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Personal Financial Planning
School of Family Studies and Human Services

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)
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- 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

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

Comments:

Assessment Tools - Dissertation

Attribute (SLO)	OUTSTANDING (5)	VERY GOOD (4)	ACCEPTABLE (3)	SOMEWHAT DEFICIENT (2)	VERY DEFICIENT (1)
Knowledge	Demonstrates mastery of methodological and theoretical issues.	Demonstrates mastery of methodological OR theoretical issues.	Demonstrates adequate description of research and theory.	Is able to describe research and theory, but lacks clarity in addressing examination question.	Lacks ability to describe relevant research applicable theory. Does not address question.
Critical Thinking	Demonstrates advanced ability to fully answer question by explaining important theoretical and empirical research related to relevant literature in a coherent and organized manner.	Demonstrates ability to fully answer question by explaining important theoretical concepts and relevant empirical research in a coherent and organized manner.	Demonstrates emerging ability to answer question by explaining theoretical concepts and relevant empirical research in a coherent or organized manner.	Exhibits limited ability to answer question by either explaining theoretical concepts or explaining relevant empirical research.	Lack of evidence of ability answer question. Does not apply theoretical concepts or relevant empirical research.
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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 Research²

- 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?