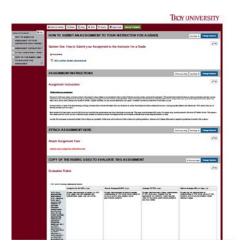


THE BIG PICTURE

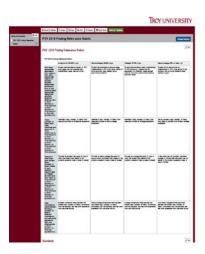
LiveText allows student learning outcomes to be accurately measured via matching individual learning elements directly with a standard set as directed by various accrediting bodies such as SACS, NCATE, CACREP, The Alabama Department of Education, HOMER etc.

How does this work?

Student Assignment Template



Faculty Grading Rubric



- 1. Curriculum committees agree on assignments that will best meet required standards as outlined by an accrediting organization.
- 2. Various standards are matched with each grading element as outlined in the assignments.
- 3. The assignment and rubric templates are created in LiveText for each assignment within a specified course.
- 4. Each semester or term students and faculty are matched up based on roster information pulled directly from Datatel.
- 5. The preset assignment/rubric information is loaded for each course for students to complete and faculty to evaluate.
- 6. At the end of the semester/term reports can be run showing the outcomes of whole programs, courses and individuals with detailed accuracy.
- 7. During an accreditiation visit reports can be provided along with examples of student work, interrater grading information and individual charting progress based on the standards outlined by the accrediting bodies. Faculty can also view problem areas with their courses and use this information to remediate or go back over areas of concern.

		Excellent (4 pts)	Above Average (3 pts)	Below Average (2 pts)	Poor (1 pts)	Mean	Mode	Stdev
Article 1 Topic: Student will demonstrate an understanding of factors and situations that promote or diminish intrinsic motivation		18	4	0	0	3.82	4	0.39
Article 1- Intrinsic Motivation- Illustrations are Consistent with Article Findings			5	0	0	3.77	- 4	0.42
Article 2-Topic- Student demonstrates an understanding of the physical, emotional, and social development of young people and the relationship of these to learning madiness and to cognitive development.		15	,	0	0	3.68	4	0.47
Article 2- Physical, Emotional, and Social Development and the Relationship of these to Learning Readiness and to Cognitive Development, Illustrations are Consistent with Article Findings		10	4	0	0	3.62	4	0.39
Article 3-Topic-Students will demonstration an understanding of the strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes		19	3	0	0	3.86	- 19	0.34
Article 3-Topic Retention and Transfer of Learning-Relationship Setween these Two Learning Outcomes: Eliustrations are Consistent with Article Findings		10	4	0	0	3.82	4	0.29
Grammer-Overall evaluation of Articles 1-3		13	9	0	0	3.59	4	0.49
Appropriate Sources		22	0	0	. 0	4.00	4	0.00
Use of APA Style		16	5	1	0	3.68	4	0.55
Article 1 Topic: Student will demonstrate an understanding of factors and situations that promote or diminish intrinsic motivation AL-AQT-2007.2.C.T.2. AL-TROY-COE-CF.S. AL-TROY- COE-CF.6, AL-TROY-COE-CF.5, AL-TROY- COE-CF.6, AL-TROY-COE-CF.9	10 (01%)						(18%)	
Neide 1- Intrinsic Metivation: Illustrations are Consistent with Article Findings AL-AQT-2007.2.c.3.2, AL-TROY-COE-CF.3, AL-TROY- TROY-COE-CF.3, AL-TROY-COE-CF.9, AL-TROY- COE-CF.6, AL-TROY-COE-CF.9	17 (77%)				5 (22%)			
utide 2 Tepic Student demonstrates an indentanding of the physical emotional, and ocial development of young people and the elationship of these to learning readiness and in cognitive development. ALAMPROPERS CL. 11, ALAMPROPERS CL. 11, ALAMPROPERS CL. 11, ALAMPROPERS ALAMPROPE	15 (68%)				7 (31	%)		
Added 2- Physical. Emotional, and Social Development and the Relationship of these to Learning Readmass and to Cognitive Learning Readmass and to Cognitive Marketies Indiana Marketies Indiana Learning College (L. M. 1809-COE-CF, AL-1807-COE-CF, AL-	10 (01%)				4 (10%)			
Article 3-Tegic-Students will demonstration an understanding of the strategies that promote election as well as transfer of learning and the strategies of the strategies of the strategies of the strategies of the strategies of the strategies of the A-407-2002-C4-4_AL-TROY-C0C-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-5_AL-TROY- COC-CF-6_AL-TROY-COC-CF-6_AL-TROY- COC-CF-6_AL-TROY-COC-CF-6_AL-TROY- COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY- COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-CC-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-CC-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-CC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-TROY-COC-CF-6_AL-	19 (06%)						3 (1	3%)
Article 3-Topic-Retention and Transfer of Learning-Relationship Between these Two Learning Outcomes, Illustrations are	10 (01%)						4 (10%)	

Reports can be run in a graphic view with color-coding to show each grading target area and how students performed.

Reports can also be given in Excel spreadsheets to show each individual student outcome.

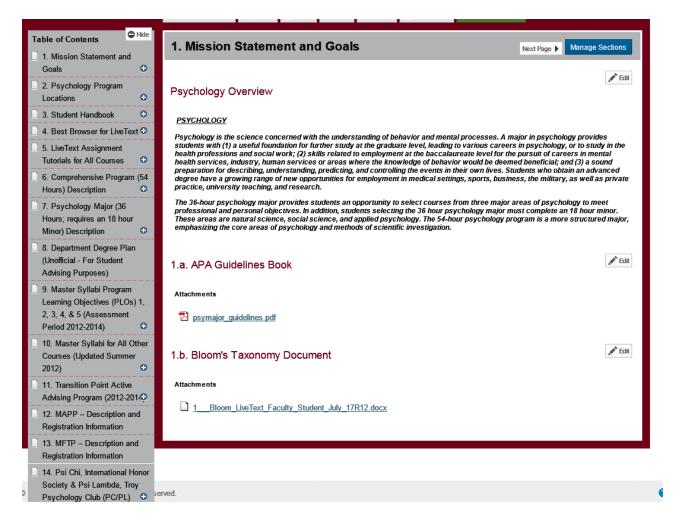
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Rubric Title	Activity/Assessment History/Phil	Activity/Assessment - Supervision QUIZ II Supervision Models, Practices and Processes CACREP- 2009 INT 2 6 1 e	Activity/Assessment- Professional	Activity/Assessment-Roles-	
			Organizations Ethics-Credentials-	Collaboration-Crisis-Trauma of	
	QUIZ I- History/Philosophy of		Licensure QUIZ III- Professional	Counselors ESSAY I Counselor	Ac
	Counseling Profession CACREP-		Credentials, Organizations, Affiliations,	Roles, Relationships, Collaboration	Sel
	2009 INT 2 G 1 a		Current Issues-Ethical Standards of	with community agencies and	
	2003.IN1.2.G.1.a	2005.1141.2.0.1.6	Professional Organizations,	schools/Roles, Responsibilities in	
			Credentialing, Licensure, etc. CACREP-	crisis, disaster, trauma-causing	
CP 6600 Instructor's Summary Form Rubric	No Understanding 0-59% (1 pt)	No Understanding 0-59% (1 pt)	No Understanding 0-59% (1 pt)	No Understanding 0-59% (1 pt)	No Un
CP 6600 Instructor's Summary Form Rubric	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Excep
CP 6600 Instructor's Summary Form Rubric	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Excep
CP 6600 Instructor's Summary Form Rubric	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Excep
CP 6600 Instructor's Summary Form Rubric	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Excep
CP 6600 Instructor's Summary Form Rubric	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Excep
CP 6600 Instructor's Summary Form Rubric	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Excep
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CP 6600 Instructor's Summary Form Rubric	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Excep
CP 6600 Instructor's Summary Form Rubric	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Exceptional 90-100% (5 pts)	Excep

This alleviates faculty and administrative staff having to scramble for bits and pieces of data from previous semesters/terms when an accreditation visit is about to occur.

Lots of Information at One Location

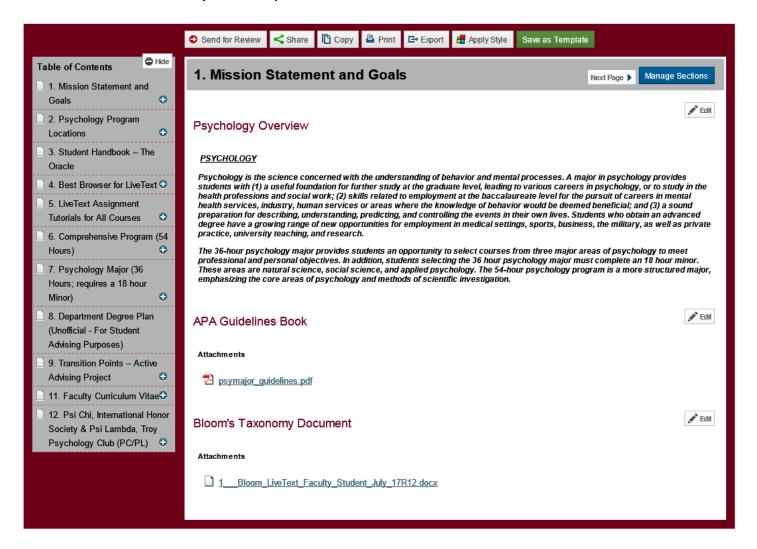
Many of the College of Education programs are moving to LiveText to house their information as it is in a secure environment and can be easily distributed to individuals, groups or the enter network.

For Example: The Psychology Program



All faculty will receive access to the Troy University Psychology Program - Faculty Information document. This houses all pertainent information within that program which will only be viewable by the faculty. This includes all master syllabi, testing information, Psychology organizations etc.

PSY students also receive a version in their LiveText accounts which gives only information that they will require.



Any updates made to these documents by specified editors are immediate and universal, meaning that one change transmits to all accounts at once. This promotes greater accuracy and better communication.