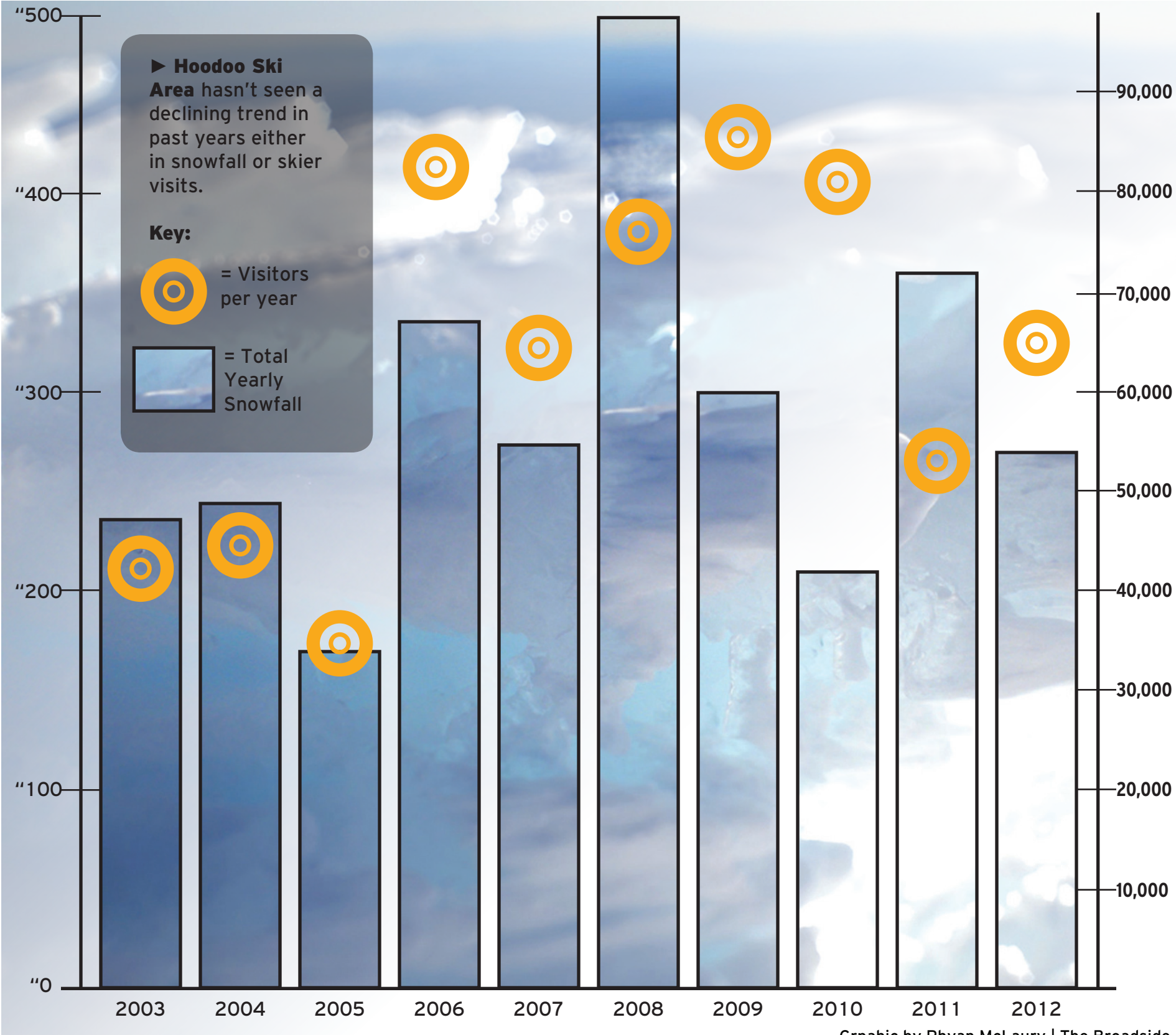


features



Global warming: is it going to kill skiing?

Scott Greenstone
The Broadside

Are the Cascades seeing a decline in snowpack? Two Oregon State University-Cascades professors have differing opinions.

Current snowpack data does not point to a long-term drop, according to Matt Shinderman, OSU-Cascades' Natural Resources instructor.

"I don't deny that climate change is occurring; it is certainly occurring," Shinderman said. "If we really want to talk about snowpack, then we should probably wait another 20 to 30 years because right now, the data don't necessarily support a declining trend."

It depends on how they interpret the data, according to Shinderman. At the moment, things look favorable.

"It's very dangerous...to try to infer general trends," said Shinderman. "Generally speaking, there's little evidence to support the idea that snowpack is declining."

Despite the unreadability of the data, Shinderman sees a lot of hype about decreasing snowfall going around.

"There's a stat that you'll see out there that says 'snowpack has been declining at something like roughly 15% in the last 50 years.' I don't see it in the data.... Usually that figure doesn't include 2012, where we had over 690 inches of snow at Mt. Bachelor."

These reports are circulating, said Shinderman, because of how the data is presented.

The "perception" of declining snowpack, Shinderman explained, is be-

"It's very dangerous...to try to infer general trends. Generally speaking, there's **little evidence** to support the idea that **snowpack** is declining."

-Matt Shinderman,
OSU-Cascades Natural Resources instructor.

cause "you can read it in almost any report... [certain reports] talk about changes, but then you look at the data and it's not necessarily congruent with results."

As far as the future goes, Shinderman doesn't see any cause for worry for outdoor recreation.

At Hoodoo ski resort, there's no trend of snow decrease, according to Leif Williams, Vice President of Marketing for Hoodoo.

"Amazingly, it goes up and down quite a bit from year to year," said Williams.

This supports Shinderman's claim that snowpack is "highly variable."

Shinderman is not ruling out climate change, but can't say the snow is "leaving" until he's seen more evidence.

However, not everyone is as neutral as Shinderman. Climate change will doom snowpack eventually, according to Matt Orr, OSU-Cascades instructor of Biology and Ecological Restoration.

"The skiing industry's screwed," said Orr.

Studies show fewer and fewer open days for ski resorts specifically in the Northeast, according to Orr. A study in the New York Times article "Rising Temperatures Threaten Fundamental Change for Ski Slopes" identified seven of 18 resorts in New Hampshire and eight of 14 in Maine that will be closed by 2039.

"I think we're headed for a completely different world," Orr said.

(Contact:sgreenstone@cocc.edu)

Operation Don't Go Broke:
**Budget your
time during
"Dead Week"**

Anna Quesenberry
The Broadside

Operation Don't Go Broke is devoted to bringing readers helpful tips on ways to save in college.

Don't let finals sneak up on you. Putting off studying now will only add to stress later. Follow these Do's and Don'ts to get through "Dead Week."

Don't waste time on stress. You don't have time to beat yourself up over grades or previous study habits. Stay positive and be confident.

Do plan ahead. You know you have x-amount of time before finals. Schedule schoolwork into each day.

Don't attempt non-stop cramming. For every hour of studying give yourself a 10 minute break.

Do prioritize. Chores can wait, but eating and sleeping should rank right up there with studying.

Don't forget to relax and have fun. Give your brain a break. Schedule a few hours of pure fun this week and completely clear your head for a few minutes each day.

Do write "To Do" lists. Map out all your tasks to get organized.

Don't skip breakfast. In a rush, try instant oatmeal or a bagel with peanut butter and a piece of fruit. Snack on almonds, blueberries, apples and peanut butter.

Do plan for the unexpected. Give yourself extra time, set an alarm and plan on being early, just in case.

Don't feed off other's stress. Test anxiety can be contagious, so it's a good idea to get off-campus for a while.

Do use different study strategies. If studying becomes too mundane, you won't absorb anything.

Don't forget it's only one week. Spring break will be here soon, then you can forget all about finals.

Best stress-busters

- Go to your happy place.
- Get unplugged.
- Walk along the river.
- Ride go-carts at Sun Mountain Fun Center.
- Rock out to your favorite album.
- Go for a jog with your dog.
- Watch your favorite movie or TV series.
- Dress comfortably.
- Drink green tea.
- Laugh about it.
- Take a deep breath.
- Sleep.

First year COCC nursing student Anna Quesenberry is a wife and mother of two who is passionate about saving money.
(Contact: aquesenberry@cocc.edu)

Next on ODGB, save money over spring break.

Scholarships help students economically and emotionally

Darwin Ikard
The Broadside

Scholarship donors provide money and motivation that propel students to success. Since 1955, The Central Oregon Community College Foundation has provided over eight million in scholarship money to students at COCC. In 2011-2012 nearly \$800,000 was awarded to 320 students according to the Foundation's executive director Jim Weaver. The Foundation will be awarding full scholarships of \$3,200 in 2013-2014.

These awards hold more than

Where:
COCC financial aid website

When:
Deadline is July 15th

- Who can apply:
- COCC students with a minimum 2.0 GPA
 - Must be in-state resident since Sep.2012
 - Be enrolled in degree or certificate program
 - Demonstrate financial need through FAFSA

- Tips on essay questions:
- Apply early
 - Proofread
 - Take your time "answer questions before hand, then copy and paste," said Jim Weaver
 - Be yourself, "When you Apply for Foundation scholarship tell your own story," said Jim Weaver.
 - Get help from the COCC writing lab

just their monetary value, explained Weaver.

"Many students say it is both the financial difference; to be able to go to school," said Weaver, "but also how much it means when someone believed in them."

COCC aviation student, Ashley Miller agrees with Weaver. In 2012, Miller was awarded The Kyle Sonnen scholarship. This scholarship was created in memory of Sonnen, who was killed in a car accident while enrolled in the aviation program at COCC

"This scholarship brings it to a whole other level," said Miller. "If somebody else that I don't know is willing to support me, then I can believe in myself."

Scholarships like the one Miller receives are donor funded, either through direct donation or an endowment that has been created through donor trusts.

"Most [donors] are not wealthy people," said Weaver, "just people who are inspired by the profile of the students applying."

Bend residents Pat and Bob Fulton have been donating to the foundation for over 10 years.

"We've seen the impact it has had on peoples lives," Pat Fulton said.

Bob Fulton paid his own way through college, and is the first to recognize that he had help along the way.

"No one is ever self made," said Bob Fulton. "Someone, somewhere has reached down and pulled you up."

Bob Fulton is now trying to return that favor.

"I feel you have an obligation to give back," said Bob Fulton. "If you've got the resources, give someone else a boost."



▲ COCC aviation student Ashley Miller was awarded \$3,200 of scholarship money in 2012-2013.

Miller, who recognizes that the financial award hardly covers the cost of the aviation program, is still appreciative of that boost.

"Every little bit helps," said Miller. "Everyone has been very supportive. It speaks a lot about the Central Oregon community."

This support seems to go a long way. In 2011-2012, COCC students who received scholarships had a .5 higher grade point average and were 27 percent more likely to earn a certificate or degree than those who did not, according to COCC Foundation statistics.

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Students and professors win when students evaluate courses

Anna Quesenberry
The Broadside

By completing their course evaluations at the end of the term, students are contributing to the success of future students, according to Sean Rule.

"The only reason student evaluations are important is because they make classes better for the next group," Rule, a math professor at Central Oregon Community College, said. "The next group of students is going to benefit because I'm going to adjust my style of education based on what they're saying."

During fall term 2012, The Faculty Forum, COCC's faculty union, organized a group of professors to update the course evaluations, according to Barbara Klett, COCC's Instructional Technology Coordinator.

Rule was an instrumental member of the committee, according to Klett.

"The problem with some of the old questions was that they were kind of hard to answer," Rule said.

The goal of the committee was to revise the questions to make them more "quantifiable" and more "meaningful," explained Rule.

Hundreds of questions were scrutinized by the committee, who then narrowed it down to a series of ten questions.

"We uber-analyzed them," Rule said. "It was a long process."

The online course evaluation system was first implemented at COCC winter term 2011-2012. Before the online system came into place, the evaluations were completed and tallied by hand.

"Kids type more than they write," Rule said. "So many of our faculty members forget that. We grew up writing everything. Our students don't, they grow up typing."

With the online course evaluation system, evaluations can be completed from mobile devices,

according to Rule.

"The accessibility is incredibly cool," Rule said.

COCC saw a 35% participation rate across the entire credit courses winter term 2012, Klett said. 6757 students participated in the process. 12468 students did not participate.

"A lot of students love their instructors and can't wait to provide that feedback," Klett said.

Course evaluations are completely anonymous, according to Klett.

"Some students aren't comfortable enough to tell me to my face," Rule said. "So an online anonymous evaluation is a perfect place to do that."

The goal of course evaluations is to give students a chance to express what was beneficial to them, explained Klett, and what could have used some improvement.

"If you can make the class more engaging," Rule said. "They're going to learn."

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