

Beach Advocates

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INTRODUCTION

Project Purpose & Description

Our Day at The Beach workshop helped admitted students learn about campus mental health services by using imposter syndrome as a starting point for discussion. Led by Beach Advocates, the workshop focused on understanding imposter syndrome and identifying CSULB mental health services.

Social Problem & Focus Population

CSULB students face various mental health challenges, including impostor syndrome, and do not know how to access mental health services on campus.

Scope of Social Problem

Intersectional Issues:

Many CSULB students face challenges that affect their ability to access mental health resources such as:

• First-generation students may not know about the resources available or how to use them.

• Graduate students often deal with financial stress, heavy workloads, and high pressure, which increases their risk for anxiety and depression.

• Students from low-income or immigrant backgrounds may face added barriers like cultural stigma, lack of time, or unfamiliarity with mental health services.

Demographic Breakdown:

• Undergraduate Students:

• Gender: 59% female, 41% male

• Age: Most are between 18-24

• Ethnicity: 52% Hispanic/Latino, 18% Asian, 15% White

• First-Generation College Students: 31%

• Graduate Students:

• Gender: 46% female, 54% male

• Ethnicity: 30% Visa Non-U.S., 29% Hispanic/Latino, 15% Asian

• First-Generation College Students: 26%

(Beach Data at a Glance - Undergraduate, n.d.) (Beach Data at a Glance - Graduate, n.d.) (First Generation, 2024)

Alignment to Specialization

This project connects to the Adulthood and Aging specialization by supporting the mental health of adult learners who often deal with stress, work, and family responsibilities. It helps them learn about resources that support their well-being and success while enrolled at CSULB and beyond.

PROJECT OVERVIEW, OBJECTIVES & OUTCOMES

Project Goal

The project is designed to increase awareness and understanding of imposter syndrome and promote mental health well-being.

Long-Term Outcome Objective

The long-term objective of the project is to foster a campus-wide culture of mental wellness at CSULB, where students are empowered to recognize and address imposter syndrome and other mental health concerns. This will lead to sustained reductions in stigma surrounding mental health, increased help-seeking behavior, and stronger peer and community support networks.

Intermediate Outcome Objective

By December 2025, the number of students feeling imposter syndrome will be reduced by 30%, based on follow-up surveys taken 6 months after the program. This will show that students are better at recognizing imposter

Initial Outcome Objective 1:

By the end of the first workshop on April 12, 2025, at least 100% of participants will show a better understanding of imposter syndrome.

Initial Outcome Objective 2:

By the end of the first workshop on April 12, 2025, at least 66% of participants will be able to manage imposter syndrome.

Initial Outcome Objective 3:

By the end of the first workshop on April 12, 2025, at least 66% of participants will be aware of the resources available on campus.

Process Objective 1:

By March 14, 2025, the BEACH Advocates will have designed the workshop material.

Process Objective 2:

By March 2025, the meeting has been conducted with the agency CHHS (College of Health & Human Services) Associate Dean Tiffanye Vargas to discuss thorough workshop details, budget and discuss feedback or recommendations.

Process Objective 3:

By March 21, the BEACH Advocates will finalize their workshop for the Day of the Beach 2025 on April 12, supporting incoming freshmen with campus resources, first-gen experiences, and imposter syndrome.

METHODS

We used a simple, descriptive approach to see if the workshop and tour helped incoming CSULB students. A quantitative method was employed, using a post-survey to gather data from participants. A total of six participants took part in the evaluation. Participants were recruited using a convenience sampling strategy, with outreach conducted through word-of-mouth recruitment, tabling prior to the workshop, and during the “Day at the Beach” event.

RESULTS

Participant Characteristics

Table. 1 Demographics (N=6)

Variables		n	%
Gender			
	Female	6	100%
	Male	0	0
Age			
	18-28	2	33.30%
	29-39	2	33.30%
	40-49	0	0
	50-59	2	33.30%
Education			
	First Generation	4	66.67%
	Continuing Generation	0	0
Ethnicity/Race			
	White	0	0
	Hispanic/Latino	4	66.70%
	Black or African American	0	0
	Asian, Asian American, or Pacific Islander	0	0
	Other	2	33.30%
Other Demographics			
	Students	4	66.70%
	Parents	2	33.30%

Quantitative Evaluation Results

Table 2. Results

Key Questions	1	2	3	4	5	Comments
	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly Agree)	
Q1: How helpful did you find the workshop in understanding Imposter Syndrome?					6 (100%)	
Q2: How confident do you feel in your ability to recognize and manage Imposter Syndrome after this workshop?			1 (16.7%)	1 (16.7%)	4 (66.7%)	
Q3: Did the workshop meet your expectations?					6 (100%)	
Q4: How helpful did you find the resources provided in managing Imposter Syndrome?				2 (33.3%)	4 (66.7)	
Q5: How likely are you to recommend this workshop to future students?					6 (100%)	
Q6: What could be improved from the workshop?						N/A, More clarity on how to find the room, activity

RESOURCES

Scan QR code.

CONCLUSION

Analysis of Findings

An analysis of the post-test scores demonstrates that the workshop and campus tour provided to incoming CSULB students were helpful, indicating that connecting incoming freshmen to campus services is valuable.

Limitations & Improvements

One limitation involved delivering the workshop during Day at The Beach resulting in participants with an overload of information of other resources presented in Beach Day. Second limitation was time and place of presentation that intersected with other The second limitation was the time and place of presentation, which intersected with other presentations. The location of the presentation was difficult to locate for incoming students

The project could be improved by having an informal workshop just providing informational handouts for students not on Beach Day, then a focused workshop to mitigate informational overload.

Recommendations & Implications

Practice

• **Flexible Access:** Many admitted students are not able to attend Day at the Beach; offering virtual workshop and Q&A options would allow more students to participate, ultimately broadening the impact of the workshops and making the initiative more sustainable long-term.

• **Peer Support and Student Ambassadors:** Train student leaders (like Beach Advocates) to be peer mental health ambassadors who can host workshops and continue conversations with their communities. Training student leaders ensures the longevity of the program and establishes a mechanism for ongoing program development.

Policy

• Implement a policy that ensures partnerships between student groups and administrative offices, offering recognition and funding for events. Getting direct support from Counseling & Psychological Services (CAPS) to have an imposter syndrome booth. In the booth, students will have access to meet a CAPS therapist, get flyers for university wellness workshops, do mindfulness exercises, and receive a QR code linking to resources such as local low-cost therapy providers. This booth will be available for not only first-time students but all students throughout the school year like Week of Welcome and SOAR.

Research

• **Expanded Assessment Tools:** Use pre- and post-event surveys or follow-up interviews to gather more meaningful data on student needs and outcomes. Collecting more in-depth data will enable the team to identify additional areas where students need support.

COMMUNITY PARTNER

Beach Advocates worked with CSULB’s College of Health & Human Services.

The primary contact was Dr. Tiffanye Vargas who serves as Associate Dean of CHHS.

Dr. Tiffanye Vargas supported us with the following;

• Providing financial assistance

• Providing school merchandise for the raffle

• Securing the booth and classroom

• Advertising the workshop, including listing it on the website

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