justice attitudes (e.g., social justice efficacy, social justice commitment, civic action) mediated the relationship between students' undergraduate college experiences related to social justice and their sensitivity to prospective employer social responsibility when controlling for basic demographic variables (i.e., gender, year in school, race/ethnicity) as well as financial supports and constraints (i.e., family income, financial support, the number of dependents). This initial model is illustrated in Figure 1.

The results of the present study warrant a change to the study's initial conceptual model for the mediation relationship between study variables. Only two of the three proposed social justice attitudes (i.e., commitment to social justice, civic action) positively mediated the relationship between a social justice related experience in college (i.e., extra-curricular volunteering and taking a social justice course), and students' sensitivity to prospective employer social responsibility. Please see Figure 9 for updated models based on study results. These two relationships (i.e., with commitment to social justice and civic action as mediators) theoretically make sense, as students who engage in scheduled, weekly volunteering and service likely enter with, and further develop a commitment to volunteering and community engagement. It may then be easy to then feel that one possesses a solid plan for future engagement, particularly when belonging to a student group in which they know they have pre-planned future volunteering opportunities.

Though all three social justice attitudes are highly correlated with one another, holding a commitment to social justice is conceptually similar to having a plan for greater involvement in one's community. In contrast, social justice efficacy (i.e., one's perceived *ability* to engage in social justice advocacy behaviors) goes a step beyond a mere commitment or plan, and taps into a personal evaluation of one's ability to engage in important but difficult and complex societal injustice. To develop a confidence to confront social injustice in your daily life from extra-curricular volunteering would require one to not only develop tools and skills volunteering, but also for individuals to feel they have the confidence and ability to confront social justice issues outside of their structured volunteering commitments. Social justice self-efficacy is more than just holding a commitment or a plan for future volunteering and community service, but rather a shift in internal cognitive frameworks and a strong confidence to engage with friends, family and diverse others on challenging, charged, and overwhelming topics. Thereby lies the difference between direct and indirect service versus advocacy work that attempts to tackle more macro, systemic injustice and embedded prejudices within our society. Therefore, it will be important for future research to better understand what types of experiences in college may help promote development of students' social justice self-efficacy, namely, their confidence and perceived ability to engage in social justice advocacy behaviors in the future.

It is hypothesized that for students to develop social justice self-efficacy through extra-curricular volunteering in college, they would require the opportunity for consistent, structured reflection about their service experiences. This reflection may provide an opportunity to self-evaluate their own attitudes, prejudices and stereotypes, connect their service experiences to larger systemic injustice, and/or discuss plans for building on their extra-curricular volunteering to become an advocate for social justice. It is somewhat surprising therefore, that no indirect

mediation relationship was found in the present study for social justice efficacy between taking a social justice or service learning course and our outcome variable of interest. Both social justice courses and service learning courses offer the opportunity for structured reflection and teaching skills and tools for social justice work. Research documents the importance of reflection in service-learning, and reflection's transformative ability to help students create meaning from service as well as integrate service to their academic coursework and their lives (Bingle, & Hatcher, 1999; Hatcher, & Bingle, 1997). There exists a mantra, that "service without reflection is just work," which highlights the importance of reflection in volunteering and community service. In this way, community service and extra-curricular volunteering have the opportunity to become a powerful transformative experience for students, to re-evaluate their assumptions through engagement in critical reflection. Mezirow's (1997; 2000) theory of transformation learning asserts that critical reflection is a crucial aspect of this framework that helps to further facilitate transformational learning and has the potential to change students' frameworks, or filters, on how they view and digest the world. Critical, structured reflection of service experiences can help individuals better frame their service work, as well as to have a broader understanding of the roots of social justice (Chertok, Tobias, Boxer & Rosen, 2012). Therefore, it may be important for future research in this area to differentiate between volunteering and service with and without intensive, structured opportunities for reflection on the development of students' social justice attitudes and beliefs as well as their values related to corporate social responsibility.

Limitations and Directions for Future Research

Although the current study has many strengths, there are some limitations. First, the sample consisted of students from a Midwestern private Catholic school that has an explicit

mission and focus on promoting diversity and social justice. Such a university context may provide an overall environment in which topics of social justice and diversity are inherently infused into the general curriculum and campus culture, and findings need to be replicated in other types of settings and in non-religious, public universities.

Second, there are inherent limitations to a cross-sectional study and longitudinal research is needed to better understand the direction of the associations explored in this study and development of social justice related values and the impact on students' corporate social responsibility orientation and values over time. Future studies should consider not only students' perceptions of their future actions, but also follow longitudinally to document students' actual employment opportunities and ultimately their final employment acceptance decisions post-college. As students earlier in their undergraduate career may be more optimistic and less potentially realistic, with fewer bills responsibilities and further away from the actual decision to pursue post-undergraduate employment opportunities, their views and attitudes related to post-undergraduate employment and the importance of CSR may shift throughout their undergraduate careers. Furthermore, students later in their college careers may also be closer to potentially facing significant student loan debt and additional life expenses. Further research may hope to explore differences between freshmen and senior's sensitivity to prospective employer social responsibility and assess their perceptions longitudinally rather than in a cross-sectional study. Future researchers may also explore other variables that may constrain job choice (e.g., total student loan debt upon graduation) and may be particularly relevant to graduating seniors and not accounted for in this study.

Third, this sample was skewed in terms of year in school, with a majority of students in their first undergraduate year. This is particularly relevant as mentioned above, differences may

occur between freshmen and senior's sensitivity to prospective employer social responsibility. It is hypothesized that results may be different for samples with more seniors (i.e., 4th year students), who would have also by default experienced a greater number of paid and unpaid internship opportunities, work-related experiences. Undergraduate seniors also may experience their future employment decisions as more tangible and less as an abstract hypothetical, potentially impacting their responses in how they perceive their future job choice decisions.

Fourth, it is possible that the significant positive results related to taking a social justice course (and non-significant results related to taking a service learning course) may have been impacted by the greater number of social justice related courses available each quarter for students compared to number of available service learning courses each quarter. Though research had documented the wide range of positive impacts service learning courses can have on students (e.g., on civic attitudes, increased community engagement; Gallini & Moely, 2003; Moely, McFarland, Miron, Mercer, & Ilustre, 2002a), little research has explored the positive impact of taking a social justice related course in college. It is notable that compared to 268 students who took one or more social justice related courses in the current sample, only 164 students took one or more service learning courses. It is possible that in our study, any significant results for taking a service learning course may have been missed due to the significantly smaller sample size for students who had taken those types of courses. It is also possible that students may have also included and mentally clumped service learning courses within the broader label of a social justice related course, and that indirectly service learning courses may be therefore actually reflected in our study's findings.

Lastly, one methodological limitation of this study is that when using CFA to explore the structure of the three empirically validated social justice attitudes scales used in the study

models, each scale demonstrated only acceptable, and not overly strong, model fit indices. Though this appeared to not be an issue due to the strong fit indices results in the actual study models; though, this is something to keep in mind in that the data for this particular sample may not have fit extremely well with these three variables. This may mean that we may be unknowingly committing type 2 errors, in which we may be missing other relevant significant findings in the data. This highlights the importance of replication of this study and findings using other student and non-student populations to further contribute to the reliability and generalizability of these results.

Conclusion. This study provides important new information to help better understand how demographic variables (i.e., gender), college experiences related to social justice (i.e., taking a social justice course, extracurricular volunteering) as well as how social justice attitudes (i.e., social justice commitment, civic action, social justice self-efficacy) are associated with college student sensitivity to prospective employer social responsibility. Furthermore, this study demonstrates how social justice values (i.e., social justice commitment, civic action) act as significant positive mediators for extracurricular volunteering and taking a social justice course in college, in predicting students' sensitivity to prospective employer social responsibility. Taken together, these findings hold promise to inform not only college studies and universities, but also the corporate sector to hopefully impact future positive social change.

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Table 1
Means, Standard Deviations, and Intercorrelations for Study Variables

Variable	1	2	3	4	5	6	7	8	9	10
1. Sensitivity to Prospective Employer Social Responsibility	—	.53**	.49**	.49**	.47**	.14**	.10*	.03	.02	.10
2. Corporate Social Responsibility		—	.41**	.34**	.44**	.11*	.02	.08	.01	-.02
3. Social Justice Efficacy			—	.66**	.55**	.16**	.04	.10*	.03	-.00
4. Social Justice Commitment				—	.60**	.30**	-.04*	.02	.03	.01
5. Civic Action					—	.31**	-.01	-.07	.00	-.04
6. Extra-Curricular Volunteering						—	-.00	.04	.00	-.01
7. Age							—	.41**	.00	-.29**
8. Education								—	-.04	-.13**
9. Family Income									—	.18**
10. Number of Dependents										—
<i>Mean</i>	4.17	3.08	3.52	3.78	4.47	2.24	20.60	2.09	6.86	5.68
<i>SD</i>	0.90	0.50	0.84	1.27	1.05	1.48	4.22	1.89	2.67	1.11
<i>α</i>	0.92	0.91	0.92	0.94	0.93	-	-	-	-	-

Note. * $p < .05$. ** $p < .01$.

Table 2
Study Model Results

Variable	Model 1 (SJ Experiences)	Model 2 (SJ Attitudes)	Model 3a (Civic Action)	Model 3b (SJ Efficacy)	Model 3c (SJ Commitment)
	<i>b</i> * (<i>SE</i>)	<i>b</i> * (<i>SE</i>)	<i>b</i> * (<i>SE</i>)	<i>b</i> * (<i>SE</i>)	<i>b</i> * (<i>SE</i>)
<u>Predicting SPESR</u>					
Women ^a	-0.13* (0.05)	-0.01 (0.05)	-0.03 (0.05)	-0.08 (0.05)	-0.05 (0.04)
Year in School	-0.02 (0.06)	0.07 (0.04)	0.04 (0.06)	-0.01 (0.06)	0.04 (0.06)
Race/Ethnicity ^b	0.09 (0.06)	0.07 (0.05)	0.06 (0.05)	0.08 (0.05)	0.08 (0.05)
Family Income	-0.01 (0.06)	-0.00 (0.05)	-0.01 (0.05)	-0.03 (0.04)	-0.03 (0.05)
Full Financial Support ^c	-0.10 (0.08)	-0.02 (0.07)	-0.06 (0.07)	-0.01 (0.07)	-0.06 (0.07)
Some Financial Support ^c	-0.06 (0.07)	-0.01 (0.06)	-0.04 (0.07)	-0.00 (0.07)	-0.04 (0.07)
Number of Dependents	-0.07 (0.05)	-0.04 (0.05)	-0.08 (0.04)	-0.03 (0.04)	-0.05 (0.04)
SJ Related Courses	0.15* (0.07)	—	0.06 (0.06)	0.00 (0.06)	-0.04 (0.06)
Business Ethics Courses	-0.02 (0.06)	—	0.02 (0.05)	0.01 (0.05)	0.04 (0.05)
Diversity Courses	0.04 (0.07)	—	0.01 (0.06)	0.03 (0.06)	0.03 (0.07)
Service Learning Courses	0.06 (0.06)	—	0.09 (0.05)	0.04 (0.06)	0.04 (0.06)
Extra-Curricular Volunteering	0.12* (0.05)	—	-0.01 (0.05)	0.08 (0.05)	0.00 (0.05)
Study Abroad ^c	-0.03 (0.05)	—	-0.01 (0.04)	-0.02 (0.04)	-0.00 (0.04)
Service Immersion ^d	-0.04 (0.05)	—	-0.01 (0.05)	-0.01 (0.05)	0.01 (0.05)
Social Justice Efficacy	—	0.15* (0.06)	—	0.48** (0.05)	—
Social Justice Commitment	—	0.32** (0.06)	—	—	0.57** (0.05)
Civic Action	—	0.22** (0.06)	0.48** (0.05)	—	—
<u>Predicting Mediator</u>					
SJ Related Courses	—	—	0.20** (0.06)	0.32** (0.06)	0.33** (0.05)
Business Ethics Courses	—	—	-0.09 (0.06)	-0.06 (0.05)	-0.11* (0.05)
Diversity Courses	—	—	0.05 (0.06)	0.00 (0.06)	0.00 (0.07)
Service Learning Courses	—	—	-0.07 (0.07)	0.04 (0.06)	0.04 (0.06)
Extra-Curricular Volunteering	—	—	0.26** (0.05)	0.08 (0.06)	0.20** (0.05)
Study Abroad ^c	—	—	-0.04 (0.05)	-0.03 (0.05)	-0.05 (0.05)
Service Immersion ^d	—	—	-0.06 (0.05)	-0.04 (0.05)	-0.10 (0.05)
Year in School	—	—	-0.13* (0.06)	-0.03 (0.06)	-0.11* (0.05)
Women ^a	—	—	-0.21** (0.05)	-0.11* (0.04)	-0.15** (0.04)
Race/Ethnicity ^b	—	—	0.05 (0.05)	0.02 (0.05)	0.01 (0.05)
Full Financial Support ^c	—	—	-0.08 (0.07)	-0.19** (0.07)	-0.09 (0.07)
Some Financial Support ^c	—	—	-0.06 (0.06)	-0.13 (0.07)	-0.04 (0.07)
Family Income	—	—	-0.01 (0.05)	0.03 (0.05)	0.04 (0.05)
Number of Dependents	—	—	0.02 (0.05)	-0.08 (0.05)	-0.03 (0.05)

Note. **p* < .05. ***p* < .01. All coefficients standardized. ^aMen = 1, Women = 0. ^bWhite = 1, Non-White = 0. ^c1 = Participated, 0 = Did not participate. ^eCompared to no financial support. *b**=standardized regression coefficients. SJ = Social Justice. SPESR = Sensitivity to Prospective Employer Social Responsibility

Table 3
Study Model Results Indirect Effects

Variable	Model 3a (SJ Commitment)	Model 3b (SJ Efficacy)	Model 3c (Civic Action)
	<i>b* (SE) 95% CI</i>	<i>b* (SE) 95% CI</i>	<i>b* (SE) 95% CI</i>
<u>Predicting SPESR</u>			
Women ^a	-0.08** (0.03) [-0.24, -0.06]	-0.05* (0.02) [-0.20, -0.02]	-0.10** (0.03) [-0.30, 0.11]
Year in School	-0.06* (0.03) [-0.22, -0.01]	-0.01 (0.03) [-0.15, 0.08]	-0.06* (0.03) [-0.24, 0.01]
Race/Ethnicity ^b	0.00 (0.03) [-0.09, 0.11]	0.01 (0.03) [-0.09, 0.12]	0.02 (0.03) [-0.05, 0.15]
Family Income	0.02 (0.03) [-0.06, 0.14]	0.02 (0.03) [-0.08, 0.13]	-0.00 (0.03) [-0.12, 0.10]
Full Financial Support ^c	-0.05 (0.04) [-0.23, 0.03]	-0.09* (0.04) [-0.32, -0.03]	-0.04 (0.03) [-0.20, 0.05]
Some Financial Support ^c	-0.03 (0.04) [-0.17, 0.06]	-0.06 (0.03) [-0.26, -0.05]	-0.03 (0.03) [-0.18, 0.06]
Number of Dependents	-0.02 (0.03) [-0.13, 0.06]	-0.04 (0.02) [-0.16, 0.00]	0.01 (0.02) [-0.07, 0.11]
SJ Related Courses	0.19** (0.04) [0.23, 0.44]	0.15** (0.03) [0.22, 0.43]	0.10** (0.03) [-0.09, 0.30]
Business Ethics Courses	-0.06* (0.03) [-0.20, -0.01]	-0.03 (0.02) [-0.17, 0.03]	-0.04 (0.03) [-0.20, 0.02]
Diversity Courses	0.00 (0.04) [-0.14, 0.12]	0.00 (0.03) [-0.12, 0.14]	0.02 (0.03) [-0.07, 0.16]
Service Learning Courses	0.02 (0.03) [-0.08, 0.14]	0.02 (0.03) [-0.08, 0.15]	-0.03 (0.03) [-0.20, 0.07]
Extra-Curricular Volunteering	0.11** (0.03) [0.10, 0.29]	0.04 (0.03) [-0.02, 0.19]	0.12** (0.03) [0.16, 0.35]
Study Abroad ^c	-0.03 (0.03) [-0.15, 0.05]	-0.01 (0.02) [-0.13, 0.05]	-0.02 (0.02) [-0.14, 0.06]
Service Immersion ^d	-0.05 (0.03) [-0.18, -0.00]	-0.02 (0.03) [-0.14, 0.07]	-0.03 (0.02) [-0.16, 0.02]

Note. * $p < .05$. ** $p < .01$. All coefficients standardized. ^aMen = 1, Women = 0. ^bWhite = 1, Non-White = 0. ^c1 = Participated, 0 = Did not participate. ^eCompared to no financial support. *b**=standardized regression coefficients. SJ = Social Justice. SPESR = Sensitivity to Prospective Employer Social Responsibility

Model 1: Social justice experiences

Sensitivity to CSR = Demographics + Financial supports/constraints + social justice experiences

Model 2: Social justice attitudes

Sensitivity to CSR = Demographics + Financial supports/constraints + Social justice attitudes

Model 3: Mediation Model (*Social justice attitudes as a mediator*)

Sensitivity to CSR = Demographics + Financial supports/constraints + social justice experiences

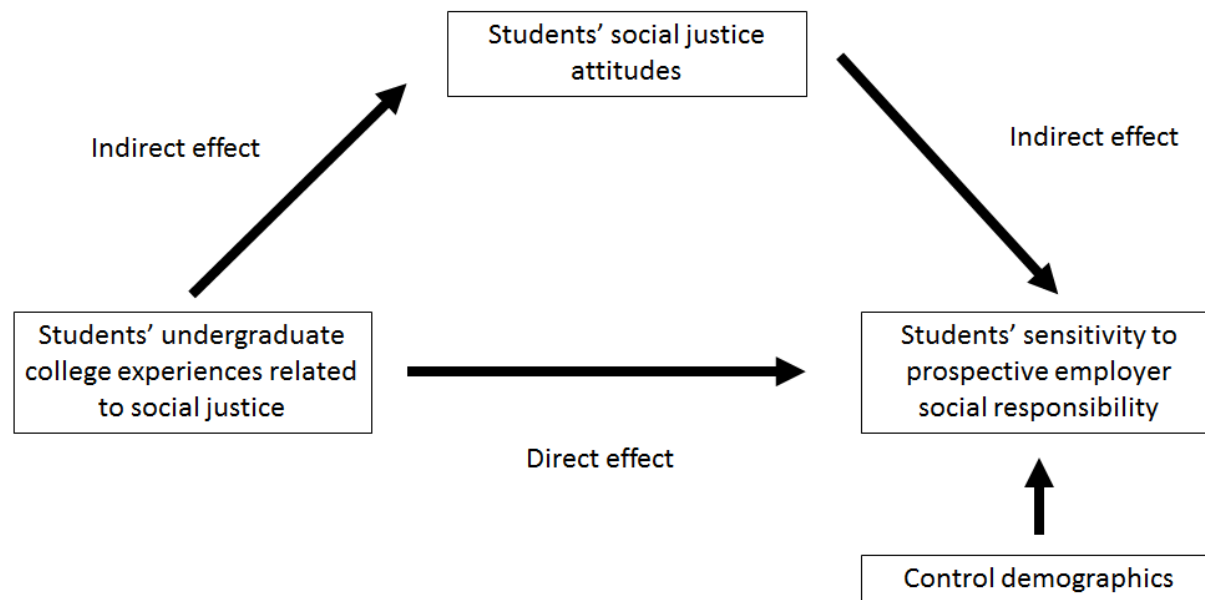


Figure 1. Proposed Models

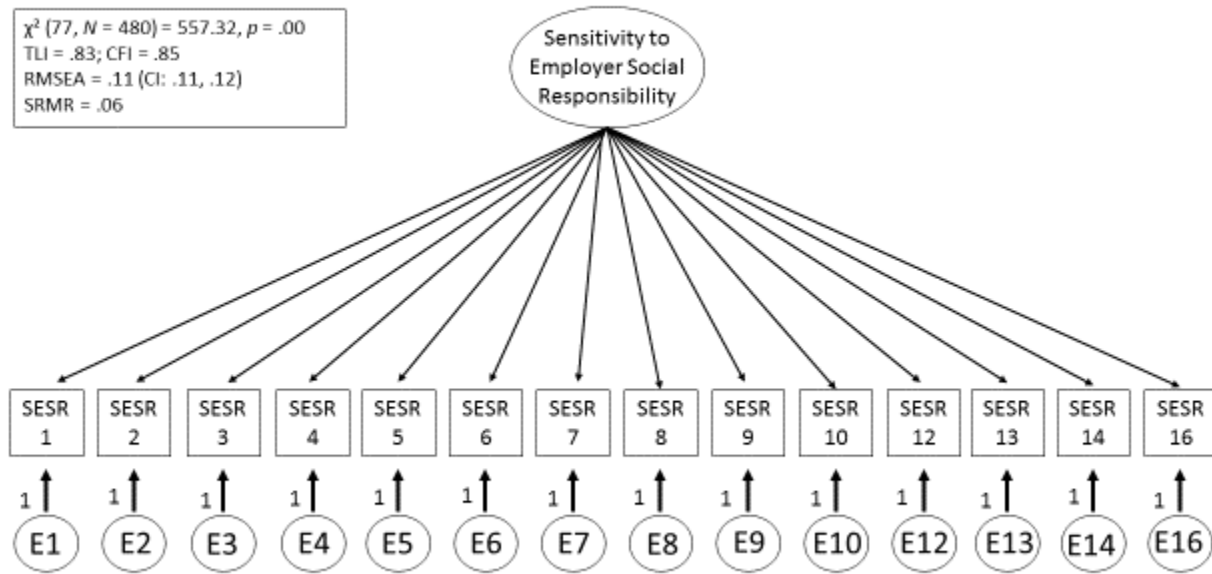


Figure 2: Initial CFA Sensitivity to Employer Social Responsibility

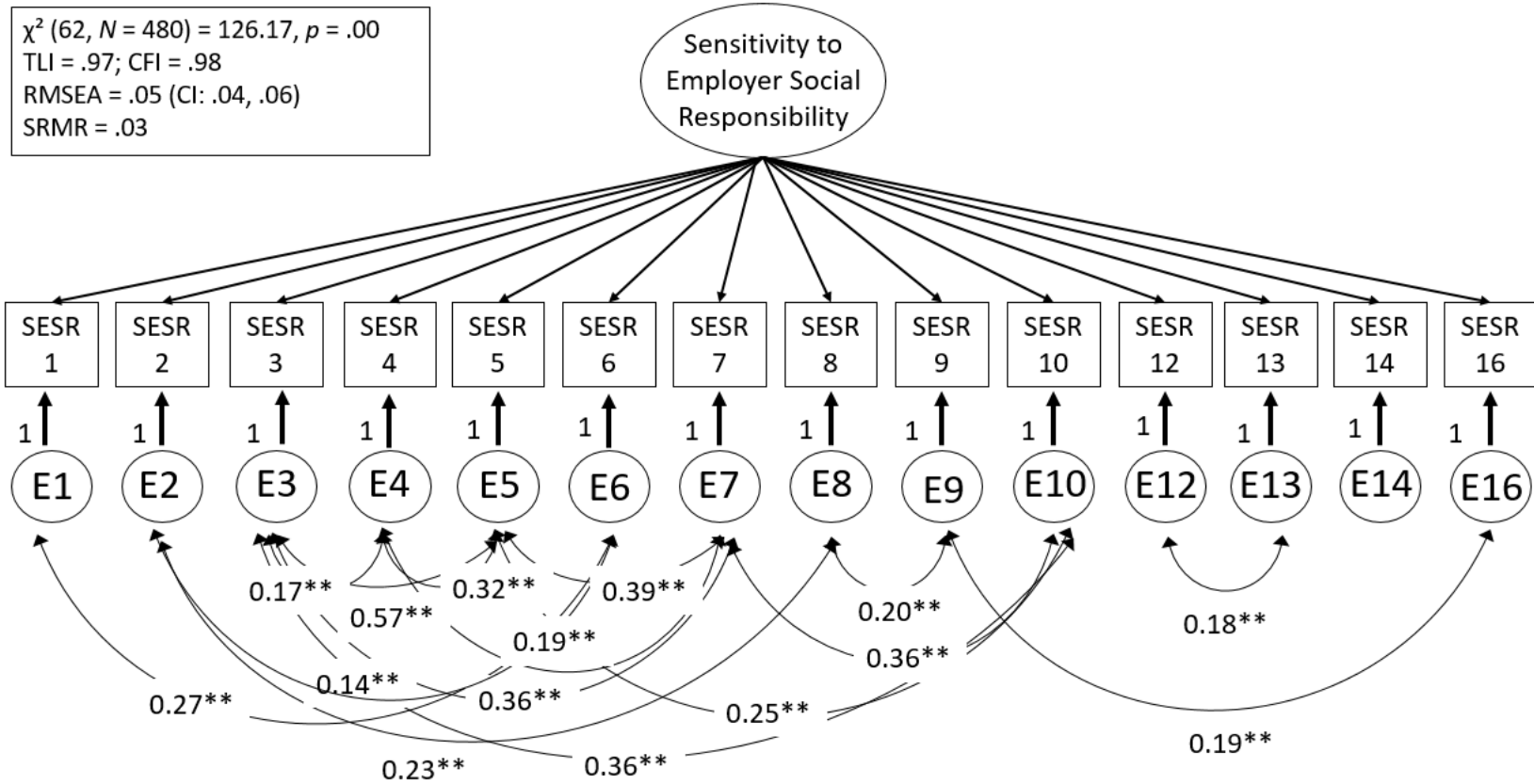


Figure 3. CFA Sensitivity to Employer Social Responsibility Scale after allowing error variances to correlate

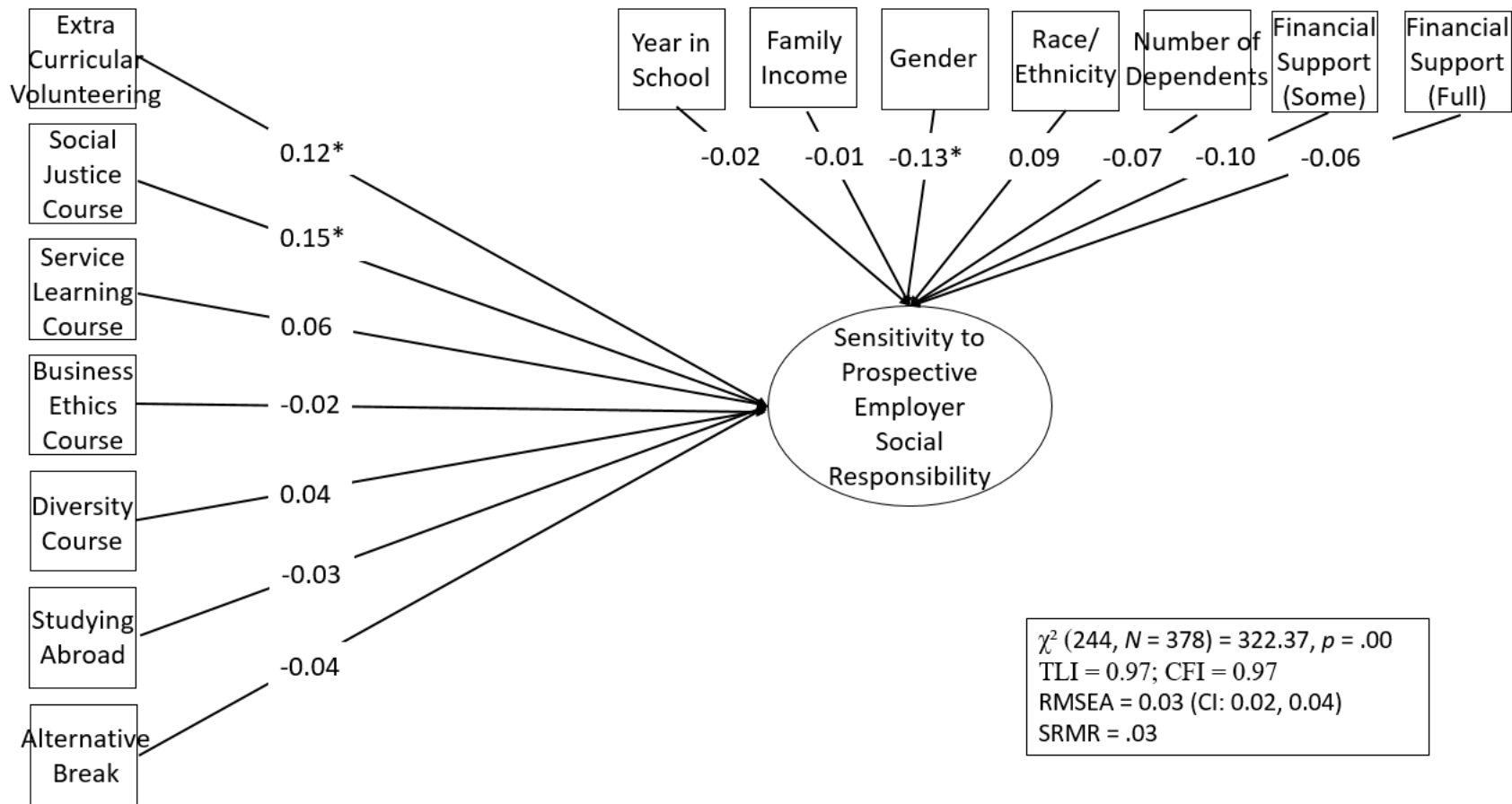


Figure 4. Model 1 SEM results: Social justice related experiences in college

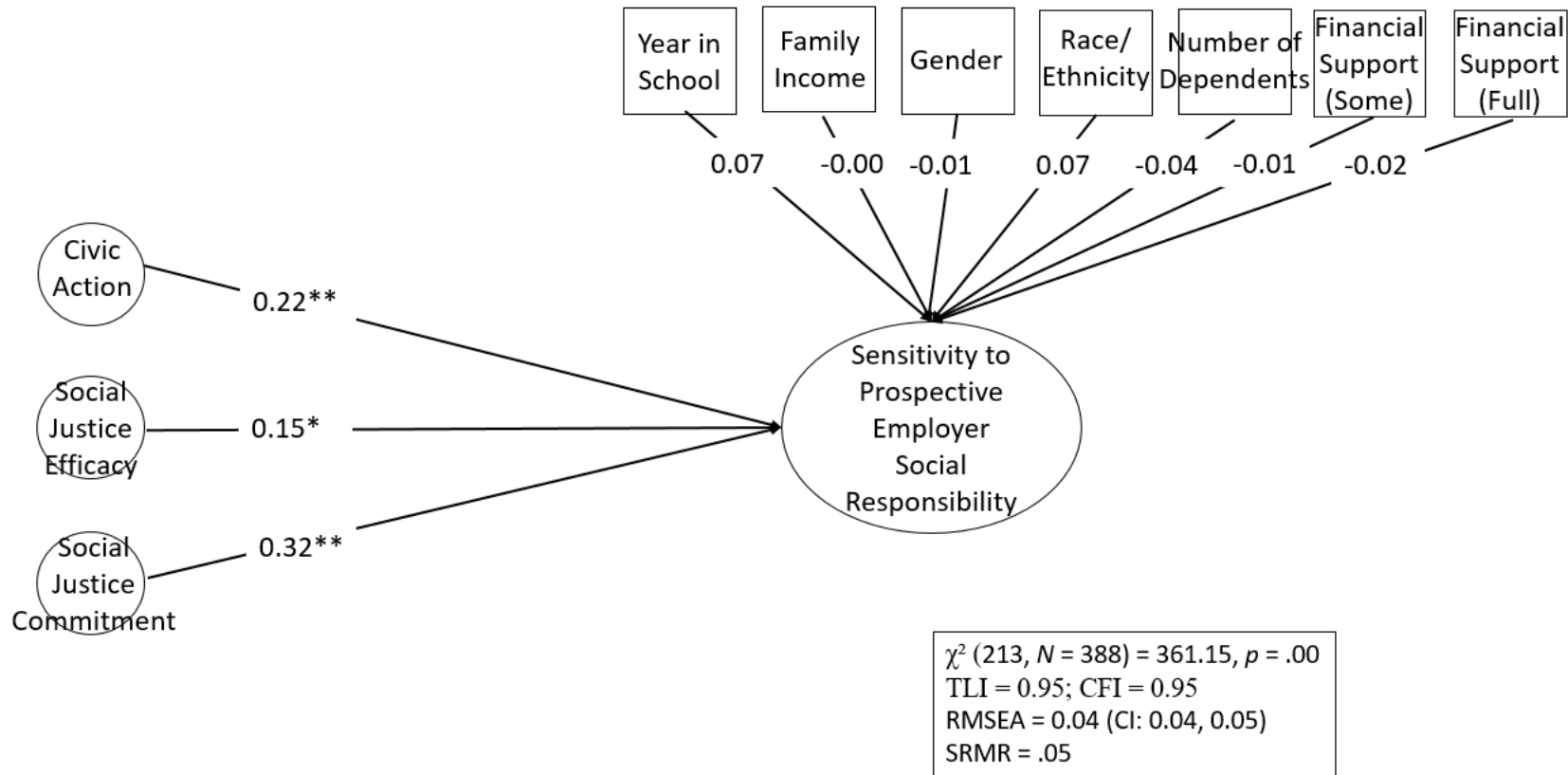


Figure 5. Model 2 SEM results: Social justice related attitudes

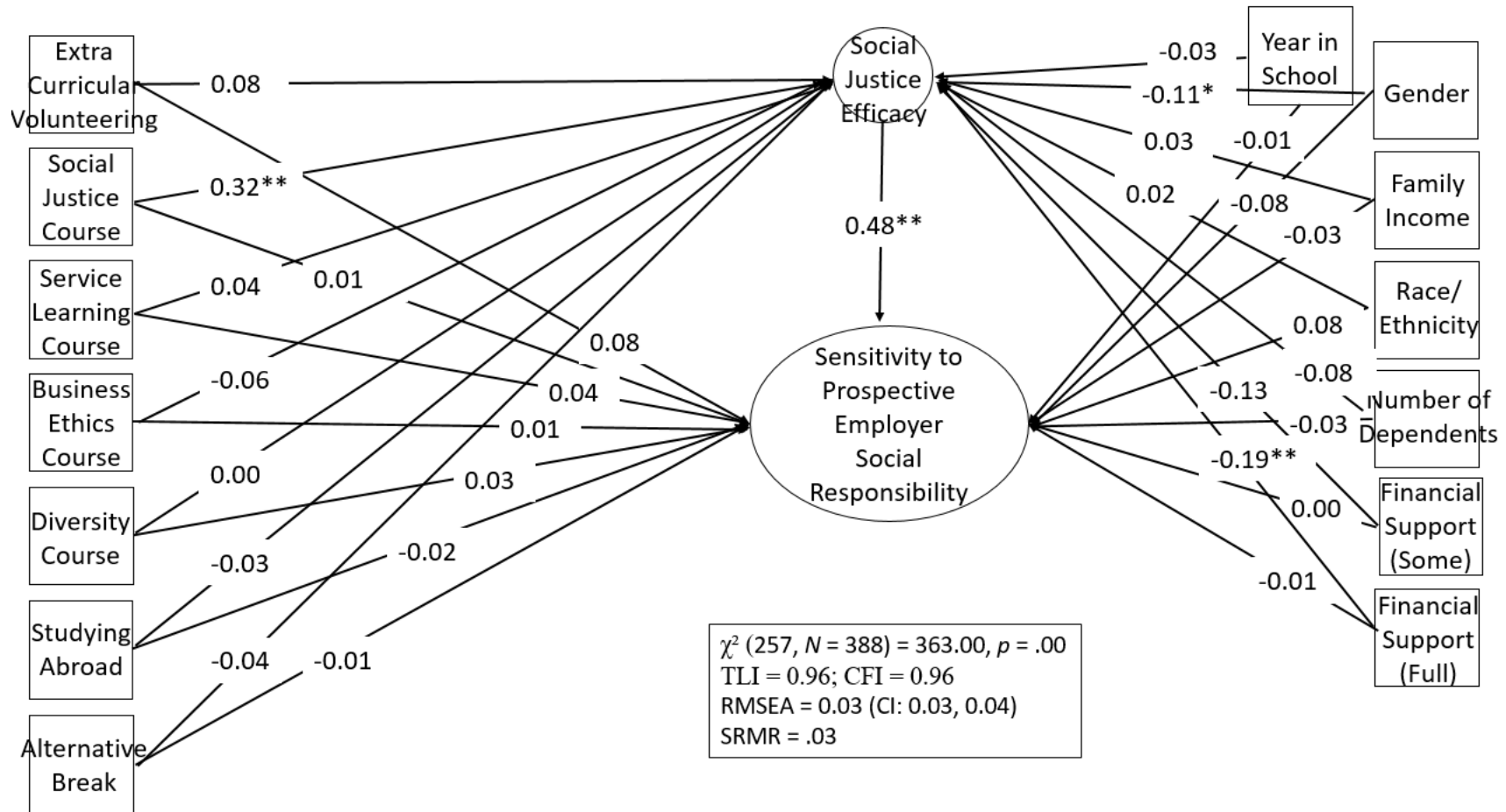


Figure 6. Model 3a Mediation results: Social justice self-efficacy

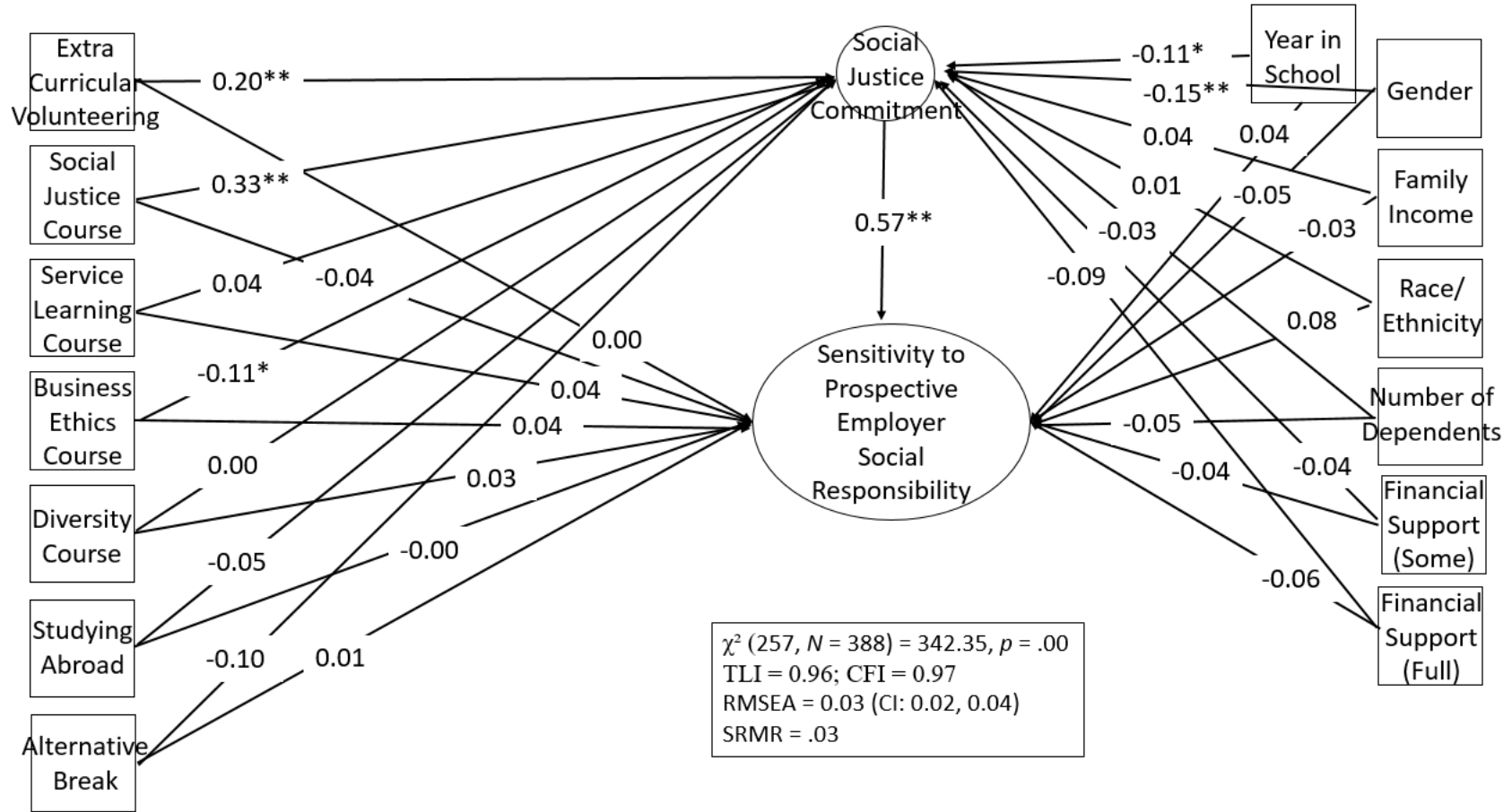


Figure 7. Model 3b mediation results: Social justice commitment

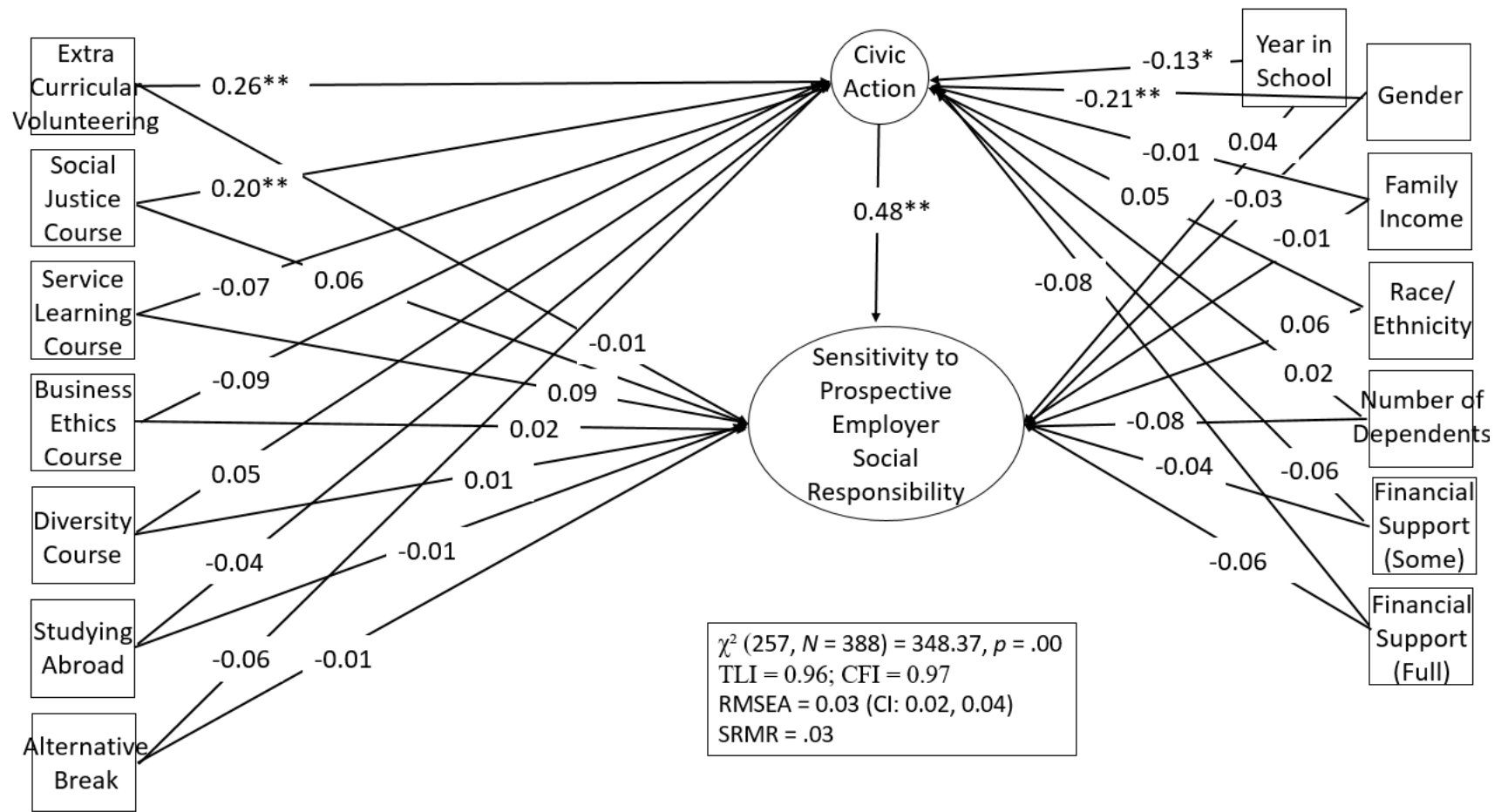


Figure 8. Model 3c mediation results: Civic action

Model 1: Social justice experiences

Sensitivity to CSR = Demographics + Financial supports/constraints + Taking a social justice course + Extracurricular volunteering

Model 2: Social justice attitudes

Sensitivity to CSR = Demographics + Financial supports/constraints + Social justice attitudes

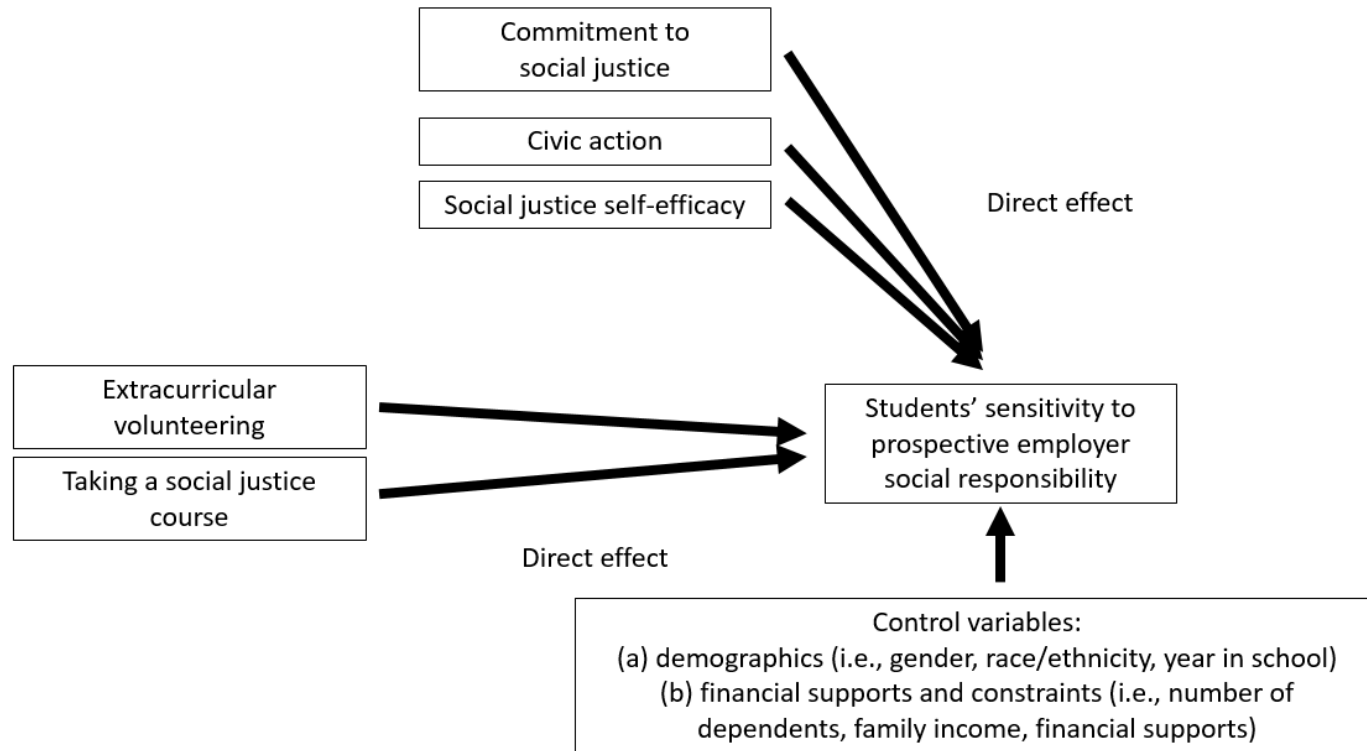


Figure 9. Updated direct effects models based on study results.

Model 3: Mediation Model (*Commitment to social justice and Civic action as mediators*)

$$\text{Sensitivity to CSR} = \text{Demographics} + \text{Financial supports/constraints} + \text{Extra-curricular volunteering}$$

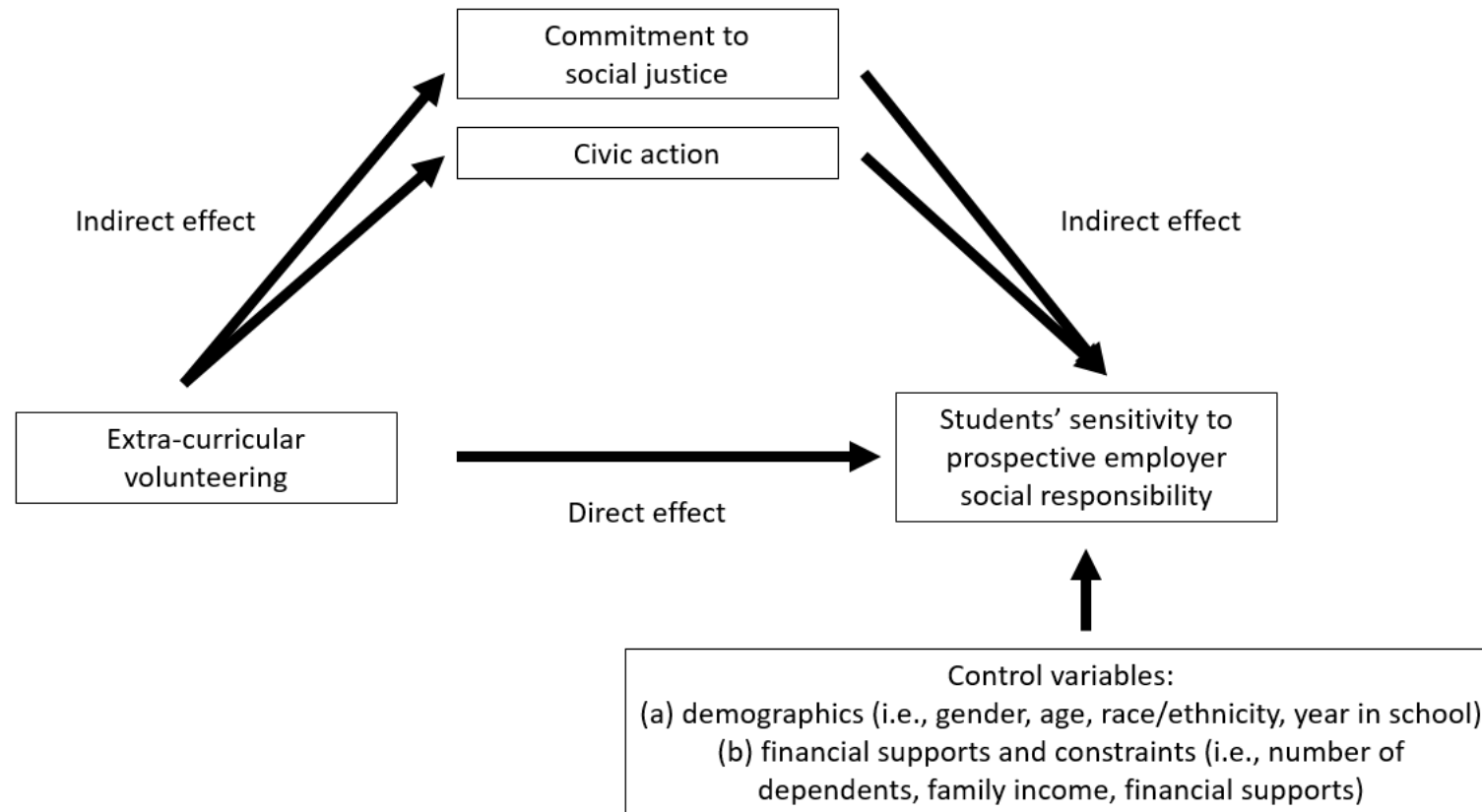


Figure 10. Updated mediation model based on study results.

Appendix of Survey Scales, Subscales, and Items

Corporate Social Responsibility

[*Consent*]

Q32 Statement of Agreement: I have read the above information. I understand the purpose of the study as well as the risks and benefits of my participation. Please click on the first box if you agree to be in the study. If you do not agree to be in the study, just click the last box.

- I agree to be in this study, please take me to the survey (1)
- I DO NOT agree to be in this study please do not take me to the survey (2)

Q12 How old are you? Please tell us in years.

Q13 What is your year in school?

Q11 Please indicate your gender:

- Male (1)
- Female (2)
- Transgender (3)
- Other (please specify): (4) _____

Q30 What is your ethnicity? (please check all that apply):

- White/Caucasian (1)
- Black/African-American (2)
- Latino/Hispanic (3)
- Asian / Pacific Islander (4)
- Native American/Alaskan Native (5)
- Bi-Racial/ Multiracial (6)
- Other (please specify): (7) _____

Q31 Regarding your current worldview, with which of the following descriptors do you most closely identify? (Please select all that apply):

- Agnosticism (1)
- Atheism (2)
- Baha'i Faith (3)
- Buddhism (4)
- Christianity, Church of Jesus Christ of Latter Day Saints (Mormonism) (5)
- Christianity, Protestant (6)
- Christianity, Orthodox (7)
- Christianity, Roman Catholic (8)
- Confucianism (9)
- Daoism (10)
- Hinduism (11)
- Islam (12)
- Janism (13)
- Judaism (14)
- Native American Tradition(s) (15)
- Non-religious (16)
- None (17)
- Paganism (18)
- Secular Humanism (19)
- Sikhism (20)
- Spiritual (21)
- Unitarian Universalism (22)
- Zoroastrianism (23)
- Another worldview (please specify): (24) _____

Q14 Have you declared a major?

- Yes (1)
- No (2)

Q15 Please select your major(s) from the list of DePaul majors below:

Running head: CSR AND COLLEGE STUDENTS

- Accountancy (1)
- Acting (2)
- African and Black
Diaspora Studies (3)
- Allied Health
Technologies (4)
- American Studies (5)
- Anthropology (6)
- Applied Behavioral
Sciences (7)
- Arabic Studies (8)
- Art Media and Design
(9)
- Biological Sciences
(10)
- Business
Administration (11)
- Catholic Studies (12)
- Chemistry (13)
- Chinese Studies (14)
- Communication and
Media (15)
- Communication
Studies (16)
- Computer Game
Development (17)
- Computer Graphics
and Motion
Technology (18)
- Digital Cinema (19)
- Dramaturgy/Criticism
(20)
- Early Childhood
Education (21)
- E-Business (22)
- Economics (23)
- Elementary Education
(24)
- English (25)

- Environmental Science (26)
- Environmental Studies (27)
- Finance (28)
- French (29)
- General Business (30)
- Geography (31)
- German (32)
- Graphic Design (33)
- Health Sciences (34)
- History (35)
- History of Art and Architecture (36)
- Hospitality Leadership (37)
- Information Assurance and Security Engineering (38)
- Information Systems (39)
- Information Technology (40)
- Intercultural Communication (41)
- International Studies (42)
- Islamic World Studies (43)
- Italian (44)
- Japanese Studies (45)
- Journalism (46)
- Latin American and Latino Studies (47)
- Lighting Design (48)
- Management (49)
- Management Information Systems (50)
- Marketing (51)

- Mathematics and Computer Science (52)
- Mathematics and Statistics (53)
- Media and Cinema Studies (54)
- Music Education (55)
- Music Performance (56)
- Network Technology (57)
- Organizational Communication (58)
- Peace, Justice and Conflict Studies (59)
- Performing Arts Management (60)
- Philosophy (61)
- Physics (62)
- Playwriting (63)
- Political Science (64)
- Professional Communication Studies (65)
- Psychology (66)
- Public Policy (67)
- Public Relations and Advertising (68)
- Real Estate (69)
- Relational Communication (70)
- Religious Studies (71)
- Scenic Design (72)
- Secondary Education (73)
- Sociology (74)
- Sound Design (75)
- Sound Recording Technology (76)
- Spanish (77)

- Stage Management
(78)
 - Theatre Arts (79)
 - Theatre Management
(80)
 - Theatre Technology
(81)
 - Women's and Gender
Studies (82)
 - World Language
Education (83)
 - Writing, Rhetoric, and
Discourse (84)
 - Other (please specify):
(85)
-

Q24 Are you the first person in your immediate family to attend or graduate from college?

- Yes (1)
- No (2)

Q16 After you finish your education, what type of work would you like to do?

[Text entry]

Q18 Thinking about the time you spend on extracurricular activities, how much of your time outside of classes do you spend weekly on:

Q19 How many, if any, of the following courses have you taken:

	No courses (1)	1 course (2)	2 courses (3)	3 courses (4)	4-5 courses (5)	6 or more courses (6)
A business ethics course (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A diversity course (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A course focused on social justice issues (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A service learning course for credit (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Have you:

	Yes (1)	No (2)
Studied abroad? (1)	<input type="radio"/>	<input type="radio"/>
Gone on an alternative break service immersion trip? (2)	<input type="radio"/>	<input type="radio"/>

Q21 What is your federal work study status?

- I qualify for federal work study and hold a work study job. (1)
- I qualify for federal work study but do not currently hold a work study job (2)
- I do not do not qualify for work study. (3)
- I do not know what federal work study is. (4)

Q22 Have you worked (or held paid internships) during college during the academic year?

- Yes, full time (1)
- Yes, part time (2)
- No, I have not worked during college (3)
- No, I've only done unpaid internships during the academic year (4)

Q23 Have you worked (or held paid internships) during summers since starting college?

- Yes (1)
- No (2)
- No, I've only held unpaid internships during summers since starting college (3)

Q25 How many individuals are financially dependent on you? (not including yourself)

Q28 What are your parents' or guardian's occupations?

Parent/guardian 1 (1)

Parent/guardian 2 (2)

Q29 Do you currently receive financial support from a significant other (i.e., parents, grandparents, spouse, etc.)?

Yes, full financial support (1)

Yes, some support (2)

No (3)

I prefer not to answer (4)

Q1 Directions: Please respond to the following statements using the scale provided. Your possible choices range from 1 (*not important*) to 4 (*essential*). Please answer honestly, as there are no right or wrong answers.

Thinking about the type of employer you want to work for, how important are each of the following statements for you?

	Not Important (1)	Somewhat Important (2)	Very Important (3)	Essential (4)
The employer supports employees who want to acquire additional education. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer's policies encourage employees to develop their skills and careers. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer implements flexible policies to provide a good work & life balance for its employees. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The management of the employer is primarily concerned with employees' needs and wants. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The managerial decisions related with employees are usually fair. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer provides full and accurate information about its products to its customers. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer respects consumer rights beyond the legal requirements. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customer satisfaction is highly important for the employer. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer emphasizes the importance of its social responsibilities to the society. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer contributes to campaigns and projects that promote the well-being of the society. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer always pays its taxes on a regular and continuing basis. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer complies with legal regulations completely and promptly. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer cooperates with its competitors in social responsibility projects. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer always avoids unfair competition. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer implements special programs to minimize its negative impact on the natural environment. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer participates in activities which aim to protect and improve the quality of the natural environment. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer targets sustainable growth which considers future generations. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The employer makes investment to create a better life for future generations. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer encourages its employees to participate in voluntarily activities. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employer supports nongovernmental organizations working in problematic areas. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 Directions: Please respond to the following statements using the scale provided on how much the questions describes you. Your possible choices range from 1 (*strongly disagree*) to 6 (*strongly agree*). Please answer honestly, as there are no right or wrong answers. Thinking about your job search process and the type of employer you want to work for, how much do you agree with following statements?

<p>It would bother me to be employed by an employer with a poor reputation for social responsibility. (7)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I would be willing to accept a slightly lower salary from an employer who goes over and above to provide internally for their employees (i.e., through benefits, time off, work environment, etc.). (8)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I would be willing to work farther from my ideal location to work for an employer whose goal include more than just increasing their own profits. (9)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>It makes me angry when employers are socially irresponsible. (10)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>The only objective of employer should be to make a profit. (11)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I would be willing to take a less prestigious position in order to work for a more socially responsible employer. (12)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I would be willing to take a job slightly outside my area of expertise in order to work for a more social responsible employer. (13)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I would be willing to wait a little longer in my job search process to ultimately work for a more social responsible employer. (14)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>I would be willing to get paid slightly less in order to work for a more social responsible employer. (15)</p>	○	○	○	○	○	○
<p>I would be willing to work farther from my ideal location to work for a more social responsible employer. (16)</p>	○	○	○	○	○	○

Q3 Directions: Please respond to the following statements using the scale provided on how much the questions describes you. Your possible choices range from 1 (*very little extent*) to 5 (*very great extent*). Please answer honestly, as there are no right or wrong answers.

Over the past three months, to what extent have you engaged in the following self-assessment activities?

	1: Very little extent (1)	2 (2)	3 (3)	4 (4)	5: Very great extent (5)
Reflecting on how my past integrates with my future career. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focusing my thoughts on me as a person. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being retrospective in thinking about my career. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding a new relevance of past behavior for my future career. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Directions: Please respond to the following statements using the scale provided on how much the questions describes you. Your possible choices range from 1 (*very little extent*) to 5 (*very great extent*). Please answer honestly, as there are no right or wrong answers.

Over the past three months, to what extent have you engaged in getting information about job opportunities from socially responsible employers?

	1: Very little extent (1)	2 (2)	3 (3)	4 (4)	5: Very great extent (5)
Investigating socially responsible career possibilities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to various career orientation programs to learn about socially responsible employers or career fields. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining information on specific social responsible jobs or companies. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiating conversations with knowledgeable individuals in socially responsible fields or who work for socially responsible employers. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining information on the labor market and general job opportunities for socially responsible companies in my career area. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding employers who give back to their community. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning more about employers who go above and beyond for their employees. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 We are interested in learning about your knowledge of issues related to social inequality (e.g., poverty, historically underserved populations, oppression, sexism, discrimination, racism, religious intolerance, etc.) and engaging in social justice activities that seek to reduce and eliminate social injustice and inequality.

The following is a list of social justice activities. Please indicate how much confidence you have in your ability to complete each activity. Your possible choices range from 1 (*no confidence at all*) to 5 (*complete confidence*). Please answer honestly, as there are no right or wrong answers.

	1: No confidence at all (1)	2 (2)	3: Some confidence (3)	4 (4)	5: Complete confidence (5)
Respond to social injustice (e.g., discrimination, racism, religious intolerance, etc.) with nonviolent actions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively support needs of marginalized social groups. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raise others' awareness of the oppression and marginalization of minority groups. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confront others that speak disparagingly about members of underprivileged groups. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convince others as to the importance of social justice. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the unique social, economic, political and/or cultural needs of a marginalized group in your own community. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate for social justice by becoming involved in local government. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss issues related to racism, classism, sexism, heterosexism, and ableism with your friends. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenge an individual who displays racial, ethnic, and/or religious intolerance. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raise awareness of social issues (e.g., inequality, discrimination, etc.) by engaging in political discourses or debates. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Directions: Please respond to the following statements using the scale provided on how much the questions describes you. Your possible choices range from 1 (*strongly disagree*) to 6 (*strongly agree*). Please answer honestly, as there are no right or wrong answers.

	Strongly Disagree (1)	Moderately Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Moderately Agree (5)	Strongly Agree (6)
I plan to do some volunteer work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to become involved in my community. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to participate in a community action program. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to become an active member of my community. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the future, I plan to participate in a community based organization. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to help others who are in difficulty. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am committed to making a positive difference. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to become involved in programs to help clean up the environment. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 What is corporate social responsibility? What does it mean to be a socially responsible employer?

[text entry]

Q9 Presently, what factors are most important to you when making a decision about applying and accepting a potential job?

[text entry]

Q10 Please click the link below to enter your 5-digit Confidential Participant Code to receive credit for your participation. This code will allow us to grant you credit, without linking the responses back to you.

[[link here](#)]

If you do not enter your 5-digit Confidential Participant Code, you will not receive credit for taking the survey.