
CERTIFICATE PROFESSIONAL DRIVING PROGRAM REVIEW



CANKDESKA CIKANA
COMMUNITY COLLEGE

Spirit Lake Tribe

**I. Program description and relationship to the Cankdeska Cikana Community College mission.
(See also Appendix A)**

Brief Narrative

The Professional Driving (CDL) Program provides students with the foundation to obtain a Class A commercial driver's license for employment in over-the-road, dedicated line haul, and local driving positions. In doing so, the program supports the mission of Cankdeska Cikana Community College by offering opportunities that lead to student independence and self-sufficiency through academic achievement.

Reflection

Strengths

- Strong alignment with workforce needs in transportation, education, and community services.
- Flexibility for students to pursue local employment (bus drivers, local delivery) or regional/national driving positions.
- The program has provided a consistent source of qualified bus drivers for the community Head Start program, local school districts, and community agencies.

Concerns

- A current concern is the need to employ an adjunct instructor with a school bus endorsement. Our two full-time instructors are actively working toward earning their school bus endorsements; however, FMCSA and state requirements stipulate that an instructor must hold the endorsement for two years before being eligible to teach it. In the meantime, an adjunct instructor would allow us to continue offering school bus training and meet community workforce needs.
- Continuous emphasis needed on preparing students for the academic rigor of 35+ theory chapters required by FMCSA and state requirements.

Progress on concerns from last previous program review (give date of last review, if applicable)

- Students entering the program often lack awareness of how driving records and background checks affect eligibility. This continues to be an on-going concern.

Recommendations (Curriculum Committee Use Only)

- Continue to work toward meeting the two-year state requirements for instructional eligibility; fill instructional needs through the use of adjunct instructors to meet program needs during the next two years.
- Develop ways to inform students of time commitments required for the theory portion of the course.

II. Program background information, enrollment and breadth (See also Appendix B)

Brief Narrative

Our staff currently consists of two full-time instructors, both available on campus:

Jessy Beranek

- Professional Driver 2013 - present
- Enrolled in CTE transition to teaching

John Tollefson

- Professional Driver 1991- present
- Enrolled in CTE transition to teaching

Courses offered:

- CDL 114_Intro to CDL_9 credits
- CDL 252_Intro to Bus_3 credits
- CDL 256_Behind the wheel training_4 credits

Two endorsements:

- CDL 258_Hazmat_3 credits
- CDL 257_Passenger/School Bus_2 credits

Enrollment in the program has been at capacity, but limited, due to instructor capacity to provide driving hours required for licensing. However, the program has maintained the maximum enrollment capacity each semester according to instructor hours available. In addition, program graduates have comprised a significant portion of CCCC's total graduates since 2021. Increasing numbers of graduates have obtained local employment.

Our student enrollment for spring 2025 was 13. Six students received their CDL and certificate. Already, this semester, we have had the North Dakota Highway Patrol come in and visit with the students. This patrolman is the DOT Inspector. We are looking to invite more guest speakers to the classroom.

CDL staff participate in two CTE advisory meetings annually per state mandate.

Reflection

Strengths

- New instructors bring energy, current industry knowledge, and increased instructional flexibility.
- The simulator and second truck have increased program capacity.
- Graduates who obtained their CDL are successfully employed in the field.

Concerns

- A primary concern is student retention. While the program has experienced high enrollment, only a portion of students persist through completion. Factors affecting retention include the intensity of federal requirements, the volume of coursework prior to behind-the-wheel training, and inconsistent attendance. Addressing these issues is essential to ensure that more students who begin the program successfully complete their CDL certification.

Progress on concerns from last previous program review (give date of last review, if applicable)

- Strict federal regulations (ELDT) have been addressed in the curriculum so this is no longer a concern.

Recommendations (Curriculum Committee Use Only)

- Establish additional contacts to promote the program in the local region.
- Continue the current marketing process to create awareness of program offerings.
- Promote the ease of completion provided with the online learning modules and flexible drive-time scheduling (after working hours, extended driving time blocks, etc.).

III. Program Quality and Assessment (See also attached assessment template(s), Appendix C)

Brief Narrative (1 – 3 paragraphs)

The Professional Driving Program aligns its content, instructional methods, and textbooks with the standards set by the Federal Motor Carrier Safety Administration (FMCSA), the North Dakota Department of Transportation (NDDOT), and the Entry-Level Driver Training (ELDT) requirements. These requirements are fully met, ensuring students receive federally mandated instruction. In addition to ELDT, all students must complete the North Dakota Commercial Driver's License Manual before beginning behind-the-wheel training.

Student learning outcome data is collected each semester and reported to the CCCC Assessment Committee. Based on committee recommendations, instructional improvements are made and then reviewed after subsequent course offerings. Students who maintain consistent attendance and complete required coursework consistently achieve program learning goals and succeed in passing their CDL exams. The biggest obstacle to student success remains inconsistent attendance and course completion.

The program combines classroom instruction, simulator-based practice, and behind-the-wheel training to meet the diverse learning needs of students. The CDL simulator, along with state-of-the-art vehicles, provides opportunities for practice in a safe and controlled environment, enhancing readiness before students transition to real-world driving. Program assessment data from the past two cycles indicate that students who complete the program consistently meet learning outcomes and find employment in the field.

Reflection

Strengths

- State-of-the-art CDL simulator (purchased 2021, updated annually, under warranty).
- Curriculum and instructional delivery are fully aligned with FMCSA, NDDOT, and ELDT requirements.
- Students who complete the program are highly successful in securing employment.

Concerns

- Student retention remains a challenge. Many students do not complete all 35 chapters and the state manual, preventing them from advancing to behind-the-wheel training. Attendance and persistence are crucial to success.

Progress on concerns from last previous program review (give date of last review, if applicable)

- Attendance and retention concerns remain on-going.

Recommendations (Curriculum Committee Use Only)

- Continue to be flexible in student scheduling and scheduling of drive-time to increase student retention and attendance.

IV. Program cost effectiveness and ability to meet occupational needs (See also Appendix D)

Brief Narrative (1 – 3 paragraphs)

The Cankdeska Cikana Community College (CCCC) Professional Driver program strives to recruit and train students that, upon completion of the program, will help to fill the ongoing openings for professional drivers.

CCCC offers programming at a much lower cost than other entities in the surrounding area, so is cost-effective for students. This factor has attracted students from other areas of the state in addition to local students. The program remains self-supporting due to grant monies provided through NACTEP which allows the college to keep costs down for students.

Currently, enrollment is limited due to instructor and facility capacity, but the college has maintained the maximum number of students the program can support, demonstrating high demand.

Reflection

Strengths

- The program, as indicated by the data, is maintaining its cost effectiveness and also easily provides employment for the students completing the program. There has been an increase in interest in the program due to community and industry outreach. Employment opportunities are increasing for students upon graduation/certification.
- Program remains cost-effective due to external grants (e.g., NACTEP).
- Graduates continue to find employment locally and regionally.

Concerns

- Some students remain hesitant to relocate for employment, limiting options.
- NACTEP relies on Department of Education funding, which may or may not be available after September 30, 2026; the college is currently forward planning should funds not be available after that date.

Progress on concerns from last previous program review (give date of last review, if applicable)

- Increased employer outreach has provided more local opportunities since the last review.

Recommendations *(Curriculum Committee Use Only)*

- Promote an 8-week summer session in addition to the hazmat and bus-driving endorsements.

V. Ability to positively impact CCCC's relationships, partnerships, and alliances

Brief Narrative (1 – 3 paragraphs)

With two instructors, enrollment needs to be capped at 20 to make the student driving time manageable. However, the classroom is equipped with up-to-date technology and visual aid equipment. The classroom is also equipped with a state-of-the-art simulator (replaced in 2021) which provides students with an opportunity to participate in simulated driving prior to receiving a learner's permit.

Students have access to all of the college services, including the library, tutoring, computer labs, counseling, student government, and student clubs.

This semester, we have Knife River, Coca-Cola, and DHT Trucking reaching out looking for drivers from our program.

Reflection

Strengths

- We provide adequate student services within our program. An additional truck has been purchased, which will now allow student limits to increase the threshold of 8 students. Liaisons are being developed with additional entities to strengthen the program and student employment opportunities.

Concerns

- A new facility is being proposed that would be large enough to house the truck, classroom, and inspection center, while also including a dedicated testing and training lot. Together, these improvements would make it easier to perform inspections indoors and enable CCCC to conduct third-party testing directly on campus.
- Professional development opportunities could be strengthened by activities such as touring other Tribal Colleges and Universities (TCUs) and their driving programs, which would provide exposure to new ideas and practices that could lead to program improvements.

Progress on concerns from last previous program review (give date of last review, if applicable)

- Goals to expand space and provide third-party testing remain in progress.

Recommendations (Curriculum Committee Use Only)

- Continue to provide third-party testing and work toward securing a new facility to expand this high-demand program.

VI. Program Analysis and Reflection Narrative

Narrative:

The CDL program continues to serve as a vital workforce pipeline for Spirit Lake and its surrounding communities, preparing graduates for employment in a high-demand industry. Since the last review in 2022, the program has experienced a transition in faculty, with two new instructors hired following the departure of the previous instructional staff. The new instructional team brings fresh energy and renewed commitment to student success.

Enrollment data from Fall 2022 through Summer 2025 demonstrate ongoing student interest in the program, with 63 students enrolled and 38 completing the program and earning their CDL. While these outcomes highlight strong community demand, they also underscore a retention challenge, as only about 60% of students who enrolled in the program completed it. This highlights the need for targeted support services, consistent attendance monitoring, and early intervention strategies to help students persist through to completion.

The transition in 2022 to a one-semester certificate has been successful, reflected in the increased number of program graduates and licensed CDL drivers.

The program remains responsive to workforce needs through regular guidance from its advisory board, which meets twice each year. Advisory input has been instrumental in keeping curriculum, instructional methods, and assessment aligned with industry expectations. Instructors are also required to attend the North Dakota Career and Technical Education Professional Development Conference annually and plan to participate in Federal Motor Carrier Safety Administration (FMCSA) safety, inspection, and compliance webinars to enhance instructional quality and Entry Level Driving Training Compliance.

Funding remains a critical issue. The program is now in its final year of funding through the Native American Career and Technical Education Program (NACTEP), as the most recent grant application was canceled. Continued program viability will depend on identifying new funding sources and building sustainable support through institutional commitment and external partnerships. Despite these challenges, the CDL program is well-positioned to expand enrollment, improve completion rates, and strengthen its long-term impact on the community and region. Planning for a new CDL training facility further underscores the College's commitment to providing high-quality instruction and ensuring the program remains a cornerstone of workforce development for Cankdeska Cikana Community College.

Appendix A

Current CCCC Program of Study showing courses offered and suggested course rotation

		Report of Credits Earned/Needed for Graduation					
		Name:		Date:			
		PROFESSIONAL DRIVING CERTIFICATE					
Certificate Requirements				Semester Offered	Semester Taken	Credits	
Class A Certificate							
CDL	114		Introduction to CDL	FA,SP		9	
CDL	252		Introduction to Bus Driving	FA,SP		3	
CDL	256		Behind the Wheel Training	FA,SP		4	
					Total	16	
Endorsements							
CDL	258		Hazmat Endorsement	SU		3	
CDL	257		ND CDL Passenger/School Bus Endorsements	SU		2	
Students need to take 12 credits to be considered full-time students.							
Students will discuss the semester classes with the instructor.							
Current POS Effective Date: 8/2022							
BOR Approved:							
Curriculum Approved Revisions: 12/11/15, 4/14/16, 11/09/18, 12/12/19, 3/4/21, 3/10/22							
Institutional Updates: 01/31/19, 12/12/19, 3/4/21, 8/13/21, 7/14/22, 10/2/24, 2/13/25							

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads

Name	Title/Position	FT/PT/TEMP	Credit Load/Semester
Jessy Beranek	CDL Instructor	FT	12 – 18
John Tollefson	CDL Instructor	FT	12 – 18
Kim Paulson	Testing Admin/Intro to Bus	PT	3

Enrollment and Graduation Data (5-Year)

Professional Driving Certificate	# Enrolled Professional Driving	Total Enrollment	Program % of Total Enrollment
Fall 2020	6	182	3.3%
Spring 2021	11	161	6.8%
Summer 2021	1	129	0.8%
Fall 2021	3	248	1.2%
Spring 2022	6	243	2.5%
Summer 2022	2	148	1.4%
Fall 2022	5	316	1.6%
Spring 2023	10	307	3.3%
Summer 2023	1	183	0.5%
Fall 2023	14	325	4.3%
Spring 2024	13	280	4.6%
Summer 2024	0	156	0.0%
Fall 2024	7	239	2.9%
Spring 2025	13	252	5.2%
Summer 2025	0	129	0.0%
Totals	92	3298	2.8%

5-Year Program Enrollments

Program Graduates Professional Driving Certificate				
2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
6	21	11	5	0
Total CCCC Graduates				
2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
66	80	78	49	35
Percentage of Program Graduates to CCCC Graduates				
9.1%	26.3%	14.1%	10.2%	0.0%

Appendix C – Program Quality and Assessment (most recent two cycles of course/program assessment)

**Program Assessment
2025/ Spring
Professional Truck Driving**

Program Statement: To produce well–trained entry-level truck /bus drivers who can transition into gainful employment in their respective fields.

Course Outcomes:

CDL 114

This course is designed to provide students with the knowledge and skills necessary to pass the North Dakota State Commercial Driver’s License (CDL) written examination. Emphasis is placed on federal and state regulations, logbook procedures, trip planning, and safety requirements. At the successful completion of the course, students will be prepared to obtain a CDL permit and advance to behind-the-wheel training.

CDL 252

This course introduces students to the knowledge and skills required for safe bus operation. Emphasis is placed on over-the-road driving using the simulator and behind-the-wheel bus driving practice. At the successful completion of the course, students will have obtained their Class B Commercial Driver’s License and demonstrated foundational proficiency in bus handling, safety procedures, and state/federal regulatory requirements related to passenger transport.

CDL 256

This course provides hands-on instruction to develop students’ over-the-road driving skills through use of the simulator and tractor-trailer practice. Students receive individualized training in vehicle operation, trip planning, and compliance with federal and state safety regulations. At the successful completion of the course, students will have obtained their Class A and/or Class B Commercial Driver’s License.

Program Outcomes:

- 1). The student will prepare a roundtrip cross country plan.
- 2). The student will demonstrate communication skills that ensure safety.
- 3). The student will demonstrate proficiency in technological skills in developing “Driving duty status records”
- 4). The student will display professionalism in operating a vehicle and interacting with clients.

Essential Studies Outcomes

1. Critical Thinking
2. Communication
3. Technological Literacy
4. Personal Attributes

1. Area of Concern	
Recommendation of assessment committee and/or faculty	Add soft skills training into theory and practice
Result of Recommendation	Students understanding the importance of the skills needed are much more than driving a truck/bus
2. Area of Concern	Anxiety among students pertaining to exams
Recommendation of assessment committee and/or faculty	Vocational Rehab has funding for free counseling and specialized tutoring pertaining to test anxiety.
Result of Recommendation	A student passed written test after failing multiple times directly after vocational rehab assistance.
3. Area of Concern	Not having a building to keep the trucks for truck inspection which creates difficulties during inclement weather.
Recommendation of assessment committee and/or faculty	Continue to seek funding or achievable location for a building
Result of Recommendation	

D-Direct List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
CDL 114 DMV Class A/B I-self eval	>Passes	N = 13 NP = 7 SR = 6/6	Goals met	Students must be encouraged to complete their behind-the-wheel training 5 weeks prior to	1,2,3,4,5	2,3,4	1,2,3,4

				end of semester to schedule NDDOT testing			
CDL 252 D- DMV Class A/B I-self eval	>Pas s	N = 13 NP = 7 SR = 6/6	Goals met	Students must be encouraged to complete their behind-the-wheel training 5 weeks prior to end of semester to schedule NDDOT testing	1	2,3,4	1,2,3,4
CDL 256 D-DMV Class A/B I-self eval	>Pas s	N = 14 NP = 7 SR = 6/7	Goals met except 1 incomplete due to test time restrictions	Students must be encouraged to complete their behind-the-wheel training 5 weeks prior to end of semester to schedule NDDOT testing	1,2,3	2,3,4	1,2,3,4

Program Assessment
2024/ Fall
Professional Truck Driving

(Note: Fall 2024 assessment not completed due to faculty turnover/attrition)

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs

National Employment Projections, 2024-2034 Bureau of Labor Statistics	
Occupational Category	Projected Increase
Sample: Biological Science Teachers (Postsecondary)	16.2%
Increased demand for heavy and tractor-trailer drivers	4%
Class A driver demand 2018 – 2028	4%

Sources: <https://www.bls.gov/ooh/transportation-and-material-moving/heavy-and-tractor-trailer-truck-drivers.htm>; <https://www.zippia.com/cdl-class-a-driver-jobs/trends/>

Annual Revenue and Expenditures (5-Year)

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2020	6	\$9,000.00	\$7,356.26	\$22,068.78	\$31,068.78
Spring 2021	11	\$16,500.00	\$7,356.26	\$40,459.43	\$56,959.43
Summer 2021	1	\$1,500.00	\$7,356.26	\$3,678.13	\$5,178.13
AY 2020-21		\$27,000.00		\$66,206.34	\$93,206.34
Fall 2021	3	\$5,400.00	\$8,656.00	\$12,984.00	\$18,384.00
Spring 2022	6	\$10,800.00	\$8,656.00	\$25,968.00	\$36,768.00
Summer 2022	2	\$3,600.00	\$8,656.00	\$8,656.00	\$12,256.00
AY 2021-22		\$19,800.00		\$47,608.00	\$67,408.00
Fall 2022	5	\$9,000.00	\$9,245.00	\$23,112.50	\$32,112.50
Spring 2023	10	\$18,000.00	\$9,245.00	\$46,225.00	\$64,225.00
Summer 2023	1	\$1,800.00	\$9,245.00	\$4,622.50	\$6,422.50
AY 2022-23		\$28,800.00		\$73,960.00	\$102,760.00
Fall 2023	14	\$25,200.00	\$8,700.70	\$60,904.90	\$86,104.90
Spring 2024	13	\$23,400.00	\$8,700.70	\$56,554.55	\$79,954.55
Summer 2024	0	\$0.00	\$8,700.70	\$0.00	\$0.00
AY 2023-24		\$48,600.00		\$117,459.45	\$166,059.45
Fall 2024	7	\$12,600.00	\$7,917.25	\$27,710.38	\$40,310.38
Spring 2025	13	\$23,400.00	\$7,917.25	\$51,462.13	\$74,862.13
Summer 2025	0	\$0.00	\$7,917.25	\$0.00	\$0.00
AY 2024-25		\$36,000.00		\$79,172.50	\$115,172.50

Term	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Salary	\$ 69,597	\$ 63,743	\$ 61,443	\$ 57,430	\$ 51,064
Fringe	41%	41%	40%	36%	35%
# of Program Faculty	1	2	2	2	2
Total Salaries	\$69,597.00	\$127,486.00	\$122,886.00	\$114,860.00	\$102,128.00
Total Fringe	\$28,534.77	\$52,269.26	\$49,154.40	\$41,349.60	\$35,744.80
Total Expenses	\$98,131.77	\$179,755.26	\$172,040.40	\$156,209.60	\$137,872.80
Total Revenue	\$115,172.50	\$166,059.45	\$102,760.00	\$67,408.00	\$93,206.34
Net Gain/Loss	\$17,040.73	(\$13,695.81)	(\$69,280.40)	(\$88,801.60)	(\$44,666.46)

Program Evaluation and Review (for Curriculum Committee Use Only)

Criteria	Program Exceeds Expectations	Program Meets Expectations	Program Needs Improvement	Program Does Not Meet Expectations
Sec II Enrollment	Increasing	Steady	Decreasing	Unsustainably Low
Sec III Quality of the Program as Determined from Assessment Information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or program enhancements, e.g. providing additional resources, adding or deleting courses	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution is not substantial enough to justify its continuance
Sec IV Cost Effectiveness	Net Gain	Break Even	Net Loss	Unsustainable Losses
Sec IV Projected Occupational Need (Regional and State Level)	Large Need and Growth in This Area	Moderate Need	Minor or Low Need	No Clear Need for This Degree
Sec V Ability to positively impact CCCC's relationships, partnerships & alliances	Relationships are strong – benefits the overall mission of the college	Relationships, partnerships, and/or alliances could be developed to strengthen the program	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase out would not adversely impact other programs.

The Curriculum Committee makes the following recommendation(s):

The Committee recognizes that with the funding provided to the program through the NACTEP grant, the program is actually self-supporting and is also a high-demand program. The Committee recommends the program for continuance.

Follow up actions and timeline:

Continue working with finance to secure funding for a new facility. Resolve third-party testing limitations prior to Fall 2027.



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Tribe

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Completed Program Reviews Verification

Name of Program Reviewed: Certificate Professional Driving (CDL)

Tom Toluegan
Director or Faculty of Record

11-20-25
Date of Review

Karen Saari
Curriculum Committee Chair

11/20/25
Date of Review

Shawn A. Day
Dean of Administration

11/21/25
Date of Review

[Signature]
Academic Dean

11/20/25
Date of Review

[Signature]
President (as appropriate)

11-24-25
Date of Review

N/A
Chair CCCC Board of Regents (as appropriate)

Date of Review