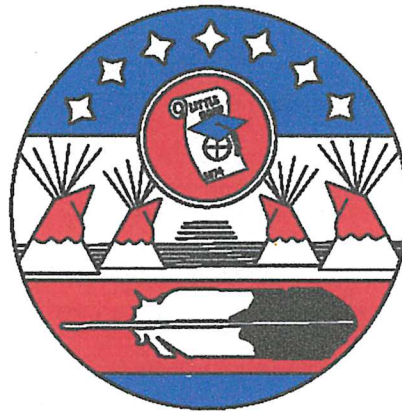

**CERTIFICATE PROFESSIONAL DRIVING
PROGRAM REVIEW**



**CANKDESKA CIKANA
COMMUNITY COLLEGE**

Spirit Lake Tribe

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

The program's mission is to provide students with the foundation for obtaining a commercial driving license (CDL) in the areas of over the road, dedicated line haul, and local driving positions. It is designed to give the student a foundation for a Class A or B driver's license.

The CDL program follows the CCCC mission Statement by providing students the opportunity to earn a commercial driver's license which will provide the student with independence and self-sufficiency through viable employment opportunities

Reflection

Strengths

- The program gives the students the opportunity to stay in the local area or to relocate to other areas of the country for driving positions.
- To provide training for Commercial Drivers License (both A and B) and move students into careers in the transportation industry.
- Due to recent driver shortages, we can help our community by providing drivers for our schools or fill local industry needs.

Concerns

- We need to reach out to students with published data showing the financial benefits of keeping their driving record clear. Whoever is reaching out to the high schools, students need to be made aware that the status of their driving record has consequences and can limit their participation in the CDL program upon graduation.

Progress on concerns from last previous program review (give date of last review, if applicable)
No concerns were cited last program review.

Recommendations (Curriculum Committee Use Only)

Produce some marketing flyers/materials that include offerings, but also importance of maintaining clean driving records for eligibility – especially for high school students.

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

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

Kelly Gannon

- Professional Driver 1978-date
- Enrolled in CTE transition to teaching

Theodore Green

- Professional Driver 2015-date
- Enrolled in CTE transition to teaching

Courses offered:

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

Two endorsements:

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

Our student enrollment for spring 2022 was five. Four received their CDL and certificate.

In spring 2022 we also finished a student from fall 2021 when he received his CDL.

We hosted a safety seminar in spring 2022 with the NDDOT. We had 20 students attend that session from CDL, carpentry, and other programs.

This semester we have career development set up with TransSystems and NDDOT.

All but one of our students from spring 2022 are currently employed and working as drivers.

Reflection

Strengths

- A high percentage of students obtaining a CDL have obtained a position as a professional driver.

Concerns

- A concern would be that I would like to see higher student enrollment. One of the issues we see is strict federal regulations recently coming into effect that adversely effect the ability of students to maintain their qualifications.

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

- All drug testing and DOT physicals are now covered in their academic fees.

Recommendations (Curriculum Committee Use Only)

- Continue to pursue liaisons with NDDOT and other contractors to provide industry drivers and give students additional employment options. Continue to forward plan for instruction/hours to ensure obligations to the outside contractors is viable. Ensure student numbers can be accommodated.

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

The Professional Driving program conforms in content, textbooks, and instructional methods that adhere to Federal Motor Carrier Safety Association (FMCSA) as well as state Department of Transportation regulations.

Each semester student learning outcome data is collected and reported to the assessment team for continued evaluation. From the possible recommendations of the assessment team, steps are taken to improve courses that are in the program. Results of these possible improvement are then reported back to the assessment team after the course is taught another semester. Students that have attended class and completed the courses have met the measurement goal. The factor that seems to keep students from meeting the goals are non-attendance or inconsistent attendance.

Entry level driver training is mandated by the FMCSA and there are no options for curriculum improvising. In addition to the entry level driver training (ELDT), students are required to complete the North Dakota commercial driver's license manual.

Reflection

Strengths

- State of the art equipment (New simulator 2021)

Concerns

- My concern is students have 35 chapters along with the state book to move through before they can begin the behind the wheel training. So, attendance and dedication are crucial to their success.

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

- Attendance required to meet federal motor carrier behind the wheel training has been met.

Recommendations (Curriculum Committee Use Only)

- Continue to update the program content as needed depending on federal regulations. Remove restrictions on student numbers for enrollment due to the additional truck acquired. Continue purposeful scheduling of driving time to accommodate student schedules to improve attendance. May need additional faculty to create more flexibility in student scheduling and endorsement achievement due to the range of skill levels of in-coming students.

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

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.

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.

Concerns

Some students are unwilling or reluctant to relocate for jobs upon obtaining a Class A or B license.

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

The demand for drivers is at critical level nationwide, providing more incentive for students to choose truck driving as a career.

Recommendations (Curriculum Committee Use Only)

Continue to do outreach within the state and community regarding employment options for students.

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

With two instructors, enrollment needs to be approximately 8 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.

The Professional Driving program curriculum is relevant not only to the program, but we now have a partnership with Turtle Mountain Community College to allow third-party testing for both colleges. The program has produced bus drivers for the CCCC Head Start program as well as local schools. The city of Devils Lake has reached out to the program and asked that we train their CDL employees as well.

Reflection

Strengths

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

Concerns

- A building is being proposed that is large enough to house the truck, classroom, and inspection center. They're also proposing to build a testing and training lot. These changes would make it easier to perform their inspections by being indoors along with CCCC utilizing third party testing on the lot
- We could improve our professional development activities. Maybe touring other TCU's and their driving programs would expose us to other ideas leading to improvements.

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

- We have relocated to another part of campus that has more room to accommodate the simulator and classroom.

Recommendations (Curriculum Committee Use Only)

Continue outreach to establish additional partnering opportunities in the surrounding areas. Do forward planning on staffing needs as enrollment increases and additional partnerships are formed.

VI. Program Analysis and Reflection Narrative

Narrative:

An advisory team has been established to help ensure that the program meets current workforce needs. The instructor also makes sure the content is current and up-to-date through use of professional reading, observing and research of other programs (Department of Transportation) and professional development. Professional development specific to the major has consisted of the instructor attending and representing CCCC at conferences every year. All course curriculum is based on requirements of FMCSA as well as the state of North Dakota DOT.

The Professional Driving program has been successful as demonstrated by the 28 students who have obtained their CDL while enrolled in the program. The high percentage of students who are working in the industry would also indicate the program is successful.

Limited classroom space could become an obstacle if the program continues to expand and show growth. Additional faculty would also be needed if the program continues to grow.

Appendix A

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



Report of Credits Earned/Needed for Graduation

Name:

PROFESSIONAL DRIVING CERTIFICATE

Date:

Certificate Requirements

Semester Credits

Class A Certificate

CDL	114	Introduction to CDL		9
CDL	252	Introduction to Bus		3
CDL	256	Behind the Wheel Training		4
			Total	<u>16</u>

Endorsements

CDL	258	Hazmat Endorsement		3
CDL	257	ND CDL Passenger/School Bus Endorsements		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

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads

Name	Title/Position	FT/PT/TEMP	Credit Load/Semester
Kelly Gannon	CDL Instructor	FT	12 – 18
Theodore Green	CDL Instructor	FT	12 – 18

Enrollment and Graduation Data

Professional Driving Certificate	# Enrolled Professional Driving	Total Enrollment	Program % of Total Enrollment
Fall 2017	10	242	4.1%
Spring 2018	4	189	2.1%
Summer 2018	3	44	6.8%
Fall 2018	7	178	3.9%
Spring 2019	7	164	4.3%
Summer 2019	3	45	6.7%
Fall 2019	8	160	5.0%
Spring 2020	8	168	4.8%
Summer 2020	0	39	0.0%
Fall 2020	6	182	3.3%
Spring 2021	11	161	6.8%
Summer 2021	1	128	0.8%
Fall 2021	3	248	1.2%
Spring 2022	6	243	2.5%
Summer 2022	2	148	1.4%
Totals	79	2339	3.4%

5-Year Program Enrollments

Program Graduates Professional Driving Certificate				
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
5	0	0	2	0

Total CCCC Graduates				
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
46	32	25	28	20

Percentage of Program Graduates to CCCC Graduates				
10.9%	0.0%	0.0%	7.1%	0.0%

5-Year Graduation Rates

Appendix C – Program Quality and Assessment

FALL 2021

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (N = # students met/# total) (Avg. = average grade) Range = lowest to highest grade recorded)	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
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CDL 114 D – DMV Class A/B I – self-eval	>PASS	N =2 NP = 0 SR = 1/2	Driving issues Student issues	Too much ice/snow for student safety Provide moral support	1	2,3	1,2,4
CDL 252 D – DMV Class A/B I – self-eval	>PASS	N = 2 NP = 0 SR = 1/2	Driving issues student issues	Too much ice/snow for student safety Provide moral support	1,2	1,2,3	2,3,4
CDL 256 D – DMV Class A/B I – self-eval	>PASS	N =1 NP = 0 SR = 0/1	Driving issues student issues	Too much ice/snow for student safety Provide moral support	1	1	2,4

SPRING 2022

CDL 114 D – DMV Class A/B I – self-eval	>PASS	N =5 NP =1 SR = 4/4	Goal met	Move through federal curriculum quicker Work for 2 weeks on state book	1	2,3	1,2,4
CDL 252 D – DMV Class A/B I – self-eval	>PASS	N = 6 NP = 1 SR = 5/5	Goal met	Start behind the wheel training earlier	1,2	1,2,3	2,3,4
CDL 256 D – DMV Class A/B I – self-eval	>PASS	N =5 NP = 1 SR = 4/4	Goal met	Keep current curriculum, but leave more room for driving time	1	1	2,4

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs

National Employment Projections, 2021-2031 Bureau of Labor Statistics	
Occupational Category	Projected Increase
Driver/sales workers and truck drivers	7.1%
Heavy and tractor-trailer truck drivers	4.3%
Bus drivers, school	6.6%
Bus drivers, transit and intercity	8.2%

Source: <https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>

Annual Revenue and Expenditures

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2017	10	\$15,000.00	\$7,285.28	\$36,426.40	\$51,426.40
Spring 2018	4	\$6,000.00	\$7,285.28	\$14,570.56	\$20,570.56
Summer 2018	3	\$2,250.00	\$7,285.28	\$10,927.92	\$13,177.92
AY 2017-18		\$23,250.00		\$61,924.88	\$85,174.88
Fall 2018	7	\$10,500.00	\$7,356.26	\$25,746.91	\$36,246.91
Spring 2019	7	\$10,500.00	\$7,356.26	\$25,746.91	\$36,246.91
Summer 2019	3	\$2,250.00	\$7,356.26	\$11,034.39	\$13,284.39
AY 2018-19		\$23,250.00		\$62,528.21	\$85,778.21
Fall 2019	8	\$12,000.00	\$8,279.20	\$33,116.80	\$45,116.80
Spring 2020	8	\$12,000.00	\$8,279.20	\$33,116.80	\$45,116.80
Summer 2020	0	\$0.00	\$8,279.20	\$0.00	\$0.00
AY 2019-20		\$24,000.00		\$66,233.60	\$90,233.60
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

Term	2021-2022	2020-2021	2019 - 2020	2018 - 2019	2017 - 2018
Salary	\$ 57,430	\$ 51,064	\$ 57,693	\$ 52,643	\$ 52,515
Fringe	36%	35%	35%	35%	35%
# of Program Faculty	2	2	1.5	1	1
Total Salaries	\$114,860.00	\$102,128.00	\$86,539.01	\$52,643.00	\$52,515.40
Total Fringe	\$41,349.60	\$35,744.80	\$30,288.65	\$18,425.05	\$18,380.39
Total Expenses	\$156,209.60	\$137,872.80	\$116,827.66	\$71,068.05	\$70,895.79
Total Revenue	\$67,408.00	\$93,206.34	\$90,233.60	\$85,778.21	\$85,174.88
Net Gain/Loss	(\$88,801.60)	(\$44,666.46)	(\$26,594.06)	\$14,710.16	\$14,279.09

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 the program receives additional funding through outside granting agencies which compensates for the faculty salaries, equipment, and program needs. This makes the program a net gain for the college and a financially viable program.

The committee recommends program continuance.

Follow up actions and timeline:

Continue to maintain established partnerships and seek additional employment opportunities for students. Monitor enrollment and plan for increasing faculty and facility improvements as needed.



**CANKDESKA CIKANA
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Spirit Lake Tribe

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Completed Program Reviews Verification

Name of Program Reviewed: Certificate Professional Driving (CDL)

Kelly Somers
Director or Faculty of Record

11/10/22
Date of Review

Karen Saari
Curriculum Committee Chair

11/10/22
Date of Review

Stacy J. Jorgensen
Dean of Administration

11/16/22
Date of Review

J. A. Muepfer
Academic Dean

11/21/22
Date of Review

Cynthia L. Jorgensen
President (as appropriate)

11-21-22
Date of Review

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

Date of Review