LEVELS OF PROFICIENCY IN ASSESSMENT
Personal Financial Planning at K-State

- Undergraduate (n = 40)
- Certificate (n = 35)
- Master’s (n = 65) – Great Plains IDEA
- Ph.D. (n = 28)

- All programs are registered with the CFP Board
Personal Financial Planning at K-State

- What does it mean to be registered?
- What does registration mean for assessment?
Personal Financial Planning at K-State

- Ph.D. Program
  - Hybrid (i.e., distance education & campus residency)
  - Accepted 3rd Cohort in Fall of 2011
  - First cohort is in process of taking preliminary examinations
KBOR SLOs

- Students will demonstrate their knowledge and understanding of:
  - The fundamentals of the financial planning process as the process applies to the behavioral, economic, social, and cultural environments in which individuals and families live.
  - Students will demonstrate knowledge professional attitudes and conduct as related to personal finance research.
  - Empirical statistical methods and research findings associated with personal finance research.
  - How financial planning is shaped by diverse contexts, cultures, and family relationships.
Assessment Types

- **Informal**
  - Course observations
  - Student interactions
  - Student feedback
  - Faculty meetings

- **Formal**
  - Preliminary Examinations
  - Dissertation Defense
  - Doctoral Student Milestones
What kinds of assessment does your program use?
## Assessment Tools – Preliminary Exam

<table>
<thead>
<tr>
<th>Attribute (SLO)</th>
<th>OUTSTANDING (5)</th>
<th>VERY GOOD (4)</th>
<th>ACCEPTABLE (3)</th>
<th>SOMewhat DEFICIENT (2)</th>
<th>VERY DEFICIENT (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Demonstrates mastery of methodological and theoretical issues.</td>
<td>Demonstrates mastery of methodological OR theoretical issues.</td>
<td>Demonstrates adequate description of research and theory.</td>
<td>Is able to describe research and theory, but lacks clarity in addressing examination question.</td>
<td>Lacks ability to describe relevant research applicable theory. Does not address question.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Demonstrates advanced ability to fully answer question by explaining important theoretical and empirical research related to relevant literature in a coherent and organized manner.</td>
<td>Demonstrates ability to fully answer question by explaining important theoretical concepts and relevant empirical research in a coherent and organized manner.</td>
<td>Demonstrates emerging ability to answer question by explaining theoretical concepts and relevant empirical research in a coherent or organized manner.</td>
<td>Exhibits limited ability to answer question by either explaining theoretical concepts or explaining relevant empirical research.</td>
<td>Lack of evidence of ability answer question. Does not apply theoretical concepts or relevant empirical research.</td>
</tr>
<tr>
<td>Written Communication Skills</td>
<td>Reads like an outstanding publication. No typos, grammatical or spelling errors. No revisions or changes needed.</td>
<td>Very well written. Easy to read and understand. Few typos, grammatical or spelling errors. Very few changes or corrections needed.</td>
<td>Acceptable writing Limited typos, grammatical and/or spelling errors. Some normal changes necessary.</td>
<td>Writing is weak. Many typos, grammatical and/or spelling errors. A number of changes and/or revisions necessary.</td>
<td>Requires a professional editor. Sentence structure, language and style are deficient. Major revisions are required.</td>
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<td>Attitudes and Professional Conduct</td>
<td>Demonstrates excellent awareness and engagement of professional integrity and ethical conduct relevant to question.</td>
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<td>Oral Communication Skills (if applicable)</td>
<td>Presentation of ideas very well organized and extremely professional. All questions answered in a knowledgeable and respectful manner. Visual materials are outstanding.</td>
<td>Professional presentation, well planned and organized. Most questions answered in a knowledgeable and respectful manner. Good visual materials.</td>
<td>Good presentation skills. Able to answer majority of questions. Acceptable visual materials.</td>
<td>Not well organized. Rambled and/or dwelt on unimportant issues. Had difficulty answering questions or showed defensiveness/lack of respect. Problems with visual materials.</td>
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**Comments:** _
## Assessment Tools - Dissertation

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Assessment Tool - Milestones

1st Year

- Participate in Fall and Spring Seminar
- Join Research Cluster
  - Assist with a research poster/paper for conference presentation
- Attend National Academic Conference

2nd Year

- Participate in Fall and Spring Seminar
- Participate in Research Cluster
  - Develop a research poster/paper for conference presentation
- Attend National Academic Conference & Present Research

Students are expected to attend/present at one conference (minimum) per year, Summer, Fall, and/or Spring
Assessment Tool - Milestones

3rd Year

- Participate in Fall and Spring Seminar
- Participate in Research Cluster
  - Develop a research poster/paper for conference presentation
- Attend National Academic Conference²
- Participate in International Research Symposium
- Publish Peer-Reviewed Paper

4th Year +

- Participate in Fall and Spring Seminar
- Participate in Research Cluster
- Attend National Academic Conference²
- Attend CFP Board Director’s Conference
What are you currently doing that works well?