

INTRODUCTION

Project Purpose & Description

Our group, “10 Boots on the Ground,” held two Safety and Awareness Pop-Ups as part of our project to help CSULB students, especially women and gender-diverse students, learn about free safety resources. We handed out safety tools and shared information through QR codes at both pop-up events. Survey data showed that students felt more informed and safer afterward, highlighting the need to support those at higher risk.

Social Problem & Target Population

Many people at CSULB, especially students, particularly women, are at a higher risk of sexual assault but are unaware of the safety tools, resources, and prevention measures available on campus. Our project focused on informing students about safety tools and resources so that they can feel safer and more supported at school.

Scope of Social Problem

Community Stakeholder Interviews:

- Many students shared they didn’t know about safety resources like the escort service, blue light emergency phones, or self-defense classes
 - One student said, “*I feel safer now that I know these resources exist.*”

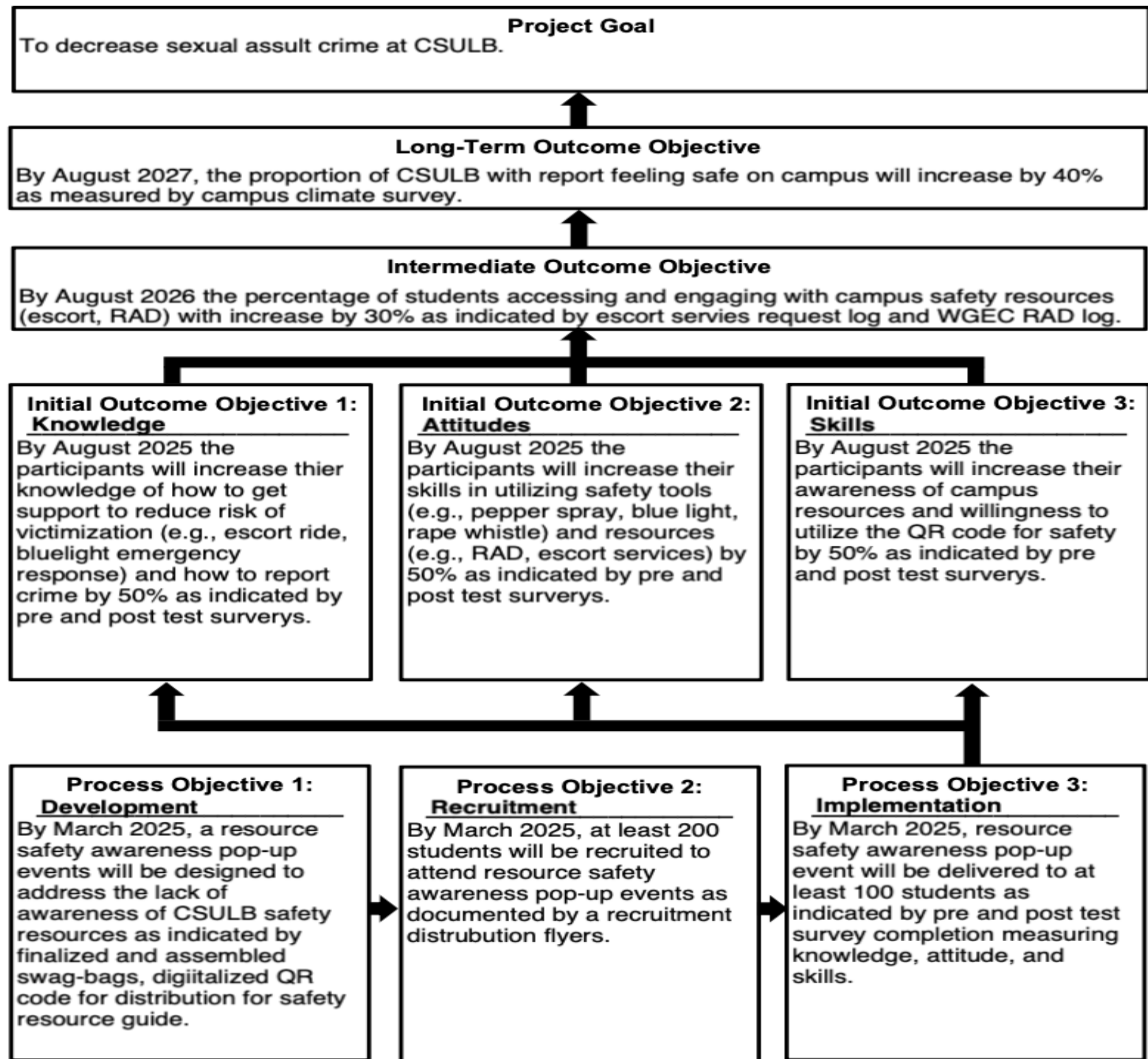
Secondary Data:

- From 2021–2023, CSULB reported 8 rapes and 6 fondling cases on campus (Clery Crime Statistics, 2021–2023).
- Nationally, 1 in 4 women will face attempted or completed sexual assault in their lifetime (Woodward et al., 2016).
- CSULB’s undergrad population is about 60% women, with many being students of color and first-generation (Workbook: Beach Data at a Glance – Undergraduate, 2020).
- This project focused on college-aged youth at CSULB, many of whom are women, first-gen, low-income, and students of color. These overlapping identities often create barriers to safety resources, like fear of reporting, cultural stigma, and lack of access to support (Gomez, 2021; Mennicke et al., 2019).

Alignment to Specialization

- This project aligns with the Social Work specialization by promoting safety, equity, and access to resources for vulnerable student groups. It uses community outreach, advocacy, and education key tools in social work to support student well-being and social justice on campus.

PROJECT OVERVIEW, OBJECTIVES & OUTCOMES



METHODS

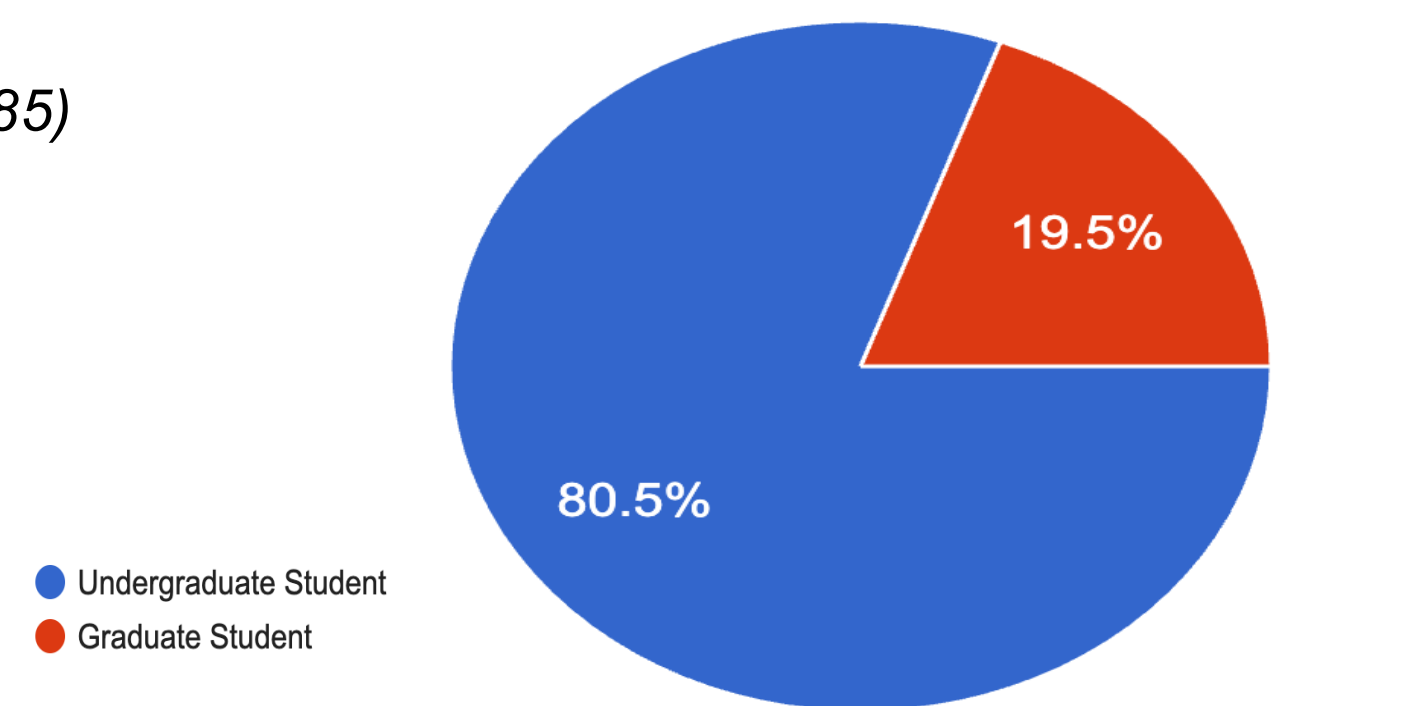
This evaluation aimed to explore the effectiveness of a campus safety pop-up intervention in increasing CSULB students’ awareness and use of safety resources, with a focus on preventing sexual victimization. Using a pre-experimental, six-question pre-test, and a seven-question post-test Google Forms survey the study employed a mixed methods approach. Quantitative data measured changes in knowledge, skills, and attitudes/perceptions (using Likert scale), while qualitative data gathered via an open-ended post-survey question. **201 students completed the pre-survey and 185 completed the post-survey**, recruited through convenience sampling at two campus tabling events promoted via flyers, emails, and swag bag incentives. Quantitative responses were analyzed using descriptive statistics (frequencies and percentages), and qualitative responses were analyzed thematically to identify patterns of perceived safety and support before and after resource intervention.

RESULTS

Participant Characteristics

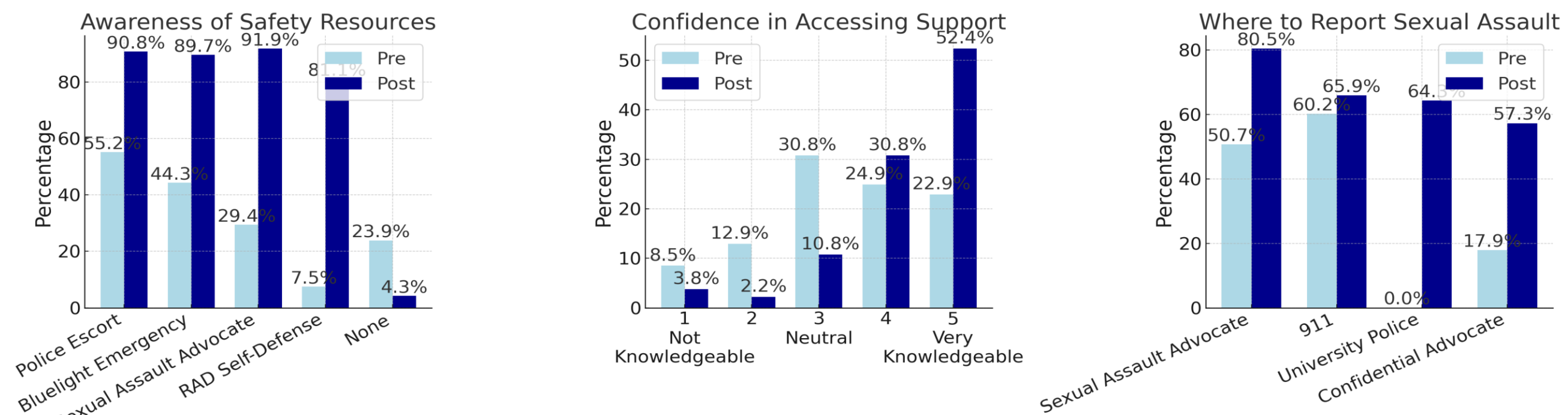
Demographic Sample Characteristics (N=185)

Characteristic	f	%
Gender		
Cisgender	150	81.8
Transgender	1	0.54
Non-Binary	8	4.32
Other	26	14.05



Descriptive, Inferential, and Qualitative Results

Changes in Awareness of Campus Safety Resources, Knowledge of How to Access Support (Scale 1-5), and Awareness of Where to Report Sexual Assault (Pre/Post Intervention, %)



Qualitative Themes and Participant Response

Participant Themes	# of Participants	Participant Response Examples
Feeling Safer	10	“Safer now that I know.” “Safer now”
Learned from Resources, increasing their sense of safety/support	20	“It’s great to have these resources, and to have an easy QR code!!” “I feel better knowing there are a lot of additional resources on campus that are free.”
7/10 and Higher	5	“ On a scale from 1-10, an 8.” “8/10”
Feeling “Very/Pretty” Safe/Supported in General	109	“ Very/Pretty Safe” “I feel pretty safe”
Feeling Safe when with others or in other circumstances	14	“I feel supported when I come to school especially because I make sure I go when it's morning and I go with other people going and leaving at the same time.” “ I do feel safe while on campus when I'm with friends”

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CONCLUSION

Analysis of Findings

- The pop-up event increased awareness of safety resources, with **knowledge of the Campus Sexual Assault Advocate rising from 29.4% to 91.9%.**
- Willingness to carry safety tools jumped from 21% to 94.1%.**
- The project met its goal of **improving safety awareness**, especially among women and gender-diverse students.
- Limited supplies reduced the number of pop-up days, highlighting a need for more funding in future efforts.

Limitations & Improvements

One major limitation of the evaluation was its short-term nature; the pre- and post-surveys captured only immediate changes in student awareness, without follow-up to measure long-term behavior change or resource utilization. Additionally, limited funding and supplies resulted in the early cancellation of two planned event days, reducing overall reach and data collection opportunities. To improve the project, we recommend securing sustained funding in advance and planning staggered supply distribution to support a full implementation period. We also suggest incorporating a 3- or 6-month follow-up survey to assess retention and behavior change over time.

Recommendations & Implications

Practice

Implication: Marginalized students often lack access to safety resources.

Recommendation: Add peer-led safety education to regular campus events to boost awareness and engagement.

Policy

Implication: Safety funding and programs lack equity across departments.

Recommendation: Push for equity audits and formal campus-wide collaboration to sustain safety efforts.

Research

Implication: There's limited data on the long-term impact of equity-based safety interventions.

Recommendation: Study how programs like the Safety Pop-Up influence behavior and perceptions over time.



COMMUNITY PARTNERS

Women's Gender and Equality Center (WGEC)

WGEC aims to foster women's and gender equity among individuals of diverse identities and expressions through education, empowerment, advocacy, and community building grounded in social justice principles advocating for those impacted by gender-based oppression.



Name of Collaborator	Contributions
Celia, Mejia <i>Associate Director</i> Women's Gender and Equality Center (WGEC) Celia.mejia@csulb.edu	Provided support for pop-up event by contributing event space at CSULB, promotion of event, tabling, and WGEC flyers.
Jamie, McBride <i>Director of the Police Union</i> Los Angeles Police Department/ LAPD Union Jamie.mcbride@msn.com	Contributed 200 pepper sprays and 200 rape whistles
Daryl, Supernaw <i>Fourth District Councilman</i> District4@longbeach.gov	Contributed a \$1,000 donation

ACKNOWLEDGEMENTS

We extend our heartfelt thanks to the Women’s Gender and Equality Center, Officer Jamie McBride, and Councilman Daryl Supernaw. The “10 Boots on the Ground” Pop-Up Event would not have been possible without the generous support and collaboration of you and your teams. We also wish to express our sincere gratitude to Dr. Barreras for her unwavering support, encouragement, and guidance throughout this year’s Applied Project course.