Institutional classism in college impedes academic progress because it is associated with students feeling they are: unwelcomed and undervalued by their institution, less familiar with campus norms and resources, and experience heightened tensions between school and family.

INTRODUCTION
• The critical cultural wealth model of career development (CCWM, see Figure 2) was developed to advance use of career theory with marginalized college students.
• Within the CCWM, social-emotional crossroads are positioned as a key explanatory variable (Garriott, 2019).
• Social-emotional crossroads capture tensions students may experience between their family, home, and academic communities.

METHODS
1. A sample (N = 704) of undergraduate students at a four-year public university completed an online survey.
2. The model was tested using bias-corrected bootstrapping in the PROCESS macro for SPSS.
3. 10,000 bootstrap samples with 95% bias-corrected confidence intervals were requested.

RESULTS
- Effect Estimate 95% C.I.
  - Classism → Progress
    - (Total indirect effect)
    - b = .07 (.02, .13)
  - Classism → CCF → Progress
    - b = .02 (.009, .05)
  - Classism → NC → Progress
    - b = .07 (.03, .12)
  - Classism → SFI → Progress
    - b = -.02 (-.05, -.002)

DISCUSSION
• Results from this study support key propositions of the CCWM.
• Mediation cannot be inferred, as this study was cross-sectional.
• Students in this study all attended the same institution.