

Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: School of Family Studies & Human Services: Personal Financial Planning

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Personal Financial Planning, B.S.

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

<input type="checkbox"/> Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: _____
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W.H. Meredith

Department Head's Signature

10-28-04

Date

Carol E Kellett

College Dean's Signature
(Required for Undergraduate Programs)

10-28-05 (second copy submitted)

Date

Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

Date

November 1, 2004: Assessment plans are to be sent to the respective Dean
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

**Template
Degree Program
Assessment of Student Learning Plan
Kansas State University**

- 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: *October 28, 2004*

B. Contact Person(s) for the Assessment Plans

Joyce Cantrell, Instructor
John Grable, Associate Professor

C. Degree Program

B.S. in Family Studies & Human Services

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

Of the 17 student learning outcomes developed by our faculty in accordance with the undergraduate student learning outcomes' project, our unit will focus on the following three outcomes in our three-year-assessment plan.

Students will demonstrate their knowledge and understanding of

- 1) the importance of life-long learning by participating in professional groups and activities.*
- 2) the standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the Certified Financial Planner Board of Standards.*
- 3) the fundamentals of the financial planning process.*

Special rationale for selecting these learning outcomes (optional):

These three 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.

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 understanding of the importance of participating in professional groups and activities.					X	
2. 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	
3. 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 pretest in FSHS 405, Advanced Personal & Family Finance, regarding knowledge of the fundamentals of the financial planning process. Graduating seniors will complete a posttest over these principles in the capstone course, FSHS 595, Seminar in Personal Financial Planning.</p> <p>Note: The fundamentals of the financial planning process are presented throughout the curriculum; see attached "Undergraduate Student Learning Outcomes for Personal Financial Planning" grid.</p>	<p>This outcome will be assessed in FSHS 405, beginning in spring 2006.</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 2005, in the course FSHS 100, students will be required to review the Code 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 in the capstone course FSHS 595 will be given a similar exam over the Code of Ethics to determine whether or not knowledge has been retained.</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.

² Briefly 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 Family Studies & Human Service

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

Student Learning Outcome (for this page): **Students will demonstrate understanding of the importance of participating in professional groups and activities.**

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>Graduating seniors will complete the questionnaire developed by Grable and Cantrell assessing the four domains of student achievement.</p> <p>The four domains include: Sales Skills, Leadership Skills, Self-Motivation Skills, and Analytical Skills. See Grable, J. E., & Cantrell, J. (2004). An employee hiring strategy based on the four domains of student performance. <i>Journal of Financial Planning (Online)</i>. Available at http://www.fpanet.org/journal/betweentheissues/yourpractice/060104A.cfm.</p>	<p>This questionnaire will be administered in the capstone course FSHS 595 every semester beginning spring 2005. The importance of demonstrating an understanding of the importance of participating in professional groups and activities is discussed in FSHS 100, 105, 400, and 405 – core classes that all students in the major must take before FSHS 595.</p>	<p>At this point we cannot be specific about the type of improvement we are planning.</p> <p>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.

² Briefly 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.

Undergraduate Student Learning Outcomes for Personal Financial Planning

Student Outcomes	FSHS 100	FSHS 105	FSHS 400	FSHS 405	FSHS 595	FSHS 760	FSHS 762	FSHS 764	FSHS 766	FSHS 772	Student Organization
SLO: Knowledge: Students will demonstrate a depth of knowledge and apply the methods of inquiry in personal financial planning , and they will demonstrate a breadth of knowledge across their discipline. Student outcomes associated with this SLO are listed below:											
1. Understand the fundamentals of the financial planning process	c K	c K		a,b,c,d K,S	a,b,c,d,e K,S	a,b K,S	a,b K,S	a,b K,S	a,b K,S	a,b K,S	
2. Calculate and interpret the time value of money		a,b K,S		a,b,d K,S	b,c,d K,S	a,b K,S	a,b K,S	a,b K,S	a,b K,S	a,b K,S	
3. Develop a clear professional understanding of insurance policies and strategies		a K		a,b,c,d K,S	b,c,d,e K,S	a K,S	a K,S	a K,S	a K,S	a K,S	
4. Understand risk management concepts		a K		a,b,c,d K,S	b,c,d K,S	a K,S	a K,S	a K,S	a, b, d K,S	a K,S	
5. Apply tax planning strategies to meet the goals of the client.		a K		a,b,c K,S	b,c,d,e K,S	a K,S	a K,S	a K,S	a K,S	a,b,d K,S	

Undergraduate Student Learning Outcomes for Personal Financial Planning

Student Outcomes	FSHS 100	FSHS 105	FSHS 400	FSHS 405	FSHS 595	FSHS 760	FSHS 762	FSHS 764	FSHS 766	FSHS 772	Student Organization
6. Become skilled in applying retirement planning strategies				a K,S	b,c,d K,S	a,b,e K,S	a K,S	a K,S	a K,S	a K,S	
7. Develop estate planning strategies for the benefit of clients.		a K		a K	b,c,e K,S	a K,S	a K,S	a,b,e K,S	a K,S	a K,S	
8. Develop investment planning strategies to assist clients in meeting financial goals.							a,b,d K, S				
SLO: Critical Thinking: Students will be able to interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.											
9. Apply knowledge to help others meet challenges.				a,b,c,d	a,b,c,d,e	a	a	a	a	a	
10. Solve real world problems.	b,c,d,e	a,b,d	a,b,c,d	a,b,c,d	a,b,c,d,e	a,b,c,	a,c,d	a,c	a,c	a,c	
11. Develop financial plans for clients with a variety of needs.					a,b,c,d K,S						

Undergraduate Student Learning Outcomes for Personal Financial Planning

Student Outcomes	FSHS 100	FSHS 105	FSHS 400	FSHS 405	FSHS 595	FSHS 760	FSHS 762	FSHS 764	FSHS 766	FSHS 772	Student Organization
SLO: Communication: Students will be able to communicate clearly and effectively.											
12. Develop and refine communication skills.	c,d,e	b	b	b	b,c,e	b	b	b	b	b	
SLO: Diversity: Students will demonstrate the awareness, understanding, and skills necessary to live and work in a diverse world.											
13. Work in multi-disciplinary and diverse teams.	c			c	c						
SLO: Ownership for Learning: Students will demonstrate the inclination to be life-long learners, a concern to become and remain well informed, the ability to retrieve and manage information appropriately, open-mindedness regarding worldviews, and a willingness to reconsider and revise their own views when warranted.											
14. Participate in professional groups and activities.	c	c	c	c	K						d,e

Undergraduate Student Learning Outcomes for Personal Financial Planning

Student Outcomes	FSHS 100	FSHS 105	FSHS 400	FSHS 405	FSHS 595	FSHS 760	FSHS 762	FSHS 764	FSHS 766	FSHS 772	Student Organization
SLO: Personal and Professional Development: Students will practice professional ethics, demonstrate personal and social responsibility, provide leadership in interactions with peers, and work effectively as team members.											
15. Learn and demonstrate leadership skills.				c	c						d
16. Demonstrate standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the Certified Financial Planner Board of Standards	b K				b S						
17. Obtain an understanding of 21 st Century technologies.		d		d	d		d				

a = written examinations

b = written assignments (including case studies)

c = in-class activities (including role playing, class discussion, and group activities)

d = out-of-class activities

e = presentations

K = knowledge assessment

S = skills assessment

Undergraduate Student Learning Outcomes for Personal Financial Planning

Student Outcomes	FSHS 100	FSHS 105	FSHS 400	FSHS 405	FSHS 595	FSHS 760	FSHS 762	FSHS 764	FSHS 766	FSHS 772	Student Organization
1. Understand the fundamentals of the financial planning process	c K	c K		a,b,c,d K,S	a,b,c,d,e K,S	a,b K,S	a,b K,S	a,b K,S	a,b K,S	a,b K,S	
2. Calculate and interpret the time value of money		a,b K,S		a,b,d K,S	b,c,d K,S	a,b K,S	a,b K,S	a,b K,S	a,b K,S	a,b K,S	
3. Develop a clear professional understanding of insurance policies and strategies		a K		a,b,c,d K,S	b,c,d,e K,S	a K,S	a K,S	a K,S	a K,S	a K,S	
4. Understand risk management concepts		a K		a,b,c,d K,S	b,c,d K,S	a K,S	a K,S	a K,S	a, b, d K,S	a K,S	
5. Apply tax planning strategies to meet the goals of the client.		a K		a,b,c K,S	b,c,d,e K,S	a K,S	a K,S	a K,S	a K,S	a,b,d K,S	
6. Become skilled in applying retirement planning strategies				a K,S	b,c,d K,S	a,b,c K,S	a K,S	a K,S	a K,S	a K,S	
7. Develop estate planning strategies for the benefit of clients.		a K		a K	b,c,e K,S	a K,S	a K,S	a,b,e K,S	a K,S	a K,S	
8. Develop investment planning strategies to assist clients in meeting financial goals.							a,b,d K, S				
9. Apply knowledge to help others meet challenges.				a,b,c,d	a,b,c,d,e	a	a	a	a	a	
10. Solve real world problems.	b,c,d,e	a,b,d	a,b,c,d	a,b,c,d	a,b,c,d,e	a,b,c	a,c,d	a,c	a,c	a,c	
11. Develop financial plans for clients with a variety of needs.					a,b,c,d K,S						
12. Develop and refine communication skills.	c,d,e	b	b	b	b,c,e	b	b	b	b	b	
13. Work in multi-disciplinary and diverse teams.	c			c	c						
14. Participate in professional groups and activities.											d,e
15. Learn and demonstrate leadership skills.				c	c						d
16. Demonstrate standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the Certified Financial Planner Board of Standards	b K				b S						
17. Obtain an understanding of 21 st Century technologies.		d		d	d		d				

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