

# The View

PRINTED MONTHLY

## Pushing towards graduation CI aiming to meet the goals CSU has created

ANDREW DORAN

As a new school year kicks off, there is always a lot to be excited about. New insights, friends, projects and learning more about life are all on the table. Students across the California State University system are ready to move towards their end-goal of graduation.

However, what a lot of students do not know is how CSU is making a massive push to get more students out of the door quicker.

In 2016, all the CSU schools made a goal to get more students to graduate in a more timely fashion. According to the CSU website, the Graduation Initiative 2025 was created to "...ensure that all students have the opportunity to be successful and graduate according to their personal goals, positively impacting their future and producing additional graduates to power California and the nation."

As a whole, CSU wants to increase graduation rates in four different classifications. They include the following: freshmen four-year rate, freshmen six-year rate, transfer two-year rate and transfer four-year rate. CSU also wants the equity gaps for underrepresented minorities and Pell-eligible students to come down to zero.

When the Graduation Initiative 2025 campaign began, the CSU system as a whole was having a tough time getting students to graduate within a timely manner. Only 19% of freshmen were graduating within four years and only 31% of transfer students were getting their diplomas within two. While the graduation percentage was higher for both six-year freshmen and four-year transfers, 57% and 73% respectively, they are still not acceptable percentages.

"More than 60% of our entering freshmen were told they were behind before they had even begun," said Michelle Hawley, Ph.D. Associate Vice President and Dean of Academic Affairs at Cal State LA in a YouTube video posted by CSU. "They were required to take coursework that did not count for their degrees."

With the Graduation Initiative 2025 campaign, however, graduation rates are supposed to go up, some even by 23%. CSU claims they will be able to reach their goals by hiring more tenure-track faculty to teach additional courses, redesigning courses that have a high-failure rate and increasing the number of online courses. There are many implications and changes that are needed throughout the CSU system in order to reach the goals.

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California State University Channel Islands Commencement.  
Courtesy of CSU Channel Islands Communication & Marketing



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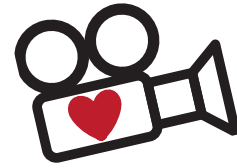
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TheCIView

CSU Channel Islands / Associated Students Inc.

# New media with The CI View



CLEPSY HERNANDEZ

This year, The CI View would like to introduce the new broadcasting team, Media Editor: Broadcasting, Clepsy Hernandez and Online Content Creator, Andrey Martinez. The broadcasting team was created in order to expand our media content as a newspaper and will be split into two different areas.

The first area will consist of broadcasting segments of news coverage, campus highlights, student video series' and documentaries. Our news coverage videos will work alongside the paper and give you a different point of view to the stories. We will be looking to film interviews of students and staff to get their real-time perspectives on important issues. Our documentary series will aim to capture raw stories from the students and staff. Whether they are about the student success stories or CI myths, we will continue to find the answers for you. Missed a school event? We will cover it and let you in on what happened.

The second area works alongside with broadcasting, focusing in on social media news content. Keeping you up to date on current events around campus and giving you a behind-the-scenes look at The CI View. We want to develop a strong, engaging presence on social media to interact with our audience. Follow us and let us know what you want to see!

The CI View broadcasting team is very excited to create raw, informative and meaningful content for the students by the students. You can find us online at [civiewnews.com](http://civiewnews.com). Our handle for both Instagram and Twitter is TheCIView. Also, you are able to find us on Facebook at CIView.

If you are interested in joining our broadcasting team, feel free to either join one of our member meetings on Tuesdays in the Coville Conference Room in the Student Union Building, or email us at [CIView.editor@csuci.edu](mailto:CIView.editor@csuci.edu).



From left to right: Clepsy Hernandez, Media Editor: Broadcasting and Andrey Martinez, Online Content Creator.  
Photo by SarinaDasha Galindo



## Meet CI's new Ombuds Officer, Mark Patterson

ANNIE KUZMANOVIC

CI has acquired a new resource for its student employees, staff and faculty, and his name is Mark Patterson, CI's ombudsman. If you're unsure what an ombudsman is, "(it's) a confidential, in-house yet independent, informal and neutral or impartial resource," said Patterson. He compared it to Human Resources, "but ultimately HR represents the University; the ombuds is not a representative of anybody."

The ombudsman and Human Resources also differ in the ways in which they function and the types of circumstances they get involved in. "HR, for example, will help employees navigate things like evaluations or disciplinary matters," said Patterson. However, the ombudsman will likely focus more on how to navigate through workplace relations, especially where personal differences affect the professional relationship.

Patterson is looking forward to aiding the CI community in his own way. "Even more than helping people navigate formal systems, I really enjoy working with people to come up with their own creative solutions," Patterson said. "Most of what I do is helping people gain a new perspective on workplace problems and figure out new ways to deal with them. Small but powerful steps."

What also interested Patterson about this position was that it would be a fresh new role here at CI. For the University, creating an ombudsman office was "...an intentional decision to be proactive in conflict resolution or management... and it means that CI is going to be intentional about recognizing that there are challenges that come with growth that (they) want to navigate smartly," said Patterson.

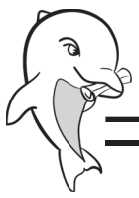
Patterson is excited to bring what he has learned from his prior ombudsman experience to CI and help them start a strong and fruitful service. "The two things that are...the main goals in the short term are to get it set up and...formally established, and to get the word out about what I do and how to get in touch with me," Patterson said.

Despite all his prior knowledge, he expressed a desire to continue growing in his profession. "I really try to work from a position of curiosity and learning myself," said Patterson. "Especially as I'm starting new here at CI. I don't have all the answers, so please let me know what's working and not working, and how I might be able to help."

If you are experiencing difficulty in your employment here at CI and are in need of an unbiased, confidential mediator, coach or confidant, Patterson is more than willing to help you work through these differences and help you feel more comfortable in your work environment. If you require his services, you can reach him via phone at 805-437-3283 or email him at [mark.patterson@csuci.edu](mailto:mark.patterson@csuci.edu). Patterson warned that emails cannot remain confidential, so please provide non-private information for him through that form of contact. He is located in University Hall in Room 1623, but he is open to meeting elsewhere if you would prefer a more casual setting.



California State University Channel Islands' new Ombuds Officer, Mark Patterson.  
Photo by Clepsy Hernandez



# Opening the lines to Student Government

ANDREW DORAN

One of the most influential student organizations on campus has been working hard over the summer in order to make sure that CI students are taken care of. This year's Student Government team has a list of goals and objectives in order to make CI one of the best CSUs in the state.

Sara Ruiz, the student body president, and Isaiah Ball, student body vice president, have an agenda that will likely affect a majority of students one way or another on campus. These include the new openCI initiative, creating more leadership and student development opportunities, making mental health a central part of the University and continuing the success of last years Civic Engagement Week.

One of their main goals includes getting more students involved with what is happening around CI and allowing students to get their ideas and concerns across to Student Government. "Something we are trying to get the ball rolling (on) as school starts is to advertise senate meetings more, making sure that students know that they have access to public comment," said Ruiz. "It's a totally unfiltered way that students can say what they want to say."

Ruiz and Ball also want to get more students involved in the process of being an active member of the campus and not just an individual that only commutes back and forth. "Being more transparent with students as far as what goes on in senate meetings because not a lot of students traditionally show up ... so (we are) creating a way where we can get those minutes out to the students," said Ball. "There are various different departments on campus with different clubs... We are trying to open communication lines for everyone."

Even as Ruiz and Ball are ready to take on the campus and hopefully see their goals come to fruition, they fully admit they would not be able to do it without the team that is a part of the senate and their office staff. "It's not just us two, we have a full team of people... We are very thankful right now to have a team that has their hands in other places across campus," said Ruiz.

Student Government meets on Wednesdays from 9-11 a.m. in the Coville Conference Room in the Student Union Building. They also have an office on the second floor of the Student Union Building in Room 2019. "Come by the office," said Ruiz. "We're not very scary or intimidating. We want to hear from students!"



From left to right: Isaiah Ball, student body vice president and Sara Ruiz, student body president in the Student Union Courtyard. Photo by Serena Robeson

## Textbook issues across CI

ANDREW DORAN

During the 2017-2018 academic year, CI conducted a survey of over 700 undergraduates to look into the stress that was caused by the pressures of having to buy a textbook. In addition, the survey also looked into the consequences of not buying a book due to its price and what the final grade ended up being for those students. The results were not positive.

The survey found that 89% of CI students had increased stress due to textbook costs. Sixty-five percent of students did not buy textbooks due to the cost, with 56% of students saying that it limited their learning in the classroom. More shockingly, 12% of students ended up dropping a class because they could not afford the textbook, and 9% wound up failing a class.

Miguel Mendoza, a recent CI graduate, agreed with CI's survey findings. "Some of the books I couldn't afford. I went on third-party websites... just to rent them out. I couldn't afford the whole thing."

Mendoza even knew of fellow classmates that struggled with not having the textbook. "I made friends with someone, for example, that didn't have the book. I let them borrow it when I could. They would take pictures of the book and that was the only way that they could pass the class."

CI realized that they had an issue with textbook costs and decided to try and do something about it. They created the openCI initiative, an initiative that would allow for classes and majors to become textbook free. CI launched two majors last year known as Z-majors, with the "Z" referring to zero textbook costs. These majors, communication and early childhood studies, will be joined this fall by health science.

The openCI initiative is one of the central issues that Student Government is going to be focusing on during the year as they are going to push CI to create more classes and majors that are textbook free. "One

thing that we are really passionate about is the openCI initiative," said Isaiah Ball, the vice president of Student Government. "We are trying to raise awareness for that. We want to get students to really speak up about it. We are going to be working with openCI to find a way in which we can raise awareness and try to spread the program."

One of the main reasons that Student Government is going to be pushing to get more students involved in the openCI initiative is because it affects a lot of students, especially those who come from marginalized communities. "It goes into all of these different issues. It's an affordability issue, and it's a social justice issue because marginalized communities are disproportionately being affected by buying textbooks," said Ball.

Ball's statement is backed up by the survey. The survey found that over 12% of Latinx students failed a class due to not being able to afford a textbook, compared to only 4% of white students. In addition, students who were first-generation also had a higher rate of failure in the classroom since they too could not afford textbooks.

Mendoza also saw this issue in the classroom. "They couldn't afford the book. They had outside financial problems as well," said Mendoza. "Some people didn't have the book and they ended with a D in the class. It's a big issue."

Mendoza agrees with Ball that having more textbook-free classes and majors would only be beneficial to CI students. "I think people would really take advantage of those classes and they would fill up quickly, and they would have to make more classes like that. I'm sure that students would benefit from that."

Luckily for CI students, the University is one of the leaders in the state when it comes to Z-majors. "We are one of the leading universities with this program," said Ball. "Not a lot of universities thought that this was a feasible option. Some universities have classes that are zero costs, or really reduced costs, but no one has entire majors like we do. It's really awesome."

# Pushing towards graduation

## CI aiming to meet the goals CSU has created



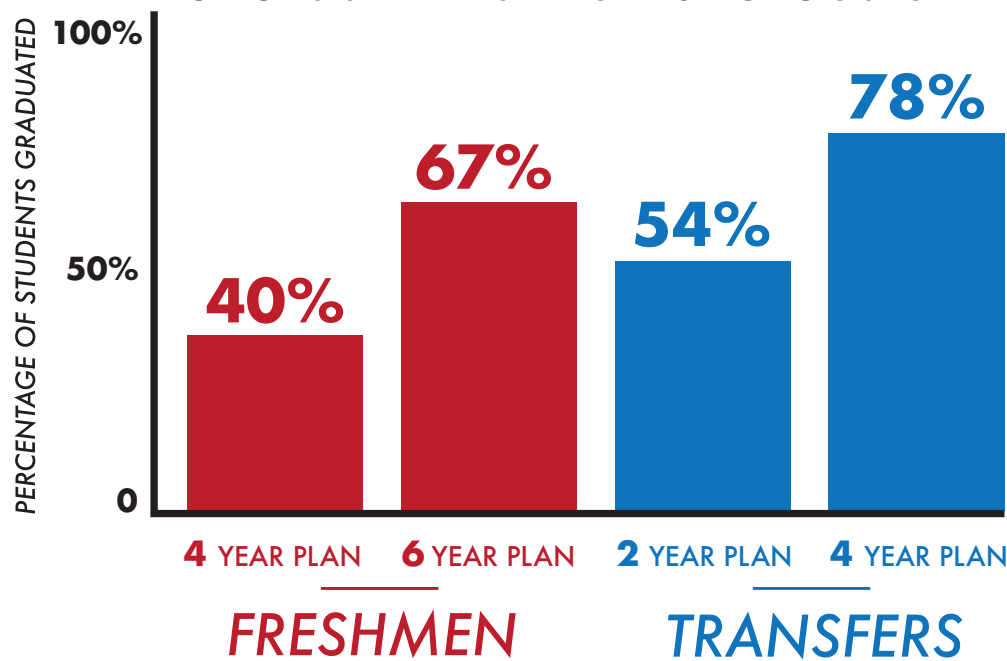
ANDREW DORAN

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With an eye on what the CSU system wants, it is important to understand how the Graduation Initiative 2025 is going to affect students at CI. At the moment, CI is actually one of the universities that are leading the charge towards meeting the various graduation goals, especially for transfers.

The overarching goal is to get students to graduation in a timely manner. For CI, this means that the University is going to be looking at graduating 40% of students that arrive on campus this year in a four-year span. This number jumps up to a 67% graduation rate for students that end up staying for six years. With transfer students, CI has a goal of graduating 54% of students within two years and then a whopping 78% of students within four years.

### CI Grad Initiative 2025 Goals



According to the CSU dashboard that tracks all the CSU system schools on how they are reaching their goals, CI currently has mixed results. CI is making good progress with transfer student graduation goals, with both being rated as making good progress on their goals. Unfortunately, CI is lagging in the freshmen rate for graduation. Both the four-year and six-year goals are classified as limited progress. The main issue is the four-year freshman graduation rate, where CI is 18.5% behind its goal.

“That’s where we have the most work to do,” said Dr. Richard Yao, the Vice President of Student Affairs, referencing the four-year graduation rate with incoming freshmen. “Without a doubt, where we need the most work is with first-time full-time (students).”

Regardless of how CI has done so far, the new incoming class is where CI and all CSU system schools are going to be judged.

According to Yao, the top priority for the Department of Student Affairs this coming year is the Graduation Initiative 2025. The department is going to be focusing on a lot of different data points in order to figure out the best way to connect with students in order to keep them engaged with the University and on track to meet a four-year graduation goal.

“We have really great data now. Last year, that was our top priority, gathering really good data for Student Affairs...We have preliminary data now indicating that participation in Student Affairs has a positive impact on student success metrics, particularly in retention,” said Yao.

In order to help with retention, the Academic Advising office has been moved under the Department of Student Affairs at CI. The thought is that this move will help streamline the process of advising and will make it easier to connect with the students. There are a lot of ideas on how to connect better with students, but one of the main ways might be a mandatory meeting with the students’ advisors at least once per semester. “I would love to see mandatory advising for the first two years,” said Yao. There are still items that need to be completed before that becomes a reality, mainly that CI still needs to hire more advising staff in order to meet their goal, but it is something that CI is aiming to complete by the spring semester.

With this initiative, if students are going to finish their degrees in four years, they will need to take at least 15 credit hours per semester. This is likely where students no longer see eye to eye with the administration and faculty. “It’s simple math. They need to be taking 30 credits per year...We need to increase the percentage of students who are completing 30 units by the end of their first year and that’s an important benchmark,” said Yao.

Dr. Sean Kelly, the program chair for the Political Science program, agrees. “College is supposed to last four years. We’re not actually asking people to speed up in that regard.”

Yao concedes that the student body of CI is different from a majority of student bodies across the nation. “The narrative that I heard in some pockets of the institution was that our student body is a little bit different,” said Yao. “They’re working full-time; they have childcare, other family or caregiver responsibilities; they’re working off-campus. And if we’re pushing 15 credits, could we be inadvertently doing harm to them?”

Yao argues that a different type of mentality is needed, though. “I didn’t think that

(mindset) was very strengths-based. I thought that was a deficit-based approach to viewing our student body and I had a problem with that. I want to look at it from an asset or strengths-based perspective.”

Even though Yao and Kelly think that students need to be taking more classes in order to graduate on time, students have a different viewpoint. The reason that students do not and cannot take 15 credits every semester is because of the amount of work it takes now to pay for college.

“I would say that you might lose focus and (overload) yourself to the point where you won’t be able to do the best at whatever position you put yourself in because you’re overloading yourself,” said Bryan Montes, a junior business major. Montes, who works at the information desk at the Student Union Building, is wondering how he is going to balance all the aspects of his job while going to school. “I’m going to find difficulties trying to find time to do homework and have a social life, I guess.”

That’s a fair concern among students at CI. If the University is pushing to get more students to take classes, won’t the GPA fall since there is a lot more on the student’s plate? It makes sense on paper that they are going to give a less time to all their classes the more they take on. According to Yao, that way of thinking is wrong.

“That’s the beauty of having institutional data. We compared first-time full-time students taking 15-plus units to 12 to 14...What we found was that there was no negligible difference,” said Yao.

Yao went on to explain that students who are involved in the University, whether through programs, clubs or other organizations, and then take a full-time load of classes end up having about the same GPA as those who only take four classes. “In fact, sometimes those that were taking 15 or more units were doing better,” said Yao.



In order to get more students to graduate in a timely manner, CSU has proposed to make more classes available for students. CSU has stated on their website that they want to hire more tenure-track faculty, as well as create more classes, especially online, in order to have more options for students.

While the administration is trying to find a way to meet the CSU goal, the professors of CI have mixed emotions about the initiative. While they agree that it is important to get students in and out of the classroom, they do not fully agree on creating more online classes. Kelly said that online classes are great, but they are not the same as being in the classroom. “As a general rule, I’m not in favor of it,” said Kelly. “We’re not there with online teaching, in part because it’s difficult.”

Dr. Luis Sanchez, an Associate Professor in the Sociology program agrees. “One thing that I’m initially concerned with, and not to say there’s not a way to deal with it, but it’s the instant feedback. There’s in-person classes where I ask a clarification question when I’m going through the material and they may not be saying that they don’t understand it, but the look in their eyes...allows me to go back to frame the question a different way or review the material.”

Both professors mentioned that not only is it hard to teach an online class, but that students really struggle to have the motivation to do the work that is required. “Students are not doing the work. They are not watching the videos, they are not doing the activities, and then they are getting to the exam and they are not doing well,” said Kelly. “This is not because they are stupid; it’s because this is a really tough way to learn, and most of us just don’t have the skills to do it.” Sanchez agreed with Kelly. “It’s not necessarily from students not grasping the content, but not putting in that effort of doing something.”

The political science program is undertaking a comparison program this year to see how students who are taking a class online compare to students who are in the classroom. Kelly is really interested in seeing what the data says only because there are still so many variables. Regardless, he relented that he would be in favor of online classes once the data backs it up. “I won’t be against online teaching once somebody shows me that the learning outcomes are just as good. Whether it’s online or in person, both of those students turn out exactly the same. When someone can show me that, then I’ll be for online education,” said Kelly.

Even with the push towards online, Kelly made a point about why being in a classroom is so important in developing skills outside of the class material. “From a student’s perspective, let’s imagine somebody who has completed their entire degree online. They never really had to interact with other students or the faculty. They haven’t really worked in a group. Now we’re going to send them out to go to work in the real world, where they didn’t have the benefit of working together, in community, on campus. How effective are they going to be in the workplace? At some point, you’re going to have to work with other people.”

Sanchez went on further to talk about how being on campus is not only good for students but beneficial for everyone. “I am someone that is on campus pretty much all throughout the week... It’s important to be on campus for the students,” explained Sanchez. “It’s not just for things related to that particular class, but being on campus (is beneficial) if a student wants to meet with you to talk about a possible letter of recommendation, or being available in your office (is important) if a student wants to talk about potential research opportunities.”

In addition to CSU adding more online classes, they are also looking to change classes that have a high rate of “D” grades/ “F” grades/or Withdrawals (DFW). CSU claims that

if they are able to get the rate down, then more students are going to be able to continue with their education and not drop out of the university entirely.

Within CI, seven of the top 10 classes that students end up dropping out of are classes in the 100 level. These are classes that are prerequisites that allow students to move onto upper level classes or are required as a pillar of CI in order to graduate.

While revamping classes that have a high DFW rate makes sense, Kelly argues that fixing the DFW rate will end up becoming an endless cycle of change. "There is always going to be some course that has the highest DFW rate. Sociology will get better and all of a sudden we got another class here (that is higher)," said Kelly, who was referring to Sociology 100 being in the top 10 of DFW rate at CI.

While there is a lot that still needs to be done in order for CI to change their classes that are failing the most, there have been some changes, especially in the math program. Some of the remedial math courses have been eliminated so students don't take classes that do not count towards graduation. According to CSU data that was released in February, almost 7,800 students throughout the system have been able to pass a higher-level math class, which ends up counting towards the student's degree.

Even if CSU and CI want to change classes that have a high DFW rate, the professors are left in the dark about the changes that are going to come about. "What type of restarting will we need for things in the curriculum and also outside the curriculum? I don't know what those are yet," said Sanchez.

## 16 WEEK SEMESTER :

**\$3,000**  
**saved** + **\$12,000**  
**earned** = **\$15,000**  
**altogether**

On a CSU PDF that is available on their website, CSU claims that students that are able to graduate early or on-time can save and make a lot more money than floundering at a CSU school. Based on a 16-week semester, if a person graduates on time, they will save over \$3,000 in college-based expenses and will be able to earn around a \$12,000 salary, depending on their full-time job. In the end, this means within a year of a student graduating, they will gain almost \$30,000 based on the semester system. This does not account for the summer and winter breaks though, so the total financial gain would be higher. CSU calls this good for the economy both in local communities and for the state at large.

CSU is not trying to get students out faster, but back at what is perceived to be the normal four-year rate. "When I think about it, there's a speed issue. And if we are simply talking about speed, getting people in and out as fast as possible, then it's something that I can't get behind, because that's not the point," said Kelly. "The bottom line, we're talking money."

At a Graduation Initiative 2025 Symposium at San Diego State University, CSU Chancellor Timothy P. White spoke about why this initiative is so important, especially when it comes to the financial aspect of getting students to graduate faster. "We are driving California's future, and therefore we are driving America's future. The result is transformative. The sooner a student graduates, the sooner they can secure a job or go on to an advanced degree," said White. "And for many new alumni, this opens doors to helping their families, helping to secure a more financially stable future, to build savings accounts sooner and to jump-start their careers."

Not only does CSU want students to make money once they leave their universities, they are putting a fair amount of money from the yearly budget towards the initiative. According to the 2018-2019 operating budget booklet that CSU publishes each year, \$75 million has been set aside in order to help the universities reach their goals. This money is supposed to help the universities hire more faculty as well as adding class infrastructure.

The Graduation Initiative 2025 is one of the boldest goals that CSU has ever had. Even though CSU claims on their website that they are on-track to meet the 40% graduation rate for freshmen, they are still 15 percentage points below that threshold with six years to go.

Thankfully, universities will not be punished if they don't reach their goals. In an emailed statement provided by

Hazel Kelly, the Public Affairs Manager of the CSU Chancellor's office, she wrote, "We are confident that the CSU campuses are working diligently to reach the ambitious Graduation Initiative 2025 goals, but there are no penalties for a campus that doesn't meet its goals. The Chancellor's Office conducts annual progress reviews with campus presidents and regularly shares relevant data to ensure that we are moving in the right direction. Graduation Initiative 2025 operates under the moral imperative to better serve our students."

Even without a punishment, CI is still going to work hard in order to make the 2025 goals. "What I want this to illustrate for students is that we are truly committed to your success. There are thousands of students who go to college every year but don't finish. Right? This is a wake-up call that we have some work to do as an institution," said Yao.

CSU has already seen an increase in students getting their degrees. "In over the last two years, some 13,385 more (students have) graduated because of this initiative... That's almost a 13% increase," said White at the Graduation Initiative 2025 Symposium. The push to get universities to relook at themselves and figure out a way to make the process better for all students is expected to be a massive win for almost everyone involved.

"Let me put the baccalaureate degrees in context: 105,437. That's equivalent to every resident in the city of Carlsbad. Or every resident in Burbank. Or Redding. Or Santa Barbara. Every year, we are graduating a city of educated folk," said White. "That's pretty damn cool."

The Graduation Initiative 2025 brings a lot of promise to the CSU system. There is no longer an attitude of "we have always done it this way", which creates an environment of change at all levels of the CSU universities: the administration, the faculty and, most importantly, the students.

In his closing remarks at the Graduation Initiative 2025 Symposium, White tied the initiative up nicely. "This is the right path for our students, for their future, for our future. Let's keep moving."



From left to right: Adriana Fernandez and Mackinzee Claus graduated in spring 2019 with a masters in educational leadership.  
Photo courtesy of CSU Channel Islands Communication & Marketing



Starbucks “We Proudly Serve” now offered at Freudian Sip at the John Spoor Broome Library.  
Photo by Serena Robeson

# Dolphins, get your Starbucks

JAZZMINN MORECRAFT

Congratulations, Dolphins! You no longer need to drive off campus to get your daily Starbucks fix. The Freudian Sip at the John Spoor Broome Library is now offering the beverage choices you can find at Starbucks. Yes, this will include the seasonal drinks that Starbucks is known for.

“We are trying to offer our customers lots of great choices, including Starbucks’ great range of coffees,” Peter Maher, Director of Dining Services for University Auxiliary Services (UAS), explained in an email.

The drinks menu is what is changing over at the Broome Library location. While the food menu is also changing, it will still contain items provided from UAS. “The food will be a mix of our house-made grab-and-go items, baked goods and convenience items,” stated Maher.

However, with the change of the beverage menu to Starbucks drinks, students can expect an increase in price compared to the other two on-campus Freudian Sip locations that will not be offering Starbucks drinks.

“There will be a small increase when compared with our current Freudian Sip prices, but we will always keep it in line with the local Starbucks market,” stated Maher.

Additionally, even though Starbucks is being offered at CI, students are unable to use or receive their Starbucks Rewards like they would at any other Starbucks.

While this new partnership is only being offered at the Broome Library location, there is a possibility that the UAS will expand the partnership to one, if not both, of the other locations.

“We are going to let CI faculty, students and staff determine if it will be offered at other locations based on how popular Starbucks turns out to be,” stated Maher.



# Basic Needs meets more needs

ANNIE KUZMANOVIC

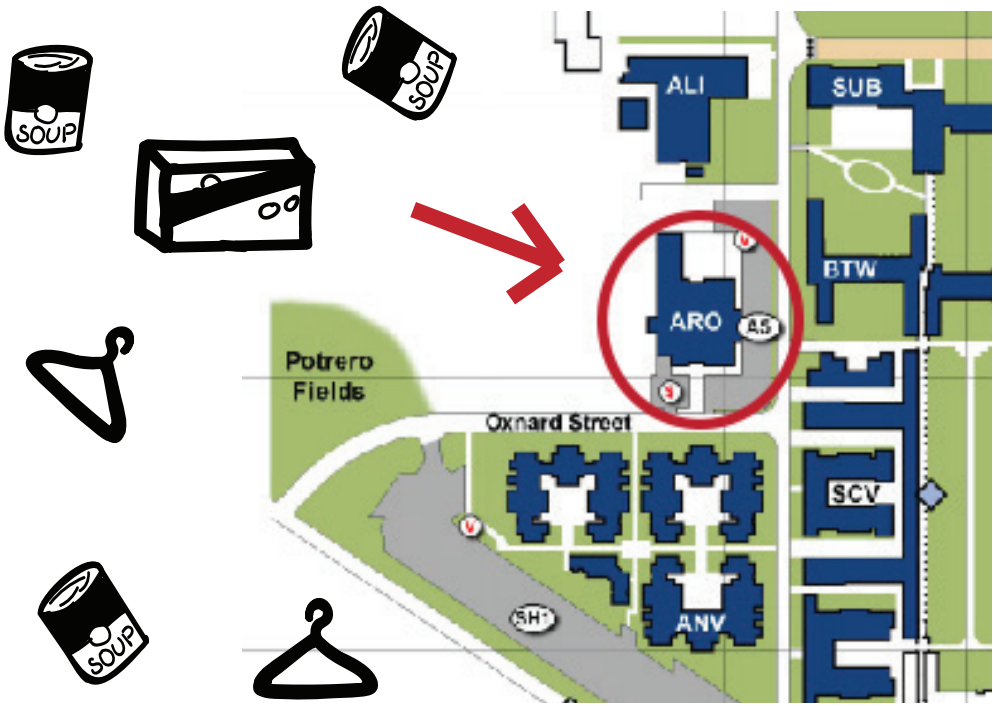
Fresh starts begin with fresh ideas, and here at CI, programs geared towards students can constantly be changing to fit the students’ needs. The Basic Needs Program is planning to update their program this fall to make it more effective and accessible for students.

The Basic Needs Program’s website defines this program as one that “... (provides) support to students experiencing a basic necessity insecurity”. Associate Dean of Students Chelsea Bente shared that in the past three years Basic Needs Program has been growing their program to include a food and hygiene pantry, a hot meals program, emergency housing for up to 10 nights and emergency funds for students who are struggling financially. This year they are making changes to their subprograms, as well as adding a couple of brand-new ones.

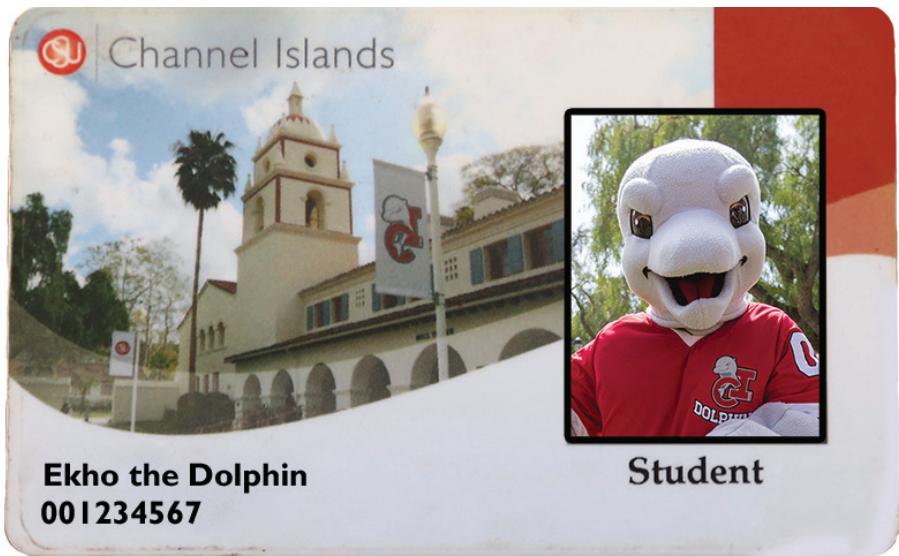
First, the hot meals program is changing this academic year. “There are two meals loaded on each card which provides students with meal options at the Islands Café,” Bente said. There used to be three meals on each card, but this year they will decrease it to two so that more students can utilize the program. These meals were donated to the Basic Needs Program by last years graduates. The meals donated totaled \$14,245.79

Second, the Basic Needs Program is hoping to launch a new food app sometime this fall that can connect on-campus event-planners to food-insecure students. With the app to notify these students, the food leftover from an event can be easily available to them.

Next, they would like to make clothing available at the Dolphin Pantry. While Career and Development Services offer interview attire to students who may not own them, the Basic Needs Program would like to provide graduation attire and gowns, as well as winter clothing to supplement students’ wardrobes with necessities.



CSUCI map close up of Arroyo Hall where the Dolphin Pantry is located.  
Graphics by SarinaDasha Galindo



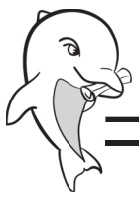
Ekho the Dolphin's ID.  
Graphic by Kristina Hamilton

Lastly, the number of nights a student can stay on the Basic Needs Program’s budget is increasing for the next two years. “Last year, we sought out a grant with the county and we were able to secure \$53,110 that will place students in a motel off campus. This will provide students up to 15 nights of emergency housing.” It gives the student more nights to have a place to stay, while also giving the Basic Needs Program more weekdays to work with the student towards finding a more long-term secure housing situation.

There are a handful of free opportunities that they offer financially-insecure students, including CalFresh, a program that can add \$193 to a student’s monthly budget for fresh and healthier food options.

Bente wants students to know that even if you do not qualify for certain areas of the program, the Basic Needs Program still wishes to meet with you and come to some sort of solution that meets your needs. “We try to be very accessible for students who need the program and need the resources,” said Bente. “Of course, it’s not a one-size-fits-all, so we’re constantly evaluating and working with students and what might be best for them and their situation.”

If you require their services, email them at [basicneeds@csuci.edu](mailto:basicneeds@csuci.edu) or call them at 805-437-8512. Visit their website for further details.



From left to right: Annie Kuzmanovic - Section Editor: Opinion and Entertainment, Andrew Doran - Section Editor: News, Jazz minn Morecraft - Editor-in-Chief and Clepsy Hernandez - Media Editor: Broadcasting.  
Photo by SarinaDasha Galindo

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# Letter from the editors

Hi, Dolphins!

If you are a returning member of the CI community, welcome back. If you are new to the community, welcome! We here at The CI View hope you enjoy your time. There are many ways to get involved at CI and we encourage that you try to get involved because it will make your experience here at CI that much more memorable.

For those of you who do not know, The CI View is the student newspaper on campus that is produced completely by students for the students. We are a place for individuals to voice their thoughts and opinions.

As a student in The CI View community, what would you like to know/read about in the school paper? We would like everyone to know that they are able to bring anything they deem important to our attention. Feel free to stop by The CI View office in the Student Union Building on the second floor in Room 2011 or email us at [CIView.editor@csuci.edu](mailto:CIView.editor@csuci.edu).

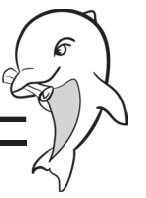
The CI View is very excited for the beginning of the new semester. This year we are introducing our broadcasting division. For more information about it, please refer to the article on Page two of this issue.

Additionally, we welcome all individuals and encourage everyone to come and see what we are all about! There are several ways to get involved at The CI View. We are always looking for writers, editors, photographers, broadcasters, graphic designers and more. We meet every week on Tuesdays from noon-1 p.m. in the Coville Conference Room in the Student Union Building. If this time does not work for you, just let us know and we will do our best to accommodate you.

Overall, we wish you all a very lovely year and we look forward to representing the student voice on campus.

Best wishes,

The CI View Editors



# The Catch-22 of student debt

ROBERT MCDONALD

The 2020 Democratic primary has brought a major concern among students into the national spotlight. The issue of student debt has become a crisis, and with tensions between parties increasing, the crisis appears to be worsening. The Federal Reserve reported that student debt in the second quarter of 2019 surpassed 1.6 trillion dollars. In 2018, 44.7 million students and alumni had taken out student loans from private institutions and federal programs. With cost of living and tuition increasing faster than wages, students will be forced further into debt to pursue higher education.

Students at this institution are not exempt from this crisis. In an interview with CI alumna Samantha Alvarado, she said, “I

thought \$50,000 was not a lot of debt, but my payments are \$530 a month, which is slightly more than my car payment and insurance combined.” If her payments are to continue at their current level for the next 10 years, she will pay an estimated \$63,600 at the end of her 10-year loan payment plan. Include payments for rent and basic needs, and student debt makes saving money a luxury.

Debt from student loans impacts students long after college. Loans impact our ability to get a mortgage and a car as well as their credit scores. This issue affects all segments of American society. In July 2019, the AARP reported that 6.3 million senior citizens have student debt, with 29% of borrowers defaulting on loan payments. As

students, it is important to realize that debt can follow us to the grave.

In Georgetown University’s “Recovery: Job Growth and Education Requirements”, they reported that 65% of new jobs in the United States will require some form of higher education by 2020. Current trends in the American economy show that the need for a college education is becoming more important than ever before. However, with many students assuming unmanageable debt to pursue higher education, college is becoming a Catch-22 for many students. However, students have a powerful political voice that can bring this issue to the forefront of the legislative agenda, but this requires students to pressure their representatives no matter their party affiliation.



## Purpose

The purpose of The CI View is to provide the student body of CI with precise and accurate news about what is happening on their campus and in their community. It is run by students, for students, and provides a platform for the student voice. The CI View aims to be student-centered by giving students opportunities to become involved and learn about the dynamic field of journalism.

## Editorial Matter

Opinions expressed within editorials, pages and comics do not necessarily reflect those of The CI View, its faculty or the student body. Publications are produced focusing on diverse student representation, ethical accuracy and the execution of The CI View student newspaper’s goals and values.

## Advertising

Advertising printed here is solely for informational purposes. Such printing is not to be constructed as a written or implied sponsorship, endorsement or investigation of such commercial enterprises or ventures of The CI View.

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# Healthy ways to heal

ANNIE KUZMANOVIC

As university students, many of us are tackling life on our own and balancing many responsibilities at once, all the while managing various kinds of relationships. It’s pretty safe to say that we know ourselves fairly well by now, but there is sometimes a struggle with believing what we know about ourselves. Questioning our identity is often a result of rejection.

In her book *Uninvited*, Lysa TerKeurst writes, “Rejection steals the best of who I am by reinforcing the worst of what’s been said to me.” We’ve all felt this way before, whether we’ve been rejected by a significant someone, belittled by a professor or even experienced a rift with a close friend or relative. We begin to doubt ourselves and our relationships.

So how do we deal with something as inevitable and nasty as rejection? Do we give in to any lies that were said about us and allow ourselves to doubt the best of who we are? Maybe we say, “screw them haters,” while listening to sassy Taylor Swift singles on repeat. Or perhaps we should withdraw from other solid relationships so that we don’t ever get hurt again.

I would not suggest any of the above. We may have our different ways of dealing with rejection, especially where initial reactions are concerned; but none of the aforementioned responses are healthy long-term healing solutions.

When we blame ourselves for holding a value or characteristic that doesn’t harm anyone else, we are forgetting that we are free to do so. When we bad-mouth others for not sharing or accepting our opinions, we are only returning the sucker-punch that bruised us, or we are being unproductive by sulking in our negative perspectives. Fearing other relationships because of what rejection has done to one will leave you feeling alone and isolated.

The answer is actually simple: we must feel. Psychology Today writes, “If we can have a more friendly, accepting relationship with the feelings that arise within us as a result of being rejected, then we can heal more readily and move on with our lives.”

There are ways to engage in cathartic healing that don’t involve defeatism, spite or reclusion.

**1. Confront.** This is by far the most difficult for most of us, but it can save a relationship, especially if the person never intended to hurt you. Find a proper way to address the situation and have that conversation. You may even find out it’s all in your head. If all goes well, forgive them and forget about it. If you bring up forgiven actions in a negative way, did you ever truly forgive them?

**2. Reach out.** It might be difficult to be vulnerable with someone if the one who harmed you is someone close to you, but talking it over with a friend who you trust will give you either reassurance or a fresh perspective.

**3. Build other relationships.** If someone simply does not accept you, seek out new friendships or build on the lesser ones you have. Maybe your new friends needed someone just as much as you needed them. Clubs and community events can help you meet people with your similar interests in a more natural way.

**4. Journal.** If others are making you question who you are, write about yourself. It’ll all come out on the page. Answering hypothetical questions might help you get more acquainted with yourself.

**5. Know you’re not alone.** If you ever get upset at yourself for feeling rejected, don’t. According to Abraham Maslow, self-actualization and belonging are legitimate human needs.

**6. Seek purpose.** There is nothing that fills the holes in our lives like something important to do for someone else. It takes our minds off our problems, and we’ll ironically learn so much about ourselves from the selfless work we do. Hobbies, volunteering or supporting a noble cause are a few ways you can find purpose.

**7. Reinvent.** Sometimes we feel rejected as a person when we are given constructive criticism. Self-analyze and consider a character or habit change before taking the advice personally.

Hopefully one or a combination of these tips can help you get to a place of healing. You’ll know you’ve arrived when you begin accepting yourself despite what others might say. American model Dita Von Teese once said, “You can be the ripest, juiciest peach in the world, and there’s still going to be somebody who hates peaches.”