

# **Presidents Report**

## **November, 2008**

After decades of hard work, spanning multiple presidencies, multiple architects, multiple plans, and multiple sites, we finally have the “go-ahead” from our community that enables us to move forward. Passing by a margin of almost 16 percentage points, the \$5 million Capital Construction Bond provides us with the last block in a solid financial foundation on which we can now build. So now, we start building! We anticipate that site preparation and demolition work will begin in December, with actual construction starting in January. Thanks to the voters, thanks to the cities and chambers of commerce and schools and community leaders that supported us, thanks to Marilyn Lane for chairing the campaign committee, thanks to the many, many people who gave time and financial support to the campaign, thanks to the faculty, staff, and students at Clatsop who have dreamed of and worked for this day, and thanks to current and past Board members who have stayed the course over so many years. The Jerome Campus Redevelopment Project is YOUR project, and you are to be congratulated!

### Other Activities of this Past Month:

- FEMA Pre-Disaster Mitigation (PDM) Grant

We continue to move forward toward a mid-December submission of a FEMA Pre-Disaster Mitigation (PDM) grant proposal and remain hopeful that we could receive as much as \$1.5 million toward seismic stabilization work in Towler Hall. If granted, this FEMA supported project would serve as a “demonstration project” for the State, opening doors for similar grants to other community colleges, just as our ground-breaking combination of State Grants with New Market Tax Credit resources has opened doors for others. In concept and design, as well as in funding, the JCRP is opening doors for students here, and across our State.

- Congressman Wu Visits

Congressman Wu and Staff have paid a couple of visits to our campus this past month. First, staff member Stephen Marx visited our Maritime, Fire Science, and Industrial Technologies programs out at our MERTS, where faculty member Bill Antilla provided us with a tour and described some of the ways in which the Congressman could help support our efforts there. Including requests for both policy changes as well as appropriations for things like navigational simulators, all indications were that we can continue to count on the Congressman for his strong support. Then, on October 22<sup>nd</sup>, Congressman Wu met at our MERTS Campus with economic development leaders in our community, including Stephen Schoonmaker and me, to learn more about what we are doing here and how he can help. This meeting provided us with a great opportunity to present to him the work of the Clatsop Economic Development Resources (CEDR) group – a close affiliate and education/economic development partner with the college – and some of the ways in which he can support our efforts. Flight service, commercial rail service, business recruitment, and educational/workforce training programs that can both support and recruit businesses that provide family-wage employment were all discussed.

- Post-Secondary Quality Education Commission (PSQEC) Modeling Work

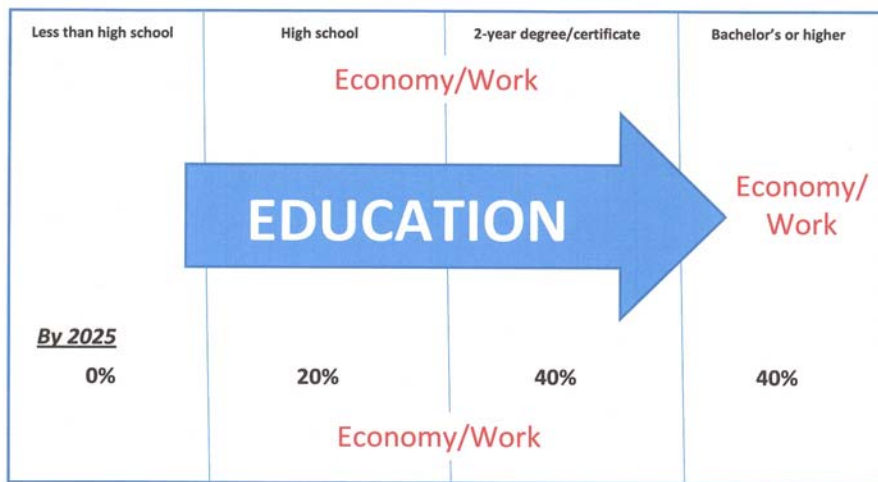
As most of you know, I was asked to work with other State leaders to help develop and “model” that would have the potential of serving as the foundation for more integrated and intentional funding of post-secondary (including all education after high school) in our future. Led by past CCWD Commissioner and past member of the State Board of Higher

Education, Roger Bassett, our “team” met for three days this past month and here is an excerpt for our report on those three days:

*Participants during the October 15-17 included some who were involved all three days, some who attended two of the three days and others who dropped in or were briefed on the progress when they could attend. Included were Dennis Jones and Patrick Kelly, NCHEMS; Greg Hamann, Clatsop Community College; James Sager and Marjorie Lowe, Governor’s Office; Bob Kieran and Susan Weeks, Chancellor’s Office; Nancy Heiligman, OSU; Krissa Caldwell, Connie Green and Cam Preus, DCCWD; and John Topogna, Eco Northwest, consulting with the Oregon Business Council on the postsecondary education agenda.*

*The goal of 40 40 20 by 2025 is the main driver of the approach described here. While not specifically mentioned in the Executive Order, this goal has been the reference point for what it is intended to do and for what Oregon needs for itself in order to be successful educationally, economically and in terms of its workforce. 40 40 20 serves the same role in this model proposal as the high school graduation standards plan in the K-12 version.*

## Context for 40-40-20 goal



*40 40 20 also serves to focus **what “quality” means** in this initial model proposal, e.g., quality postsecondary education is defined by how well postsecondary education can meet the demands of a 40 40 20 economy and workforce. In that regard, “quality” as defined by peer institutions, while it may develop as a part of the later model and policy framework for all this, will refer to the quality of results rather than to the quality of financial resources provided.*

*Clearly, the “quality” of degrees and certificates produced is important in either case and will also be considered, either in the model or alongside it, as work progresses. In that context, we will need to consider “quality” based upon evidence from the workplace; from subsequent providers along the*

*postsecondary education highway; from direct assessment of learning, etc. In any event, the definition will need to be externally referenced and not inferred from resource measures.*

*The **focus on results** of this model is an extension of the goal of 40 40 20. The relationship between the postsecondary education highway and the larger context of Oregon's economy and workforce is one of degree and certificate achievement, demonstrably relevant to the economy and workforce into which graduates will move. For that reason, this proposed model is more oriented to system-level relationships between enrollments and degree/certificate production than to institutional costs and institutional program decisions.*

- Student Housing?

On October 30<sup>th</sup> (and again on November 6<sup>th</sup>) we have met with the Clatsop County Housing Authority to discuss possible opportunities for student housing in a plan to redevelop the Waldorf building, just west of the Astoria City Hall. This is all very preliminary, gathering information and identifying options which may or may not include a place for student housing, but I think this is a conversation worth continuing.

- Dragon Kiln

On Saturday, the 25<sup>th</sup> of October, I had the privilege of being part of the community of people who gathered out at Richard and Patti Rowland's to unload the Dragon Kiln after a full week of firing and then another week of cooling down. Included in this firing were the works of many regional potters, but much of it was by our own Richard Rowland – and it was simply amazing! Richard gifted me with one of his pieces and, if you are interested in seeing more of his work, it will be on exhibit at the Glenn and Viola Walters Cultural Arts Center in Hillsboro until November 26<sup>th</sup> as part of an exhibition entitled "Nest."

- State-Level Funding

The October Oregon President's Council (OPC) Meeting, held in Hood River on the 23<sup>rd</sup> and 24<sup>th</sup>, was dominated by discussion pertaining to State funding. Watching a slowing economy and hearing rumors about the upcoming November State Revenue Forecast, we are renewing our efforts to make sure the needs – and the promise – of our community colleges is adequately represented and appreciated in the upcoming 2009 Legislative Session, and to ensure that our resources get allocated to where we need it most. Some specific efforts underway:

- Small Schools Base Adjustment

I made a spreadsheet and PowerPoint presentation at OPC, advocating for a change in the "small schools base" component in our Distribution Formula to more fully reflect and compensate for the higher costs associated with delivering quality instruction as small institutions. If adopted in full, this adjustment could result in an annual increase in funding for Clatsop of about \$335,000.

- Growth Management

Headed up by Peter Angstadt, president at Rogue CC, we are working on another adjustment in the Distribution Formula that would help stabilize the dollar amount of public funding for each student FTE by protecting it against the erosion of value that currently occurs when State-wide enrollment goes up. This is especially important at this time because some of our larger schools are experiencing significant enrollment growth that could result in smaller schools – such as Clatsop – receiving less public funding even when their enrollment is going up.

- State Community College Support Fund (CCSF)

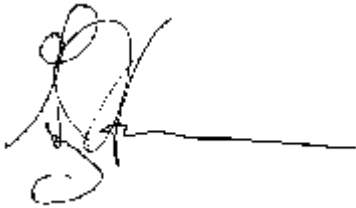
While we will not have a true sense of proposed community college funding for the next biennium until the Governor's Budget Proposal is released sometime around December 1<sup>st</sup>, we are already developing strategies for supporting and securing the \$621 million CCSF proposed by the State Board of Education. Given the anticipated revenue constraints, getting this full amount may be unlikely but this makes our efforts all the more important, and I am grateful for the leadership that OCCA and CCWD are giving us in this.

- New Employee Reception

On October 30<sup>th</sup>, my wife Rita and I had the pleasure of hosting this year's New Employee Reception in our home. With the generous support of the Foundation, we enjoyed good food and drink as we mingled with each other and got to know each other in roles a bit more "comprehensive" than those we usually share at work. Thanks to Board members who were able to attend and help extend a heart-felt "welcome" to this year's new employees.

These are momentous times for us and for the whole Clatsop County community. Opportunities as well as challenges lie ahead, and I am grateful to have such good and committed staff, faculty, students, and Board members to help us through it all.

Thanks,

A handwritten signature in black ink, appearing to read 'Greg Hamann', with a long horizontal line extending to the right.

Greg Hamann