

**From:** [Kattie Riggs](#)  
**To:** [Kattie Riggs](#)  
**Cc:** [Tim Cook](#); [Jeff Shaffer](#); [David Plotkin](#)  
**Subject:** Follow-up for CCC Budget Committee  
**Date:** Thursday, June 12, 2025 5:56:20 PM  
**Attachments:** [FY2025-26 Auto Course Elimination Costing Details.pdf](#)  
[VPletterPublicComment6-10-25.pdf](#)  
**Importance:** High

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CCC Board and Budget Committee Members,

There were some questions raised during the last Budget Committee meeting on May 21, 2025 that staff mentioned they would follow-up with you on.

I have attached two documents to this email:

- FY2025-26 Auto Course Elimination Costing Details – This is a summary document on the costing of the five automotive courses broken out by auto body and automotive services. The document includes the narrative for methodology of costing courses, this methodology was used as the basis for all section/course costing proposals that came through as reductions. We would use this same methodology for costing any increase.
- VPletterPublicComment6-10-15 – This is a letter from David Plotkin, CCC's Vice President of Instruction and Student Services addressing some of the errors in fact and interpretation during the May 21<sup>st</sup> Budget Committee public comment period.

Please let us know if you have any additional questions.

Thank you,  
Kattie

**Kattie Riggs** (*she/her*)

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# CCC - FY2025-26 Approved Budget

## Autobody and Auto Services Course Elimination

### Budget Development Overview

Salaries and benefits related to associate faculty at Clackamas Community College are budgeted as a group by department and not by individual the way in which full-time faculty and staff are. In addition, the level of use of associate faculty teaching services ebbs and flows from term to term. There are times when associate faculty are employed regularly and times when full-time faculty teach additional course sections on overload (overtime equivalent). FY2025-26 associate faculty salaries in the Proposed Budget were developed based on recent patterns of use by department and the salary level was increased based on the estimated cost of living adjustment.

Associate faculty budgets also include assumptions for medical and dental insurance benefits as well as PERS retirement benefits. Based on the associate faculty labor agreement, there are nuances related to who is eligible to receive medical benefits. The list of which associate faculty members are eligible shifts from year to year and, of the eligible associate faculty, they may receive actual medical benefits or opt out for a monthly stipend – these two options represent different costs to the college. Likewise, the number of PERS eligible associate faculty may change from year to year. Based on these two variables, it has been the practice at the college to budget for pro-rated portion of medical benefits and PERS benefits in all departments which receive associate faculty budgets as it would not be practical to determine exactly which departments employ associate faculty who are eligible for these benefits. As this is the methodology for budget development, it is also the methodology for developing cuts or adds to associated faculty. On a college-wide basis the costs are budgeted appropriately but may not be reflected accurately at the department level.

### Fiscal Notes

The auto-related reduction packages presented for elimination reflect very conservative cost estimates and *do not* include all actual or potential costs associated with running the classes. Please note the following:

- Salaries are based on FY2023-24 teaching levels as provided by Human Resources and pulled from the actual approved FACs (faculty contracts).
- Salary estimates are for instruction *only* and do not include time spent on office hours.
- Salary estimates have not been inflated by COLAs but remain at the FY2023-24 salary schedule levels.
- Part-time autobody lab technician salaries were excluded from the analysis as they are paid for out of the Fee Fund and not the General Fund, however they are direct costs to the autobody courses. These costs are about \$20,000 annually.
- The difference between the cut package \$173K and the summary of the cut \$158K is the value of the estimated medical benefits. The most conservative approach would be to assume no medical benefits and cut a total of \$158,000.
- No materials or supplies associated with either course have been included.
- No equipment wear and tear or depreciation has been estimated.

Sum of FY 2025-26 Budget		Courses: <input type="text" value="Y"/>		
Row Labels		Autobody	Auto Services	Grand Total
Wages & Salaries	\$	(58,823)	(78,000)	(136,823)
Faculty, part time/associate	\$	(58,823)	(78,000)	(136,823)
Payroll Taxes & Benefits	\$	(15,929)	(21,104)	(37,033)
Dental & Vision	\$	(588)	(780)	(1,368)
Health Insurance	\$	(5,882)	(7,800)	(13,682)
Life and A&D Insurance	\$	(59)	(59)	(118)
Long Term Disability	\$	(187)	(248)	(435)
Oregon Paid Leave	\$	(235)	(312)	(547)
PERS	\$	(2,106)	(2,792)	(4,898)
PERS Self-assess	\$	(1,950)	(2,586)	(4,536)
Social Security	\$	(4,500)	(5,967)	(10,467)
Unemployment	\$	(253)	(336)	(589)
Workers' Comp	\$	(169)	(224)	(393)
<b>Grand Total</b>	<b>\$</b>	<b>(74,752)</b>	<b>(99,104)</b>	<b>(173,856)</b>
		<b>Packages as presented \$ (158,000)</b>		

June 10, 2025

Clackamas Community College Board of Education  
19600 Molalla Ave  
Oregon City, OR 97045

Dear Board of Education,

I have had the opportunity to review the recording of the May 21 Budget Committee meeting and Board meeting. Feedback was also volunteered by several employees who were present. As Provost and Chief Academic Officer of Clackamas Community College, I want to correct some errors of interpretation and fact during public comment and in the responses to public comment regarding the decision to eliminate two autobody courses.

First, there were a number of comments related to community that seemed to have a narrow understanding of that term. There was a direct statement that we are not just a “college prep or trade school” but one that serves the community. The conversation around community appeared to discount all of the for-credit activity of the college as not in service to the communities the College serves. These for-credit learning opportunities are directly tied to one of the core ways we serve our community, which is through encouraging workforce development, upskilling, career transformation, and establishing the foundational education for transfer, also leading to career development. As we have seen countless times in testimony to the board, these core for-credit activities lead to life transformations, for individuals of all ages and their families.

Concerns were expressed that we do not value life-long learning and that our decision to eliminate these courses unfairly targeted older adults. The College absolutely values life-long learning, and focusing on non-traditional “adult” learners will be a key part of our future enrollment management strategy. We continue to have robust options for students of **all** ages:

- we are continuing our community education offerings to encourage enrichment for students of all ages;
- we continue to provide training for incumbent workers through Customized Training and Development Services and our Apprenticeship programs;
- we did not eliminate 65+ waivers or our Gold program for older adults, but rather decided to examine them carefully – with the thought that we would improve or consolidate them, but not eliminate ways to encourage older adults to attend the college.

There were suggestions that we accelerate our transition of autobody courses to community education. Our model for community education is primarily one of partnership with others, such as community

centers. We need to establish an entirely different model to accommodate a transition of these courses. To do this well requires time.

There were conversations about improving the communication process and decision-making regarding budget. One of the hallmarks of our new shared-governance model, crafted through an extensive and extraordinarily inclusive process, was that we no longer center associations. This is the first year of implementing this new shared governance process, and there is an assessment process built in for review. It is also true that our budget development process could be started earlier – but the budget calendar is not new. Given that longstanding budget process and concern about confidentiality, it was not clear to me that we could have informed the college and community about budget possibilities any earlier than we did.

Instruction and Student Services reductions were not the responsibility of one individual. Before any proposals went to the Budget Advisory Subgroup (BAS), the Instruction and Student Services Deans and I worked with the Business Office, then consulted carefully with each other, before sharing with the BAS, a group that had wide representation from across the college. Finally, President Cook and his Executive Team reviewed feedback from the BAS and made final decisions.

None of the decisions were made without using tools like our Cougar Pause (the College's equity framework), to consider carefully impact and to understand what is core to our mission.

As many noted during these meetings, making budget reductions is not easy and will always have impact. I heard and respect the deep concern of community members regarding these courses. I also know that the Board holds the needs of all our students in mind, including those most vulnerable who are seeking to change the trajectory of their lives.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Plotkin', with a long horizontal flourish extending to the right.

David C. Plotkin, Ph.D.  
Vice President of Instruction and Student Services  
Clackamas Community College