

Template
Masters (Degree) Program
Assessment of Student Learning Plan
Kansas State University

Instructions:

This template is a suggested guideline for creating three-year plans to assess degree-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly, however the four key sets of questions (D1-D4) do need to be addressed in the three-year assessment plan.

If your program has been successfully accredited within the last four years (2000-2001 academic year or after), and if your accreditation report includes sections that specifically address the information requested in questions 2 – 4 below, then you may attach those relevant sections in lieu of providing separate responses to these questions. Please attach only the relevant sections and be sure to indicate which section(s) of the accreditation report addresses each of the questions 2 – 4. Alternatively, you may cut and paste into the template information from your accreditation reports(s) that answers these questions.

Assessment information/data needs to actually be collected within the three-year span (2005, 2006, and 2007) covered by this first round of the assessment plans. Since not all of the accrediting agencies have incorporated assessment of student learning within their approval policies, only certain sections of your reports may be applicable.

If you have any questions, please contact the Assessment and Program Review Office at apr@ksu.edu or 532-5712.

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- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: *College of Human Ecology*
Department: *School of Family Studies & Human Services: Personal Financial Planning*
Date: *March 1, 2007*

B. Contact Person(s) for the Assessment Plans

John Grable, Associate Professor

C. Degree Program

Masters in Personal Financial Planning, School of Family Studies & Human Services

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

Of the 16 student learning outcomes developed by our faculty in accordance with the undergraduate student learning outcomes' project, our unit will focus on the following two outcomes in our three-year-assessment plan.

Students will demonstrate their knowledge and understanding of

- 1) the standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the Certified Financial Planner Board of Standards.*
- 2) the fundamentals of the financial planning process.*

Special rationale for selecting these learning outcomes (optional):

These two learning outcomes were selected because they best match standards for student achievement currently being focused on by our program registration organizations – Certified Financial Planner Board of Standards, International Association of Registered Financial Consultants, and Association for Financial Counseling and Planning Education.

Last revised 10/4/04

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1. Demonstrate knowledge and understanding of the standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the Certified Financial Planner Board of Standards.					X	
2. Demonstrate an understanding of the fundamentals of the financial planning process	X					

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

See attached "Form for Identifying Strategies & Procedures for the Assessment of Student Learning Outcome(s)"

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

See attached "Form for Identifying Strategies & Procedures for the Assessment of Student Learning Outcome(s)"

4. What is the unit's process for using assessment results to improve student learning?

See attached "Form for Identifying Strategies & Procedures for the Assessment of Student Learning Outcome(s)"

Form for Identifying Strategies & Processes for the Assessment of Student Learning Outcome(s)

[*A copy of this form is available on the Assessment and Program Review web site
(www.k-state.edu/apr) under the "Updated Assessment Resources" link.]

Title of Academic Program: Personal Financial Planning **Department / Unit:** School of Family Studies & Human Services

Type of Degree: Certificate Associates Bachelor's Masters Doctoral Other: _____

Student Learning Outcome (for this page): **Students will demonstrate an understanding of the fundamentals of the financial planning process.**

¹ "HOW" will this learning outcome be assessed?	"WHEN" will this outcome be assessed? "WHEN" will faculty discuss the results of the assessment(s)?	² "WHAT" are your plan(s) for improving students learning for this learning outcome?
<p>Students will complete a test in FSHS 624 regarding knowledge of the fundamentals of the financial planning process. Prior to completing the Masters program, students will complete a posttest over these principles.</p> <p>Note: The fundamentals of the financial planning process are presented throughout the curriculum; see attached "Masters Student Learning Outcomes for Personal Financial Planning" grid.</p>	<p>This outcome will be assessed in FSHS 624, beginning in Spring 2008.</p> <p>Faculty will discuss the results after each administration of the pretest and posttest.</p>	<p>At this point we cannot be specific about the type of improvement we are planning. The next three years will be spent building our faculty's understanding of how our students perform on this learning outcome.</p>

¹There is an expectation that approximately half of the assessment methods will be direct measures of student learning.

²Briefly describe your plan for using assessment data to improve students' learning.

Preliminary Status

If a learning outcome or assessment method is preliminary (e.g., unsure or still under development), then briefly describe what and/or when you anticipate it being submitted in a more complete form.

Form for Identifying Strategies & Processes for the Assessment of Student Learning Outcome(s)

[*A copy of this form is available on the Assessment and Program Review web site (www.k-state.edu/apr) under the "Updated Assessment Resources" link.]

Title of Academic Program: Personal Financial Planning **Department / Unit:** School of FSHS

Type of Degree: Certificate Associates Bachelor's Masters Doctoral Other: _____

Student Learning Outcome (for this page): **Students will demonstrate knowledge of standards of ethical conduct which adhere to the *Code of Ethics and Professional Responsibility* developed by the Certified Financial Planner Board of Standards.**

¹ "HOW" will this learning outcome be assessed?	"WHEN" will this outcome be assessed? "WHEN" will faculty discuss the results of the assessment(s)?	² "WHAT" are your plan(s) for improving students learning for this learning outcome?
<p>CFP® style exam over Code of Ethics and Responsibilities developed by the CFP Board of Standards.</p>	<p>Each semester, beginning Fall 2007, in the course FSHS 836, students will be required to review the Code of Ethics and Professional Standards and given a case study to use in applying the principles from the code. An exam will be given to confirm understanding of the principles.</p> <p>Students are expected to receive a minimum passing score of 70%, which is equivalent to the national CFP ethics requirement.</p> <p>Results of student performance on the exams will be discussed by the PFP faculty at curriculum meetings.</p>	<p>Assessment data will guide faculty in determining whether or not the principles are adequately covered in the case study.</p> <p>At this time, since we have no data indicating improvement is needed, our plans for change are not yet determined.</p>

¹There is an expectation that approximately half of the assessment methods will be direct measures of student learning.

²Briefly describe your plan for using assessment data to improve students' learning.

Preliminary Status

If a learning outcome or assessment method is preliminary (e.g., unsure or still under development), then briefly describe what and/or when you anticipate it being submitted in a more complete form.

