The College Social-Emotional Crossroads Inventory (C-SECI) provides a way for researchers to examine links between institutional conditions and student outcomes.

INTRODUCTION

• There is a need to measure college students’ social-emotional experiences.
• Understanding these experiences could help explain links between institutional conditions and academic/career outcomes (Garriott, 2019).
• This study details the development of the College Social Emotional Crossroads Inventory (C-SECI).

METHODS

1. Items were developed through literature reviews and focus groups.
2. Two samples of college students completed preliminary items for the C-SECI.
3. A final version of the measure was obtained through exploratory (EFA, n = 378) and confirmatory (CFA, n = 373) factor analysis.

RESULTS

• The C-SECI is a brief measure of college students’ social-emotional experiences consistent with the CCWM.
• The bifactor structure supported in this study suggests a general factor and sub-factors that can be used in future research.

DISCUSSION

• The C-SECI is a brief measure of college students’ social-emotional experiences consistent with the CCWM.
• The bifactor structure supported in this study suggests a general factor and sub-factors that can be used in future research.

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Title: Development and Validation of the College Social-Emotional Crossroads Inventory
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C-SECI ITEMS

1. I feel connected to a community on campus (CCF)
2. I feel I belong to a social group on campus (CCF)
3. I feel welcomed as a student by this college (CCF)
4. I attend campus events (CCF)
5. I feel very comfortable on campus (CCF)
6. I know where to go to get help with my academics (NC)
7. If I was experiencing an academic problem, I would know where to go (NC)
8. I am comfortable approaching professors with questions about the class material or assignments (NC)
9. I feel like an outcast in my family because I am in college (SFI)
10. I feel resentment from family for being in college (SFI)
11. I feel like my family does not understand why I am attending college (SFI)
12. Gender roles in my family do not support me getting a higher education (SFI)
13. My family responsibilities have conflicted with my academic responsibilities (SFI)
14. My family obligations interfere with my ability to have a social life at college (SFI)