



CCV BEHAVIORAL SCIENCE A.S.

VSCS Policy 101 Program Review and Continuous Improvement
Process (PReCIP) Report

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2025 CCV Behavioral Science A.S. Degree Program

VSCS Policy 101: Program Review & Continuous Improvement (PReCIP) Report – 2025

Introduction

The Behavioral Science A.S. degree program at the Community College of Vermont provides students with foundational knowledge in the behavioral sciences and human services. This meta-major, which was introduced in Fall 2019, provides students with a broad base in theory and ethical practice and offers flexibility to tailor the program to meet students' educational and career goals. Recommended focus areas in Criminal Justice, Human Services, Substance Use Disorders, and Psychology provide students with guidance for how to leverage 12 required elective credits in the social and behavioral sciences. Students also complete CCV's 33 credit general education program to provide interdisciplinary strength to their degree. All students complete the capstone course, SWK-2070: Social Justice and Public Policy, which focuses on applying their cumulative learning to advancing social and policy issues. The program rounds out the requirement to complete a hands-on work-based learning experience in the course INT-2860: Professional Field Experience (Appendix A).

Students who graduate from CCV's Behavioral Science A.S. program are prepared to enter careers in a variety of community settings including human services agencies, mental health organizations, and criminal justice. Additionally, CCV's partnerships with other colleges and universities provide a host of transfer pathways (Table 1). These options include seven seamless 2+2 pathways from the associate degree to bachelor's programs at Vermont State University (VTSU). Courses in this program are delivered in multiple modalities including on-ground, hybrid, synchronous online, asynchronous online, and CCV's self-paced online modality, FLEX. If students choose, the degree can be completed 100% online. The result is a degree that is responsive to the busy and complex lives of CCV students.

Table 1. Sample CCV Behavioral Science A.S. Transfer Pathways

CCV Degree Program	Transfer Partner	Destination Baccalaureate Degree(s)
Behavioral Science	Vermont State University	Applied Psychology and Human Services, Criminal Justice, Restorative Justice, Psychological Science, Social Work, Sociology, Cultural Anthropology
Behavioral Science	University of Vermont	Anthropology, Communication Sciences and Disorders, History, Political Science, Psychological Science, Sociology
Behavioral Science	Champlain College	Applied Psychology, Criminal Justice, Psychology, Social Work
Behavioral Science	Saint Michael's College	Criminology, Psychology
Behavioral Science	Norwich University	Criminal Justice, Psychology

This report provides a review and analysis of the Behavioral Science A.S. program at CCV focused on Fall 2020-Fall 2024. Student success, retention, and completion data will be presented followed by a review of program outcome assessment efforts and programmatic changes that occurred during the review period. The report concludes with a plan for continuous improvement of the program.

Certificates and Curricular Oversight

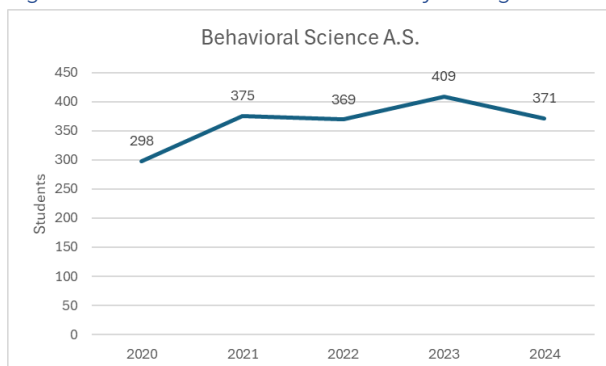
Aligned with the College's guided pathways initiative, CCV offers two certificate programs that complement the Behavioral Sciences A.S., the Human Services certificate and the Community Health certificate. The Human Services certificate was introduced in Fall 2023 and prepares students for entry-level direct services positions, such as case managers, in human services agencies and organizations. The Community Health certificate (see Appendix B) is designed to prepare students to work in public health settings and is aligned with the core competencies of the community health worker role in the state of Vermont. If desired, associate degree seeking students may choose to use their elective credits to work toward the completion of these certificates and each certificate nests seamlessly into the Behavioral Science degree program.

CCV's Behavioral Science degree and Human Services certificate programs are overseen by the Academic Council's Social Sciences and Professions Curriculum Committee, led by a team of faculty and staff co-chairs. This committee engages in regular program outcome assessment and curriculum revisions in response to assessment findings, feedback from faculty and students, and input from our local and state partners. The Dean of Academic Affairs has final approval over all curriculum changes and modifications. The Community Health certificate is overseen by Academic Council's Science and Allied Health Curriculum Committee and will therefore not be a focus of this report as the program will be reviewed in depth by that committee in an upcoming PReCIP cycle.

Student Success and Retention Review

Since its introduction in Fall 2019, the Behavioral Science A.S. has become one of the highest enrolled programs CCV, accounting for 11-14% of all CCV students. Enrollment during this time steadily increased from 298 students in Fall 2020 to 371 students in Fall 2024 (Figure 1).

Figure 1: Enrollment in BHS and % of College Wide Enrollment



When the meta-major was introduced, CCV archived associate degree programs in Criminal Justice and Human Services, and a certificate in Substance Abuse Services. Prior to Fall 2019, these programs experienced steady declines in enrollment. Further, students provided feedback that the structure of the programs created barriers for leveraging credit from prior learning and that the programs were not well aligned with their educational and career goals. For those reasons, the flexible Behavioral Sciences meta-major with recommended focus areas was introduced. Students in the archived programs were given the option to switch to the new meta-major or continue enrollment in their existing academic program. In Fall 2018, there were 336 students enrolled in the Criminal Justice, Human Services, and Substance

Abuse Services programs. As of Fall 2024, only two students remained active in these archived programs (see Table 2). The strong enrollment in the Behavioral Science A.S. is one indicator of the success of the program in fulfilling the intention to create a flexible degree that better meets the educational and career goals of students than the previous programs, other indicators of the success of this program will be reviewed later in this report.

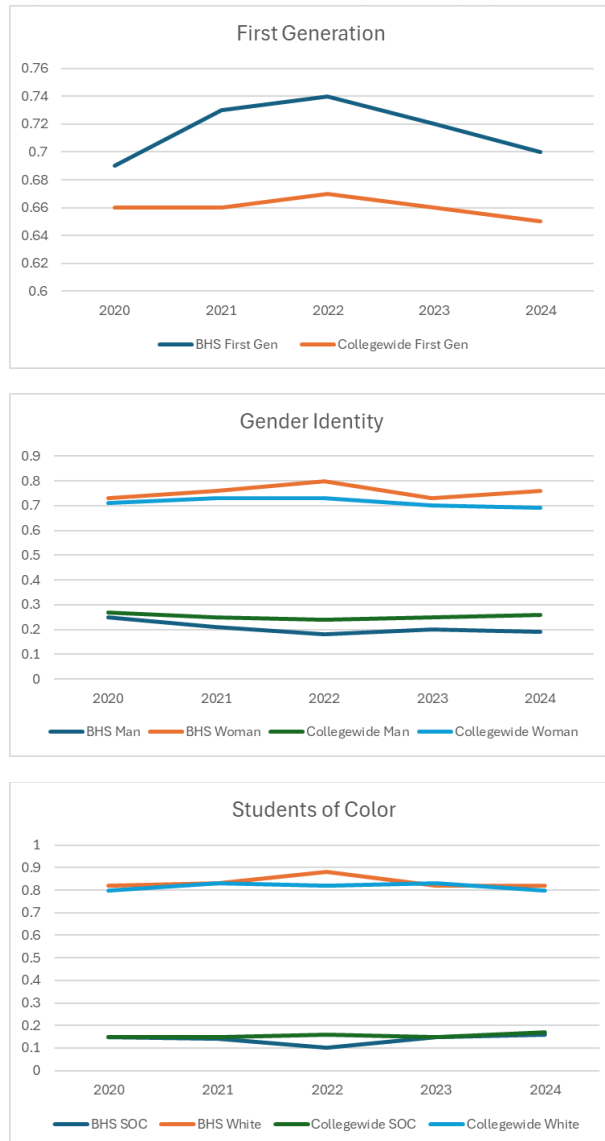
Table 2: Enrollment in Archived Social Science Academic Programs

	Criminal Justice A.S.	Human Services A.S.	Substance Use Certificate
Fall 2018	92	227	17
Fall 2019	44	124	6
Fall 2020	18	43	5
Fall 2021	6	19	2
Fall 2022	3	10	1
Fall 2023	0	5	0
Fall 2024	0	2	0

In Fall 2023, CCV introduced the Human Services certificate (Appendix B) as a means for students to gain foundational knowledge and skills needed for entry-level positions in human services organizations and agencies. This certificate is fully stackable in the Behavioral Science A.S., allowing students to move seamlessly from the certificate program to the degree without loss of momentum or credit. Enrollment in this certificate is growing quickly, with 27 students in Fall 2023 and 41 students in Fall 2024. The Social Sciences and Professions Curriculum Committee will closely monitor enrollment in the certificate program over the coming years to ensure that the program meets the needs of students and the workforce. Because the certificate is in the early stages at the college, student success, retention, and completion data for the program are not yet available.

A review of the demographic characteristics of Behavioral Sciences students demonstrates that, over the review period, people enrolled in the degree program were predominately White (82-88%), female (73-80%), and first in their families to attend college (69-74%). These rates compare to CCV college-wide demographic characteristics of 82-88% White, 69-73% female, and 65-67% First-Generation college students (Figure 2). These characteristics reflect a gender gap in higher education that exists nationwide ([Pew Research Center, 2023](#)) and is consistent with research demonstrating overrepresentation of women as compared to men in helping professions such as careers in human services ([Hoff, Granillo-Velasquez, Hanna, Morris, Nelson, & Oswald, 2024](#)). In recent years, CCV has embarked upon initiatives to address the gender gap in enrollment through marketing and outreach campaigns.

Figure 2. Student Enrollment by Demographic Group



As the Behavioral Science program reaches a growing number of students, student retention and course success are critical areas of focus. Retention for students in this program is consistent with college-wide rate with 47% of students who entered the program in Fall 2023 completing their program or returning the following fall, as compared to 48% returning college-wide. Further, when retention is examined by student demographic population, rates for Behavioral Sciences students are similar to the college-wide rates except for male students. As can be seen in Table 3, only 34% of male identified Behavioral Science students were retained from Fall 2023 to Fall 2024, this compares to 44% retention for males college-wide.

Table 3. Student Retention

	Percentage Retained
Behavioral Science	47%
College-wide	48%
Behavioral Science Men	34%
College-wide Men	44%
Behavioral Science Women	51%
College-wide Women	49%
Behavioral Science SOC	47%
College-wide SOC	46%
Behavioral Science White	47%
College-wide White	48%
Behavioral Science First Gen	48%
College-wide First Gen	48%

Student success in courses is another key component of understanding the current state of and opportunities for the Behavioral Science A.S. With the meta-major structure of the degree program, students have significant choice in how they tailor their programs. Core Program Requirement (CPRs), courses required of all students in the degree and the recommended focus areas, are provided in Table 4 along with associated course success rates. Students receiving a letter grade of D or F, or who withdrawal from the course were considered unsuccessful. The overall course success rate for CPRs in the Behavioral Sciences degree is 76%.

When considering courses of concern, only PSY-1170: Addiction: An Introduction to Clinical Skills falls outside of the threshold of one standard deviation below the mean of 76%. This course was developed in partnership with the Vermont Department of Health to provide the education needed to sit for the credentialing exam for the state of Vermont's Apprentice Addiction Professional, which is the entry-level substance use disorder treatment credential required to work for one of [Vermont's Preferred Providers](#). To provide access for students already working in the field, this course is offered almost exclusively in CCV's FLEX format. Based upon feedback about the challenges that students faced with this course, the Social Sciences and Professions committee worked with a faculty subject matter expert and instructional designer to make significant revisions to the templated course used when PSY-1170 is offered as a FLEX course. The revised template was first used in Spring 2025. The committee will monitor success rates in this course and consider additional opportunities for supporting student success. Further, CCV continues to review its approach to FLEX courses to address college-wide concerns about course success rates for students in courses offered in this format.

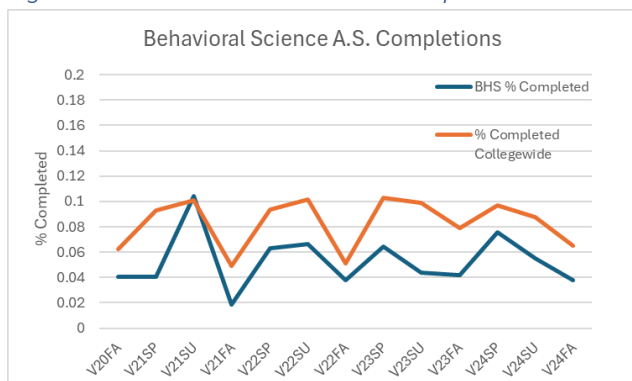
Table 4. Course Success Rates Behavioral Science Core Program Requirements

Course Number	Course Name	% Successful
PSY-1170*	Addiction: An Introduction to Clinical Skills	45%
COM-1030	Intercultural Communication	69%
PSY-2155	Trauma: Origins & Impacts	69%
SWK-1010	Introduction Human Services	70%
CRJ-2050	Criminology	71%
CRJ-1010	Introduction to Criminal Justice	72%
CRJ-2020	American Judicial Process	72%
PSY-2040	Social Psychology	72%
COM-1020	Interpersonal & Small Group Communication	72%
ENG-1020	Introduction to Research Methods	73%
SOC-2040	Race, Ethnicity, Class & Gender	73%
PSY-1130	Introduction to Substance Use Disorders	75%
PHI-1040	Introduction to Ethics	75%
PSY-1050	Human Growth & Development	75%
SOC-2010	Global Social Problems	77%
PSY-1010	Introduction to Psychology	77%
ANT-1010	Introduction to Cultural Anthropology	79%
PSY-2060	Psychopathology	80%
SOC-1010	Introduction to Sociology	80%
SWK-2010	Introduction to Case Management	81%
SWK-2070	Social Justice & Public Policy	83%
SOC-1020*	Ethnicity & Diversity in the U.S.	84%
CRJ-2010*	Law Enforcement in America	88%
POS-1050*	The Constitution	89%
INT-2860*	Professional Field Experience	89%
*Exceed more than 1 standard deviation from CPR mean		

Since the introduction of the Behavioral Science degree in Fall 2019, completion rates of the program have remained lower than the average rate for all CCV students. Over the course of the review period, Fall 2020-Fall 2024, average completion rates for the program were 5%, whereas the college-wide rate was 8% (Figure 3). This trend persisted when examining completion rates by student demographic characteristics. Behavioral Science First-Generation college students (5%) were less likely to complete their degree as compared to First-Generation students college-wide (8%). Similarly, Students of Color (4%) and White students (6%) in the degree program were less likely to complete than students identified with those groups college-wide. Given CCV's predominately part-time student body and the introduction of the associate degree in program in Fall 2019, we anticipate program completion rates for the program will increase over the next five-year review period as more students near completion of

their program. This hypothesis is supported by retention rates in the Behavioral Science degree program that are similar to college-wide retention rates.

Figure 3. Behavioral Science A.S. Completion Rates.



Institutional Support for Students Success, Retention, and Completion.

Several strategies have been taken by the College to improve success and retention in recent years. These changes include structural changes to the CCV Coordinator role, institutional investments in supporting course quality in online learning modalities that accompanied the COVID-19 pandemic, the make-up of Academic Council Committees, and student success and advising initiatives.

In Fall 2019, the College underwent a structural change creating specialization in the Coordinator role, resulting in Coordinators of Teaching and Learning (CTLs) who primarily work with faculty and curriculum, and Coordinators of Student Advising (CSAs) who primarily serve students. These changes created greater support for both faculty and students and resulted in high quality courses, consistent assessment, and responsive student support. A benefit of this shift could be seen in helping the college nimbly shift on-ground courses to online modalities during the COVID-19 pandemic. Although CCV has a rich history of online learning, the pandemic required faculty who were teaching courses in person to quickly move their classes online. The CTLs played a critical role in supporting faculty with this transition. In the years since the pandemic, the majority of CCV's courses have been offered in online modalities. Faculty professional development and support continues to be a critical part of ensuring high-quality online teaching and learning experiences for students and CTLs hold much of the responsibility in shepherding this ongoing work.

Also in 2019, CCV created the Advising and Teaching Excellence (ATE) committee within Academic Council (AC). Like other AC curriculum committees, this group is made up of both faculty and staff. The ATE committee offers guidance to AC curricular committees on teaching best practices and offers professional development opportunities for faculty. This committee serves the function of the prior Success and Retention committee, but is much more connected to curriculum committees through AC.

Success and retention efforts are also dependent upon efficient and timely communication between faculty and advisors. In 2020, the VSCS invested in Aviso (i.e., Watermark Student Success and Engagement), a powerful application intended to boost success and retention by facilitating communication between faculty, advisors, and students. With Aviso, faculty quickly and easily issue alerts when they have academic concerns affecting students, enabling advisors to provide just-in-time support. Additionally, in 2019 CCV invested in a multi-year partnership with Inside Track to bring the

retention-supporting methods of coaching to our advising practices. CCV advisors have been honing their skills through a series of topical trainings in coaching methodology, observation and feedback from Inside Track Quality Specialists, and peer support networks. Through the development of advising and coaching practices, the college ensures that students will be well supported when faculty identify academic concerns.

Strategies for Improving Student Success, Retention, and Completion.

A review of student success, retention, and completion of the Behavioral Science A.S. program demonstrates strong enrollment Fall 2020-Fall 2024. Along with robust interest in this program, opportunities for strengthening student course success, retention, and completion emerged. Three primary programmatic strategies will be employed to address these areas:

1. Develop templated courses for introductory and capstone courses in the Behavioral Sciences degree program.
2. Create a two-year course plan to support student planning and academic advising.
3. Create tools and supports for academic advising staff (Coordinators of Student Advising), faculty, and students to clarify academic and career development pathways for students interested in pursuing careers in the behavioral and social sciences.

Predictability of students' experiences is identified as a strategic priority (Pillar IV: Excellence; Priority 8) under CCV's 2025-2030 Strategic plan. Providing students with a clear and reliable format for courses is a powerful mechanism for supporting students. Consistent with this goal, the Social Sciences and Profession curriculum committee will work with subject matter experts and instructional designers to expand the number of templated courses available for the Behavioral Science curriculum. Templated courses can be utilized either fully or in part by faculty teaching a course, lending consistency in the delivery of the course, providing clear mechanisms for program outcome assessment, and incorporating skill development for students in critical areas such as writing, communication, and career readiness. Currently, CCV has templated courses for two CPRs in the degree program, INT-2860: Professional Field Experience and SWK-1010: Introduction to Human Services. In the next two-three years, the committee will target the introductory courses in the Behavioral Science curriculum with the aim of impacting the most students as possible. Then, the committee will explore SWK-2070: Social Justice and Public Policy, the capstone course in the Behavioral Science degree program. In addition to leveraging these templated courses for program outcome assessment, the committee will work with CCV's Institutional Research team to track student success and assess the impact of templated courses over time.

While the shift to the Behavioral Science meta-major has allowed students to structure the program to their specific educational and career goals, conversations with CCV faculty and CSAs suggest that students may benefit with additional tools to help them identify their career development trajectories, select courses consistent with those goals, and identify potential transfer pathways. Since the last PReCIP review, full-time enrollment semester maps indicating suggested coursework and sequences were created for the focus areas within the Behavioral Science degree (see Appendix C). To further lend predictability to students' planning experiences, a two-year plan of course offerings will be established. This plan will indicate the semesters in a two-year cycle that courses will be offered to allow students the ability to look forward in time and predict when they will take courses in their academic programs. A two-year plan will be finalized during the 25-26 academic year.

As another tool for supporting students' retention and completion, CCV Career Services is currently developing discipline "Career Field Guides." These guides provide students with information on possible jobs/careers for each academic discipline, associated salary ranges, and outline academic credentials commonly required for those careers. A field guide focused on Human Services and other helping professions will provide students pursuing the Behavioral Science A.S. and Human Services certificate with clear information about the potential post-completion outcomes, therefore encouraging completion.

Student Outcomes and Assessment Plan

The Degree Program Map and Milestones for the Behavioral Science A.S. can be found in Appendix C. This map outlines a proposed sequence of courses for full-time students at CCV. Because of the flexibility of the meta-major, there are many possible trajectories for part-time students. As a result, there is no optimal trajectory of a part-time student to advance through the program and the committee has opted not to propose a part-time map for students which may inadvertently limit students' options or perceived pathways.

The program outcomes for the Behavioral Science A.S. can be found in Appendix D. There are six outcomes, five of which are measured through assessments in the CPRs of the degree. The Curriculum and Learning Outcome Crosswalks (Appendix E) outline the connection between each programmatic learning outcome and the essential objectives in CPRs. The final program outcome—demonstrating academic skills including competency in writing, information literacy, oral communication, and quantitative reasoning—is assessed through CCV's General Education curriculum.

The Program Outcome Assessment Matrix (Appendix F) outlines the course specific assessment strategies for each of the degree learning outcomes. The programmatic work focuses on three areas of the curriculum that are shared by all students in the meta-major: introductory discipline courses, SWK-2070: Social Justice and Public Policy, and INT-2860: Professional Field Experience.

During the first five years of this academic program, the curriculum committee focused on establishing outcome assessment strategies, piloting common assignments and assessment rubrics, and creating regular assessment cycles for the degree program. An example of an assessment report can be found in Appendix G. With this foundational work in place, the committee will focus on sustaining the outcome assessment strategy, increasing faculty participation in the work, and leveraging data for continuous improvement over time. The committee will also establish an assessment strategy for the Human Services certificate program, which leverages many of the same courses as the Behavioral Science A.S. The committee is currently in the final stages of drafting a program outcome assessment manual to share with faculty who teach courses identified as assessment points. This manual provides a clear overview of the assessment process including roles throughout the assessment cycle, timelines for gathering data and sharing feedback with the curriculum committee, and an explanation of the continuous improvement process based upon assessment feedback. The committee plans to begin using this manual in the 2025-2026 academic year.

Program Review

The Social Sciences and Professions Curriculum committee leverages a diverse range of data as part of the on-going process of programmatic review and continuous improvement. In addition to student mastery of program outcomes, which are assessed at the course level through shared common assignments and rubrics, the committee considers feedback from CCV graduates, alumni, faculty, and community and business partners. This approach provides a robust picture of student success, highlights strengths, and identifies opportunities for improvement and growth.

Course Level Assessment

Through the process of program outcome assessment, the curriculum committee regularly receives data about students' mastery of program outcomes, discusses the meaning of those data with faculty, and enacts strategies for supporting student success. As the committee established an assessment cycle for the Behavioral Science degree over the last five years, opportunities for improvement emerged and were acted upon in two courses taken by students near the completion of the program: INT-2860: Professional Field Experience and SKW-2070: Social Justice and Public Policy.

As a degree that prepares students for careers in the helping professions, students' abilities to demonstrate legal, ethical, and professional conduct in a field setting and demonstrate effective interpersonal communication techniques with a variety of populations are critical program outcomes. For program outcome assessment, these outcomes are assessed INT-2860: Professional Field Experience. In this work-based learning course, students complete an 80-hour supervised experience in setting related to their degree and career goals. Their supervisors complete a final evaluation (Appendix G), which assesses these outcomes. The Social Sciences and Professions Curriculum Committee reviews aggregated data from these evaluations biannually.

As can be seen in Table G1 (Appendix G), students consistently receive positive ratings from their site supervisors in this course. Although this finding is encouraging, the committee observed that the evaluation form did not provide a clear understanding of students' performance across a variety of domains. To address this concern, a subcommittee undertook a major revision of the supervisor evaluation form (Appendix G) modeled after the [National Association of College and Employers Career Readiness Competencies](#). This revised evaluation form was deployed in Spring 2023. The Social Sciences Curriculum Committee will review the first two-year round of evaluation data from this revised form in Spring 2025.

The second opportunity for improvement came from the assessments of the program outcome focused on analysis and application of research and data in the behavioral sciences; the assessment of this outcome occurs in the disciplinary capstone course SWK-2070: Social Justice and Public Policy. In Spring 2024, the committee convened faculty who teach this course to discuss their outcome assessment data and explore student outcomes. This discussion brought to light a discrepancy in students' mastery of this outcome across two sections of the course taught by different faculty members. Upon further conversation, the faculty uncovered a difference in approach to scaffolding student learning throughout the semester. Based upon this observation, the faculty member who taught the sections where students were struggling revised their approach. In Fall 2024, the faculty member reported significant improvement in student outcomes, moving from 30% of students who took this course not meeting

expectations for the outcome in Spring 2024 to all students meeting expectations for this outcome in Fall 2025.

Surveys of Recent CCV Graduates and Program Completers

Two tools used by the College provide a broader understanding of Behavioral Science students' mastery of program outcomes: a survey of recent CCV graduates and a survey of students completing the course HUM-2010: Seminar in Educational Inquiry.

Graduate Survey

On a five-year cycle, CCV surveys recent graduates. In spring 2025, 193 graduates from the Behavioral Science A.S. program (FA 2020-FA 2024) were invited to participate in this survey; 30 (15.5%) people completed the survey. The survey asked students about their educational and employment outcomes, satisfaction with their degree program, the level of preparation provided by their program and courses, and preparation specific to program outcomes. Although the response rate to alumni survey was low, this information provides both a general impression of students' educational and career outcomes and highlights the strengths and weaknesses of the degree. A summary of the responses to the survey can be found in Appendix H.

Focusing first on students' educational outcomes, 65.5% ($n=19$) of respondents continued their education after completion of the associate degree, having completed or working in progress toward a bachelor's degree. Vermont State University (47%) and Southern New Hampshire University (21%) represented the most popular transfer destinations. When asked about majors, Psychology was the most popular program pursued by CCV graduates (53%; $n=10$). This finding maps closely with the finding that 50% of respondents indicated leveraging their elective credits in the Behavioral Science degree to follow the Psychology focus area. Other bachelor's programs included Sociology, Social Work, Nursing, Business Administration, and Education. Five students also reported working on or having completed master's degrees, including degrees in Clinical Mental Health Counseling, Applied Behavior Analysis, and Social Work, from a variety of institutions, including the University of Vermont, Boston University, University of Scranton, and Western Connecticut State University. 100% of respondents indicated that their experience at CCV prepared them for success upon transfer to their institution.

When examining students' employment outcomes, 89% of students felt that the program provided adequate preparation for employment in the field. At the time of the survey, 82% of graduates indicated that they were employed. When asked about their roles, 71% worked in roles at Human Services agencies or organizations. Graduates were working in a wide variety of positions including Health and Wellness Coach, Locate Investigator for the Office of Child Support, Blind Services Program Coordinator, Crisis Counselor, and Registered Behavior Technician.

In addition to providing strong preparation for employment or transfer, students felt the degree prepared them across the six program outcomes. Appendix L depicts participants' ratings of the preparation provided in the program and general education outcomes. As can be seen, 99% of ratings indicated that students felt prepared or well prepared across the program outcomes.

Survey of HUM-2010: Seminar of Educational Inquiry.

In the Spring of 2020, CCV began surveying students who completed the capstone course, HUM-2010: Seminar of Educational Inquiry. This survey includes questions about their academic program and asks

students to provide an assessment of the level of preparation they received related to their program outcomes. Between Fall 2020 and Fall 2024, 49 Behavioral Science A.S. students completed the survey. The findings of this survey were consistent with the graduate survey. 44 students indicated that they were satisfied or very satisfied with their choice of the Behavioral Science program. Further, 47 respondents indicated that they achieved their educational goals in attending CCV. 98% of students felt that the program prepared them for their next step in the job market or continuing their education. With respect to specific program outcomes, 91.5% of students felt adequately prepared or well prepared across the Behavioral Science program outcomes (Appendix I).

Although both the alumni survey and survey of HUM-2010 students provide useful information about students' experiences in the degree program and their post-graduation trajectories, CCV continues to explore ways to better understand students' post-completion outcomes. In Spring 2024, CCV's Institutional Research team revised the content and dissemination plan for the CCV's Graduate Survey, an exit survey for all CCV graduates. In addition to providing paper copies of the survey, CCV graduates now have the option to complete the survey electronically. The College is hopeful that these changes will result in higher response rates and therefore more robust data about our students' outcomes. With the support of Perkins grant funding, the College is also exploring external data tools, including Lightcast's Alumni Pathways and Equifax's Graduate Outcomes, as avenues to better understand student outcomes.

Faculty Feedback on Academic Programs

Faculty who teach in the Behavioral Science curriculum possess a critical perspective on students' experiences in courses and the strength of a degree program in meeting students' academic and career goals. Members of CCV's faculty are encouraged to share feedback with their CTLs about the courses they teach and opportunities for strengthening essential learning outcomes on an ongoing basis. Further, faculty may propose modifications to the academic curriculum each Fall as part of the college's curriculum changes process.

In addition to these on-going opportunities, faculty who taught courses in the Behavioral Science curriculum from Fall 2020-Fall 2024 were invited to provide feedback on the associate degree and Human Services certificate through participation in a discussion facilitated by the curriculum committee. Faculty were also given the option to provide written feedback through a form shared with the committee. Eleven faculty attended the discussion, and 15 faculty provided written feedback about the curriculum.

When asked about the strengths of the Behavioral Science degree, faculty highlighted the flexibility of the program and students' ability to tailor the program to their needs as an asset. Many stressed the importance of providing students with a strong base of knowledge in a wide range of behavioral and social sciences as critical to students' successes academically and professionally. CCV's academic advising was also highlighted as a strength in helping students structure their academic programs to meet their goals. In focusing on opportunities for improvement, faculty stressed the need to provide students with opportunities to apply the understanding of the Behavioral Sciences in "real-world" or practice-based settings. Other recommendations included: examining the prerequisite structure of courses to better support student growth and development toward upper-level courses, building a stronger emphasis on discipline specific writing and research throughout the curriculum, and providing faculty with a broader

understanding of transfer pathways and opportunities for students who would like to advance their education after CCV.

Community, State, and Employer Partner Feedback

CCV values strong partnerships with community, state, and employer partners. Each curriculum committee has an Advisory Committee composed of 5-7 members from key organizations and agencies in the state. Committees and invited guests meet on an annual basis to provide feedback on CCV's academic programs and share updates about workforce development needs. In advance of these advisory meetings held each spring, the College solicits feedback from the workforce and community partners through the annual CCV Workforce Survey.

Advisory committees and the workforce survey play important roles in identifying timely and emergent workforce needs that inform curriculum development. Over the course of this review period, the feedback from these sources was critical informing the Social Sciences and Professions work developing the Human Services Certificate. For several years, the Advisory Committee highlighted the need felt in Human Services settings for entry-level professionals with strong foundational skills in communication, writing, and critical thinking. This feedback led to the development and approval of the certificate program (See Appendix B). As a reflection of the value of this certificate, in Fall 2023 CCV partnered with the Vermont Area Agencies on Aging to launch a marketing campaign for careers in aging services highlighting this certificate program as a pathway for entering into direct service positions in this field (see campaign here: [MoreThanAJobVT.org](https://www.morethanajobvt.org)). The success of this certificate program has inspired the committee to consider the adoption of other certificate programs, such as a certificate in Criminal Justice/Justice Studies, to provide students with entry-level credentials in the behavioral and social sciences while continuing seamlessly through to the completion of their associate degree.

The 2025 CCV Workforce Survey and Advisory Committee meetings highlighted new opportunities for the curriculum committee to explore in support of improving students' success and career readiness. A continued emphasis on the importance of hands-on learning and applied experience emerged from our partners. As is reflected by the alumni survey data, many graduates of the Behavioral Science associate degree pursue careers that require strong interpersonal skills and the ability to apply the knowledge learned in the degree to challenging situations with clients or community members. Members of the advisory board and survey participants stressed the importance of supporting students through work-based learning opportunities and hands-on application practice in CCV coursework. Participants also highlighted the need for strong written communication skills and suggested the exploration of further writing skills specifically for the human services fields.

Additional Course Changes and Program Revisions

In addition to the curricular changes outlined above, the committee made several changes to individual courses to ensure effectiveness of the programs, relevance and currency of course essential learning objectives, and alignment with VSCS General Education requirements. A notable demonstration of this can be seen by the addition of essential learning objectives throughout the Behavioral Science curriculum focused on trauma-informed approaches and diversity, equity, and inclusion centered practices. Over the course of the review period, nearly all of the courses serving the Behavioral Science A.S. and Human Services certificate were reviewed and revised by the curriculum committee to reflect these approaches. The committee also expanded course offerings to include an introductory course

focused on interviewing and counseling skills, an area of important skill-based need identified by employer and community partners.

Continuous Improvement Plan

The overall health of the Behavioral Science A.S. program is strong. The program is designed to meet the needs of both students entering the human services fields and those hoping to continue their education at the bachelor's level. Enrollment in the program grew substantially from Fall 2020-Fall 2024, with strong retention rates across students of varying demographic groups. The introduction of the Human Services certificate in Fall 2023 resulted from partnership with the Social Sciences and Professions Advisory Committee and a workforce need for qualified human services professionals to enter direct service positions. Data leveraged from multiple sources about the quality of the Behavioral Science degree highlighted many strengths and identified several opportunities for growth.

Based upon this review, three primary goals for continuous improvement were identified. A continuous improvement plan outlining the responsible parties, workplan, and benchmarks/assessment strategies for the goals can be found in Appendix J. The following goals and actions will be addressed in the next five years:

1. Increase student success, retention, and program completion rates.
 - a. Action: Develop templated courses for introductory and capstone courses in the Behavioral Science degree.
 - b. Action: Create a two-year course plan to support student planning and academic advising.
 - c. Action: Explore strategies to strengthen outcomes by student demographic population.
2. Strengthen program outcome assessment.
 - a. Action: Develop and implement the use of a program outcome assessment manual.
 - b. Action: Develop and implement assessment strategy for the Human Services certificate program.
3. Ensure continued alignment of the meta-major and the associated certificate programs with workforce needs.
 - a. Action: Explore the development of a Criminal Justice focused Certificate program.
 - b. Action: Increase work-based learning and applied learning opportunities for students and assess the effectiveness of these strategies in preparing students with skills identified as essential for careers in human services and the social and behavioral sciences.
 - c. Action: Explore integration of discipline-specific writing in the Human Services certificate and Behavioral Science degree.

The program continuous improvement plan outlined above focuses on the most consistent and prominent areas of need identified in the review of the last five years. The committee anticipates that these activities will both strengthen student outcomes and create additional opportunities for review and continuous improvement to be enacted upon in the coming years.

In addition to these areas, faculty and students suggested other areas that CCV might explore to help strengthen the program. These ideas resulted in several unanswered program improvement questions that the committee plans to consider over the next several years including:

1. What course modalities and formats best meet the needs of Behavioral Science Students, students, including those students who are currently underrepresented in the degree program?
2. What impact will CCV's investments in academic advising (e.g., InsideTrack, advising by academic program, Career Field Guides) have on student success?
3. How do we better support the academic trajectories of students in these fields through transfer agreements and partnerships?

Appendix A. Behavioral Science A.S. Degree Program

CCV CATALOG YEAR 2024 - 2025

BEHAVIORAL SCIENCE (A.S.) +

CCV's Behavioral Science program will provide you with foundational knowledge required by those who enter careers in social work, addiction treatment, criminal justice, or psychology. You will gain the skills needed for work in a variety of community settings from human service/mental health programs to law enforcement and related agencies. This flexible program lets you tailor your studies to fit your career goals. The broad common base of behavioral science courses roots you in sound theory and ethical practice, while those who wish to may delve more deeply into suggested focus areas, such as Human Services, Criminal Justice, Substance Use Disorders, and Psychology. Many participants in this program choose to continue their education at the baccalaureate level and beyond. Students in the Behavioral Science degree program may choose to pursue the Human Services or Community Health certificate while obtaining their degree.

All associate degrees include completion of general education requirements which, together with program requirements, constitute a minimum of 60 credits. In some cases program requirements also fulfill general education requirements. You may not use a single course to meet two general education requirements.

General Education

Complete at least one course in each of the following:

☐ First Semester Seminar

INT 1050 - Dimensions of Self & Society

☐ Introductory Written Expression – VSCS

ENG 1061 - English Composition

☐ Digital and Computing Literacy – VSCS

☐ Mathematics - VSCS

☐ Natural Science - VSCS

☐ Social Science - VSCS

PSY 1010 - Introduction to Psychology

☐ Arts & Aesthetics - VSCS

☐ Humanistic Perspectives - VSCS

PHI 1040 - Introduction to Ethics

☐ Communication

Meets graduation standard in oral communication

COM 1020 - Interpersonal & Small Group Communication

or

COM 1030 - Intercultural Communication

☐ Research & Writing Intensive

ENG 1020 - Introduction to Research Methods

☐ HUM 2010 - Seminar in Educational Inquiry

Meets graduation standard in writing and information literacy

☐ Quantitative Reasoning Assessment

Meets graduation standard in quantitative reasoning

**You may use a course to meet both a program requirement and a general education requirement; however, you may not use a single course to meet two general education requirements.*

Program Requirements

Courses are listed in the order in which we recommend you take them.

☐ SWK 1010 - Introduction to Human Services

or

CRJ 1010 - Introduction to Criminal Justice

or

PSY 1130 - Introduction to Substance Use Disorders

or

PSY 1050 - Human Growth & Development

☐ PSY 1010 - Introduction to Psychology *

☐ COM 1020 - Interpersonal & Small Group Communication*

or

COM 1030 - Intercultural Communication *

☐ ENG 1020 - Introduction to Research Methods *

☐ SOC 1010 - Introduction to Sociology

or

ANT 1010 - Introduction to Cultural Anthropology

☐ PHI 1040 - Introduction to Ethics *

☐ SWK 2070 - Social Justice & Public Policy

☐ INT 2860 - Professional Field Experience

Behavioral Science Electives

Choose 12 credits from ANT, CRJ, HIS, POS, PSY, SOC, SSC or SWK or Principles of Public Health or Community Health Worker

Electives: 3 credits

Minimum Total Credits in Degree: 60

+ This program can be completed fully online.

BEHAVIORAL SCIENCE (A.S.) -- CREATE A FOCUS AREA

The Behavioral Science (A.S.) program provides flexibility to explore academic and workplace opportunities in a variety of career fields. The 12 credits of Behavioral Science electives allow you to customize your degree to meet your career goals and/or prepare for transfer to a bachelor degree in a behavioral science field.

You can choose Behavioral Science electives to explore a range of fields or focus in a specific career field such as Criminal Justice, Human Services, Psychology, or Substance Use Disorders. In addition, you can gain direct work experience in your chosen field through Professional Field Experience.

Recommended courses for Behavioral Science focus areas:

Criminal Justice	Human Services
Introductory Course: <ul style="list-style-type: none"> • CRJ 1010 - Introduction to Criminal Justice Behavioral Science Electives: <ul style="list-style-type: none"> • CRJ 2010 - Law Enforcement in America • CRJ 2020 - American Judicial Process • POS 1050 - The Constitution • CRJ 2050 - Criminology 	Introductory Course: <ul style="list-style-type: none"> • SWK 1010 - Introduction to Human Services Behavioral Science Electives: <ul style="list-style-type: none"> • SWK 2010 - Intro to Case Management • PSY 2155 - Trauma Origins & Impacts • SOC 2010 - Global Social Problems • SOC 1020 - Ethnicity & Diversity in US or SOC 2040 - Race, Ethnicity, Class & Gender
Psychology	Substance Use Disorders
Introductory Course: <ul style="list-style-type: none"> • PSY 1050 - Human Growth & Development Behavioral Science Electives: <ul style="list-style-type: none"> • PSY 2040 - Social Psychology • PSY 2060 - Psychopathology • 6 additional PSY credits 	Introductory Course: <ul style="list-style-type: none"> • PSY 1130 - Introduction to Substances Use Disorders Behavioral Science Electives: <ul style="list-style-type: none"> • SWK 2010 - Introduction to Case Management • PSY 2155 - Trauma: Origins and Impacts • PSY 1170 - Addiction: An Introduction To Clinical Skills • 3 additional PSY credits

Appendix B. [Human Services Certificate](#)

CCV CATALOG YEAR 2024 - 2025

HUMAN SERVICES CERTIFICATE +	
<p>This certificate prepares students for entry-level positions in human services agencies or organizations. Students gain foundational knowledge and professional communication skills needed to work in settings that provide direct service to clients.</p> <p>Courses for the Human Services certificate can be applied to CCV's Behavioral Science (A.S.) program.</p>	
<p>Required courses are listed in the order in which we recommend you take them.</p> <ul style="list-style-type: none"><input type="checkbox"/> INT 1050 - Dimensions of Self & Society<input type="checkbox"/> COM 1020 - Interpersonal and Small Group CommunicationorCOM 1030 - Intercultural Communication<input type="checkbox"/> PSY 1010 - Introduction to Psychology<input type="checkbox"/> CRJ 1010 - Introduction to Criminal JusticeorPSY 1050 - Human Growth & DevelopmentorPSY 1130 - Introduction to Substance Use DisorderorSWK 1010 - Introduction to Human Services<input type="checkbox"/> PSY 2060 - Psychopathology<input type="checkbox"/> SWK 2010 - Introduction to Case Management<input type="checkbox"/> SWK 2150 - Introduction to Interviewing and Counseling Skills<input type="checkbox"/> PSY 2155 - Trauma: Origins and Impacts<input type="checkbox"/> SOC 1020 - Ethnicity & Diversity in the USorSOC 2170 - Gender StudiesorSOC 2010 - Global and Social ProblemsorSOC 2040 - Race, Ethnicity, Class, & Gender<input type="checkbox"/> INT 2860 - Professional Field Experience <p>Total Credits: 30</p>	
<p>Key information and advice for students in this program:</p> <ul style="list-style-type: none">• Background checks are common in some human services fields. Those with prior justice system involvement are encouraged to research employment exclusions that may arise depending on role, employer, and/or licensing criteria.	
<p>+ This program can be completed fully online.</p>	

Appendix C. Degree Program Maps and Milestones

Semester 1: 15 credits

1. INT-1050: Dimensions of Self & Society
2. ENG-1061: English Composition
3. *Mathematics*
4. COM-1020: Interpersonal & Small Group Communication OR COM-1030: Intercultural Communication
5. PSY-1010: Introduction to Psychology

Semester 2: 15 credits

1. *Digital & Computing Literacy*
2. ENG-1020: Introduction to Research Methods*
3. PHI-1040: Introduction to Ethics
4. CRJ-1010: Introduction to Criminal Justice OR SWK-1010: Introduction to Human Services OR PSY-1130: Introduction to Substance Use Disorders OR PSY-1050: Human Growth & Development
5. ANT-1010: Introduction to Cultural Anthropology OR SOC-1010: Introduction to Sociology

Semester 3: 15 credits

1. SWK-2070: Social Justice and Public Policy*
2. *Natural Science*
3. Behavioral Science Elective
4. Behavioral Science Elective
5. Behavioral Science Elective

Semester 4: 15 credits

1. HUM-2010: Seminar in Educational Inquiry*
2. INT-2860: Professional Field Experience*
3. Behavioral Science Elective
4. *Arts & Aesthetics*
5. *Elective*

*course has a prerequisite. Courses in the General Education and Elective are italicized.

Behavioral Science degree maps, including sequence for recommended focus areas in Psychology, Criminal Justice, Substance Use Disorders, and Social Work are available in the CCV catalog at the following link: [Behavioral Science A.S. Semester Degree maps](#).

The Human Services certificate semester map are available in the CCV catalog at the following link: [Human Services Certificate](#).

The Human Services certificate to Behavioral Science degree map is available in the CCV catalog at the following link: [Human Services Certificate to Behavioral Science A.S.](#)

The Community Health certificate to Behavioral Science degree map is available in the CCV catalog at the following link: [Community Health Certificate to Behavioral Science A.S.](#)

Appendix D. Program Outcomes

Behavioral Science A.S. Program Outcomes

Graduates of the Behavioral Science program will be able to:

- apply fundamental theories of behavioral science to the study of individuals and social structures;
- analyze research and data in the behavioral sciences that support interventions and strategies in interdisciplinary fields of service;
- demonstrate legal, ethical, and professional conduct in a field setting related to the behavioral sciences;
- demonstrate effective interpersonal communication techniques with a variety of populations;
- demonstrate academic skills required of all CCV graduates including competency in writing, information literacy, oral communication, and quantitative reasoning; and
- explore pathways and demonstrate preparedness for educational and career development in the student's field of study.

Human Services Certificate Program Outcomes

Students who complete the Human Services certificate will be able to:

- apply fundamental theories of behavioral science to the study of individuals and social structures;
- demonstrate legal, ethical, and professional conduct in a field setting related to human services;
- demonstrate effective interpersonal communication techniques with a variety of populations.

Appendix E. Curriculum and Learning Outcomes Crosswalks

Behavioral Science Curriculum Map										
	Either of:				Choose one of:					
	PHI-1050 Intro to Ethics	PSY-1010 Intro to Psych	ANT-1010 Intro Cultural Anthro	SOC-1010 Intro to Soc	SWK- 1010 Intro Human Servcs	CRJ-1010 Intro Crim Justice	PSY-1030 Intro Subst Use Disorders	PSY-1050 Human Growth & Devel	SWK- 2070 Soc Justice Pub Policy	INT-2860 Profess Field Exper
Apply fundamental theories of Behavioral Science to the study of individuals and social structures.		EO 1 (I)	EO 1(I)	EO 1-7 (I)	EO 1-7(I)	EO 3(I)	EO 1-4(I)	EO 1,3, 4,5 (A)		
Analyze research and data in the behavioral sciences that support interventions and strategies in interdisciplinary fields of service.		EO 11 (I)	EO 3,8 (I)	EO 8 (I)	EO 10 (I)	EO 6 (I)	EO 5 (I)	EO 6, 7 (A)	EO 4, 7 (M)	
Demonstrate legal, ethical and professional conduct within a field setting related to the behavioral sciences.	EO5 (I)						EO 7 (O)		EO 2 (I)	EO 3 (M)
Demonstrate effective interpersonal communication techniques with a variety of populations.	EO2 (I)									EO 1, 3 (M)
Demonstrate academic skills required of all CCV graduates, including competency in writing, information literacy, oral communication, and quantitative reasoning.			EO 8 (I)							
Explore pathways for education and career development in the student's field of study.	EO6 (I)		EO8(1)	EO 9 (I)	EO 8, 9 (I)	EO 8 (I)	EO 6 (I)		EO 6 (I)	EO 1, 8 (M)

Note: levels of instruction include Introduced (I), Applied (A), or Mastered (M)

Program Outcome	Course	Course-level learning objectives(s) relevant to the program outcomes	Assessment Strategy
Apply fundamental theories of behavioral science to the study of individuals and social structures.	ANT-1010	(4) Describe the development of anthropological theories such as cultural evolution, structural functionalism, cultural ecology, and symbolic interactionism and understand how current theoretical approaches are used to explain cultural phenomena.	Shared common assignment and common rubric.
	PSY-1010	(8) Identify psychodynamic, behavioral, social, cognitive, and humanistic theories of personality and discuss the approach each takes to understanding human behavior.	
	SOC-1010	(1) Describe the origin and development of sociology as a social science and give examples of how sociological concepts, theories, and methods can be used to explain cultural and social phenomena around the world.	
Analyze research and data in the behavioral sciences that support interventions and strategies in interdisciplinary fields of service.	SWK-2070	(3) Explore the relationship between social justice issues and the public policy agenda and how they are influenced by public opinion and legal, political, economic, and historic trends.	Shared common assignment and common rubric.
Demonstrate legal, ethical, and professional conduct in a field setting related to the behavioral sciences.	INT-2860	(3) Demonstrate effective participation in a workplace or community setting (e.g., communication, teamwork, appropriate workplace ethics).	Field Experience Supervisor Evaluation Form.

Demonstrate effective interpersonal communication techniques with a variety of populations. (BHS)	INT-2860	(3) Demonstrate effective participation in a workplace or community setting (e.g., communication, teamwork, appropriate workplace ethics).	Field Experience Supervisor Evaluation Form.
Explore pathways and demonstrate preparedness for educational and career development in the student's field of study.	CRJ-1010	(10) Explore the scope and diversity of career opportunities in the field of criminal justice through assignments such as informational interviews, job shadows, or other career exploration activities.	Shared common assignment and common rubric.
	PSY-1130	(7) Identify career opportunities in substance use disorders counseling and treatment professions and formulate a plan which addresses educational, certification, and licensure requirements for a chosen career.	
	SWK-1010	(8) Explore the scope and diversity of career opportunities in social work and other human services fields through assignments such as informational interviews, job shadows, or other career exploration activities.	

Appendix F: Program Outcome Assessment Matrix

Program Outcome	Assessment Strategy	Where Measured	Planned Assessment Timing: Term/Year & Frequency	Plan for Use or Action of Outcomes
Apply fundamental theories of behavioral science to the study of individuals and social structures;	Common rubric on individual instructor assignments.	PSY-1010, SOC-1010, & ANT-1010	Biennial Assessment Last Reported: SP24 Next Report: SP26	Program will use analysis of the assessment to inform curriculum revisions to strengthen activities related to program outcomes.
Analyze research and data in the behavioral sciences that support interventions and strategies in interdisciplinary fields of service;	Common rubric and common assignments.	SWK-2070	Biennial Assessment Last Report: SP24 Interim Report Received: FA24 Next Report: SP26	Program will use analysis of the assessment to inform curriculum revisions and faculty professional development to strengthen assignment and activities related to program outcomes.
Demonstrate legal, ethical, and professional conduct in a field setting related to the behavioral sciences;	Professional Field Experience Supervisor feedback form	INT-2860	Biennial Assessment Last Report: SP23 Next Report: SP25	Program will use analysis of the assessment to inform curriculum revisions and faculty professional development to strengthen assignment and activities related to program outcomes.
Demonstrate effective interpersonal communication techniques with a variety of populations;	Professional Field Experience Supervisor feedback form	INT-2860	Biennial Assessment Last Report: SP23 Next Report: SP25	Program will use analysis of the assessment to inform curriculum revisions and faculty professional development to strengthen assignment and activities related to program outcomes.

Appendix G. INT-2860: Professional Field Experience Program Outcome Assessment

Figure G1: Final Supervisor Evaluation Fall 2018-Fall 2022

PFE Waiver Supervisor Evaluation Form

Student _____ Degree Program _____
 Supervisor _____ Workplace _____
 Dates of Employment _____ Total Hours _____

Please select the checkbox that best represents the student's skill in each area. Please choose only one box per category.

Presentation	
Exceeds Expectations <input type="checkbox"/>	Student needs no supervision or guidance in dress or punctuality, and is self-directed in work assignments. Student is always appropriately dressed for the workplace. Student always arrives and is ready to work by their scheduled time. Student completes all work assignments efficiently and in exemplary fashion.
Meets Expectations <input type="checkbox"/>	Student needs minimal supervision or guidance in dress, punctuality, and work habits. Student is appropriately dressed for the workplace. Student consistently arrives by their scheduled work time. Student takes direction, asks appropriate questions and often completes work assignments independently, on time, and with few errors.
Needs Improvement <input type="checkbox"/>	Student needs moderate supervision or guidance in dress, punctuality, and work habits. Student may come to work inappropriately dressed on occasion. Student may arrive late for work and/or fails to show for scheduled work days. Student fails to complete work assignments on time, and/or completes assignments with multiple errors.
Not Satisfactory <input type="checkbox"/>	Student needs significant supervision or guidance in dress, punctuality, and work habits. Student comes to work inappropriately dressed. Student consistently arrives late for work or fails to come in on scheduled work days. Student fails to complete work assignments, completes assignments with several errors, or is in need of constant supervision.

Communication	
Exceeds Expectations <input type="checkbox"/>	Student needs no supervision or guidance with communication skills. Student always uses professional language and language appropriate to the field of study. Student is respectful to co-workers and public. Student consistently uses reflective listening skills and exhibits conflict resolution and negotiation skills.
Meets Expectations <input type="checkbox"/>	Student needs minimal supervision or guidance with communication skills. Student consistently uses professional language in the work place. Student respects co-workers, and public. Student works to develop effective communication skills such as reflective listening, conflict resolution, and negotiation.
Needs Improvement <input type="checkbox"/>	Student needs moderate supervision or guidance with communication skills. Student fails to consistently use professional language in the work place. Student fails to consistently respect co-workers and public. Student appears to have trouble employing effective communication skills.
Not Satisfactory <input type="checkbox"/>	Student needs significant supervision or guidance with communication skills. Student uses unprofessional language in the workplace. Student fails to respect co-workers and public. Student appears unfamiliar with effective communication skills.

Ethical Conduct	
Exceeds Expectations <input type="checkbox"/>	Student needs no supervision or guidance in ethical conduct. Student consistently acts in an ethical manner by maintaining confidentiality, resolving conflicts of interest effectively and respectfully, treating staff and public equally without discrimination, and seeking assistance in ambiguous situations.
Meets Expectations <input type="checkbox"/>	Student needs minimal supervision or guidance in ethical conduct. Student consistently acts in an ethical manner by maintaining confidentiality, resolving conflicts of interest effectively and respectfully, treating staff and public equally without discrimination, and seeking assistance in ambiguous situations.
Needs Improvement <input type="checkbox"/>	Student needs moderate supervision or guidance in ethical conduct. Student usually acts in an ethical manner, but has occasional lapses in confidentiality, trouble resolving conflicts of interest effectively and respectfully, sometimes fails to treat staff and public equally, and fails to identify or seek assistance in ambiguous situations.
Not Satisfactory <input type="checkbox"/>	Student needs significant supervision or guidance in ethical conduct. Student exhibits unethical behavior such as breaching confidentiality, discriminating against co-workers and public, or being influenced by conflicting interests. Student does not seek assistance when necessary.

Legal Responsibilities	
Exceeds Expectations <input type="checkbox"/>	Student needs no supervision or guidance regarding legal responsibilities or procedures. Student is aware of legal responsibilities of professional conduct and follows procedures when necessary.
Meets Expectations <input type="checkbox"/>	Student needs minimal supervision or guidance regarding legal responsibilities or procedures. Student is aware of legal responsibilities of professional conduct and follows procedures when necessary.
Needs Improvement <input type="checkbox"/>	Student needs moderate supervision or guidance regarding legal responsibilities or procedures. Student demonstrates a limited understanding of legal responsibilities and procedures
Not Satisfactory <input type="checkbox"/>	Student needs significant supervision or guidance regarding legal responsibilities or procedures. Student does not demonstrate an understanding of legal responsibilities and fails to follow established procedures when necessary.

Additional Comments:

Thank you for your participation!

Figure G2: Revised Final Supervisor Evaluation Spring 2023-present



PFE Waiver Supervisor Evaluation Form

Student _____
 Supervisor _____
 Dates of Employment _____

Degree Program _____
 Workplace _____
 Total Hours _____

Please select the checkbox that best represents the student's skill in each area. Please choose only one box per category.

Professionalism	Not Satisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations	Not Assessed
Attendance & Punctuality Reported to work on time, as scheduled, with no unexcused absences.					
Attire Wore clothing suitable to the job, task, and environment.					
Organization & Time Management Prioritized tasks, recognized time constraints, avoided distractions, and met deadlines.					
Quality of Work Performed work requirements thoroughly and accurately.					
Response to Supervision Accepted constructive criticism and advice, implementing supervisor suggestions when offered.					
Comments:					

Communication Skills	Not Satisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations	Not Assessed
Language & Terminology Used language and terminology appropriate to the field of study and workplace.					
Written Communication Communicated effectively in writing with clients, coworkers, and supervisors.					
Oral Communication Communicated effectively verbally with clients, coworkers, and supervisors.					
Active Listening Demonstrated active listening skills, including asking appropriate questions.					
Response to Conflict Managed conflicts appropriately and demonstrated an ability to come to a resolution.					
Intercultural Competence Demonstrated intercultural competence and the ability to communicate effectively with individuals from diverse backgrounds.					
Comments:					

Ethical Conduct & Legal Responsibilities	Not Satisfactory	Needs Improvement	Meets Expectations	Exceeds Expectation	Not Assessed
Confidentiality Demonstrated professional discretion and maintained confidentiality.					
Professional Ethics Demonstrated awareness of ethical responsibilities and boundaries expected in the field.					
Legal Compliance Complied with institutional policies, procedures, and any applicable local, state, and federal regulations.					
Response to Ambiguity Sought assistance, supervision, and guidance in ambiguous situations.					
Integrity Exhibited honesty and integrity in the workplace.					
Comments:					

Other Career Readiness Skills	Not Satisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations	Not Assessed
Career & Self Development Demonstrated awareness of professional strengths and areas for skill development.					
Critical Thinking Made decisions by gathering and analyzing relevant information and applying sound reasoning.					
Equity & Inclusion Demonstrated the awareness, attitude, knowledge, and/or skills required to equitably engage and include people from different local and global cultures.					
Leadership Initiated new projects, independently sought out resources and feedback, and motivated others.					
Teamwork Collaborated effectively and built positive relationships with coworkers.					
Technology Used relevant technology to complete tasks and learned new technology/software as needed.					
Comments:					

Additional Comments:

Thank you for your participation!

Table G1. INT-2860: Professional Field Experience Final Supervisor Evaluation Data Fall 2020-Fall 2022

	Reporting Supervisor	Exceeds Expectations		Meets Expectations		Needs Improvement		Not Satisfactory		Total Count
Presentation	PFE Course	13	72%	4	22%	1	6%	0	0%	18
	PFE Waiver	6	55%	5	45%	0	0%	0	0%	11
	All	19	66%	9	31%	1	3%	0	0%	29
Communication	PFE Course	10	56%	7	39%	1	6%	0	0%	18
	PFE Waiver	7	64%	4	36%	0	0%	0	0%	11
	All	17	59%	11	38%	1	3%	0	0%	29
Ethical Responsibility	PFE Course	12	67%	6	33%	0	0%	0	0%	18
	PFE Waiver	7	70%	3	30%	0	0%	0	0%	10
	All	19	68%	9	32%	0	0%	0	0%	28
Legal Responsibility	PFE Course	11	61%	7	39%	0	0%	0	0%	18
	PFE Waiver	6	67%	3	33%	0	0%	0	0%	9
	All	17	63%	10	37%	0	0%	0	0%	27

Appendix H. CCV Graduate Survey, Graduates from FA 2020-FA 2024

Self-assessment of Preparedness Across Behavioral Science A.S. Program and General Education Outcomes

	Not Prepared	Prepared	Well prepared	N/A
Apply fundamental theories of behavioral science to the student of individuals and social structures.	2	7	16	0
Analyze research and data in the behavioral sciences that support interventions and strategies in interdisciplinary fields of service.	13	9	3	0
Demonstrate legal, ethical, and professional conduct in a field setting related to the behavioral sciences.	14	10	1	0
Demonstrate effective interpersonal communication techniques with a variety of populations.	14	10	1	0
Explore pathways and demonstrate preparedness for field of study.	15	9	1	0
Identify career & transfer options.	15	9	1	0
Demonstrate academic skills.				
<i>Writing</i>	18	6	0	1
<i>Information Literacy</i>	17	8	0	0
<i>Oral Communication</i>	12	12	1	0
<i>Quantitative Reasoning</i>	12	12	0	0

Graduate Educational Outcomes

- 65.5% of graduates continued after the A.A.
 - Psychology: 12
 - Sociology: 1
 - Social Work: 1
 - Business: 2
 - Nursing: 1
- Bachelor's degrees: 16
 - Northern Vermont University/Vermont State University (9)
 - Southern New Hampshire University (3)
 - Alfred University
 - Grand Canyon University
 - University of Cincinnati

- Graduate Degrees: 1 M.S.W., 2 Clinical Mental Health Counseling, 1 M.S. in Applied Behavioral Analysis.
- 100% indicated that CCV prepared them for success at transfer institution.

Graduate Employment Outcomes

- 82% of graduates are currently employed.
 - 15 worked at Human Services Agencies/Organizations
 - Sample Job Titles: Locate Investigator at VT DCF, Blind Services Program Coordinator DBVI, Crisis Counselor Washington County Mental Health, Case Manager, CIS Program Assistant
- 79% said they were not having trouble finding employment in their field.
 - Comment: "A lot of places required a bachelor's."
- 89% of Graduates felt the program prepared them for employment in the field.

Behavioral Science Focus Areas

- 72% of respondents completed a BHS focus area
 - 50% Psychology
 - 33% Human Services
 - 28% Substance Use Disorders
 - 22% Criminal Justice
- Sample comments when asked, "What impact did the focus area have on the overall quality of your degree?"
 - "It brought me into contact with the nuts and bolts of human services work and many of the considerations a human service worker must make daily."
 - "This focus area allowed me to further research a passion of mine and understand how I could include it in my current and future career"
 - "I don't think it taught me the real skills that I use everyday, or even prepared me with a good knowledge of local resources."

What attracted students to CCV's Behavioral Science program (top themes):

1. Transferability of Credits
2. Career Aspirations in Human Services
3. Affordability
4. Location and Convenience
5. Online Courses
6. Ability to Customize Degree

Areas of Opportunity Identified by Graduates:

- Stronger technical skills focus (e.g., Microsoft).
- Emphasis on Vermont specific resources.
- Incorporate more hands-on learning and interactive experiences for students.
- Expose students to public policy and Legislative process.
- More advising support around focus areas.

Appendix I. HUM-2010: Seminary in Educational Inquiry Survey, Fall 2020-Fall 2024

Table I1. Self-assessment of Preparedness Across Behavioral Science A.S. Program Outcomes

	Inadequately Prepared	Somewhat Prepared	Adequately Prepared	Well Prepared
Apply fundamental theories of behavioral science to the student of individuals and social structures.	2	2	23	20
Analyze research and data in the behavioral sciences that support interventions and strategies in interdisciplinary fields of service.	2	2	23	20
Demonstrate legal, ethical, and professional conduct in a field setting related to the behavioral sciences.	2	2	23	20
Demonstrate effective interpersonal communication techniques with a variety of populations.	2	2	23	20
Explore pathways and demonstrate preparedness for educational and career development in the student's field of study.	2	2	22	20
Demonstrate academic skills.	2	2	23	20

Appendix J. Continuous Improvement Plan for Behavioral Science A.S. Program

The table below outlines the Continuous Improvement Plan for the next 5 years:

Goal 1: Increase student success, retention, and program completion.			
Action	Responsible Parties	Work Plan	Benchmarks or Assessments
Develop templated courses for introductory and capstone courses in the Behavioral Science degree.	AAD, CTLs, Curriculum Committee	<p>AY25-26: Develop templated course for 1 introductory CPR (i.e., PSY-1010). Establish on-going update and maintenance schedule.</p> <p>AY26-27: Develop templated course for 1 introductory CPR. Course updates and maintenance. Review student outcome data.</p> <p>AY27-28: Develop templated course for 1 introductory CPR. Course updates and maintenance. Review student outcome data.</p> <p>AY28-29: Develop templated course for capstone, SWK-2070. Course updates and maintenance. Review student outcome data.</p> <p>AY29-30: Course updates and maintenance. Review student outcome data and plan continuous improvement.</p>	<p># of templated introductory and capstone CPRs.</p> <p>% of introductory and capstone courses with templated courses.</p> <p>Course success rates.</p>
Create a two-year course plan to support student planning and academic advising	AAD & CTLs	AY25-26: Create two-year course plan of CPRs and electives in BHS A.S. and Human Services certificate.	<p>AY25-26: Feedback from CSAs on effectiveness of course plan.</p> <p>AY26-27 and beyond: Student persistence and retention.</p>

Explore strategies to strengthen outcomes by student demographic population.	AAD, CTLs, Curriculum Committee, & IR	<p>AY25-26: Examine existing data by student population. Collaborate with IR on Perkins CLNA.</p> <p>AY26-27: Leverage Perkins CLNA data to compare BHS student outcomes to college-wide outcomes.</p> <p>AY27-28 and beyond: Identify and implement strategies to support student success for student populations of interest.</p>	<p>Completion of program to college-wide comparisons.</p> <p>Creation of plan for targeted strategies.</p> <p># of strategies implemented focused on strengthening student outcomes.</p>
Goal 2: Strengthen program outcome assessment			
Action	Responsible Parties	Work Plan	Benchmark or Assessment
Develop and implement the use of a program outcome assessment manual.	Curriculum Committee; CTLs; AAD	AY25-26: Share drafted POA manual with AC. Finalize Program manual and implement for use with faculty during the POA cycle for this academic year.	<p>AY25-26: Implementation of POA manual.</p> <p>AY26-27 and beyond: # of faculty engaged in POA work</p> <p>% of faculty engaged in POA work.</p> <p># of course sections assessed</p> <p>% of course sections assessed</p>
Develop and implement an assessment strategy for the Human Services certificate program.	Curriculum Committee; CTLs; AAD	<p>AY25-26: Draft POA cycle and identify targeted courses with aligned EOs.</p> <p>AY26-27: Design and pilot shared common assignments and rubrics. Engage faculty in discussion about process.</p>	<p>AY25-26: Draft of POA manual for Human Services certificate.</p> <p>AY26-27 and beyond: # of faculty engaged in POA work</p>

		AY27-28: Begin POA cycle and refine rubrics. AY28-29: Continue POA cycle including faculty norming conversations. AY29-30: Full implementation and established POA cycle.	% of faculty engaged in POA work. # of course sections assessed % of course sections assessed
Goal 3: Ensure continued alignment of the meta-major and associated certificate program(s) with workforce needs.			
Action	Responsible Parties	Work Plan	Benchmark or Assessment
Explore the development of a Criminal Justice focused certificate program.	Curriculum Committee; CRJ Working Group	AY25-26: Engage community, workforce, and higher education partners in stakeholder input process about certificate program. Examine wage and employment data. Consider proposal for certificate program.	Certificate program will be evaluated in the AY25-26 curriculum change cycle.
Increase work-based learning and applied learning opportunities for students and assess the effectiveness of these strategies in preparing students with skills identified as essential for careers in human services and the social and behavioral sciences.	Curriculum Committee; Career Services; CTLs	AY25-26: Committee will explore this goal further with intention of defining the scope and approach to this goal.	TBD
Explore integration of discipline-specific writing in the Human Services certificate and Behavioral Science degree.	Curriculum Committee; Career Services; CTLs	AY25-26: Committee will explore this goal further with intention of defining the scope and approach to this goal.	TBD